

NEW HEIGHTS
CHARTER SCHOOL
———— **BROCKTON** ————



Scholar & Family
Handbook
SY 25-26

Revised July 2025

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PURPOSE OF THIS HANDBOOK

The information contained in this document is a general description of the policies and procedures of New Heights Charter School of Brockton (NHCSB) relating to students and families as of the time of publication. All information contained herein applies retroactively and supersedes and replaces any older versions of the Student and Family Handbook (the “Scholar Handbook”) and the policies contained therein. 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 NHCSB. The information provided should be used as a guideline in understanding certain rights, responsibilities and acceptable standards of behavior. Please read the Handbook carefully and contact the Principal or teachers with any questions. All policies, procedures, rules, and requirements are written in compliance with federal, state, and local education authorities. The up-to-date version of the Handbook will be posted on the school website and a copy will be provided upon request, and families, students and staff will be informed of any substantial changes to the Handbook.

BOARD MEMBERS

Executive Committee

Honorable Gregory Phillips.....Chairman
Stephen Bernard.....Vice-Chairman
William Little.....Secretary
Nicholas L. Christ.....Treasurer

Board Members

Graham Bengen
Jeffrey Charnel
Marybeth Mollo
Shelly Jackson
Vincent Marturano
Jason Radzevich
Dr. Rita Jones-Hyde

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 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.

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. Our school culture reflects our diverse scholar body, drawing upon our Scholars' various perspectives, experiences, and backgrounds in order 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.

CORE VALUES

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 own actions. It also requires that we all feel personally responsible for the success of one another, including Scholars, colleagues and the greater organization. In order 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- 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.

SCHOOLWIDE POLICIES AND PROCEDURES

Non-Discrimination Statement

In compliance with requirements by the Federal government (Title IX¹ 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,

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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, Lead School Adjustment Counselor, 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.

District Title IX Coordinator for Scholars: Dr. Nichole Jones

Email: njones@nhcsb.org

District 504 Coordinator Contact: Lauren Robinson

Email: lrobinson@nhcsb.org

District Title IX Coordinator for Staff: Maria Fernandes

Email: mfernandes@nhcsb.org

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

SCHOOL HOURS

The School's "Front Doors" will be open at 7:20 am. 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. Daily attendance is reported from the "Homeroom" period each day. Scholars who arrive at school after 7:40 am will be marked Tardy. Scholars who have 5 tardies will receive a detention. Scholars arriving after 9:30am will receive a phone call home from the front desk. .

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.

Early College scholars are responsible for the calendar kept by Massasoit Community College. Vacations for Early College scholars may differ from those on the school calendar.

(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.

School Cancellations

In the event of inclement weather, local and Boston media makes announcements regarding school cancellations. New Heights Charter School will close when Brockton Public Schools close for inclement weather.. The **NO SCHOOL** announcements for the Brockton Public Schools are made locally by radio station WATD (95.9 FM), by Boston radio station WBZ (1030 AM) and by Boston Television Channels 4, 5 and 7. Cancellations are reported to families and staff via phone notifications.

If New Heights Charter School is canceled due to inclement weather, all school facilities will be closed on that day.

Depending upon the severity of the weather conditions and how they impact on the health and safety of students, it may be necessary to delay the start of the school day or to dismiss students before their customary dismissal times. These options would be implemented only under certain conditions. As usual, parents should use their own judgment whether or not to send their children to school in severe weather.

Delayed School Openings

New Heights Charter School reserves the right to delay the opening of school to deal with unusual

conditions that may exist on a particular school morning. The district may opt to delay school by one hour, 90 minutes or 120 minutes. Delays would affect only the opening of school with dismissals taking place at regularly scheduled times. When delays are announced, the opening of school will occur one hour, 90 minutes or 120 minutes later than normal according to the following schedule (dismissal time will not be affected). In the event of a delayed school opening, scholars should be at their bus stop one hour, 90 minutes, or two hours after scheduled pickup.

One Hour Delayed Start	90 minutes Delayed Start	Two Hours Delayed Start
8:40	9:10	9:40

ATTENDANCE POLICY

ATTEND TODAY, ACHIEVE TOMORROW! ATTENDANCE MATTERS.

Encouraging regular school attendance is one of the most powerful ways a family can help 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.

Scholars who attend school regularly are more likely to achieve success in school and in their careers. Massachusetts' compulsory school attendance law (M.G.L. c. 76 and c. 72, § 8) requires children aged 6-16 to attend school and states that parents/guardians must ensure that a child in their care attends school or call the school to report a child's absence and reason for it. The Department of Elementary and Secondary Education's (DESE) attendance policy states that 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.

Excused and Unexcused Absences

If a scholar will be absent, a parent or guardian must notify the school as soon as possible. It is recommended that the parent or guardian notify the school by email at frontdesk@nbcbsb.org. All scholars arriving at school after 9:30 am will receive a phone call from the front desk staff or designee.

A scholar is considered absent with an excuse in the following cases:

- Have a medical note from a doctor that indicates that the child was seen at the Doctor's office on the day of absence. This note must be turned in within 5 days of the absence.
- Death of a family member (parent, sibling, grandparent, aunt, uncle, or cousin)
- Religious holidays
- Legal obligations, such as court appearance, verified with a copy of the summons
- Absences approved by the Principal

Scholars arriving late to school will be required to have a pass from the front office when going to the cafeteria. Scholars will not be allowed the opportunity to go to the cafeteria after 9:30. Teachers will not be able to provide scholars with passes to the cafeteria to receive breakfast. 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.

Work will not be provided in advance of unexcused absences. Any classwork or homework missed during an unexcused absence **may** be counted as a zero. Minor and major assessments **may** be eligible to be made up.

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.

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.

School-Based Response to Absences

Daily attendance is taken via PowerSchool in the homeroom by 7:40 am. Tardy students are recorded at the front desk upon their entry. Attendance is then taken during each period. Scholars are expected to attend all classes on their schedule when in school. In the event that a student is marked absent for daily attendance and the absence was not reported by the parent/guardian in advance, the parent/guardians may receive an automated Swift message through PowerSchool during the school day informing them of their scholar’s unexcused absence.

In the event that a scholar has **3 or more unexcused absences in a month**, a Dean of Students or designee will call the parent/guardian to inform them. They will request an in-person meeting (to include a representative regarding the scholar’s IEP or 504, where applicable) to develop action steps for student attendance. Action steps may include:

- Check-in/check out
- Morning Phone calls/text messages
- Referral to a Family Resource Center
- Filing a Child Requiring Assistance

Early Dismissal

In order to dismiss a student early, a parent/guardian must contact the school in advance and provide a signed note for early dismissal. It should be noted that 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 absence as a result.

- Scholars can only be dismissed by a parent, guardian, or approved contact.
- Scholars can only be picked up by a designated contact (either a parent/guardian or emergency contact).

- Emergency contacts cannot pick up a scholar without prior communication from the parent/guardian.
- All designated contacts must show an ID when dismissing a Scholar from school.

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 and 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. A teacher may change period attendance to note a Tardy-unexcused or Tardy-excused absence for their records. If a scholar arrives to class after the bell without a pass, the educator(s) will work with the student to address the behavior, and the scholar may receive a referral in DeansList.

Chronic Absences and Truancy

Students are considered chronically absent when they miss at least 10% of days enrolled (no more than 18 days). Students are considered truant when they fail to attend school for more than 8 days in a quarter.

Truancy

Under state law, a school-aged child who is not excused from attendance and who "willfully" fails to attend school for more than 8 school days in a quarter is considered habitually truant. In some cases, absences may not be "willful," and there are underlying barriers to attendance that can be addressed through services and support. In the event that truancy continues to remain an issue, New Heights Charter reserves the right to file an application for Child Requiring Assistance (CRA) in accordance with mass general Law. See e.g., *Millis Public Schools v. M.P.*, 478 Mass. 767, 783-784.

Dropout Prevention

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian, and no extension shall exceed 14 days.

SCHOLAR ENROLLMENT

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, documented efforts made by NHCSB Enrollment Coordinator or NHCSB staff, the scholar 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 Form and/or School Exit Forms in person with the Enrollment Coordinator or designee. If possible, advanced notice from the parent/guardian should be given.

Once completed forms are received and financial obligations are cleared, the Enrollment Coordinator or designee will notify the Principal. The NHCSB Enrollment Coordinator will contact the child's custodial parent. The New Heights Enrollment Coordinator or designee will contact any family whose Scholar is receiving Special Education or EL services. The School Nurse will disclose any health concerns to the Principal 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 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 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.

AFTER SCHOOL CLUBS AND ACTIVITIES

NHCSB clubs and activities will run each day from 2:45-5:15 p.m. Staff will hold tutoring and extra-help sessions at least once per week, and scholars will be able to sign up for student-led clubs and activities. 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 and after school clubs and activities may be suspended until further notice.

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 general questions regarding transportation, please call the main office at: 508-857-5721. For questions regarding Randolph or Taunton transportation please call the main office. If at anytime you need to contact the Brockton bus company directly please call the following number:
Brockton: (508) 508-7004

Bus routes will begin at the given start time. Even if your scholar's stop is later in the route, we recommend arriving at the stop by the route start time during the first week of school to get a better idea of when the bus will arrive. Buses will not be able to return to stops so scholars should be at their stops on time and visible to the drivers.

SCHOLAR PARKING ON NHCSB PROPERTY

Scholars who wish to park a car or other motorized vehicle 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 or Director of Operations.

- 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

DRESS CODE

Scholar dress and overall appearance should foster a positive and productive early college learning environment, reflecting pride in oneself as well as our school.

UNIFORMS

All students in **grades 6 through 10** will be required to be in **full uniform everyday**, without exception. Students who attend Massasoit Community College and Bridgewater State University will not have to wear uniforms.

The school's uniform will be a school-monogrammed polo shirt, khaki pants [tan], and a closed-toe shoe.

The following will be **prohibited**:

- Any open-toed shoes, sandals, or slippers, including Crocs and Foam Runners.

- Clothing displaying profane, or inappropriate language and/or symbols.(i.e., drug or alcohol references, sexual references, gang affiliated symbols, etc.)
- Clothing displaying offensive statements associated with race, religion, clubs, sects or groups.
- Any see-through garments and/or bare midriff shirts.
- Sweatpants, joggers, leggings, pajama pants.
- Shorts, biker shorts, skirts, and dresses that go above mid-thigh
- Jeans or pants that have rips above the knee
- Hat/Head Coverings/Accessories: Students must remove hats, caps, hoods, and/or other head coverings, including, du-rags, bonnets, and sunglasses when entering the building and during school hours.
- Exceptions:
 - Head coverings that have religious significance
 - Headwraps, headbands, or any other material/article used to support or pull back hair
 - Head coverings worn for medical reasons
 - Special events and/or circumstances that receive staff approval in advance.

Students who violate the dress code will be allowed to change into the proper uniform. If they do not have the required uniform items to change, a parent will be contacted to bring the appropriate uniform or take the student home.

- There will be times when students may be able to borrow a uniform item from the school, which must be returned before the student leaves the building. However, the school is not obligated to provide extra uniform clothing and cannot guarantee that such options are available.

The following are the uniform colors [polo] for each grade-level:

Grade Level	Polo Color
6th	Burgundy
7th	Gray
8th	Navy
9th	Black
10th	White

IDENTIFICATION CARDS

Identification cards will be issued to all staff and scholars during the first week of the school year. All scholars are required to wear an ID card during the school day and while in attendance at school events. Students must present the ID card, upon request, to any school staff.

If a student loses their ID card, they should first check with the Deans' office to determine if the ID has been found. Otherwise, the student is responsible for securing a replacement at their expense. The cost for a replacement ID card is \$1.00. Arrangements for obtaining a replacement ID are made through the Front Office.

CELL PHONES AND ELECTRONIC DEVICES

The use of cell phones, electronic devices, and headphones/earbuds, including phone calls, texting, recording, and accessing social media on a personal cell phone [smartwatch, tablet, gaming device, or laptop] is **strictly prohibited at all times while in the building**. All cellphones are to be **turned off** the moment the scholar enters the building and **turned in during the Advisory** period in the designated location where it will be kept locked and secured for the school day. NO EXCEPTIONS.

Students who refuse to turn in their cell phone, the Dean of Students will be contacted immediately, and the students are subject to escalated disciplinary action, which will be outlined in our Student Support and Discipline Matrix.

What does it look like in the classroom:

CLASSROOM EXPECTATIONS	WHAT DOES IT LOOK LIKE
At the beginning of Advisory, remind students of the appropriate use of technology policy.	"I'd like to begin the class by reminding students to place their phones and headphones in the cell phone lockbox and only to use your Chromebooks to complete assignments and tasks as assigned."
Frequently scan and circulate the room to ensure that students are using technology appropriately.	Every few minutes, circulate the room to ensure that cell phones / electronic devices(s) are not in a scholar's possession and that they are only using their Chromebooks to work on assignments.
If a student refuses to turn in their technology at the beginning of class.	"Because you are refusing to turn in your technology, I will be contacting the Dean."

LOST ITEMS

Students should not bring valuable property to school. It is strongly urged that students not bring large amounts of cash to school. Jackets and outerwear may be hung on a coat rack and must be picked up on a daily basis.

FOOD AND BEVERAGE

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

Food is not permitted outside of the cafeteria unless otherwise noted by staff. Scholars must eat in the cafeteria. Free lunch is provided to every scholar.

- Scholars with medical conditions should be referred to the nurse or principal for further assistance.
- 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 and Nurse. Although we would like to encourage birthday/holiday celebrations, for safety reasons, we do not allow food to be brought 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, Massasoit, or Bridgewater State campuses. Any food delivery made by a scholar will be confiscated and will result in disciplinary action for the scholar.

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. 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 have 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. 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 Students 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 Students 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.

GoGuardian

Each Chromebook is monitored using GoGuardian, which monitors emails, chats, and unauthorized websites as well as 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.

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, 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. Access to surveillance cameras is given at the discretion of the School Leadership.

ACADEMIC POLICIES

PROMOTION/GRADUATION REQUIREMENTS

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 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/ESL	2 Units
PE/Wellness	2 Units

Grade Promotion and Retention Policy

A student's promotion from their current grade to the next grade is primarily based on the student meeting satisfactory academic achievement and attendance. This consists of successful completion in all classes, especially content classes such as English, English as a Second Language, Composition, Math, Math Lab, Science, and Social Studies/History, with a cumulative grade of 60 or above. Students are expected to follow the Department of Elementary and Secondary Education's (DESE) attendance policy, which states

a student 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. Students will be considered for retention if they have not achieved the minimum standards expected for the respective grade level. NHCSB's retention policies are based on the developmental and educational needs of our students.

The school will share this policy with families, staff, and students, and adhere to all state and local regulations as they pertain to the rights of the individuals involved. The intent of the school district is to fully inform students and parent/guardian of the necessary steps they can take to prevent retention. The parent/guardian of any student who may not be promoted has the right to request a meeting with the principal.

Middle School, Grades 6-8:

Middle school students who failed one or two core content classes must successfully complete pre-approved summer school programming in order to be placed in the next grade level. If the student does not choose to attend, they will not be eligible to get promoted to the next grade level.

Middle school students who failed three or more core content classes such as English, English as a Second Language, Composition, Math, Math Lab, Science, Social Studies for the year will be retained. A final grade of 59 or below is a failing grade, therefore not meeting the minimum standards expected for the respective grade level.

High School, Grades 9-12:

High school students who failed one or two core content classes must successfully complete pre-approved summer school programming in order to be placed in the next grade level. A student who does not participate in summer programming in order to retake the class that they failed will acknowledge with their parent/guardian and the school that they will take the initiative to make up the second core content class during their high school career by enrolling in a local, pre-approved summer school program in order to retake the one or two classes that they failed. The student must successfully complete the classes and provide a transcript that they successfully passed the class in order to be placed in the next grade level. A student who does not participate in summer programming in order to retake one or two classes that they failed during the school year will be retained and risk not earning enough credits toward graduation.

High school students who failed two or more core content classes such as English, English as a Second Language, Composition, Math, Math Lab, Science, and Social Studies for the year will be recommended for retention. A final grade of 59 or below is a failing grade, therefore not meeting the minimum standards expected for the respective grade level. The student will acknowledge with their parent/guardian and the school that they will take the initiative to make up the second core content class during their high school career by enrolling in a local, pre-approved summer school program in order to retake the two or more classes that they failed. The student must successfully complete the classes and provide a transcript that they successfully passed the class in order to be placed in the next grade level. A student who does not

participate in summer programming in order to retake one or two classes that they failed during the school year will be retained and risk not earning enough credits toward graduation.

High school students who failed three or more core content classes such as English, English as a Second Language, Composition, Math, Math Lab, Science, and Social Studies for the year will be retained. A final grade of 59 or below is a failing grade, therefore not meeting the minimum standards expected for the respective grade level. A student may enroll in a local, pre-approved summer school program in order to retake the three or more classes that they failed. The student must successfully complete the classes and provide a transcript that they successfully completed all three or more classes in order to be placed in the next grade level.

Community Service Requirements

As a graduation requirement, all high school students at New Heights Charter School of Brockton high school student beginning with the class of 2029 will be required to perform a minimum of 25 hours of community service each year of attendance at NHCSB, totaling a minimum of 100 hours of community service between the date of entry as a freshman and the end of their senior year.

Since this requirement will begin for the 2025-2025 school year,

The following will be the requirements for all graduating classes from 2025 to 2028:

- For the 2025-2026 school year:
 - If you are entering grade 12, you must complete 25 hours of community service
 - If you are entering grade 11, you must complete a total of 50 hours.
 - If you are entering grade 10, you must complete a total of 75 hours
 - If you are entering grade 9, you must complete a total of 100 hours.

If you do not complete the required hours, you will not be eligible to participate in any Senior events, including but not limited to:

- Homecoming
- Prom
- Senior Trip
- Senior BBQ

We want to ensure you have advanced notice of this new graduation policy so you have time to complete your hours. Community Service forms can be found on our school website, and you can also use your summer to complete them.

The community service requirement may be satisfied during a single activity or a combination of activities. The Academic Counselors and Adjustment Counselors will have a list of suggested and pre-approved organizations and events during the school year, and counselors will notify all students when we receive information from those seeking volunteers.

Students are also encouraged to propose their own community service projects, but must be sure to get approval first from a high school administrator.

The 100-hour graduation requirement will be prorated for students entering NHCSB after their Freshman year.

Grade Promotion and Retention Process

Middle and High school students and parents/guardians receive communication from the school regarding their academic progress throughout the school year. Contact with students and parent/guardian may occur in person, over the phone, via email, video conferencing, and/or the mail from administration, staff or teachers. Students are expected to work with staff and teachers to determine which interventions are necessary in order for them to be successful in the class. Interventions may include but are not limited to, attendance, academic, behavioral, social/emotional, school-based accommodations and/or modifications.

The Academic Counselors will mail official letters home to students and parent/guardian during the following times of the year, in accordance with NHCSB's report card and progress report timelines.

- 1st notice in January: academic warning letter with Q2 report cards
- 2nd notice in March: promotion in doubt letter with Q3 progress reports
- 3rd notice in April: promotion doubt letter with Q3 report cards
- 4th notice in May: in danger of failing letter MS | HS with Q4 progress reports
- 5th notice in June: summer school, risk of retention MS | HS, retention MS | HS prior to Q4 report cards
- 6th notice in June: summer school letter, retention letter MS | HS with Q4 report cards

High school students who choose to stay at NHCSB the following school year, upon receipt of a notice of retention will have their classes that they passed during the previous school year will be processed as an elective. For example, a student passed English and Biology, but failed Composition, Algebra I and History and Math Lab, so during the subsequent, retained school year the student will receive elective credit for English and Biology, even though they will be re-enrolled in English and Biology along with the 9th grade classes they failed the prior school year.

DIRECTED STUDY

A scholar's schedule may include directed study. Directed study is scheduled to support a scholar in activities directly related to their program of studies in their core classes, and a teacher is available to assist students.

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.

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.

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

MANUAL GRADE CHANGES

A scholar earns a final grade and is encouraged to seek support prior to the end of a Quarter/Semester if necessary. If a scholar receives lower than a 50% as a final average/grade in Quarters 1-3, the teacher will manually override failing grade to a 50%. This may not occur during Quarter 4.



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. Specific "participation folder" for students to upload means of evidence.

SUBMISSION OF MAKE-UP/ LATE WORK

We expect scholars to submit work on time. Late work will be accepted at the discretion of the classroom teacher. Parents/Guardians are encouraged to check PowerSchool and/or Google Classroom for any missing assignments and low grades. A scholar or parent/guardian should email a teacher directly if concerned about grades and/or missing assignments.

PROGRESS MONITORING

Parents can access grades and attendance through a PowerSchool Parent Portal. There may 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 may be emailed/sent home with scholars at the middle of each Term / Semester.
- Report cards may be emailed/sent home with scholars at the end of each Term / Semester.
- 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 PRACTICE

Applied practice refers to any work assigned to a scholar to complete outside of class time. Applied practice serves multiple purposes and is 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 INTEGRITY

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. This policy includes the use of Artificial Intelligence (AI).

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, allowing someone to copy your work, or submitting previously submitted work.
- “Plagiarism”- The use of another person’s words or ideas without acknowledgment.
- “Unauthorized Academic Materials”- Unauthorized possession or distribution of quizzes, tests, and assignments. Downloading and using materials or term papers from the Internet, which were not written by the Scholar. This includes any and all AI (Artificial Intelligence) programs.

Academic Dishonesty	
Confirmed Cheating, Plagiarized, Using Unauthorized Academic Materials (ie. AI programs)	● Referral to Dean (as well as Associate Principal) ● Correspondence and meeting with scholar, teacher, and Parent/ Guardian ● Results in a zero for the grade in question with possible retake after school at teacher's discretion, with administration consult ● Multiple offenses may result in additional zeros and a failing final grade.

FAMILY ENGAGEMENT

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

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
- 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.

COMMUNICATION GUIDELINES

NHCSB faculty and administration encourages parents/guardians 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. If a parent/guardian would like to volunteer to support the school, they must submit a CORI to the Main Desk and be approved by the Principal.

SCHOOL-FAMILY-SCHOLAR COMPACT

When you joined New Heights Charter School of Brockton, you joined a team. The school and the families of all students agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student 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

- We will work tirelessly to ensure that our students get the excellent education they deserve. We will neither make nor accept excuses.
- We will work longer school day, longer school year, offer students extra help and support, and always offer our students the best we have.

- We will assign quality classwork and homework on a daily basis to reinforce and support skills and concepts learned in class.
- We will ensure that all teachers are certified in the subject-matter and working toward highly-qualified status.
- We will support students with excellent teaching and additional help during the school day and after/before school as needed.
- 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

- While enrolled in college courses, all Early College Scholars will receive high-quality and appropriate academic advising, monitoring, mentoring, and coaching to ensure academic and personal success.

RESPECT and FAIRNESS

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

COMMUNICATION

- We will communicate regularly with families about their child's progress and make ourselves available in person and on the phone.
- We will return phone calls and e-mails as soon as possible, usually within 24 hours.

Family Commitment

ATTENDANCE and PROMOTION

- I will ensure that my child comes to school every day either at 7:40am to begin the day's activities.
- I will not schedule family vacations during school time. I will do my best to schedule important appointments for out of school time.
- I will make alternative transportation plans if my child is required to stay at school until 5:00pm (Monday-Thursday).
- I understand that my child may be automatically retained if he/she fails 1 or more core academic classes, or is absent for more than 18 days of the school year.
- If my child fails 1 class, he/she must successfully complete a summer program in order to be promoted.

HOMEWORK and ACADEMIC SUPPORT

- I will provide a place to study and see that my student completes his/her homework regularly.
- I will help my child study for tests and quizzes and give them support when they need help and praise when they do well.

COLLEGE PREPAREDNESS

- 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

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

FAMILY SUPPORT and COMMUNICATION

- 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

Student Commitment

EFFORT and HELP

- I understand that my education is paramount. Being a student is my job. I will always work, think and behave in the best way I know how.
- I will do whatever it takes for my fellow students and me to learn. I will work to exceed the school's expectations.
- If I need help, I will ask for it. If I can give help, I will give it. I won't criticize other students.

COLLEGE PREPAREDNESS

- 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

- I will come to school and ready to learn by 7:40am.
- 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.
- I will follow the NHCSB dress code and/or wear the proper uniform everyday and remain in uniform throughout the day.

COMMUNICATION

- 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

- 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.
- I will respect my teachers, my peers and myself. I will refrain from all disrespectful behavior.
- 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.

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.

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.nhcsb.org)
- School calendar
- PowerSchool Parent Portal
- Google Classroom access
- Quarterly / Semester progress reports and report cards
- Weekly Family Forum
- SEPAC Quarterly meetings
- ELPAC Quarterly Meetings
- Parent Teacher Conferences
- Open House

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. All staff will 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.

- 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 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 a detention. This detention could be served before school, during lunch, or after school.

- Teacher must call parent/guardian to inform them of detention
 - Best to give parent/guardian at least 24-hour notice
 - Min time: 15 min and Max time: 45 min
- Teachers will record scholars assigned detention in DeansList under Communication.
- 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, a referral will be made to the Dean of Students in DeansList.

HALLWAY ROUTINES AND EXPECTATIONS

Scholars are expected to arrive on time, or scholars will receive a tardy. Scholars cannot leave the classroom without permission and a pass. Scholars tardy to class will receive a lunch detention, multiple tardies in a day will receive an after-school detention.

- Scholars must have the appropriate pass before leaving a classroom.
- Scholars are expected to walk at all times, ensuring proper social space between each other, and demonstrating courtesy to all and our learning environment.
- Food is not allowed to be visible in the hallway and may be confiscated if observed by staff
- Scholars who are in the hallway without a pass during designated class time will receive a DeansList referral.

STUDENT SUPPORT AND DISCIPLINE MATRIX

In order to promote greater consistency, predictability, and transparency, NHCSB and Deans of Students will utilize the Student Support and Discipline Matrix. This was created to streamline the way interventions, supports, and consequences are assigned at NHCSB. Our Student Support and Discipline Matrix uses the Multi-Tiered System of Support (MTSS) that clearly identifies what behaviors are Tier I, II, III, and IV and the level of intervention, support, and consequence the student will receive. All referrals (Tier II-IV) 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 tiered behaviors and the intervention, support, and consequence. If a scholar is referred through DeansList for a Tier II or above behavior, a Dean of Students or designee will contact parent/guardian and log communication on DeansList. All students and parents will receive a copy of the Student Support and Discipline Matrix.

Nothing in this protocol is designed or intended to limit NHCSB authority to discipline or take remedial action under General Laws Chapter 71, 37H, or in response to violent, harmful, or disruptive behavior, regardless of whether this protocol covers the conduct.

Tier I Behaviors	Intervention, Support, and Consequence
Not wearing complete uniform; wearing non-uniform item Inappropriate language or gestures [not directed at another person] Eating/drinking in class Minor disruption in class, hallway, and/or public spaces Failure to comply with teacher's instructions Statements or actions, written, verbal, or electronic that disrupts the educational process.	Tier I behaviors are handled within the classroom by the teacher using at least three interventions. 1st Intervention: <i>(Any one or combination of the below at the discretion of the teacher)</i> - Verbal or nonverbal reminding, reinforcing, and redirecting. - Scholar will be provided the opportunity to correct the behavior. - Call home from Teacher 2nd Intervention/Consequence: <i>(Any one or combination of the below at the discretion of the teacher)</i> - Action noted under 1st occurrence at the discretion of the teacher. - Teacher Detention - Referral to Dean of Students - Call home from Dean of Students - Restorative Conversation Subsequent Occurrence: <i>(Any one or combination of the below at the discretion of the Dean)</i> - Behavior is now a Tier II. - Action noted under 1st and 2nd occurrence at the discretion of the Dean and or Designee. - Detention [in-school, after-school, or Saturday] - Call home from Dean/Designee

Tier II Behaviors	Intervention, Support, and Consequence
Repeated Tier I behavior (after three interventions) Inappropriate, abusive, or disrespectful language (written or verbal) toward another student, teacher and/or staff. Willful disobedience to authority figures that substantially disrupts the learning environment. Instigating or participating in a fight (one-on-one & first incident) Cheating, plagiarism, or copyright infringement	Tier II behaviors are referred to the Dean of Students. 1st and Subsequent Occurrences: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i> - Dean conference with scholar, along with Parent/Guardian Communication. - Scholar assigned after school detention(s) - Consequence: extended detention, behavior contract, restitution, loss of privileges, In-School Suspension, Out-of-School Suspension - Restorative Conference Escalated Occurrence that disrupts learning environment: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i> - Action noted under 1st occurrence at the discretion of the Dean and/or Designee. - Principal Hearing and Long-term suspension - Restorative Conference
Tier III Behaviors	Intervention, Support, and Consequence
Instigating or participating in a fight (second incident) either one-on-one or in a group. Bullying or harassment based on, including but not limited to a person's actual or perceived: race, color, weight, national origin, ethnic group, religion, sex, sexual orientation, or gender (identity and expression) Possessing and/or using	Tier III behaviors require an immediate call to Dean and/or Administrator support. 1st Occurrence: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i> - Dean Conference with scholar, along with Parent/Guardian Communication. AND - Restorative Conference between scholar(s) and staff member, guided by Dean/Counselor. - Principal Hearing and Out-of-School Suspension - Removal from Early College program 2nd Occurrence: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i> - Action noted under 1st occurrence at the discretion of the Dean and/or Designee. - Principal Hearing and Long-term Out-of-School Suspension Subsequent Occurrence: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i>

tobacco, nicotine products such as e-cigarettes (vaping) or any paraphernalia. Possessing and/or using alcohol Theft/stealing without the use of force, threat or intimidation of money or property valued at less than \$500. Improper use of computer: viewing obscene, pornographic, violent, or sexually harassing material; or information on weapons.	- Action noted under 1st and 2nd occurrence at the discretion of the Dean and/or Designee. - Contact with law enforcement and/or Expulsion
Tier IV Behaviors	Intervention, Support, and Consequence
Endangering the safety of oneself or others with the intent to inflict harm Theft/robbery (taking money or property by force, threat, or intimidation) Attempted or actual sale, distribution, or manufacture of alcohol, illegal substances, or drug paraphernalia on school property or school function Sexual misconduct against another student	Tier IV behavior requires an immediate call to the Dean of Students and/or Administrator. 1st Occurrence: <i>(Any one or combination of the below at the discretion of the Dean/Designee)</i> - Dean Conference with scholar, along with Parent/Guardian Communication. AND - Restorative Conference between scholar(s) and staff member, guided by Dean/Counselor. - Principal Hearing, Long-term Out-of-School Suspension - Removal from Early College program - Contact with law enforcement and/or Expulsion [37H]

or staff	
Weapons: carrying, posing, or displaying a firearm on school property or any school-sponsored event.	

Reflection Room



The Reflection Room is a space outside of the classroom where scholars are sent 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 mistakes. The ultimate goal is to increase scholar independence and promote scholar reflection. In the Reflection Room, the Restorative Practices Coordinator will facilitate restorative conversations to build and strengthen the community through the use of facilitated scholar discussion. This support helps our scholars develop effective communication, problem-solving, and social-emotional skills.

DETENTIONS

There are three different types of detentions at New Heights Charter School (Dean Detention, Teacher Lunch Detention, and Saturday Detention).

DEAN ASSIGNED DETENTION

Dean Detention

Deans will assign detentions for infractions that are outlined in our Dean's Referral Table. Deans will review referrals on DeansList and meet with each student to listen to their side of the story. They will then assign the consequence for the infraction. Deans will communicate the date and time when the student is expected to serve their detention, and parents/guardians will be notified via phone of the action of the student and the consequence given by the school. The detention must be served within 48 hours of the

occurrence. During detention, students will be expected to maintain a silent environment. Students may be assigned to work on Restorative Practice assignments outside of the detention room (if staff is available for supervision). Additionally, students may use school-assigned electronic devices to improve their academic performance. Any violation of detention rules and expectations may result in subsequent disciplinary action. Parents/guardians will be responsible for providing transportation to and from the detention.

- The Dean of Students must inform a scholar if they have been issued a Dean of Students Detention.
- Detention will be assigned after school and will run from 2:40-3:40 PM.
- Dean of Students will call parent(s)/guardian(s) to inform them of the detention
 - Parent(s)/guardian(s) should be given a minimum of 24-hour notice for after-school detentions
 - **Detention must be served within 48 hours**
- Dean Detention will be for students who:
 - Repeatedly disrupt classroom instruction
 - Arrive to school late (after 7:40 am) or are late to class 5 or more times in a quarter
 - Violate a school rule as outlined in the Dean's Referral Table
- While in detention, scholars will be encouraged to improve their academic performance.
- Scholars can only use school-assigned electronic devices.
- Any violation of detention rules and expectations may result in subsequent disciplinary action.
- Parents are responsible for transportation to and from Dean Detention.

TEACHER LUNCH DETENTION

Teacher Lunch Detention

Teachers can assign lunch detentions for low-level infractions that occur in their classrooms throughout the day. Teachers will create a Communication Log in DeansList to track the infraction and inform parents/guardians via email or phone that the child received the disciplinary action on the day of the discipline. The teacher will request that lunch be brought to their room via Google form. If the discipline is assigned after lunch has occurred, the detention will be served the following day. The detention will take place in an available grade-level classroom.

- Teachers can assign lunch detentions for low-level infractions that occur in their classrooms throughout the day. Teachers will inform the parent(s)/guardian(s) that their child has received a lunch detention.
 - Parent(s)/guardian(s) will be notified the same day of the detention.

SATURDAY DETENTION

Saturday Detention

Deans will assign Saturday detentions to students who violate a school rule as outlined in the Student Support and Discipline Matrix. Deans will review referrals on DeansList and meet with each student to listen to their side of the story. They will then assign the consequence for the infraction. Saturday

detentions will run from 8:30AM to 11:30AM. Students will need to serve the detention within 2 Saturdays of the infraction. Parents/guardians will be notified via phone of the action of the student and the consequence given by the school. Parents/guardians will be responsible for providing transportation to and from the detention. Students who are not able to attend Saturday detention due to transportation concerns may attend two extended detentions with a confirmed agreement between the parent/guardian and the Dean. During detention, students will be expected to maintain a silent environment. Students may be assigned to work on Restorative Practice assignments outside of the detention room (if staff is available for supervision). Additionally, students may use school-assigned electronic devices to improve their academic performance and participate in community service activities (if staff is available for supervision). Any violation of detention rules and expectations may result in subsequent disciplinary action, up to and including suspension.

- Students who are assigned Saturday Detentions will need to arrive by 8:30 am and will remain until 11:30 am.
 - Parent(s)/guardian(s) are responsible for transportation to and from Saturday Detention.

EARLY COLLEGE EXPECTATIONS

Student Expectations

Academic Standards

- Students must attend all scheduled classes (both high school and college) and maintain a passing grade of at least a **C- (minimum 70%)** in each course.
- Any grade below a **D** will result in potential removal from MCC for the remainder of the academic year.
- If a student earns a grade lower than a **B- (minimum 80%)** in any course, they will be placed on **Academic Warning**.
- While on Academic Warning, the student must:
 - Attend mandatory academic support resources, including tutoring, office hours, and required academic interventions.
 - Meet regularly with their NHCSB Academic Counselor.
 - Participate in a required meeting with their parent/guardian and school staff to review academic progress.
 - Follow any schedule or academic plan adjustments made to keep them on track for graduation requirements and MCC eligibility.
- Submit all assignments, projects, and exams on time, as outlined by the course syllabi.
- Students must attend and actively participate in all scheduled academic counseling and advising appointments.

Attendance Policy

Attendance is mandatory. Students are required to attend **every class, every day, and arrive on time**.

- If a student must be absent, they are required to notify both the **Early College staff** and the **Main Office in advance of the absence**.
- In the event of an **emergency absence**, a parent or guardian must contact the school **on the day of the absence** to explain the situation.
- Failure to attend class, frequent tardiness, or failure to follow the notification procedures will be considered a violation of school policy and may result in disciplinary action and impact the student's standing in the Early College program.
- Drop Off- All students **MUST** be dropped off at NHCSB and will be transported to MCC via NHCSB buses. Students may **NOT** drive themselves and parents may not drop them off at MCC.

Financial Responsibility for Failed Courses

NHCSB covers the tuition cost for MCC courses **one time only**.

- If a student fails a course (earns below a D), NHCSB will **not** pay for that course again.
- Any retake of a failed course is the **full financial responsibility** of the student's family if they choose to re-enroll in that course.
- All courses in the student's schedule are selected to ensure they meet both high school graduation requirements and the requirements for earning an associate's degree.
- Failing a course may mean the student will **not** be able to earn their associate degree, as every course in the pathway is required for degree completion.
- NHCSB will not make substitutions or add additional courses to replace failed classes for the purpose of meeting associate degree requirements.

This policy applies **without exception**.

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 or Dean of Students has the authority to exercise discretion in deciding the consequences for a scholar who has violated school rules. The Principal or Dean of Students 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.

The Principal or Dean of Students 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 or Dean of Students, 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 or Dean of Students shall inform the scholar of the disciplinary offense charged and the basis for the charge. The Principal or Dean of Students 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 or Dean of Students 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 or Dean of Students 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 or Dean of Student, if such a meeting has not already occurred. The Principal or Dean of Students 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 Dean of Students / Associate 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. Students will have the opportunity to make up any and all missing work for the same number of days they were suspended. Please note that students who are enrolled in college classes will have to follow the college/professor's policy for missing work and may not be afforded the opportunity to make up work.

A scholar or parent may appeal a short-term suspension imposed by the Dean of Students / Associate Principal to the Associate Principal / Principal respectively by filing a written request for an appeal within three (3) school days of the decision. The Associate Principal/Principal will hold a hearing, within three (3) school days of the scholar's appeal. The Associate Principal/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 (Associate Principal)

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:

- 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 Associate 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 Associate Principal decides to suspend the scholar following the due process hearing, the Associate 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 Principal or Executive Director. If the Principal or Executive Director presides over the suspension hearing any appeal will then have to be made to the Assistant Executive Director. They may then receive an extension of time of up to 7 additional calendar days. If the appeal is not timely filed, the Principal or Executive Director may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Principal or Executive Director 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 Principal or Executive Director's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The Principal or Executive Director 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 Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the Principal or Executive Director 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 Associate Principal's hearing for long-term suspension. The Principal or Executive Director will issue a written decision within 5 calendar days of the hearing. If the Principal or Executive Director determines that the scholar committed the disciplinary offense, the Principal or Executive Director may impose the same or a lesser consequence than the Associate Principal, but shall not impose a suspension greater than that imposed by the Associate Principal's decision. The Principal or Executive Director's decision is the final decision.

Suspension/Expulsion Pursuant to M.G.L. Chapter 71, Section 37H

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:

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 Associate Principal/Principal. After the hearing, an Associate Principal/Principal may, in his/her discretion, decide to suspend rather than expel a scholar who has been determined by the Associate Principal/Principal to have violated either paragraph (1) or (2).

Any scholar who has been expelled from 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 during the period of suspension or expulsion, the new 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 Associate Principal/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 Associate Principal/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 Associate Principal/Principal 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 Executive Director 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 within two school days from the hearing, 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/designee 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 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 states, “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.”

If it is determined that a Scholar has been found to participate in the crime of hazing 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/designee for a long-term suspension hearing.

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/designee 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

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 receives a report from a member of the NHCS Staff or a Scholar of bullying and/or retaliation, the Principal/designee 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

STUDENT SERVICES

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 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 Student 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 joined 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 as set forth in [603 CMR 28.07(4)]. The New Heights Charter School SEPAC will meet at the start of the school year, and monthly thereafter, in order to ensure equal access to a free and appropriate access for all scholars with special needs in the least restrictive environment at NHCSB.

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.

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. Any time 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 Scholar's 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/her 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/her educational placement to the same extent that a regular education scholar would be removed. The special education scholar must continue to receive his/her 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. 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/>

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 504 Coordinator in writing and request an evaluation for accommodations under Section 504. Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that provides important rights for students with disabilities. The law requires that students with disabilities receive benefits and services comparable to those given their non-disabled peers. Section 504 prohibits all recipients of federal funding from discriminating on the basis of an individual's disability.

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 principal/designee 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/Designee or Dean of Students 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;
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 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 effects.

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 of 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 of 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, and or Associate Principal 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 of 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 the Associate Principal of Scholar Success.

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 Associate Principal of Scholar Success.

SCHOOL ADJUSTMENT COUNSELING PROCEDURES

COUNSELING REFERRALS

****All referrals should be submitted to the appropriate grade level counselor.**

- Parent/Guardian Referrals: Parents/ guardians who wish to refer their child for a counseling check-in may do so by contacting the Director of Counseling or the grade-level school adjustment counselor.
 - The frequency of the check-ins for parent/guardian referrals will be determined on a case-by-case basis, depending upon the presenting circumstances. In a school setting, it is not feasible for school adjustment counselors to provide ongoing counseling services to all students. If continued support is required, we will take the necessary next steps (i.e., community referrals or referral to WCST).
 - Interpreters are available upon request for all counseling services, parent meetings, etc.

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
- Mental health concerns (poor sleeping habits, anxiety, depression symptoms)
- The child has expressed thoughts of harming self or others

****In the event of a mental health emergency, including concerns for safety such as thoughts of harm to self or others, sScholars and/or families 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).******

CONFIDENTIALITY

Confidentiality is extremely important in a relationship between a counselor and a student. Anything a student 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 student 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 student appears to be at risk of harming him/herself/themselves or others.
- If a student 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 their right to confidentiality.

*More information regarding confidentiality & FERPA requirements can be found on DESE website

Mandated Reporting

Section 51A of Massachusetts General Law states, "A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited child, or (v) being a human trafficking victim as defined by section 20M of chapter 233.

The Director of Counseling is responsible for ensuring all staff receive a yearly mandated reporter training from <https://51a.middlesexcac.org/>, and any new staff starting mid year also receive the training within their initial onboarding.

SCHOOL NURSE GUIDELINES

Any child has access to the School Nurse office by request during the school day. The scholar will be given a pass and must report directly to the school nurse office. The visit will be documented in a school log. Parent/Guardian may be notified at the discretion of the Nurse.

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.

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.

PHYSICAL EXAMINATION

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

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.

All grade 9th - 12 students will be afforded the opportunity to carry their emergency medications (ie, Epi-Pens and Inhalers) with doctors' medical orders. Specifically, those orders must identify the ability of the individual to administer safely the emergency medication. Before this opportunity is implemented, the scholar must complete a nursing assessment. Parents are responsible for making sure all meds are not expired.

If you have any questions or concerns, please contact the Principal or Nurse.

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.

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 middle and high 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.
- 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/Associate Principal 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.

SCREENINGS

Massachusetts Department of public health mandates certain screenings for middle school and high school students. Hearing, Vision, postural, BMI, and sports screenings. Please visit the MDPH website at <http://www.mass.gov-school> health screening for more information. If you choose to opt out of these screenings, please send an email to Nurse@NHCSB.com

EARLY COLLEGE

Once students demonstrate the knowledge and skills required to successfully complete developmental and/or freshman level college courses, they begin taking a full college course load as early as 11th grade on the Massasoit Community College campus with college professors.

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.
- **If a scholar is going to miss a college class, it is the scholar's responsibility to contact all professors and program staff.**
- **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 Scholar to clean. Any scholar leaving a mess or trash in an MCC classroom is subject to NHCSB consequences.

DRESS CODE

New Heights Charter School requires all Scholars to be in compliance with the dress code policies while on NHCSB and Massasoit campuses. Scholars who are out of dress code will be asked to change into clothing that is within the dress code. Scholars who do not have clothing to change into dress code will be given a school loaner logo top and/or appropriate bottoms. Scholars who are in violation of the dress code will be subject to a phone call home in order to obtain appropriate clothing or can be restricted from attending Massasoit Community College classes.

Early College Dress Code				
	Tops	Bottoms	Shoes	Accessories
Acceptable 	- T-shirts (long sleeve or short sleeve) - Sweatshirts and Hoodies (hoods should never be worn over your 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) - 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 inappropriate by NHCSB Staff	- Ripped Pants or Jeans where skin is visible - Pajamas - Shorts and Skirts of inappropriate length - Any clothing item that is determined as inappropriate by NHCSB Staff	- 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 core college classes (D- or higher) may be 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. Early College scholars who do not meet high school credit requirements and who do not exhibit P.A.C.K skills may be subject to transition to the Dual Enrollment track.

All MCC college course withdrawals must be approved and administered by:

- New Heights Academic Counselors
- Director of Early College Access

MCC PROGRAM OF STUDY

Scholars take college courses in the Fall and Spring Semesters towards completion of the Liberal Arts Studies Program at Massasoit Community College. According to Massasoit Community College, the Associate of Arts Degree is awarded to scholars who complete this program. 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 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> .

Incidents of Academic Dishonesty and Plagiarism include:

- copying another's work
- unauthorized use of computer programs and AI (CHATGPT etc)
- Giving or receiving aid during examinations or in completing assignments
- handing in past assignments as new assignments (self plagiarism)

Scholars found in violation of the Academic Honesty policies are subject to:

- a. A hearing with NHCSB/MCC Administration, Professor, and scholar(s) to discuss the severity of the incident.
- b. A consequence as determined based on the severity of the incident.

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

ATTENDANCE AT MASSASOIT COMMUNITY COLLEGE COURSES

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 may have to remain at NHCSB campus.
- 2 absences during the first week of each semester will result in a Family Meeting and could possibly result in withdrawal from MCC courses.
- Three unexcused absences will require a mandatory meeting with NHCSB Early College Coordinator and a parent/guardian; possibly resulting in an immediate withdrawal from all college courses, as determined by NHCSB Early College Administration.
- Three tardies will be equal to one unexcused absence, and
- Being tardy three times may result in an immediate withdrawal from the course(s), as determined by NHCSB Early College Administration.
- **It is the scholar's responsibility to contact all professors and program staff, if they are going to miss their college class.**

- Scholars 18 years or older, may dismiss themselves upon permission from Early College Admin along with parent/guardian permission. Early College Admin will notify parent/guardian of dismissal.
- **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.

BATHROOM POLICY

There are many “right” times to request to use the bathroom, and there are other times that are disruptive and counterproductive to your learning. Scholars should try to use the bathroom during independent work time to minimize loss of learning time. Bathroom policies are subject to professors' classroom policies.

- Bathroom usage is subject to the rules and permission of both NHCSB staff and Massasoit Community
- Scholars should come to class prepared, meaning they should have all their belongings and use the bathroom prior to class starting.
- Scholars are prohibited from leaving the classroom the first ten and last ten minutes of class, as these are often the most important times to be in attendance.

MCC FOOD AND DRINK POLICY

MCC College Courses: Open food or beverage containers are no longer allowed in the classroom. A scholar may have a water bottle that is placed on the floor. There is ABSOLUTELY no food or drink allowed anywhere near MCC computer labs and MCC computers.

FINANCIAL AID AND COLLEGE ADMISSION DISCLOSURE

Early College / Dual enrollment provides high school students with an invaluable opportunity to earn college credits while still in high school. However, it is essential to understand that these college courses also contribute to eligibility for future financial aid.

All NHCSB scholars enrolled in college credit bearing courses are creating a college transcript (permanent record), and unsatisfactory progress in these New Heights sponsored college classes can have significant implications on future financial aid eligibility.

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 Handbook that includes the 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. 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 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.** If a machine is damaged as a result of misuse, parents will be notified and there may be disciplinary action.

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. A scholar's parents will be notified if their child's laptop has been missing for more than two days.

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 Director 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.

Appendix

I. Transportation Handbook



NEW HEIGHTS
CHARTER SCHOOL
— **BROCKTON** —

TRANSPORTATION HANDBOOK 2024-2025

**Transportation Procedures for Scholars, Parents, Guardians, and
Program Providers**

New Heights Charter School of Brockton
1690 Main St
Brockton, MA 02301
(508) 857-5721, ext. 1330

New Heights Charter School of Brockton ensures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title VI and Title IX, or handicap, in compliance with Section 504.

Updated: June 2024

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RESPONSIBLE ADULT / SCHOLAR RESPONSIBILITIES

We ask that you review the following vehicle safety and behavior responsibilities with your scholar.

1. The following is an excerpt from the Code of Massachusetts Regulations Chapter 90 Section 7AA: A passenger in a motor vehicle in any way who is under the age of 8 shall be fastened and secured by a child passenger restraint, unless such passenger measures more than 57 inches in height. The child passenger restraint shall be properly fastened and secured according to the manufacturer's instructions.

In most instances the vendor will provide a car/booster seat when required. Provision of specialized car/booster seats based on a scholar's specific physical needs, will be the responsibility of the parent/guardian. Physician documentation for specialized seating may be required.

2. ALL SCHOLARS ARE REQUIRED TO WEAR SEAT BELTS WHERE POSSIBLE (SCHOLAR TRANSPORT VANS)

3. Scholars should be ready at designated stop for pick-up ten (10) minutes before the vehicle is due to arrive.

4. Scholars must never approach the vehicle until it has completely stopped.

5. Please notify the school if you drive your scholars to school but expect them to be transported home by the school bus or van at dismissal.

6. Scholars are not allowed to be picked up or dropped off by school vans or buses anywhere except at their own homes (vans only) or designated bus stops, unless the DISTRICT has authorized a different arrangement. Families/Guardians are required to provide Emergency Contact information for their scholar in the event we cannot reach the parent in an emergency. Changes in transportation require a minimum of 48-hour notice.

7. New Heights and its drivers are not responsible for lost or stolen items. Scholars should ensure they have all of their belongings before leaving the vehicle.

8. Pets are not allowed on vehicles. Accommodations may be made for service animals only.

9. Medications cannot be transported on the vehicle. Per the Department of Public Health CMR 210.008 requires, “a parent or parent/guardian-designated responsible adult shall deliver all prescription medications to be administered by school personnel or to be taken by self -medicating scholars, if required by the self-medicating agreement, to the school nurse or other responsible person designated by the school nurse.” Therefore, if your scholar requires medication during the school day, it is the parent/guardian’s responsibility to deliver it directly to the school nurse. If your scholar is in a residential program, please make the necessary arrangements to have adequate prescription medication at home as New Heights Charter School of Brockton cannot transport medication.

Neither New Heights drivers nor scholars may carry any medication (except EpiPens and inhalers - see below) to be administered by school personnel on the bus or van for transport to school.

Management of scholars with Life-Threatening Allergies

If your scholar has a life-threatening allergy, you are required to follow the protocol outlined below:

- Inform the School District and the New Heights Transportation Office of your scholar’s specific allergy prior to the start of the school year (or as soon as diagnosed).
- Provide the School District and New Heights Transportation Office with your scholar’s Allergy Action Plan and current medication order for EpiPen from a licensed provider.
- Ensure that an updated twin pack EpiPen is in your scholar’s backpack each and every day and attach the provided yellow twist tie to the backpack.
- Provide emergency contact information.
- Provide updates as needed on scholar’s allergy status.
- If your scholar is developmentally able, teach them to recognize the first signs of an allergic reaction and to communicate with them as soon as they feel a reaction starting.

Please do not hesitate to contact New Heights Transportation at 508-857-5721, ext. 1330.

10. Drivers are not allowed to escort scholars to/from home or school entrance, parents or other authorized personnel must assist the scholar on and off the vehicle, if necessary.

11. Scholars may not, in any way, mark or destroy the vehicle or its contents. Parents/Guardians will be held financially responsible for damages to the vehicle caused by their scholar.

12. Parents/Guardians must notify New Heights of all changes of address at least one week in advance to allow the vendor time to make any necessary changes to the routes.

13. Cell phone use is allowed only for emergency purposes.

14. Transportation staff may assign seats to scholars being transported. Program staff may request seating changes by contacting the vendor's office.

15. Windows can be opened at the discretion of the driver. They should not be lowered more than four (4) inches to prevent personal injury and property loss. Scholars shall not throw anything out of the window. Basic school transportation laws prohibit scholars from extending any body part out an open window.

16. Weapons of any kind are not allowed on the vehicle.

17. NO SMOKING, USE OF TOBACCO OF ANY TYPE, NO VAPING, FOOD or DRINK is allowed on the vehicle.

18. If the scholar will not require transportation due to illness, appointment, or other circumstances, parents should contact the transportation office first so that transportation can be paused or canceled for the day (transportation vans only).

19. Massachusetts General Law, Chapter 90, Section 16 prohibits any person from unnecessarily idling the engine of any motor vehicle on school property for a foreseeable period of time longer than 5 minutes.

SCHOOL / STAFF RESPONSIBILITIES

1. School staff/personnel will be present when scholars are dropped off and picked up from school. Drivers may drop off and pick-up scholars no later than ten (10) minutes before or after the designated program time. Please contact New Heights if problems occur with inconsistent arrival and/or departure times.

2. Make sure seat belts are securely fastened and scholars are orderly, where applicable.

3. Periodically review rules and regulations of passenger safety with the scholars throughout the year.

4. Do not send scholars home with sharp objects, loose toys, balloons or other large items.

5. Please consider preparing the scholar for their ride home. If the scholar has a challenging day which may impact the ride home, please share information with the driver that may help with the ride home. We appreciate your assistance and welcome your feedback and communication to resolve challenges that may arise on the vehicle.

DRIVER RESPONSIBILITIES

1. Drive all routes prior to the start of school. It is your responsibility to arrive at your destination at the designated time. This is only possible by knowing route directions.

2. Do not wait more than three (3) minutes at each stop. Driver must direct families/guardians to call New Heights to request any changes in these times.
3. Drivers are responsible for arriving no sooner than ten (10) minutes before and after designated program times.
4. Contact the Transportation Coordinator when scholars do not use transportation services for more than 2 days.
5. Drivers are required to attend all training events required by New Heights in order to meet the needs of scholars transported.
6. NO SMOKING, USE OF TOBACCO OF ANY TYPE, FOOD or DRINK is allowed on the vehicle.
7. Drivers are PROHIBITED from transporting medications to or from the school as per Department of Public Health CMR 210.008.
8. No refueling will take place with scholars on the vehicle.
9. Drivers/monitors will check to see that seat belts are securely fastened before putting the vehicle in motion.
10. Drivers operating wheelchair vehicles will follow all safety guidelines outlined in wheelchair transportation training.
11. Drivers are not allowed to leave the vehicle with scholars on board. If an emergency occurs, the driver will secure the vehicle in Park, turn off the engine, remove keys from the ignition and secure the emergency brake.
12. Only authorized school personnel and assigned scholars will be allowed to ride in the vehicle.
13. Drivers or monitors do not escort scholars to/from the vehicle to school or home entrance.
14. Windows can be opened at the discretion of the driver. They should not be lowered more than four (4) inches to prevent personal injury and property loss. Scholars shall not throw anything out of the window. Basic school transportation laws prohibit scholars from extending any body part out an open window.
15. If a behavior concern arises, inform the dispatch office and if necessary, find a safe location to stop the vehicle. Instruct scholars that the vehicle will remain stopped until the behavior stops. A behavior/incident report is due to the Transportation Coordinator by the end of the business day for incidents that occur before noon that day. For incidents that occur later in the day, the report should be sent to the Transportation Coordinator no later than 10:00 am the next business day.

16. If a scholar shows symptoms of illness, including seizures, the driver will inform the dispatch office and if necessary, find a safe location to stop the vehicle. The driver shall observe symptoms and call 911 as necessary.
17. Drivers should check for personal belongings left behind on the vehicle.
18. State law prohibits the use of cell phones while driving.
19. Radio will be played at the discretion of the driver while scholars are in the vehicle. Drivers should be aware of any noise sensitivity a scholar on the vehicle may have before doing so.
20. As required by New Heights, appropriate and respectful attire is required at all times of drivers and monitors. Clothing with offensive pictures, language, symbols or writing are not allowed.
21. All incidents/accidents must be reported to your supervisor or dispatcher immediately using communication radio or phone as warranted. New Heights should be notified of accidents immediately by phone and after emergency personnel are dispatched. An incident / accident report must be completed and faxed to New Heights by the end of the business day for accidents that occur before noon that day. For accidents that occur later in the day, the report should be sent to New Heights no later than 10:00 am the next business day.
22. Drivers and transportation staff are required to attend problem-solving meetings when scheduled to address routes that have been unsuccessful or unsafe.
23. Massachusetts General Laws Chapter 119, Section 51A-E places an important responsibility on those who work with scholars to report to the Department of Children and Families (DCF) if they have reasonable cause to believe that a scholar under the age of eighteen years of age is suffering physical or emotional injury resulting from abuse, including sexual abuse or neglect. This is a mandated responsibility which New Heights takes very seriously. If a driver/monitor suspects abuse or neglect, you are mandated to report your suspicion. If you have any concern that a scholar may be suffering from any form of abuse, please contact the New Heights office immediately.
24. Massachusetts General Law, Chapter 90, Section 16 prohibits any person from unnecessarily idling the engine of any motor vehicle on school property for a foreseeable period of time longer than 5 minutes.

MATERIALS REQUIRED ON VEHICLES AT ALL TIMES:

- Three (3) flares
- Fire extinguisher
- First aid kit
- One (1) pair chock blocks
- Body Fluid Spill Kit
- Fire Blanket (Wheelchair vehicles only)

FAILURE TO BE EQUIPPED WITH THE LISTED ITEMS MAY RESULT IN A ONE HUNDRED DOLLAR (\$100.00) FINE IMPOSED BY THE REGISTRY OF MOTOR VEHICLES.

BEHAVIOR / SAFETY CONCERNS

New Heights vendors are responsible for appropriate supervision and monitoring of scholars on the vehicle according to the needs identified through the transportation contract. Vendor staff is responsible for supervising the conversations and behavior of scholars in the vehicle. If scholars on the vehicle demonstrate behavior or make comments that may predict a real or potential threat to a scholar, staff, parent or other individual (in the vehicle and beyond transportation), it is imperative that this information be communicated immediately to New Heights transportation staff. New Heights and/or vendor is responsible for sharing that information with the appropriate parties, including program staff, school district personnel and families/guardians.

All behavior concerns (both physical and verbal) are to be documented in writing through the Incident Report Form, which is to be emailed to New Heights by the end of the business day for accidents that occur before noon that day. For accidents that occur later in the day, the report should be sent to New Heights no later than 10:00 am the next business day.

In the event that behavior or statements made by a scholar in the vehicle constitute a threat of violence, New Heights will follow the discipline policy listed below, which may include suspension from transportation for a period of time. Ongoing safety concerns will warrant a meeting with all parties to determine if additional supervision is required beyond the scope of the current transportation service contract.

DISCIPLINE POLICY

In order to maintain safety in the vehicles, scholars are expected to maintain responsible, safe behavior at all times. If safety is jeopardized because of scholar behavior, disciplinary action will be taken. The procedures which follow will apply in most cases when the driver believes the misconduct has created a safety hazard on the vehicle. Some instances may warrant **IMMEDIATE ACTION**. *Reminders for scholars:*

- Be courteous to your driver and other scholars.
- Observe the same conduct as in the classroom.
- Do not use profanity or language viewed as racist, sexist, abusive or threatening.
- Do not eat or drink on the vehicle.
- Keep the vehicle clean.
- Cooperate with the driver.
- Do not smoke/vape.
- Do not be destructive.
- Stay in your seat.
- Keep head, hands and feet inside the vehicle.

The driver will handle any minor infractions through discussion with the scholar (s) and/or the assignment of permanent seats. The driver may wish to consult the dispatcher for instructions regarding communications with families/guardians; in cases where there may be imminent danger the parent/guardian should be informed immediately. If the problem cannot be resolved, the driver will complete an incident report provided by New Heights. The driver will note the specific violation and return it to the contractor. The Transportation Office will review the report and contact the respective New Heights Dean of Students. Depending upon the severity of the infraction, immediate suspension from transportation would be applied. The respective district's Special Education office will be notified of the suspension, followed by parent and program notification. Parents/Guardians will be responsible for transportation of their scholar(s) during the entirety of their suspension from the vehicle. Further infractions may result in a meeting with the scholar, parent/guardian, driver, appropriate school staff and a representative from New Heights Transportation office. A parent/guardian must be present. The primary focus of this meeting will be to develop a plan to ensure that New Heights can safely provide transportation for the scholar — each plan will have input from school staff, transportation providers, parents, sending district and scholar. Individual behavior plans and emergency plans will be developed and implemented as a result of this meeting.

If incidents continue to prevent New Heights from being able to safely transport the scholar because of behavior, the scholar may be suspended from transportation services for a time to be determined.

PROBLEMS OR CONCERNS

New Heights is committed to providing high quality transportation services to our scholars, families, and districts in order to deliver scholars to school programs safely and ready to begin programming. In order to maintain high quality services for all scholars, we rely on parents/guardians, schools and scholars to alert us to problems, concerns, and issues as they arise. If any party has a concern regarding transportation services, please contact our New Heights transportation office by phone or email. Our goal is to investigate concerns and respond promptly and thoroughly. Schools, parents/guardians, and other parties are encouraged to submit concerns in writing. Written concerns should be directed to the New Heights Coordinator of Transportation, New Heights Assistant Executive Director of Finance and Operations and/or the New Heights Executive Director who will review and respond to them.

Written correspondence may be addressed to staff at the following:

New Heights Charter School of Brockton
Transportation Department
1690 Main St Brockton, MA 02301

Telephone: 508-857-5721
Transportation Coordinator ext. 1330
Tchin@nhcsb.org – Timothy Chin, Chief Operating Officer

SNOW CANCELLATION POLICY

We urge parents/guardians to use their discretion when sending scholars to school on snowy or icy days. Please arrange to be home or to have another person at home to receive your scholar in case of early dismissal in bad weather. **It is important that we have current Emergency Contact information for this purpose.**

1. **SNOW CANCELLATION:** Your scholar will NOT be transported if the Brockton Public School district cancels school or if New Heights Charter School cancels school.

All cancellations of New Heights programs will be transmitted via automated messaging and local TV: Channel 7, 7NEWS, and Channel 56, CW; Internet www.newheightscharterschool.com, www.whdh.com

2. **DELAYED OPENINGS:** On days when the weather is poor but is expected to improve during the day, school districts may announce a delayed opening. If the program the scholar attends or the school district in which the scholar resides is starting one or two hours later, the scholar will be picked up approximately one or two hours later than usual.

In some cases, the scholar's program may NOT be delayed on a particular day but your driver may drive for more than one program and may need to make an adjustment in the pick-up time of the scholar. In this case, the vendor/transportation provider will attempt to call parents/guardians to discuss the pick-up time. All scholars will be released at their regular dismissal time on those days when the program starts later.

If you have any questions about this policy or need clarification, please call the New Heights office at 508-857-5721, ext 1330.

As a parent/guardian you may decide not to send your scholar to school on a day with a delayed opening. Please contact the vendor as soon as possible.

It is possible that delayed openings may cause transportation delays. We appreciate your patience and cooperation as we strive to provide safe transportation for your scholars throughout the year.

VEHICLE BREAKDOWN POLICY AND PROCEDURE

1. The driver will contact the dispatcher as soon as possible. The driver will remain with the scholar (s) at all times.
2. The dispatcher will work to solve the problem. When necessary, a replacement vehicle will be provided in a timely manner.
3. The vendor will notify the New Heights office as soon as possible. Programs, parents and guardians will also be notified by the vendor and/or New Heights.

ACCIDENT PROCEDURE

1. When an accident occurs, the driver must contact their supervisor immediately.

2. The Vendor will notify the New Heights office. Programs, parents and guardians will be notified by the vendor and/or New Heights.
3. When an accident occurs, the driver may not leave the vehicle until the proper authorities have arrived.
4. Make sure all necessary information is exchanged between drivers involved in an accident.
5. Complete a New Heights approved accident form as required by the Commonwealth of Massachusetts Registry of Motor Vehicles. A copy must be emailed/shared with the New Heights office upon completion. The report is due to New Heights by the end of the business day for accidents that occur before noon on that day. For accidents occurring later in the day, the report should be sent to New Heights no later than 10:00 am the next business day.

CONFIDENTIALITY

Our scholars and their families/guardians have a right to privacy. Disclosure of confidential information to unauthorized parties is prohibited. Drivers/monitors/dispatchers should communicate openly with school staff, special education administrators and New Heights, and should be very careful not to disclose personally identifiable information regarding scholars and families/guardians with unauthorized parties.

New Heights Charter School of Brockton is dedicated to providing safe and reliable services. Our highest priority is to provide a safe and comfortable ride for scholars to ensure they arrive at school, ready to learn. We understand that our scholars are traveling with us for a variety of unique reasons and we rely upon parents/guardians, scholars, program staff and district personnel to partner with us in developing the best options to meet each scholar's needs.

Contact Information

New Heights Charter School of Brockton
Transportation Coordinator
508-857-5721 ext. 1330

SCHOOL AND FAMILY COMPACT SIGNATURE PAGE

School Year 2024-2025

Please return only the Signature Page and Parent/Guardian & Student Acknowledgement Page to the Main Office. Keep the entire Handbook for your reference.

New Heights Charter School of Brockton, the students and their families agree that this compact outlines how the school staff, families, and students will share the responsibility for student's 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.

Please review this School-Family Compact with your child.

This compact will be discussed with you throughout the year as we work together to help your child succeed in school.

Please sign and date below to acknowledge that you have received, read, and agree to this School-Family Compact and Parental Involvement Policy. Once signed, please return this form to the Main Office.

We look forward to our school-family partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

PARENT/GUARDIAN AND STUDENT ACKNOWLEDGMENT

Dear Parent/Guardian and Students,

Please read and sign the handbook and return no later than the first day of school. If the school does not receive a signed copy, it will be assumed by your child's presence that you agree to comply with the expectations as stated.

I, _____ (print student name) and
_____ (print parent/guardian name), have read and
understand the summer handbook contents and agree to comply with the expectations as stated.

Student Signature

Parent/Guardian Signature

Date _____

Title IX Grievance Procedure

New Heights Charter School of Brockton (NHCSB)

Updated 2024

In accordance with Title IX of the Education Amendments of 1972, NHCSB prohibits discrimination based on sex in its education programs or activities. This grievance procedure provides a process for students, parents/guardians, staff, and teachers to file complaints related to sexual harassment or discrimination. Updated 2024 regulations emphasize and clarify protections against discrimination and harassment based on sexual orientation and gender identity, as well as discrimination based on sex stereotypes, sex characteristics, and pregnancy and related conditions.

Definitions

- **Sex-based harassment:** is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that falls within one or more of the following categories:
 - **Quid pro quo harassment:** When an employee or agent of the School conditions the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct; Can be employee-on-employee or employee-on-student, typically not student-on-student.
 - **Hostile environment harassment:** unwelcome sex-based conduct that is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school's education program or activity;
 - Hostile environment elements:
 - Unwelcome sex-based conduct that,
 - Based on the totality of the circumstances, is so
 - Subjectively* (to the particular individual involved) and objectively (to a reasonable person in same
 - context) offensive and
 - So severe or pervasive that it
 - Limits or denies a person's ability to participate in or benefit from the School's education program or activity
 - **Sexual assault, dating violence, domestic violence, or stalking** (as defined by the regulations).
- **Complainant:** The individual who is alleged to be the victim of conduct that could constitute sexual harassment or discrimination.
- **Respondent:** The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment or discrimination.

Reporting a Complaint

Must objectively be understood as a request for the school to investigate the alleged conduct and determine whether it constitutes sex discrimination under Title IX

- **Who can report:**
 - **Complainant:** Any NHCSB student, staff, teacher, or any person who was participating or attempting to participate in the school's education program or activity at the time of the alleged sex discrimination
 - **Parent/Guardian/Legal Representative**
 - **Title IX Coordinator**
- **Where to report:** Complaints can be reported to the Title IX Coordinator, orally or in writing, at any time, including during non-business hours.
- **Title IX Coordinator Contact Information:**
 - William Libby, Director of Human Resources
 - Phone: (774)257-6475
 - Email: wlibby@nhcsb.org

Upon receipt of a complaint, the Title IX Coordinator will provide resources for supportive measures to both the complainant and the respondent. These may include counseling, academic accommodations, changes in work or class schedules, or no-contact orders. Supportive measures may be provided with or without the filing of a formal complaint.

Formal Grievance (Complaint) Process

Step 1: Filing a Formal Grievance

A complainant may file a formal written complaint to the Title IX Coordinator. The complaint must include the complainant's signature and a description of the alleged conduct. The Title IX Coordinator may also initiate a formal complaint if necessary.

Title IX Coordinator must review the complaint and determine whether to open it for investigation or dismissal. A complaint may be dismissed for the following reasons:

- the alleged conduct, even if true, would not constitute sex discrimination under Title IX;
- the school is unable to identify the respondent after taking reasonable steps to do so;
- the respondent is not participating in the school's education program or activity and is not employed by the school;
- the complainant voluntarily withdraws any or all of the allegations in the complaint, and
- the school determines that any remaining allegations would not constitute sex discrimination.

Step 2: Investigation

If the Title IX Coordinator determines the alleged conduct may constitute sex discrimination under Title IX, an investigation will be opened, an investigator will be assigned, and a Notice of Allegations will be issued to the parties. NHCSB will conduct a fair and impartial investigation. Both the complainant and the

respondent will have the opportunity to present evidence and witnesses. The Investigator will interview the parties involved, gather relevant documents, and create an investigative report.

At any time prior to determining whether sex discrimination occurred, a school may offer to the parties an informal resolution process, unless the complaint includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student; or such a process would conflict with Federal, State or local law. Informal resolution is at all times voluntary, and a party may decline to participate or withdraw from participation at any time.

A school that provides the parties an informal resolution process must, to the extent necessary, also require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school's education program or activity.

Step 3: Written Determination

After the investigation, a decision-maker, who is not the Title IX Coordinator or Investigator, will review the evidence. The Decision-Maker will issue a written determination regarding responsibility.

Following the investigation, a written determination will be issued to the parties simultaneously indicating whether, based on an evaluation of the relevant information collected, Respondent's conduct violated Title IX.

- Standard of Evidence:
 - Preponderance of the evidence ("more likely than not")

Step 4: Appeals Process:

All appeals will be forwarded to the Appeals Decision Maker for review and final decision. Both parties involved in the complaint have the right to appeal either a determination or the dismissal of the complaint. The appeal must be submitted within the designated time frame, along with any supporting documentation. The Appeals Decision Maker will evaluate the appeal, ensure that the grievance process followed was fair and impartial, and may uphold, modify, or reverse the original decision based on the evidence presented.

Retaliation Prohibited:

Retaliation against anyone who files a complaint, participates in an investigation, or opposes discriminatory practices is strictly prohibited. NHCSB will take steps to prevent retaliation and will take disciplinary action if retaliation occurs.

Recordkeeping:

NHCSB will maintain records of complaints, investigations, determinations, appeals, and supportive measures for seven years, as required by federal law.

NHCSB is committed to ensuring a safe and nondiscriminatory environment for all students and staff. NHCSB will respond promptly and equitably to complaints of sexual harassment or discrimination under Title IX. This grievance procedure will be reviewed and updated regularly to remain compliant with federal regulations and best practices.