

Marblehead Community Charter Public School

CHARTER APPLICATION (CLARIFIED)

As of August 1, 2008

It has been thirteen years since the original Charter Application was filed. While we have remained true to the intent of the original Charter Application, there have been many process and legal changes that make it necessary for us to refresh our original application. The changes documented here are designed to accomplish two main objectives:

- **To ALIGN the MCCPS Charter and governance structure with changes to state laws and regulations that govern Charter Schools; and**
- **To CLARIFY how our organizational, management, and accountability approaches have evolved in line with legal and regulatory changes**

TABLE OF CONTENTS

Executive Summary	3
1. Mission Statement	5
2. School Objectives	6
3. Original Statement of Need	8
4. School Demographic	12
5. Recruiting and Marketing Plan	13
6. Admissions Policy	15
7. Profile of Original Founding Coalition	17
8. Original Timetable	19
9. Original Evidence of Support	21
10. Education Program	22
11. Student Performance	24
12. School Evaluation	25
13. Human Resource Information	26
14. School Governance	27
15. Original Building Options	29
16. Code of Conduct	30
17. Special Needs Students	31
18. Original Proposed Funding for 1995-1996	33
19. Accountability	35
20. Transportation	36
21. Liability and Insurance	37
Appendices	38
Board of Trustees as of October 1, 1995	
Board of Trustees By-Laws	
Budget	
School Calendar	
Code of Conduct	
Current faculty and staff size and teacher to student ratio	
17 Lime Street, Marblehead, MA Floor Plan	
Certificate of Insurance	

Marblehead Community Charter Public School

The Marblehead Community Charter Public School (hereinafter the School) is a public entity established by the granting of a charter by the Commonwealth of Massachusetts (hereinafter the State), pursuant to MGL Chapter.71, §89.

Executive Summary

The purpose of the Marblehead Community Charter Public School is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation in our great country. MCCPS will be a small, structured school, with 230 students attending at full enrollment in grades 4-8. Within a warm, nurturing environment, MCCPS will deliver a rigorous, innovative educational program integrating the following themes:

- Academic rigor - the core curriculum will provide students with a well-rounded, integrated, and rigorous program of studies in the areas of mathematics, science and technology, language arts, global studies, foreign language, health/wellness, music, art, and Community Service Learning. The faculty will have high expectations of all students, each of whom will adhere to a carefully developed individual learning plan and will work with parents/guardians as partners to support student achievement.
- Reinforcement of productive attitudes toward work, community, school, friends, and self, including the respect for hard work our nation was built on; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school and community; and the capacity to appreciate the opportunities life affords;
- Recognition that the responsibility and purpose of the school is children. The importance and abilities of each individual student will be a focal point at all times -each and every student at MCCPS will be regarded as a unique, valued and vital member of the school community;
- Fully-integrated community service learning curriculum. This will perpetuate constructive participation by students, parents, faculty, staff, and citizens in the life of the school and the community. This approach will directly carry the school experience into the real world, through postsecondary education, work, family, and community;
- The belief in public education as the cornerstone of democracy and in the role of MCCPS as a model of replicability for public schools in Marblehead and in Everytown, USA.

At MCCPS, education reform is not a change impinging on long-established practices; education reform is the initiating and guiding principle, with excellence as a standard as well as the goal the school *must* achieve to remain in business. Just as new technology modernizes and improves all aspects of business, public education must be innovative in order to engage and advance our students and ready them for their future. While MCCPS will adhere to all regulations and legal requirements, it will serve as a thriving model for reversing the downward trend of public education in America.

In order to create a learning organization that encourages all those involved to embrace challenging issues, both academic and non-academic, by considering them from different approaches, risking failure, evaluating practices and devising new plans, MCCPS will incorporate a series of checks and balances in the management and policies of the school.

Priorities and policy discussion focus on the students. Teachers will lead in every sector. The school will be the epitome of building-based management, utilizing best practices from education and business. All constituencies will contribute to the community culture of the school observing *responsibilities* as well as *rights*. Parents and students will be expected to volunteer their time, and will participate from *the beginning* in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school, and selection of extra-curricular programs. Students, faculty, staff, and parents will participate in daily community meetings as a crucial component in the development of school and community culture.

MCCPS is committed to modeling new ways of returning tax and private dollars to the classroom. Overhead costs will be kept to an absolute minimum. Our goal is to have at least 75% of total expenditures at the classroom level. MCCPS will act as a laboratory for approaching the special needs of children in a less burdensome and costly fashion than is currently done under Chapter 766. Social issues such as drugs, violence, and health will be dealt with, at an age-appropriate level, through the prism of community service learning techniques; therefore, no program from the outside will constitute an "add-on" or detract from the focus on excellence in learning.

In order to attract and retain a highly qualified faculty, the Board of Trustees, in concert with its chief staff person, will establish the hiring and employment policies of the school. The Board will ensure that funding is provided for professionally-designed training and development programs that will draw on the most advanced practices.

In order to support all school families, the school will be open from 7:30 a.m. until 4:30 p.m., with academic hours from 7:45 a.m. until 3:15 p.m. (These hours may be adjusted based on need.) Recognizing the enormous stresses of modern life, families will be supported in contributing to the success of their children's education in a manner that enhances family life. The school will stress an atmosphere of trust, safety, structure, open communication, and ownership through use of community service learning, class meetings, assemblies, workshops, community open houses, student performances, exhibitions, and student/parent/teacher goal setting and assessments.

The Marblehead Community Charter Public School will be accountable to our students and their families and the state agency governing charter schools. MCCPS will strive to be a valuable community partner. Just as our forefathers contributed their time, money, and even their lives for our right to life, liberty, and the pursuit of happiness, so will this school be built by the hard work and grassroots effort of adults and youth in our community.

1. Mission Statement

Recognizing that children learn best in the context of community, our mission is to create partnerships among community members that assist our students in reaching their highest intellectual, social, emotional, and physical potential.

Beliefs

1. All children possess an inherent curiosity and love of learning.
2. Each child has his/her own unique learning style, intelligence, and level of capabilities.
3. If a child is challenged and expected to reach his/her highest level of capability in a manner that addresses his/her individual learning style, he/she will maintain a life-long love of learning.
4. It is the school's responsibility to construct an educational program that will engage and motivate students to invest their talents, energy, and enthusiasm in doing schoolwork in ways that satisfy themselves while producing results that satisfy the community.
5. It is the school's responsibility to teach and provide curriculum that ensures that students experience success and learn those things of most value to them including mastery of basic skills.
6. Students learn best when they feel safe, cared for, supported, challenged, and valued.
7. The method of delivery of instruction is of equal importance to students as is the content.
8. In order to develop appropriate and challenging curricula and expectations, it must be recognized that each student has his/her own unique gifts, talents, and learning, behavioral and communication styles that affect his/her ability to profit from the teaching/learning process.
9. All facets of the school are to be organized in a way that ensures that students will be successfully engaged in the work necessary for acquiring knowledge.
10. The imaginary and creative experiences of youth represent humanity's primary source of personal and cultural evolutionary potential.
11. The most important tool the school has in educating the early adolescent student is in acknowledging and acting upon the need for continual intellectual stimulation, positive social connections, and a sense of belonging and acceptance.
12. Connections with the past, present, and future make learning dynamic and relevant and provide adolescents with the sense of belonging and history that is so vital to healthy development.
13. It is expected that all students will be provided schoolwork at which they experience success and from which the students gain knowledge and skills that are socially and culturally valued.
14. The development of healthy attitudes and values are integral to a student's success in the classroom and in the community; this is accomplished most effectively through adult role models.
15. Students flourish in an environment of diversity and inclusiveness.
16. The entire community benefits from a school that perceives itself as a resource to all.
17. Every person in the school building is accountable for school climate and community relations; an atmosphere of civility and mutual respect must prevail at all times.
18. Students benefit from a partnership role in all school activities, from academic to custodial.
19. It is the responsibility of the Board of Trustees to provide the school with the support that will ensure optimal conditions for the achievement and continuing growth and development of the students.
20. It is the responsibility of the Board of Trustees to ensure working conditions that confirm the professional status of educators and convey the importance of the tasks assigned to all who work in and around the school.
21. Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all people and programs at MCCPS.
22. The Board of Trustees is obligated to examine and evaluate the Marblehead Community Charter Public School in achieving its goals and objectives so that it may contribute to the improvement of all public schools.
23. It is the responsibility of the Board of Trustees to ensure compliance with all state and federal regulations concerning public charter schools.

2. School Objectives

1. The school incorporates an integrated curricula organized around global themes to ensure that each student will acquire and apply core concepts and principles from math, science, technology, social studies, language arts, communication, and creative arts.
2. Each student will gain an understanding of his/her individual learning style and will develop strategies to adapt these to different situations/tasks.
3. Positive attitudes and perceptions about learning will be nourished in each student.
4. Each student will progress in becoming a self-directed learner.
5. Each student will progress in becoming a collaborative worker in such areas as
 - appreciation of differences
 - group decision-making
 - conflict resolution.
6. Each student will progress in their ability to analyze complex situations and problems
7. Each student will integrate knowledge across disciplines.
8. Each student will demonstrate responsible citizenship and become a community contributor.
9. Each student will display increased self-esteem and personal efficacy.
10. Each student will learn to achieve by risking failure.
11. Each student will develop effective and efficient study habits and organizational skills.
12. Each student will acquire and integrate knowledge, extend and refine knowledge, and use knowledge meaningfully.
13. Each student will develop life-long learning skills, including
 - self-assessment
 - goal-setting
 - critical thinking
 - information processing
 - problem solving
 - effective verbal and written communication
 - collaboration and cooperation
 - self-discipline
 - creative expression.
14. All work at MCCPS will be undertaken in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition-building.
15. Collaboration, both internal and external, will be a central theme at MCCPS with a focus on continuous improvement and customer satisfaction (students, parents, and community).
16. MCCPS will evolve and change in response to the needs of its students.
17. Parents will be invited, encouraged and expected to be fully involved in the education of their child(ren).
18. MCCPS will utilize the global community as a resource for teaching and learning. The community will be perceived and utilized as a primary resource for teaching and learning.
19. MCCPS will strive to engage a broad spectrum of individuals in the education of its youth in a manner that enlivens the spirit and enhances the social, cultural, and historical identity of the region .
20. MCCPS will strive to promote the concept that true community responsibility and involvement in the education of young people assures the continuity of a healthy and enduring society.
21. MCCPS will strive to demonstrate that young people should be viewed as being capable of and responsible for making significant contributions to the general welfare of the community.
22. MCCPS will advocate the importance of the community in conveying to youth a sense of purpose, connectedness and belonging, and to foster an understanding of the influence these factors can play in the growth and development of these students, in turn affecting their ability to carry the torch of freedom, democracy, and our free enterprise system.
23. MCCPS will comply with all state and federal regulations governing charter public schools.

24. The Marblehead Community Charter Public School will serve as a laboratory for the transformation of public education and will work in conjunction with other Public Schools and Secretary of Education to transfer its findings as a model for replicability and an aid in restructuring efforts for public education.

DRAFT

3. Original Statement of Need

The issue of delineating the need for a charter school in Marblehead must be approached with great sensitivity. At first glance, it may seem improbable that Marblehead could be in need of a vehicle to explore public school alternatives to the established educational system. The common image evoked when Marblehead is mentioned is of yachts and BMW's, high-salaried professionals and corporate executives. On the one hand, Marblehead is a beautiful seaside community of immeasurable resources: a community that epitomizes democratic ideals in its open town meeting and volunteer government; a community that has a deep and abiding sense of pride in its heritage; a community with a diverse economic base and highly talented and energetic citizens, parents, and teachers who devote endless hours attempting to fulfill high ideals. At the same time, Marblehead is Everytown, USA, struggling with the same issues that exist in towns and their public schools all across America. Marblehead School Committee incumbents have lost their bids for re-election in three out of the last four elections (in 1992, two candidates who voted down the Superintendent and majority School Committee decision to close the much-loved Gerry School were narrowly re-elected). The same issues and needs have surfaced in each campaign season: SAT scores in Marblehead are consistently among the lowest of its twenty comparative communities; Marblehead has the highest private school population on the North Shore (23% according to the North Shore Sunday), increasing during an economic downturn; the need for increased academic rigor and addressing the unique requirements of each individual student; hiring and firing policies, and compensation for and accountability of educators; fiscal accountability, including spending prioritization; class size, school size, and overcrowding; role of parents and community in schools; the tendency of School Committee members to micro-manage, thus disempowering site-based management teams; the level of divisiveness and mistrust; lack of basic skills and study skills; safety issues; management issues; standards of behavior, discipline and responsibility.

It must be emphasized that Marblehead is not unique. What is happening in our town is echoed in towns all across America. Since *A Nation at Risk*, the 1983 report of a presidential blue-ribbon panel appointed to investigate the downward trend of public schools, warned of "a rising tide of mediocrity" in our public schools, an extraordinary amount of attention has been focused on the need to change the way we do business in public education in America. We live in a time when nearly all of America's major institutions are undergoing immense change: business and industry, government, unions. Indeed, America was built on the concept of perpetual change and improvement. Just as business and industry must move quickly to adapt to rapidly-changing times if they are to continue to be successful, many now recognize that public schools can no longer afford to cling tenaciously to outmoded ways of operating if they are to succeed in preparing our children for a radically different world. Jobs no longer exist for those who lack basic skills. Clearly, if we are to protect the foundation America was built upon, we MUST change the way we do business in American public education.

In opening a charter school, the Board of Trustees of the Marblehead Community Charter Public School seeks to create a living model for change that will infuse the town and its students, parents, and educators with hope, energy, and excitement, and inspire the disenchanted and those who have lost touch to renew their support for public education. Education reform is the initiating and guiding principle of MCCPS, with excellence as a standard as well as the goal the school *must* achieve to remain in business. As a laboratory school, MCCPS will strive to provide a model for reversing the downward trend of public education in Everytown, USA. MCCPS will seek to create a partnership with Marblehead's other public schools to provide bold, innovative measures for addressing the issues that have surfaced time and again during recent years in Marblehead and are difficult to address under the structure schools are currently required to operate under. Among these are:

- The need for increased academic rigor for each individual student Within its twenty comparative communities, Marblehead Public School students consistently score last or next to last in SAT's. There is widespread concern that many of our students do not have mastery of basic skills.

MCCPS, through utilization of individualized learning plans for *each* and *every student*, within a small, neighborhood environment, will support students leaving its doors equipped with the education necessary to succeed in the modern world.

- The need for trying new ways of addressing the issue of "special needs" Massachusetts has far more students enrolled in special education than any other state in the country. The goal of MCCPS is to reduce dependence on Chapter 766 as a way of attempting to meet the needs of our children by recognizing that *every* child is a separate and unique individual with his/her own learning style and set of special needs that must be addressed if that child is to succeed in school and in life. The school will model a multi-faceted experiential approach that addresses known weaknesses and enforces discovered strengths to greatly reduce the number of new Chapter 766 referrals, and to allow students who so desire to move out of Chapter 766. This model considers each student in the school as having special needs, and will result in a more effective use of resources.
- The need for public school choice within the town of Marblehead. Marblehead Community Charter Public School volunteers strongly believe that consumers are entitled to a choice in all areas of their lives, including public education. While Marblehead families have a choice between five different public elementary schools (three of which are K-4, and two of which are K-2), they have no choice in public middle or high school in the town of Marblehead. Those who choose to send their children elsewhere for secondary education must leave public education to do so.

Families are therefore left without a public school choice, and the public school is left without competition and the drive to excel it instills. According to the North Shore Sunday, Marblehead has the highest private school enrollment on the North Shore. It is our belief, therefore, that there is a strong need for providing families with a public school choice as to where to educate their children, and taxpayers with a voice as to how education will be delivered. Last Spring, the Marblehead School Committee and School Department voiced their support for public school choice by joining the school choice program. Students from outside Marblehead may now choose to leave their district to attend school within the town of Marblehead, and Marblehead students may choose to leave this district to attend public schools outside our town (if they can get in; the most desirable choice, for example, HamiltonWenham, has a long waiting list). MCCPS provides the much-deserved means for Marblehead families to exercise their public school choice without having to leave the town to do so.

- **The need for financial accountability and re-prioritization in our public schools,**

In June 1994, the Marblehead School Committee was informed by its Superintendent and Assistant Superintendent that there was a \$70,000 deficit in the school budget. Over the summer the number increased several times until it reach almost a quarter of a million dollars. Much confusion exists over exactly why there is a deficit and where the money has gone. Last Spring when the School Committee and School Department settled their teachers' contract after spending over three years negotiating (the longest in the Commonwealth), teachers expressed frustration and anger at the final result of extended negotiations. Currently, there is debate and confusion over per pupil expenditures, with the Superintendent offering as proof of the lack of support for education in the town of Marblehead figures that included school choice student enrollment, but not school choice reimbursements. Finances at the Marblehead Community Charter Public School will be organized in such a manner that one can, at any time, come into the school, open its books and determine the school's financial status. We believe that if we all have an understanding of where each tax dollar has been spent or allocated, we can work together to provide the means for educating our children. Furthermore, tax dollars will be prioritized far differently at MCCPS. Overhead will be extremely low; even with fewer dollars and extra obligations (such as rent) than the Marblehead Middle School,

our goal is to have at least 75% of all monies committed directly at the classroom level. The MCCPS budget is structured from the student up, rather than from administrators down.

- **The need for increased family support and involvement.** It is an economic reality that most parents work in the paid labor force either full or part-time. Parents need support in providing care for their children while they are working, and for finding the time, energy, and means to maintain a meaningful connection to their children's educational lives. Educators need the support and involvement of parents to address the varied and complex issues and needs of children. And most of all, children need full communication and cooperation between all the adults in their lives in order to thrive. An integral part of the mission of MCCPS is to join forces between the home, school, and community to increase the quality of life for Marblehead's families, thereby ensuring the educational success of our children. We will do this in a number of ways:
 1. Students, parents, and faculty will sign contracts setting forth their commitments to the school. As MCCPS is a democratic, participatory school, the involvement by all associated with the school is crucial. We believe that before we can ask anyone involved in our school to sign or contribute anything, including time, money, or other means of support, we must include them in the process. In conjunction with statements set forth above and throughout this application, students, families, volunteers, and staff will work together in a democratic process to design, commit to, and implement the components of the school's operations. Parents and students will have a multitude of choices for how to contribute. The school will at all times remain sensitive to the differing needs of all families.
 2. There will be an emphasis on home-school communication, including full teacher accessibility via daily conferencing time, a telephone in each classroom, computer-networking capabilities between home and school, daily/weekly/monthly written communication between home and school, MCCPS Town Meetings for decision-making, frequent school performances, social gatherings, workshops, and an active liaison sub-committee of the Board of Trustees;
 3. MCCPS will be open between 7:00 a.m. and 5:00 p.m. (These hours may be amended after the admissions process is completed, depending upon the needs of our families.) Students may come to school for breakfast and socialization before school starts, so they are not home alone after their parents leave for work. We will offer an extensive, voluntary fee-based after-school program (set forth under Section 10, Educational Program) so that students are engaged in enjoyable, challenging, supervised activities until their parents finish their work.
- **The need for more space/smaller environment** Citing lack of space at the elementary school level, Marblehead's fifth graders were moved to the middle school in September, 1991. In July, 1994, the middle school reported to the local newspaper that space is so short at the middle school that "two foreign language teachers are already 'floating' around the building without classrooms," and referred to "...an expected increase in students attending the school over the next few years." The arts program at the middle school has experienced a cut in classroom availability, with some classes being taught outside of classrooms, or in shared classroom space (utilizing a classroom when the teacher doesn't need it). Marblehead would benefit greatly by the introduction of a second middle school. MCCPS will, within its per pupil expenditures, provide the town of Marblehead with a second public middle school, easing the space burden on the current middle school. Furthermore, many children do best within smaller environments. MCCPS will be a small neighborhood school, with less than 200 students attending at full enrollment in grades 5-8.
- **The need for an alternate form of governance, leadership, and management,**

Analysts have proclaimed the November 1994 elections a mandate for change: less government involvement, less government spending, lower taxes, and higher individual involvement. The Marblehead Community Charter Public School responds to the voices of voters. Governance will be truly democratic, adhering to the credo of Philip Schlechty: "Teachers as leaders, leaders as teachers, students as workers."¹ All constituencies will participate in governance, observing responsibilities as well as rights. Parents and students will be expected to volunteer their time, and will participate from the beginning in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school, and selection of extracurricular programs.

While much is being done in Marblehead to effect education reform, including a variety of measures taken in response to the MCCPS application, change is slow. Each day in the educational life of a child is critical. The Marblehead Community Charter Public School will provide the crucial opportunity for bold, immediate action, and will continue to offer the impetus to forge ahead that America's free enterprise system offers.

¹ Philip Schlechty, *Schools for the 21st Century*. Jossey-Bass Publishers, 1993

DRAFT

4. School Demographics

Since having received a charter, the Board of Trustees of the Marblehead Community Charter Public School continues to have a lease at 17 Lime Street in Marblehead. This location was chosen because it:

- has in total approximately 32,000 square feet; currently occupying 24,112 square feet [including 9,500 square feet added in 2006]
- is handicapped accessible front and rear
- has adequate parking
- is adjacent to a playing field
- is presently in compliance with most local, state, and federal safety and health regulations
- can be renovated at a relatively low cost.
- has a remaining 6,790 square feet which can be renovated at a relatively low cost (approximately under \$100/square foot)

The school opened on August 28, 1995 with 62 students in grade 5, 45 students in grade 6, and 30 students in grade 7, for a total of 137 students. The school will expand to 5-8 in August 1996.

Over the past thirteen years the DOE has approved several increases in enrollment to our current level of 230 students in grades 4-8. The addition of a 4th Grade was approved by the DOE in December 2001. The school accepted its first 4th grade class in August 2004.

DRAFT

5. Recruiting and Marketing Plan

In order to ensure a large applicant pool, the Marblehead Community Charter Public School will implement an aggressive marketing and recruitment campaign annually. As a public school, MCCPS is open to all, and will remain in full compliance with all state and federal regulations.

To create an awareness of the school's purpose, as well as to promote ownership and involvement throughout the community, information about the school will be distributed to a variety of groups and individuals, including:

- the parents or guardians of all current third grade students in Marblehead and surrounding cities and towns
- Marblehead Public School staff
- pediatricians
- religious organizations
- youth advocates
- social service agencies
- private schools
- civic organizations
- PTA's
- the Marblehead/Swampscott YMCA, Marblehead Jewish Community Center, and Marblehead Community Counseling Center
- therapists
- other individuals and organizations working with children.

During the admissions period, a series of open houses will be held to disseminate information about the school. Trustees, faculty and staff will be assiduous in portraying MCCPS as a school for students who have a wide range of academic skills and who come from families of diverse racial, ethnic, and socio-economic backgrounds. The Admissions Committee will work with the above groups to inform the community of the alternative programs provided by MCCPS.

The faculty, staff, and Trustees will create opportunities for:

- Marblehead Public Schools staff and Marblehead Community Charter Public School faculty and staff to become familiar with each other and to address current issues in education
- parents and students to explore their attitudes, questions, and concerns about education while becoming familiar and comfortable with MCCPS.
- individuals, including those representing organizations, an opportunity to join together in finding solutions to the problems that face all youth
- community members to learn how MCCPS integrated technology into education
- anyone interested to become involved.

These interactions will be a continuing component of the school's effort to inform and stimulate active and provocative consideration of steps toward transformation. Community resources will be tapped to publicize the recruitment process through all media outlets, including radio, community public access television, and the local newspapers. MCCPS will continually inform the community about the progress of the school and invite citizens to participate in making the school an integral part of the life of Marblehead.

These efforts will communicate the intention of MCCPS to be an integral part of the public school community, as an autonomous ally and pioneer. In this manner, bridges will be constructed so that MCCPS is viewed not as a threat, but as a forecaster, explorer, and investigator for new routes to enliven

education for all teachers, students, and community members. This outreach is essential if the experience of the charter school is to have a positive impact beyond its own physical environment.

DRAFT

6. Admissions Policy

The Marblehead Community Charter Public School is committed to creating an alternative public school that effectively meets the unique needs of all students. Its admissions policies will adhere stringently to all state and federal regulations, specifically M.G.L. c.71, §89, which states in part:

Charter schools shall be open to all students, on a space available basis; and shall not discriminate on the basis of race, color national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement: And shall also incorporate 603 CMR sections 1.00 and 26.00.

For the 1995-1996 school year, the admissions process was conducted by the Admissions Committee and staff served as consultants. In our first year, a five step process was employed:

1. Preparation for admissions process. Upon receipt of the charter, the Admission Committee convened to finalize informational documents and application forms;

2. Information disseminated. Information about MCCPS and the admissions process was disseminated throughout the town via flyers, bulletins, media, mailings, and workshops at schools and other public institutions (please see Section 5, Recruiting and Marketing). In order to reach *all* students who may-wish to exercise a choice in where they attend public school, this process included outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. Members of the Admissions Committee were available throughout to answer any questions about the school and/or the admissions process. This portion of the process will begin on December 15th of the year preceding intended admission (except the first year, when it was begun within weeks of receipt of the charter), and will close on the following February 15;

3. Written applications. Written applications were submitted by each interested student and at least one adult (in some instances, a student had a sponsor designated to act on his/her behalf). Written applications were due on or about January 31, 1995;

4. Personal interviews. All applicant families (including those students with designated sponsors) met with members of the Admissions Committee to discuss matters crucial to the success of students: the mission and all other aspects of the school, including Letters of Commitment, their interest in the school, and other topics of interest to both parties. As home/school communication is a cornerstone of MCCPS, these interviews served to begin the process of providing ample opportunities for dialogue between MCCPS representatives and families, and to ensure full satisfaction and commitment on the part of all.

5. Letters of commitment Each applicant, his/her parents and/or sponsor, and MCCPS Trustees signed a Letter of Commitment setting forth their individual pledges of support for the applicant's education. This process was discussed during the personal interview. Workshops were conducted in the Spring so that all parties participated in the creation of and commitment to this concept (see Section 16, Student Code of Conduct). Letters of Commitment were signed before completion of the application process.

Current Process:

The Admissions Coordinator will be available for assistance in all aspects of the admissions process.

The admissions process will be conducted in full compliance with M.G.L. c.71, §89. If it is determined that a lottery is to be conducted, it will be done in a way that ensures compliance with M.G.L. c.71, §89, and 603 CMR 1.06(4).

In the event there are fewer applicants than there are spaces, the marketing and recruitment process will extend to surrounding communities for applicants.

Admissions to the school will be announced under the guidelines adopted by MCCPS. As MCCPS is committed to the belief that all public education consumers are entitled to a choice of schools to attend, every attempt will be made to accommodate all who are interested in attending MCCPS.

DRAFT

7. Profile of Original Founding Coalition

The Founding Coalition of the Marblehead Community Charter Public School is comprised of town officials, parents, teachers, business people, and senior citizens. This group joined together in an effort to address the crucial issues facing public education.

The members of the Founding Coalition of the Marblehead Community Charter Public School are:

Charmarie Blaisdell is Associate Professor of History at Northeastern University. She is an internationally recognized scholar in sixteenth century France and Italy, the Protestant Reformation, and Women's Studies. Among her recent professional activities in the field of education are: 1992 Presenter at the New England Teachers' Conference; co-designer with a Needham High School teacher of an integrated humanities/history curriculum with a technology matrix for the Massachusetts Academy of Science and Mathematics; member of the Task Force for Teacher Education at Northeastern University; co-designer of the Master of Arts in Teaching Program at Northeastern University; and member of the Education Task Force for Strategic Planning in Teacher Education at Northeastern. Dr. Blaisdell currently serves on the Steering and Advisory Committee at the Northeastern University Center for Urban Education, on the Board of Directors of "Theater to Do," a non-profit theater company that uses drama as a medium for teaching students about issues of gender and diversity, on the Vision and Steering Committee of the Marblehead Public schools, and has recently begun a term as Fellow, Center for Innovation in Urban Education at Northeastern University, where her research will focus on "Redefining Teacher Educators" and "Redesigning Teacher Education."

Jeff Coolidge is a Trustee, Thomas Jefferson Memorial Foundation; Senior Fellow, Lincoln Filene Center at Tufts University; Member of the Civic Education Board, Lincoln Filene Center; Chairman, Advisory Board of Greater Boston YMCA/Training, Inc.; Trustee, Harvard Yenching Institute; Chairperson, Boston Public Schools Community Service Learning Advisory Committee; Member, Marblehead Finance Committee; Director, the John F. Kennedy Library Foundation

Karen Corcoran is the mother of four children attending public schools. She has been active in the public schools in various capacities for seven years. She has served as a Project Charlie teacher in a multiage 2/3 classroom at Bell School; co-leader of a 2/3 Brownie troop; frequent classroom volunteer; active PTA member; co-chair of the Elementary Schools Committee; member of the Budget Committee; Bell School newsletter editor; member of the vision and Steering Committee; and as volunteer community producer for MHTV-3 initiated year-round filming of School Committee meetings, utilizing parent and student volunteers and a faculty member. Her family serves as host to a third grader from Boston through the METCO program.

Dennis Crimmins is an attorney with the Boston law firm of Peckham, Lobel, and member of the Marblehead Finance Committee.

Charles Grader is the Director of the Program for Senior Executives at the Sloan School of Management, MIT, and a member of the Marblehead Finance Committee.

Dwight Grader is a real estate broker, Selectman, community leader, and member of various additional town and school-related committees, including Chair of the vision and Steering Committee of the Marblehead Public Schools. His family arrived in Marblehead in 1768.

Mary McLaughlin is a senior citizen who works for the Town of Marblehead.

Susan Rundle is the mother of two minority students and a school volunteer of many years. She is a small business owner dealing with children's books covering issues such as adoption, multiculturalism and learning disabilities.

Jane Stephens is a special education teacher with over fifteen years experience in various school districts around the country. As the mother of two children, she is an active volunteer in the schools, serves on the Bell School Site-Based Management Team and the vision and Steering Committee.

Bart Snow has been Town Accountant for the Town of Marblehead for 24 years. He also serves on the Capital Planning Committee, the Retirement Trust Fund Board, the Marblehead Public Schools Budget Committee, and the Town Employee Credit Union. His family has been in Marblehead since before the Revolution.

Ben Woodfin is a senior citizen who has been employed by the Town of Marblehead for over fifty years, twenty-five as the Superintendent of Cemeteries. He is a member of Rotary. His family has lived in Marblehead since its founding.

William Woodfin is Senior Internal Auditor for Tufts University and a long-time town leader, serving as a member of the Board of Selectmen, Capital Planning Committee, co-chair of the Elementary Schools Committee, and various other town and school-related committees.

DRAFT

8. Original Timetable

Some of the tasks listed below will continue throughout; they have been noted as "ongoing."

November 1994

- Complete application process
- Complete all legal requirements, ongoing
- Finalize facility

December 1994

Community-Building 501 c3 status
Board of Trustees strategic planning and team-building
Finalize all portions of admissions process
Finalize all aspects of marketing and recruitment campaign
Implement marketing and recruitment campaign, ongoing
Finalize job descriptions and begin search for teaching Head of School and staff
Begin admissions process
Develop collaboration with other Marblehead public schools, ongoing

January 1995

- Complete informational portion of admissions process
- Continue staff search
- Complete written application portion of admissions process
- Presentation by attention deficit disorder specialist Dr. Ned Hallowell,

February 1995

- Begin interview portion of admissions process
- Hire staff
- Board/staff retreat for strategic planning and team building
- Begin development of curriculum/programs, ongoing
- Conduct workshops covering Letter of Commitment and individual learning plan development processes
- Complete admissions process
- Begin development of student assessment process, ongoing

April 1995

- Begin preparation of physical plant, ongoing
- Submit admissions information to Secretary of Education
- Staff training
- Student/parent/staff/Board workshops to develop Code of Conduct Handbooks

May 1995

- Board/staff retreat
- Continue ongoing work

June 1995

- Purchase of equipment and supplies Workshops for student assessment process

July 1995

- Staff training
- Begin student assessment process

August 1995

- Board/staff retreat
- Complete preparation of physical plant
- Complete student assessment process
- Conduct grand opening of physical plant
- School picnic/orientation
- School opens

DRAFT

9. Original Evidence of Support

Since the initial application was filed in February 1994, individuals and groups from Marblehead and beyond, recognizing the need for and viability of the Marblehead Community Charter Public School, have stepped forward and volunteered various forms of support, including the following:

- A nine-member Board comprised of community leaders, public officials, parents, and business people;
- Over fifty active volunteers, comprised of community leaders, public officials, parents, business people, educators, and other community members;
- Names of over fifty additional supporters, comprised of community leaders, public officials, parents, business people, educators, and other community members;
- Donation of two floors of office space for nine months;
- Donation of a large amount of furniture;
- Donation of professional legal, financial, real estate brokerage, architectural, construction, graphics design, consulting, moving, educational, technology, and other services;
- Donation of storage space;
- Donation of computers and computer equipment; Donation of laboratory and related equipment and supplies; Donation of books and magazines; Donation of office equipment and supplies.

We have also received offers of collaborations and other joint ventures. We expect support for the school to steadily increase after receipt of the charter, when we will embark on a formal marketing campaign.

10. Educational Program

The Marblehead Community Charter Public School embraces the credo "teachers as leaders, leaders as teachers, students as workers." If the recent drive to regain the competitive edge of American industry has taught us anything, it is that those who are responsible for output of a product must have the ready ability to change the way in which they do their jobs. Accordingly, while it is appropriate for those of us who will not be involved in the day-to-day functioning of the Marblehead Community Charter Public School to establish the educational philosophy and curricular framework of the school, it is the role of the school's leaders and its faculty and staff to design the detailed curriculum.

MCCPS faculty and staff will develop a rigorous curriculum and related programs, to be delivered in a highly challenging, interactive, experiential, interdisciplinary, integrated environment that addresses the demanding intellectual, social, emotional, and physical needs of our early adolescents. This curriculum will be based on the mission and objectives set forth throughout this contract, which stresses the belief that each student is an individual with a unique way of learning and of being, and if a student's way of learning and being is recognized and addressed, he/she will succeed in school. We are deeply committed to the goal that no student at MCCPS will fall through the cracks. Consequently each and every student at MCCPS will have individual learning goals (look at executive summary) developed at the start of the school year in partnership with the student, his/her parent(s) and the teacher(s).

The educational program is based on the belief that before students move on from MCCPS, it is essential that they are able to demonstrate:

- a high level of competency in the basic skills;
- skill in the use of technology;
- proficiency in critical thinking and problem solving skills;
- competence as a self-directed learner;
- ease with working in groups;
- effective oral and written communication skills,
- productive attitudes toward work, community, school, friends, and self,
- the ability to carry the school experience into the real world

The following themes will weave through every aspect of life at the Marblehead Community Charter Public School:

- Academic rigor - the core curriculum will provide students with a well-rounded, integrated, and rigorous program in the areas of math, science, technology, social studies, language arts, communication, and creative arts.
- Reinforcement of productive attitudes toward work, community, school, friends, and self
- Focus on the abilities of each individual student
- Fully integrated community service learning

Curriculum will be built around the concept of scope and sequence, ensuring consistency and providing the steps toward mastery of skills in a developmentally-appropriate manner. Rather than being passive learners, students will be encouraged to see themselves as historians, mathematicians, scientists, computer scientists, writers, and artists.

Academic hours at the Marblehead Community Charter Public School are from set at 7:45 a.m. to 3:15 p.m. These hours may be adjusted based on need.

Based on the awareness of the demanding needs of early adolescents for intellectual stimulation, physical activity, nourishment, and socialization, time devoted to academics will exceed state standards, with recesses built into the daily schedule.

In order to accommodate families with children in other Marblehead public schools, the Board of Trustees plans to follow the calendar of Marblehead's other public schools as closely as possible, with two noted exceptions:

- MCCPS is committed to increased time spent on academics and will have a longer school day, slightly longer school year, and increased time devoted to core academics;
- the School is committed to addressing the religious and cultural needs of all its students as equally as possible. Unless all religious and cultural holidays are observed by closing the school, it isn't fair to observe any by closing the school. Therefore, the school will close only for nationally-observed holidays. However, students and faculty will be supported in observing their own holidays.

All aspects of the educational program, including hours of operation and calendar, will be in full compliance with state and federal regulations.

DRAFT

11. Student Performance

MCCPS provides a framework for analyzing and evaluating student performance. Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of the learning process. Students will come to an understanding of assessment as a part of the process of continuous improvement. Continuous assessment of student performance is an integral component of individual learning plans.

Individual learning plans are the mechanism for implementing the core of the mission of MCCPS: that each and every student at the school be given ample opportunity to reach their highest potential, on a daily basis. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous. At MCCPS, failure is viewed as a natural part of life's learning processes, an inherent characteristic of constant growth and development. Each student will be challenged to reach to and then beyond what they believe is their potential.

Performance tasks will be created to provide explicit information about students' ability to achieve selected content standards and life-long learning standards. Student performance will be evaluated through reference to scoring rubrics which describe levels of performance. The performance tasks will be created by teachers and students within the following parameters:

- Whenever possible, performance tasks are of student design;
- The task is meaningful to students, teachers, parents, and the community;
- The task requires the student to locate and analyze information as well as to draw conclusions about this information;
- The task requires students to communicate results clearly;
- The task requires students to collaborate with the teacher, other adults and students, as well as to work on their own;
- The task requires sufficient mastery of concepts and principles so that students are able to appropriately bring them to bear on large, multifaceted problems of real-life;
- Students work on performance tasks over an extended period of time;
- Performance tasks require students to construct new knowledge.

Students learn through the construction and completion of tasks as well as through utilizing rubrics designed for student self-assessment. Presentations and demonstrations by individuals and groups will be featured during scheduled parent/community visits. These presentations will reflect the varied modes of learning and expression of students. Self-assessment will also be conducted through the use of writing in response to probes of understanding (a question asked by the teacher to elicit assessment information for specific standards).

Additional tools for assessment will include:

- observation through which teachers will note behaviors that indicate how well students are meeting various standards
- traditional modes of assessment, such as objective and essay tests
- the development of portfolios to document students' achievement and growth;

The needs of individual students will be continually addressed in staff meetings and through regular communication with parents and students.

Student performance standards will comply with all federal and state regulations including those contained in M.G.L. c.71,§89.

12. School Evaluation

Evaluation is a process for informing the school's leaders and consumers of its progress in achieving desired results. Learning and improvement is in place at all levels of the school's structure and contributes to consistency and integrity in the school's fundamental attitude toward individual and organizational development and change. Evaluation of all components of the school, including its Board of Trustees, faculty and staff, and programs, is critical to the competent operation of the school. Student performance assessment and school evaluation are closely linked. Students and teachers move through a process of conceptualization, planning, action, observation, analysis, reflection, and revision. Both use their prior knowledge and understanding as the foundation for construction of new learning and the constant refinement of developing intelligence, knowledge, and skills.

Teachers, students, parents, and volunteers associated with the school provide information and join with Trustees in examining the performance of the school. Each group evaluates its internal performances, as well as its performance in relation to other groups and the success of the school. Feedback will be solicited on a regular basis. The school will maintain a relationship with the Charter School Office of the Department of Elementary and Secondary Education regarding the extent to which the school's program is providing useful information and contributing to ongoing reform efforts. (See Section 19, Accountability, for further information on this process.) Evaluation of the school will comply with all state and federal regulations.

In addition to the formative evaluation that is continuous and developmental, a summative evaluation process, as outlined in Section 19, Accountability, will provide annual indications of the school's overall performance.

There will be an emphasis on home-school communication. Home-school communication will be facilitated in part through goals of:

- full teacher accessibility;
- providing a telephone in each classroom;
- computer-networking capabilities between home and school;
- daily/weekly/monthly written communication between home and school;
- exhibitions of student work open to the public multiple times a year;
- frequent school performances, social gatherings, and workshops.

MCCPS, as of November 1995, in cooperation with the Executive Office of Education, has developed an evaluation system to assess school performance. The accountability plan that was developed as a tool to assess school performance is assessed and updated at least annually or as necessary by the Board of Trustees.

13. Human Resource Information

Members of the Board of Trustees believe in the central role of faculty and staff in creating a community of learners. The school requires faculty and staff who prosper within a free-enterprise-based environment of change and movement: people of high energy and a thorough understanding of the developmental needs of early adolescents.

Faculty and staff composition goals will be as follows:

- a teaching head of school (Question for the Board – do we want a teaching head of school)
- two core academic teachers per grade, with each grade consisting of two sections, each of those being as small as financially possible
- one inclusion specialist per grade
- one half-time teaching assistant per grade;
- specialists in the areas of foreign language, physical education, health/nursing, and the arts, according to school size;
- one administrative assistant, with responsibility for clerical and receptionist duties,
- a business manager

Other services, such as counseling, guidance, and custodial or any other specialist as the School deems necessary will be contracted out.

Faculty and staff will be expected to actively contribute to the continuous improvement of MCCPS. Staffing for the school will be substantially supplemented with parents, student teachers, college students and community volunteers.

The Board of Trustees will adopt and implement all state and federal policies and regulations. Careful attention will be devoted to the process of faculty and staff recruitment and hiring. The heart of the school's success will depend upon the ability of faculty and staff to set a climate that is conducive to learning and to actively engage students in this process.

As delineated in Section 11, Student Performance, Section 12, School Evaluation, and Section 19, Accountability, the school will remain commitment to continual evaluation as an integral component of the school's educational and organization process. As such, faculty and staff will develop annual goals, including plans for continued professional development. The administration, in conjunction with the Personnel and Finance Committees of the Board and with faculty and staff input will develop policies and compensation and benefit packages that recognize excellence in teaching. The MCCPS budget will include funds for salaries, benefits, and professional development that reflect recognition of the professionalism of teaching.

In order to define faculty and staff expectations and requirements, including those governing hiring and firing, faculty and staff will participate in the process set forth in Section 16, Code of Conduct, governing behavioral expectations and standards.

All activities regarding human resources will comply with relevant state and federal regulations.

14. School Governance

The Marblehead Community Charter Public School was created pursuant to the provisions of the Education Reform Act of 1993. The school strives to protect itself from becoming an entity that erects barriers to inaccessibility and fosters an environment of community. MCCPS is to be a teacher-led, student-focused school, faculty and staff members will be an integral part of every aspect of school operations and parents are encouraged to be active participants in their child's education and in the school.

Original Board of Trustees. In preparation for filing its incorporation papers, the Founders appointed an Interim Board of Trustees for a term that expired August 31, 1994. The purpose in creating the Interim Board was to allow for incorporation while still providing for a democratic election of Board members. Our attorney filed the appropriate documents for incorporation and drafted a set of bylaws. Four task forces were created to work on completing the Final Application: facilities, educational programs, governance, and budget, with eight to fifteen volunteers serving on each. The Facilities Task Force did its work outside regular meeting times. The rest of the groups met each Monday evening over the summer, as did the Interim Board. Based on work of the Governance Task Force, a thirteen person Board of Trustees was created, with four positions to be held out, in order to leave open positions for parents of students attending the school, and with authority granted to Board members for creating more positions as necessary. Length of terms would be decided by number of votes received. Founders, Interim Board members, and anyone who had volunteered their time for the school were considered registered voters. Registered voters cast their votes with Marblehead Town Clerk Betty Brown on Monday, August 29 and Tuesday, August 30, 1994. The following people were elected to the Board of Trustees of the Marblehead Community Charter Public School for the designated terms of office:

Karen Corcoran	13 Doaks Lane, Marblehead	631-2907	3 years
William Woodfin	33 Lincoln Avenue, Marblehead	639-0297	3 years
Charles Grader	11 Highland Terrace, Marblehead	631-0066	3 years
Patricia Moody	24 Beverly Avenue, Marblehead	631 -5756	2 years
Jeff Coolidge	18 Orne Street, Marblehead	639-1464	2 years
Ben Wittner	18 Warren Road, Marblehead	631 -6192	2 years
Mark Livermore	6 Thompson Road, Marblehead	639-0534	1 year
Phillip Cardwell	42 Pond Street, Marblehead	631-9228	1 year
Anne Steadman	147 Humphrey Street, Marblehead	631-5116	1 year

The MCCPS Board represents a wide spectrum of the Marblehead community. These individuals have stepped forward out of their desire to build a small public middle school within the town of Marblehead. Board members bring diverse perspectives and resources to their work and are prepared to devote the time and energy that will be necessary for MCCPS to fulfill the challenge it has set for itself.

Amended Board of Trustees: The Board of Trustees (hereinafter the Board) shall oversee the affairs of the School and shall exercise all of the powers of the School, except as otherwise provided by law. The Board of Trustees shall include teachers and/or employees, parents and community members. The Board of Trustees shall include at least one current Teacher from the School and one Parent of a Current Charter School student. The Board is a public entity and its members are each considered special state employees pursuant to Massachusetts law. The Board holds the charter from the state and is responsible for:

- (a) ensuring that the School complies with all applicable laws and regulations; and
- (b) ensuring the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.
- (c) overseeing the financial affairs of the school and approve the annual budget
- (d) hiring and overseeing the Chief Staff Person(s) of the School

(e) creating and reviewing policies and procedures to ensure that the School is in compliance with the law

(f) creating strategic plans to ensure the continued viability, innovation, and the achievement of the schools mission

(g) QUESTION TO BOARD: do we list out all or some of the powers that the enabling Chapter 71, Sec89 Para J including the ability to enter into leases for contract services and/or purchasing/leasing property

Board members shall reflect the qualities, qualifications, and diversity determined by the needs of the Board. The Board of Trustees may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition. Board members bring diverse perspectives and talents to their work and are prepared to devote the resources and energy that will be necessary for MCCPS to fulfill the challenge it has set for itself. Governance policies will be in full compliance with all state and federal regulations.

There shall be Officers of the Board including a Chair, a Vice Chair, a Treasurer, and a Clerk.

The Board of Trustees shall have the following committees:

- Finance
- Governance
- Personnel
- Community Relations

The Board of Trustees has the power to create additional committees or task forces as necessary to assist it in its work. All committees and task forces must include at least one Board member. All committees or task forces shall report findings and recommendation to the Board. No committee or task force has the authority to modify school and/or board policies without the approval of the Board.

The Board of Trustees will hire and oversee the School's Chief Staff Person(s). The Chief Staff Person(s) shall have sole authority to exercise managerial powers over the day to day operations of the school, in accordance with applicable federal and state laws and general School policies. The Board will rely heavily on the Chief Staff Person(s) to provide the leadership necessary to implement the vision of the School.

The community is a vital, integral part of the Marblehead Community Charter Public School. The Board of Trustees will reach out to the community and ensure they have a safe place to be heard and to have action taken on issues they consider important. Specifically, the Board of Trustees will ensure that they:

- Regularly conduct public meetings in accordance with the Open Meeting Law
- Provide an opportunity for public comment at all regularly scheduled board meetings
- Conduct semi annual Adult Community Meetings for parents, volunteers, and the general public
- Conduct regular informal meetings between Trustees and community members
- Provide a Board of Trustees website with an email contact for all Trustees

The Board of Trustees has been created to fulfill the mission of MCCPS, and because students, their families, teachers, and employees *are* MCCPS, the Board exists to serve their needs. As such, Board members are expected to be open and responsive to the needs of the school community at all times.

15. Original Building Options

Upon receipt of a charter, the Board of Trustees of the Marblehead Community Charter Public School is prepared to enter into a lease agreement for space in Marblehead. This location was chosen because it:

- contains approximately 15,000 square feet of space
- is handicapped accessible
- has adequate parking
- is adjacent to a playing field and basketball court is in compliance with most state and federal regulations can be renovated at a relatively low cost.

The Board is also involved in discussions concerning two alternative locations. The school's location will be in compliance with all state and federal regulations.

See appendix for current 1995-1996 floor plan of school facility at 17 Lime Street.

DRAFT

16. Code of Conduct

The purpose of rules at the Marblehead Community Charter Public School is to provide the necessary guidelines for behavior to all those involved with the school to promote the safe, warm, family-like environment that is an integral part of the mission of the Marblehead Community Charter Public School.

It is important that anyone who is asked to sign a contract committing to following a set of rules be involved in creating those rules. Therefore, a series of workshops involving students, their families, school volunteers, Board members, and staff were held immediately following completion of the 1995-1996 admissions process. In the Spring of 1995, the focus of the workshops was to create three separate handbooks outlining all rules, policies, and procedures governing behavior. In following years, the focus has been to review and revise the handbooks. These handbooks were entitled as follows:

- Student Handbook, which covers the behavior of students;
- Faculty and Staff Handbook, which covers the behavior of all MCCPS faculty and staff;
- Volunteer Handbook, which covers the behavior of all MCCPS volunteers, including, parents, community members, and other volunteers.
- Board of Trustees Code of Conduct

The rules in each of these handbooks will be followed by consequences for breaking those rules and, in the case of students, rewards for following them. In the case of student workshops, parameters were offered within which students were guided in arriving at decisions. For example, MCCPS will have a dress code. Within the framework of workshops, students were guided in writing the specifics of the dress codes. Members/volunteers of the MCCPS community sign an agreement to adhere to the policies as set forth by these handbooks.

This will be an ongoing process; all requests for changes, additions, and deletions to rules will be addressed during the annual review of each handbook.

It is the obligation of the administration to ensure a safe environment for all. Therefore, policies and procedures relating to destructive behavior will be carefully developed under the above guidelines and strictly enforced. It should be emphasized that the administration and its representatives will make every attempt to support the student and his/her family in addressing the student's needs, while protecting the interests of the entire MCCPS community.

State and federal regulations and statutes governing school discipline, including those contained under M.G.L. c766, will be complied with at all times.

See Appendix for Code of Conduct.

17. Special Needs Students

Massachusetts has far more students enrolled in special education than any other state in the country. The Marblehead Community Charter Public School will fully comply with MGL Chapter.71A and 71B, and all other state and federal regulations governing special education. This will be accomplished by recognizing that *every* child is a separate and unique individual with his/her own learning style and this must be addressed if that child is to succeed in school and in life. *Each* student at MCCPS will have an individual learning plan, developed through a partnership between the student, his/her parent(s)/sponsor(s), and teacher. It is our belief that a united commitment between students, parents/sponsors, faculty and staff; and community will motivate all children to succeed.

All students, regardless of individual styles or abilities, deserve the opportunity to interact, achieve, risk, succeed, and fail in a well-supported school environment. This is best accomplished in a small, safe environment with an individualized and personalized approach to learning. Our goal is to have at least one specialist for each grade be SPED-qualified. These grade level teams will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his/her strengths *and* weaknesses in class activities.

A student's individual learning plan will include a Goals/Expectations section. Faculty and staff, working closely with students and their parent/sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his/her goals, reaching his/her highest potential. Additionally, it will provide the means by which student, parent/sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day and during the before and afterschool programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money.

It is our belief that this multi-faceted experiential program, while addressing weaknesses and promoting strengths, will identify the needs of particularly challenged learners.

Our program goal for student achievement demonstrated at the highest possible level requires that the following objectives be met:

- an individual learning plan for each student
- innovative teacher configurations with at least one SPED-qualified teacher/ per grade/ and one half-time professional teaching assistant on the grade level team.
- tutorial/group homework /study skill development time during school/before/after-school day;
- smaller school and smaller class sizes;
- parent/student/school partnerships

A true inclusion model is envisioned, one that invites all specialists (speech and language, reading, physical, occupational, etc to collaborate with regular educators and participate through:

- Weekly 1:1 and small group teaching support sessions
teacher consultation meetings with Director of Special Education
- curricula input at weekly team planning meetings
- design of special class projects and trimester themes

- tutorials to work toward individual goals;
- integrating individual needs with community involvement.

The Marblehead Community Charter Public School model requires a highly professional, dedicated faculty and staff, intent on creating a more effective way of making inclusion work by addressing the needs of all students. Workshops on effectively addressing the special needs of all students will be included in all professional development activities throughout the year.

DRAFT

18. Original Proposed Funding for 1995-1996

The goal of the Board of Trustees of the Marblehead Community Charter Public School is to allocate its dollars as close to the classroom as possible, with at least 75% of per pupil expenditure receipts allocated at the classroom level.

It should be emphasized that the figures contained in these budgets are estimates; further information from the legislature, school district and other sources is needed before a final budget can be created. The following narrative provides further explanation for the budget categories:

Transportation. This is covered under state and federal regulations. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, all other transportation will be provided on a fee/volunteer basis, with financial assistance available.

Supplies. Student classroom supplies, including textbooks, estimated at \$175.00 per student.

Computers and Materials. MCCPS has already received numerous donation commitments and will continue to aggressively pursue donations.

Equipment. First year equipment costs will be covered in the start-up budget. Additionally, we will continually seek donations of equipment to add to that which has already been donated.

Field Study. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, all field study costs will be fee-based, with financial assistance available

Personnel. Salaries are stated on a projected average basis. Actual salaries will vary. Salary increases have been projected to increase at an average rate of 4%.

Salaries - Teachers. MCCPS will employ six teachers the first year, three of whom will be SPEDqualified, and eight teachers the second year, four of whom will be SPED-qualified.

Salaries - Teaching Assistants. MCCPS will employ one half-time teaching assistant per section.

Salaries - Office Manager, This person will perform clerical/receptionist, and bookkeeping functions.

Salaries - Specialists. Half-time specialists in the fields of foreign languages, health, physical education, art, and music are covered under this heading. In the second year of the school's operation, some of these positions will become full-time and/or combined.

Salaries - Substitute Teachers. Estimated reserve for substitute teachers. It should be noted that the Head of School will spend time in the classroom as well.

Fees - Professional Services. Estimated reserve for fees for the Marblehead Community Counseling Center, and other specialized services engaged on an as-needed basis.

Benefits - Medical Pensions. Estimated expenses related to permanent full-time employee benefits.

Benefits-Other. This includes stipends for responsibilities such as SPED administrators, volunteer coordinator, etc., and merit bonuses.

Staff Development. Estimate for workshops, training, etc., based on the role of staff as professionals.

Teacher Supplies. Discretionary budget of \$500 per teacher for classroom items.

Occupancy. These estimates are based on quotes for appropriate facilities. Staff, students, and volunteers will participate in daily upkeep of the building; heavy cleaning will be performed by an outside custodial service.

Office. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, costs in this category will be kept to an absolute minimum.

Ending Fund Balance. It is the desire of the Trustees to allow for a small cushion for unforeseen expenditures.

The Marblehead Community Charter Public School will operate on the same fiscal year as the Town of Marblehead and Commonwealth of Massachusetts.

Included in the Projected Start-Up Budget on Page 51 is a \$10,000 refundable security deposit to be held in an interest-bearing account for a period of time yet to be determined.

See Appendix for current budget.

DRAFT

19. Accountability

It is the responsibility of the Board of Trustees of the Marblehead Community Charter Public School to ensure full compliance with M.G.L. c.71, §89, including the portion relating to filing of an annual report as set forth in Sec 89(gg) as referenced below:

Each charter school shall submit to the secretary, to each parent or guardian of its enrolled students, and to each parent or guardian contemplating enrollment in that charter school an annual report. The annual report shall be issued no later than August first of each year for the preceding school year. The annual report shall be in such form as may be prescribed by the secretary of education and shall include at least the following components:

- (a) discussion of progress made toward the achievement of the goals set forth in the charter;*
- (b) a financial statement setting forth by appropriate categories, the revenues and expenditures for the year just ended*

The Board considers accountability to be central to the ultimate success of the mission of both this school and the charter school initiative. Therefore, assessment and accountability are integral components of all MCCPS endeavors, to be incorporated in the work of all students, teachers, employees, Trustees and committee members. The efforts of all individuals associated with the school will be documented in the Annual Report of the Marblehead Community Charter Public School. The Chief Staff Person(s), together with the Board of Trustees will oversee production of the Annual Report. This report, which is available to the public and accessible on line, will provide documentation of MCCPS operations, along with its impact on the mission to foster systemic change within public education.

Members of the Board of Trustees believe that an essential component of accountability is open communication and participation.

The original Board of Trustees (September 1994) of the school were a Selectman, two Finance Committee members, business people, and parents. Members of the Board of Trustees maintained open lines of communication between the school and all segments of the Town.

The Community Relations Committee of the Board of Trustees will provide and implement a plan for the improvement of community and public relations leading to credibility, reliability and trust with all constituents. (effective October 4, 2007)

The Board of Trustees is committed to the effective use of taxpayer dollars. A series of checks and balances has been created to ensure that the school is accountable at all times for maintaining a balanced budget.

The Chief Staff Person(s), together with the Board of Trustees and its Finance Committee, will be responsible for efficient fiscal management of the Marblehead Community Charter Public School.

MCCPS will ensure that all clerical and bookkeeping duties are performed. The financial records of MCCPS will remain in the front office of the school and be available to the public upon request. To guarantee fiscal accountability an independent audit will be conducted annually. All school records, including those of individual students, will be maintained in accordance with Massachusetts state law. The Marblehead Community Charter Public School will comply with all state and federal regulations governing accountability.

20. Transportation

The Marblehead Community Charter Public School will be in full compliance with transportation regulations contained in M.G.L. c.71,§89, as well as all other state and federal regulations governing student transportation.

In keeping with MCCPS policy of allocating dollars as close to the student/classroom as possible, all other transportation, including field trips, athletics events, etc., will be provided on a fee-based and/or volunteer basis, with financial assistance available as needed.

In the 1995-1996 school year, MCCPS is in full compliance with state and federal regulations governing student transportation. Marblehead families eligible for school transportation have opted for car pooling instead of School Department busing.

DRAFT

21. Liability and Insurance

The Board of Trustees of the Marblehead Community Charter Public School will comply with all state and federal regulations governing public school liability and insurance requirement, including those contained in M.G.L. c.71,89.

See Appendix for Certificate of Insurance.

DRAFT