

Marblehead Community Charter Public School

PROPOSED CHANGES for 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.

We have completed this clarification of the Charter under the guidance of the Department of Elementary and Secondary Education, Charter School Office (CSO), and knowing that we are among the first participants in a new process that the CSO is piloting in clarifying and updating some of the longest standing Charter School charter applications.

CONVENTIONS: The MCCPS Board of Trustees have used the following conventions in noting its proposed changes throughout this document

REPLACE –Existing language to be removed and replaced by proposed new language. Used only with accompanying *NEW LANGUAGE* notation

NEW LANGUAGE –Proposed new language to be added in place of replaced language. Used only with accompanying **REPLACE** notation

DELETE—Existing language proposed for removal, without any replacement language proposed

ADD – Proposed new language not updating or replacing any existing language.

Page number references refer to the page numbering on the November 1995 Amended Charter

Proposed changes follow throughout the document.

Page ii MCCPS Charter Amendments, November 1995

DELETE: Entire Section

Page iii, Table of Contents

REPLACE: Entire Table of Contents, pages iii and iv

NEW LANGUAGE:

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

Page 5, After Marblehead Community Charter Public School and before Executive Summary

ADD: 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.

Page 5, Executive Summary, Paragraph 1:

REPLACE: with less than 200 students
NEW LANGUAGE: 230 students

and

REPLACE: grades 5-8
NEW LANGUAGE: grades 4-8.

Page 5, Academic rigor:

REPLACE: the core curriculum will provide students with a well-rounded and rigorous program of studies in the areas of mathematics, science, technology, humanities, language arts, and social sciences, and will require mastery of writing, spelling, mathematical, and study skills. The faculty will have high expectations of all students, each of whom will follow a carefully developed individual learning plan, including an outcomes schedule supported by a project file each student will maintain

NEW LANGUAGE: 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.

Paragraph 5, Fully-integrated community

REPLACE: • Fully-integrated community service learning curriculum and democratic form of governance. This will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school and the community and directly carry the school experience into the real world, through postsecondary education, work, family, and community and civic affairs;

NEW LANGUAGE: • 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;

Page 5, At MCCPS, education . . .

REPLACE: 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. *Accountability will be swift and clear: just as American business must adapt itself to new technologies, new demands from its consumers, and the invention of new or obsolescence of old products to thrive, so must public*

education. 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

NEW LANGUAGE: 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.

Page 5, Priorities and policy discussion . . .

REPLACE: 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 Total Quality Management tools and a method of governance that is truly democratic. 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 extra-curricular programs. Students and staff will participate in regular MCCPS Town Meetings and assemblies as a crucial component in the development of school government.

NEW LANGUAGE: 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..

Page 6: In concert with its staff . . .

REPLACE: In concert with its staff; the Board of Trustees will establish the hiring and employment practices of the school. To fully correlate to their professional colleagues in the business community, teachers will receive performance-based pay, as well as professionally-designed training and development programs that will draw on the most advanced practices.

NEW LANGUAGE: 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.

Page 6: the school will be open . . .

REPLACE: the school will be open from 7:00 a.m. until 5:00 p.m., with academic hours from 7:50a.m. until 2:45 p.m.

NEW LANGUAGE: 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.

Page 6: The school will stress an atmosphere . . .

REPLACE: 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, and student/parent/teacher goal setting and assessments.

NEW LANGUAGE: 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.

Page 6: The Marblehead Community Charter Public School will be . . .

REPLACE: The Marblehead Community Charter Public School will be directly accountable to the people of Marblehead - just as in any business, if it does not perform, "they will NOT come." 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 the Town of Marblehead.

NEW LANGUAGE: 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.

Page 7, Section 1: Mission Statement

REPLACE: Recognizing that it takes an entire community to educate a child, the mission of the Marblehead Community Charter Public School is to create a partnership among community members, teachers, parents, and students that will provide our early adolescents with the support necessary to reach their *highest individual potential intellectually, socially, emotionally, and physically*, so they are highly contributing members of our democratic society; and to provide a laboratory for examining, developing and fostering the interrelatedness of the school as a learning community and the community as a learning environment.

NEW LANGUAGE: 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.”

Page 7, Beliefs #5:

REPLACE: It is the school's responsibility to ensure that students experience success and learn those things of most value to them (including mastery of basic skills), to the community, and to society at-large, so they are equipped to participate fully in a democratic society

NEW LANGUAGE: 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.

Page 7, Beliefs #7

REPLACE: 7. The process of instruction is of equal importance to students as the content.

NEW LANGUAGE: 7. The method of delivery of instruction is of equal importance to students as is the content.

Page 8, Beliefs #13

REPLACE: The school's Board of Trustees and staff are accountable for results, and the results expected are 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.

NEW LANGUAGE: 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.

Page 8, Beliefs #15

REPLACE: Adolescents flourish in an environment of diversity and inclusiveness.

NEW LANGUAGE: Students flourish in an environment of diversity and inclusiveness.

Page 8, Beliefs #19

REPLACE: It is the responsibility of the Board of Trustees, in alliance with the community, to provide the school with the support that will ensure optimal conditions for the achievement and continuing growth and development of each student.

NEW LANGUAGE: 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.

Page 8, Beliefs #21

REPLACE: Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all people and programs at MCCPS; the public's resources and those of the Board of Trustees must be effectively committed to ensure that these expectations will be met.

NEW LANGUAGE: Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all people and programs at MCCPS.

Page 8, Beliefs #22

REPLACE: The Board of Trustees is obligated to examine and evaluate the experience of the Marblehead Community Charter Public School in achieving its goals and objectives so that it may contribute to the improvement of all public schools.

NEW LANGUAGE: 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.

Page 8, Beliefs #23

REPLACE: It is the responsibility of the Board of Trustees to ensure compliance with all state and federal regulations concerning public schools.

Proposed Changes to the MCCPS Charter Application

NEW LANGUAGE: It is the responsibility of the Board of Trustees to ensure compliance with all state and federal regulations concerning public charter schools.

Page 9, School Objectives #1

REPLACE: 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, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.

NEW LANGUAGE: 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.

Page 9, School Objectives #2

DELETE: 2. “and multiple intelligences”.

Page 9, School Objectives #15

DELETE: 15. The principles of Total Quality Management will be implemented, with a particular focus on continuous improvement and customer satisfaction (students, parents, and community).

Page 9 - 10, School Objectives #16 - 25

REPLACE:

16. Collaboration, both internal and external, will be a central theme at MCCPS.

17. The reality of inevitable and constant change in successful organizations will be embraced by MCCPS.

18. Parents will be invited, encouraged and expected to be fully involved in the education of their child(ren).

19. The community will be perceived and utilized as a primary resource for teaching and learning.

20. MCCPS will strive to engage a broad spectrum of Marblehead citizens in the education of its youth in a manner that enlivens the spirit and enhances the social, cultural, and historical identity of the town of Marblehead.

21. 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.

22. 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.

23. 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.

24. MCCPS will comply with all state and federal regulations governing public schools.

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

NEW LANGUAGE AND NEW NUMBERING:

- 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.

Page 11, Section 3, Statement of Need

REPLACE: Statement of Need

NEW LANGUAGE: Original Statement of Need

Page 16, Section 4 School Demographics

REPLACE: Upon receipt of a charter, the Board of Trustees of the Marblehead Community Charter Public School will enter into a lease at 17 Lime Street in Marblehead.

NEW LANGUAGE: 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.

Page 16, Section 4 School Demographics, 1st Bullet

REPLACE: has approximately 15,000 square feet of space

NEW LANGUAGE: has in total approximately 32,000 Square Feet; currently occupying 24,112 Square Feet (including 9,500 Square Feet added in 2006)

Page 16, Section 4 School Demographics, 2nd bullet

REPLACE: is handicapped accessible

NEW LANGUAGE: is handicapped accessible front and rear

Page 16, Section 4 School Demographics, 4th Bullet

REPLACE: is adjacent to a playing field and basketball court

NEW LANGUAGE: is adjacent to a playing field

Page 16, Section 4. School Demographics

ADD BULLET: Has a remaining 6,790 square feet which can be renovated at a relatively low cost (approximately under \$100/sq foot)

Page 16, In order to ensure . . .

DELETE: In order to ensure replicability, the Board of Trustees is committed to securing a student population that directly correlates to the student population in the other Marblehead public schools.

Page 16, The school opened on August 28, 1995 . . .

REPLACE: 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.

NEW LANGUAGE: The school opened on August 28, 1995 62 students in grade 5, 45 students in grade 6, and 30 students in grade 7, for a total of 137 students. The school expanded 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.

Page 17, Section 5. Recruiting and Marketing Plan

REPLACE: Entire Section, pages 17 and 18

NEW LANGUAGE: 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

Proposed Changes to the MCCPS Charter Application

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.

Page 19, Section 6. Admissions Policy

REPLACE: Entire Section pages 19, 20 and 21

NEW LANGUAGE: 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.

Proposed Changes to the MCCPS Charter Application

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.

Page 22, Section 7. Profile of Founding Coalition

REPLACE: 7. Profile of Founding Coalition

NEW LANGUAGE: 7. Profile of Original Founding Coalition

Page 24, Section 8. Timetable

REPLACE: 8. Timetable

NEW LANGUAGE: 8. Original Timetable

Page 26, Section 9. Evidence of Support

REPLACE: 9. Evidence of Support

NEW LANGUAGE: 9. Original Evidence of Support

Page 27, Section 10. Educational Program

REPLACE: Entire Section, Pages 27, 28 and 29

NEW LANGUAGE: 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.

Proposed Changes to the MCCPS Charter Application

Academic hours at the Marblehead Community Charter Public School are from 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.

Page 30, Section 11. Student Performance

REPLACE: Entire Section Pages 30, 31

NEW LANGUAGE: 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;

Proposed Changes to the MCCPS Charter Application

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.

Page 32, Section 12. School Evaluation

REPLACE: Entire Section Pages 32, 33, and 34

NEW LANGUAGE: 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.

Page 33, Section 13. Human Resource Information

REPLACE: Entire section.

NEW LANGUAGE: 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, custodial, or any other specialists as the School deems necessary will be contracted.

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 committed 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.

Page 35, Section 14. School Governance

REPLACE: The Marblehead Community Charter Public School will model site-based management, as set forth under provisions of the Education Reform Act of 1993, as well as a democratic process of self-government that incorporates all the principles and practices outlined under the School Governance section of our Revised Preliminary Application. MCCPS management policies will be based on the governance credo established by our forefathers: "of the people, by the people, and for the people. "We have created the structure for a democratic public school and will continually strive to protect it from becoming an entity that "will inevitably erect barriers and encumbrances remarkably similar to those embedded in existing institutions."⁸

In order to create a learning organization that encourages all those involved to embrace challenging issues (both academic and non-academic) by approaching them from various directions, risking failure, assessing the mistakes and devising a new plan, while incorporating a series of checks and balances much as our forefathers did, we have developed the following model for managing the Marblehead Community Charter Public School:

- we have created a Board of Trustees;
- all those involved in the school's operations will be considered owners and managers of the school (stakeholders);
- the Board will hire a Teaching Head of School who will be responsible for day-today leadership functions of the school;
- the Board, under the guidance of the Teaching Head of School and the Personnel Committee, will hire staff
- as MCCPS is to be a teacher-led, student-focused school, staff members will be an integral part of every aspect of school operations.

⁸MCCPS Revised Preliminary Application, page 33.

NEW LANGUAGE: 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.

Page 35, Section 14. School Governance

REPLACE: **Board of Trustees**

NEW LANGUAGE: **Original Board of Trustees**

Pages 36 - 39, The MCCPS Board represents a wide spectrum. . .

DELETE: The Board conducted a four hour planning meeting on the evening of September 12, and at that meeting, the following officers were elected:

Chair	Karen Corcoran
Vice-Chair	Mark Livermore
Secretary	Ben Wittner
Treasurer	Patricia Moody

These officers comprise the Executive Committee of the Board. This Executive Committee is empowered to act on behalf of the Board in emergencies that do not have far-reaching effects on the school. In the event of an emergency of far-reaching import, Board members will be polled by telephone. All actions taken must be approved by a majority vote of the Board.

The roles and responsibilities of the Board of Trustees are as follows:

- to ensure that the activities of the school are full in alignment with the mission of the school;
- to ensure adherence to all regulations;
- to attend the majority of meetings of the Board;
- to review all materials received prior to each meeting;
- to serve on one or more Board sub-committees, as follows:

Academic Policy. Review curriculum to ensure compliance with the mission of the school; recommend policy changes to the Board of Trustees where appropriate; ensure the curriculum is responsive to the evolving needs of a learning organization; participate in the development of program evaluation; assist in development of enrichment, afterschool, and summer programs (see Section 10, Educational Program).

Personnel. Recommend job description and compensation/benefits package of the Head of School to the Board of Trustees; assist Head of School in developing job descriptions and compensation/benefits packages of school employees for approval by the Board of Trustees; assist Head of School in developing duties and responsibilities of voluntary staff for approval by the Board of Trustees; review Head of School recommendations for hiring and firing employees and make recommendations to the Board of Trustees; and, provide advice on personnel matters to the Board of Trustees and the Head of School.

Admissions. Oversee admissions process.

Community Relations. Seek out active involvement of town, state and national community; oversee public relations functions; act as liaison between Board, staff, parents, volunteers, town, and community at large to ensure smooth operation of the school within a democratic framework; develop process for addressing grievances by any party; oversee the Community Open House program; plan social events; oversee strong home/school communication program, including possible home/school communication program, including possible home/school computer link-ups.

Finance. Prepare annual operating and capital budgets for approval by the Board of Trustees; review monthly actual revenues and expenditures of the operating, capital, and enterprise activities and present same to the Board of Trustees; assist in the preparation of the annual

Proposed Changes to the MCCPS Charter Application

financial report as required by the Commonwealth of Massachusetts for approval by the Board of Trustees; prepare procedures to be performed by the audit subcommittee and review reports by this sub-committee for approval by the Board of Trustees; act as liaison to the Town of Marblehead financial officer and Finance Committee, to the banks with which the School does business, and to the Commonwealth of Massachusetts regarding financial matters; and, provide advice on financial matters to the Board of Trustees and the Head of School.

Facilities and Equipment. Determine space and equipment needs and costs associated therewith; identify school site; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; oversee preparation of physical plant and purchase of equipment and supplies; monitor ongoing compliance with regulations; oversee maintenance of building and equipment. This committee will work closely with the Finance Committee.

These sub-committees are comprised of at least one Board member, any interested stakeholders, and, upon Board approval, non- stakeholders. Committees report to full Board for final approval before taking action.

Stakeholders. While recognizing the importance of strong leadership on the part of the Board of Trustees, Teaching Head of School, and staff; the Founders of MCCPS felt strongly that in order to carry out the school's mission, parents, students, staff, and active volunteers must be full participants in the decision making process. The position of Stakeholder was created to follow through on this commitment.

After completion of the admissions process, parents and students will sign Letters of Commitment regarding their involvement in school operations (see Section 6, Admissions). As part of their contract to commit to full participation in the operations of the school, all those involved in MCCPS become "stakeholders," similar to employee-owned companies and/or shareholders of corporations.

MCCPS will conduct monthly Town Meetings (special Town Meetings may be called by presenting a warrant to the Head of School with the proper number of required signatures). These Town Meetings will be conducted in the same fashion as Marblehead's Town Meetings, with a quorum required in order to hold the meeting, and a list of articles to be presented, discussed, and voted upon. The Head of School and Community Relations Committee of the Board will work closely with MCCPS Town Meeting participants to ensure that the business conducted is meaningful, fruitful, and consistent with the actions of the Board and Head of School in implementing the vision of the MCCPS. One responsibility of adult Stakeholders is to elect members to the Board of Trustees. One responsibility of student Stakeholders is to ratify a school Constitution.

This process is intended to (a) facilitate open dialogue between, (b) promote a sense of ownership on the part of, and (c) ensure dissemination of information to all members of the Board, staff; students, families, and volunteers.

Head of School Immediately upon receipt of the charter, the Executive Search Committee of the Board of Trustees will embark on its search for the teaching Head of School of MCCPS. Among the areas of responsibility of the Head of School are:

- to provide leadership;
- to coordinate the activities of the school;
- to teach;

Proposed Changes to the MCCPS Charter Application

- to consult to committees and groups in their work;
- to advise the Board on all activities.

The Board will rely heavily on the Head of School to provide the day-to-day leadership necessary to implement the vision of the Marblehead Community Charter Public School.

Staff. Staff is crucial to implementation of the mission of MCCPS. The Board will work to realize a motto of the school: "Teachers as leaders, leaders as teachers, students as workers. " As leaders of the school, individual staff will, among other things:

- act as stakeholders;
- advise the Board, sub-committees, and Head of School;
- create and implement curriculum;
- be responsible for approximately 22 students, including preparation and implementation of each student's individual learning plan..

Staff is such an integral part of the school that many crucial issues, such as curriculum (see Section 10, Educational Program) cannot be decided upon until staff is hired.

Community. The community is a vital, integral part of the Marblehead Community Charter Public School. We will reach out to the community to:

- assist in preparing our students to assume their role as highly-functioning members of the community, capable of carrying forward the tenets of our democratic society;
- hold MCCPS accountable for fulfilling its mission;
- act as the role models and mentors our children need in order to succeed;
- participate in the operations of the school in order to enhance the well-rounded education of our students;

As the Board of the Marblehead Community Charter Public School has been created to fulfill the mission of MCCPS, and as teachers, students, and their families *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. The Community Relations Committee will act as liaison, ensuring that each and every person associated with the school has a safe place within which to be heard and to have action taken on issues they consider important. Board members will be expected to maintain active contact with MCCPS.

Governance policies will be in full compliance with all state and federal regulations.

Page 36, after “. . . for MCCPS to fulfill the challenge it has set for itself.”

NEW LANGUAGE: **Amended Board of Trustees** The Board of Trustees (herinafter 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

Proposed Changes to the MCCPS Charter Application

(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.

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 and/or task forces shall report findings and recommendations to the Board. No Committee or task force has the authority to modify school and/or board policies without approval of the Board.

The Board of Trustees will hire and oversee the 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.

Page 40, Section 15. Building Options

REPLACE: 15. Building Options

NEW LANGUAGE: 15. Original Building Options

Page 40, See appendix for current

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

NEW LANGUAGE: See appendix for current floor plan of school facility at 17 Lime Street.

Page 41, Section 16. Code of Conduct

REPLACE: Entire section, Page 41

NEW LANGUAGE: 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.

Page 42, Section 17. Special Needs Students

REPLACE: Entire Section, Pages 42 and 43

NEW LANGUAGE: 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

Proposed Changes to the MCCPS Charter Application

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.

Page 45, Section 18. Proposed Funding for 1995-1996

REPLACE: See Appendix for actual 1995-1996 budget.

NEW LANGUAGE: See Appendix for current budget.

Page 46, Section 19. Accountability

REPLACE: Entire Section, pages 46 and 47

NEW LANGUAGE: 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

Proposed Changes to the MCCPS Charter Application

Massachusetts state law. The Marblehead Community Charter Public School will comply with all state and federal regulations governing accountability.

END OF PROPOSED CHANGES