

**Marblehead Community
Charter Public School**



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CHARTER

**MCCPS CHARTER AMENDMENTS
NOVEMBER 1995**

This is an amended version of the original MCCPS application submitted to the State Executive Office of Education in October of 1994. The amendments were made for three basic reasons:

- to reflect actual or current circumstances which have changed since the application was submitted**
- to indicate simplified organizational or management arrangements that have been adopted since the school opened; and**
- to clarify ambiguous or vague language in the original application.**

We have also substituted "teaching head of school" for "teaching principal" throughout the amended version. This change is to emphasize that the individual holding this position has overall responsibility for the operation of the school, including bottom-line financial responsibility - while we continue to underline the importance we attach to active participation in classroom teaching.

We have very briefly summarized in brackets the reasons for changes made following each listed section in the Table of Contents.

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Marblehead Community Charter Public School

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 less than 200 students attending at full enrollment in grades 5-8. 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 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;
- 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 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;
- 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. 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.

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.

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 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.

In order to support all school families, 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. (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, and student/parent/teacher goal setting and assessments.

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.

1. Mission Statement

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.

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 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.
6. Students learn best when they feel safe, cared for, supported, challenged, and valued.
7. The process of instruction is of equal importance to students as 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. 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.
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. Adolescents 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, 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.
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; the public's resources and those of the Board of Trustees must be effectively committed to ensure that these expectations will be met.
22. 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.
23. It is the responsibility of the Board of Trustees to ensure compliance with all state and federal regulations concerning public 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, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.
2. Each student will gain an understanding of his/her individual learning style and multiple intelligences, 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. The principles of Total Quality Management will be implemented, with a particular focus on continuous improvement and customer satisfaction (students, parents, and community).
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.

3. 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 disenchanting 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

4. School Demographics

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. This location was chosen because it:

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

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.

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.

5. Recruiting and Marketing Plan

In order to ensure its applicant pool is reflective of the diversity that exists within the town of Marblehead, the Marblehead Community Charter Public School will implement an aggressive marketing and recruitment campaign. 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 start-up and purpose, as well as to promote ownership and involvement throughout the community, informational packets will be distributed to:

- the parents or guardians of all current fourth, fifth and sixth grade students in Marblehead
- Marblehead Public School staff
- pediatricians
- churches
- 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.

Shortly thereafter, a series of workshops will be held for various groups to disseminate information about the school (see Section 6, Admissions). Trustees 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 identify students who might benefit from the alternative provided by MCCPS, but whose parents might not be inclined to seek out such an alternative.

Soon after the appointment of staff, the Trustees will conduct a series of forums, focusing on education in Marblehead and beyond, including issues of replicability of MCCPS successes, and will offer

- Marblehead Public Schools staff and Marblehead Community Charter Public School staff an opportunity to become familiar with each other and to address the questions and concerns that undoubtedly pervade teacher lounges through the school system and beyond
- parents and students an opportunity to explore their attitudes, questions, and concerns about education while becoming familiar and comfortable with MCCPS staff, Trustees, and other

volunteers

- individuals, including those representing organizations, an opportunity to join together in finding solutions to the problems that face all youth
- community members an opportunity to learn more about solutions for modern education
- anyone interested opportunities to become involved, including as a member of the Board of Trustees.

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 Marblehead Reporter, the Salem Evening News, and the Lynn Daily Item. Marketing will be an ongoing responsibility of the Board of Trustees, through its Community Relations Committee (see Section 14, Governance), which 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.

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, including Public School Regulation 603 CMR 26.00, and 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.

Board of Trustees members and MCCPS stakeholders (see Section 14, Governance) are fully committed to the replicability portion of the charter school initiative. As such, the admissions process will focus primarily on composing a student population that as closely as possible reflects that of the current middle school. As stated in Section 5, Recruiting and Marketing: "Trustees and staff will strive to portray 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 parents or guardians of all current fourth, fifth, and sixth grade students in Marblehead; Marblehead Public School employees and volunteers; pediatricians; churches; youth advocates; social service agencies; private schools; civic organizations; PTAs; the Marblehead/Swampscott YMCA, the Marblehead Jewish Community Center, and the Marblehead Community Counseling Center; therapists; and other individuals and organizations working with children to identify students who might benefit from the alternative provided by MCCPS, but whose parents might not be inclined to seek out such an alternative. (See Section 5, Marketing and Recruitment, for further information.)

Although a criteria for admission to MCCPS is that students and their families be motivated to apply and to sign a Letter of Commitment to promote the mission of the school, we believe it is the job of the Board of Trustees and staff to market the school in a way that will facilitate a desire on the part of families to participate in the school and thus the student's education. We recognize that families now have a choice in the Commonwealth of Massachusetts as to where they wish to send their children to public school. Our admissions process is geared toward addressing the needs of our consumers: public school children and their families.

The admissions process will be conducted by the Admissions Committee; staff will serve as consultants to this committee - see Section 14 on Governance) in a five step process:

In our first year we anticipate a five step process:

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

2. **Information disseminated.** Information about MCCPS and the admissions process will be 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 will include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. Members of the Admissions Committee will be available throughout to answer any questions about the school and/or the admissions process. This portion of the process will begin on or about October 1 of the year preceding intended admission (except this year, when it will begin within weeks of receipt of the charter), and will close on or about the following January 15;
3. **Written applications.** Written applications will be submitted by each interested student and at least one adult (in some instances, a student will have a sponsor designated to act on his/her behalf). Written applications will be due on or about January 31;
4. **Personal interviews.** All applicant families (including those students with designated sponsors) will meet 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 will serve 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. These interviews will be conducted approximately between February 1 and March 15;
5. **Letters of commitment** Each applicant, his/her parents and/or sponsor, and MCCPS Trustees will sign a Letter of Commitment setting forth their individual pledges of support for the applicant's education. This process will be discussed during the personal interview. Workshops will be conducted in the Spring so that all parties may participate in the creation of and commitment to this concept (see Section 16, Student Code of Conduct). Letters of Commitment will be signed before completion of the application process.

Members of the Admissions Committee will be available for assistance in all aspects of the admissions process. Each applicant family will be assigned a member of the Admissions Committee who will act as its liaison.

Admissions to the school will be announced under the guidelines set forth in Commonwealth of Massachusetts regulation 601 CMR 1.07(2). 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. Recognizing that if there are more applicants to MCCPS than there is space, our schools have an obligation to address the demand being articulated, Trustees will actively work

with the district to find ways to accommodate the needs of all consumers.

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 Commonwealth of Massachusetts regulation 601 CMR 1.05(1)(1)4 and 5. One component of this process will be that the demographics of both public middle schools in Marblehead will be balanced.

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

7. Profile of 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.

8. 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

9. 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."² 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, its staff, to design the detailed curriculum.

MCCPS staff will develop a rigorous curriculum and related programs, to be delivered in a highly challenging, interactive, experiential, interdisciplinary environment that addresses the demanding intellectual, social, emotional, and the 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 that if that 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. As such each and every student at MCCPS has an individual learning plan, developed through an assignment process 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, through further education, work, family, and community and civic affairs.

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 and rigorous program in the areas of mathematics, science, technology, humanities, language arts, and social sciences, and will require mastery of writing, spelling, mathematical, and study skills;
- Use of technology, including utilization of multi-media and national and international computer link-ups;

- Reinforcement of productive attitudes toward work, community, school, friends, and self, including the respect for the hard work our nation was built upon; 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;
- Focus on the abilities of each individual student - each and every student at MCCPS will be regarded as unique and capable of accomplishment. Each student will have an individualized learning plan developed through an assessment process in partnership with the student, his parent(s)/sponsor(s) and staff;
- Community service learning, which will be woven throughout the curriculum to encourage constructive participation in the life of the school, the community, and beyond;
- The ability to directly carry the school experience into the real world, through postsecondary education, work, family, and community and civic affairs.

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.

Formal school hours at the Marblehead Community Charter Public School are tentatively set at 7:50 a.m. to 2:45 p.m. In order to ensure a safe, nurturing environment for all students before and after school, and to support the diverse MCCPS family population, the school will be open from 7:00 a.m. until 5:00 p.m., with the afterschool program working on a fee-based, volunteer basis.

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 frequent short breaks built into the daily schedule of the school.

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 three noted exceptions:

- many Marblehead families wish to finish the school year earlier (the school year ended on the last Monday of June, 1994);
- 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 Board 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 strongly 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.

11. Student Performance

The principles of Total Quality Management provide 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*. Completing an examination or a term paper are not the focal point of the student's day. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous, that errors or mistakes are not red marks on a paper, signifying failure, but are check-in points to show the way toward continuous improvement. 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 themselves capable of.

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 journal 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 include physical evidence of the student's ability to meet content and life-long learning standards.

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 governing student performance, including those contained in M.G.L. c.71 §89.

12. School Evaluation

The principles of Total Quality Management and Continuous Improvement require that evaluation be an ongoing component of an organization's operating cycle. Evaluation is not first and foremost a tool for judgment and blame, but is a process for informing the school's leaders and consumers of its progress in achieving desired results. The learning and improvement spiral 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. Therefore, evaluation of all components of the school, including its Board of Trustees, staff, and program, is critical to the competent operation of the school. Student performance assessment and school evaluation are closely linked. Just as the adults in the school move through a process of conceptualization, planning, action, observation, analysis, reflection, and revision, students use their prior knowledge and understanding as the foundation for construction of new learning and the constant refinement of developing intelligence, knowledge, and skills.

This approach to evaluation also synthesizes separate elements into a whole. Teachers, students, parents, volunteers and others 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. Feedback will be solicited on a regular basis. Close ties with the Office of the Secretary of Education and all other Marblehead public schools will facilitate ongoing dialogue 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;
- MCCPS Town Meetings for democratic decision-making;
- frequent school performances, social gatherings, and workshops.

MCCPS, as of November 1995, in cooperation with the Executive Office of Education, is developing an evaluation system to assess school performance.

13. Human Resource Information

Members of the Board of Trustees believe in the central role of staff in creating a community of learners. The school will require staff that prospers 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.

Staff composition goals will be as follows:

- two teachers per grade, at least one of whom will be SPED-qualified, with each grade consisting of two sections, each of those being as small as financially possible
- one teaching Head of School;
- one half-time teaching assistant per section;
- specialists in the areas of foreign language, physical education, health/nursing, and the arts, according to school size (see Section 18, Funding);
- one administrative assistant, with responsibility for clerical and receptionist duties, bookkeeping;

Other services, such as counseling, guidance, and custodial, etc. will be contracted out (see Section 14, Governance, and Section 18, Funding).

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 and community volunteers.

The Board of Trustees will adopt and implement all state and federal policies and regulations, including affirmative action. Careful attention will be devoted to the process of staff recruitment and hiring. The heart of the school's success will depend upon the ability of 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 commitment of the school to the principles and practices of Total Quality Management includes an understanding of evaluation as an integral component of the school's educational and organization process. As such, staff will develop annual goals, including plans for continued professional development. The Board of Trustees, in conjunction with the Personnel Committee and staff will develop personnel policies and compensation and benefit packages that recognize and reward excellence in teaching. The MCCPS budget includes funds for salaries, benefits, and staff development that reflect a recognition of the professionalism of teaching.

In order to define staff expectations and requirements, including those governing hiring and firing, 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 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-to-day 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.

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 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 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,"¹¹ 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;
- 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.

15. 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.

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 will be held immediately following completion of the admissions process. In the Spring of 1995, the focus of the workshops will be to create three separate handbooks outlining all rules, policies, and procedures governing behavior. In following years, the focus will be to review and revise the handbooks. These handbooks will be entitled as follows:

- Student Handbook, which will cover the behavior of students;
- Staff Handbook, which will cover the behavior of all MCCPS staff;
- Volunteer Handbook, which will cover the behavior of all MCCPS volunteers, including Board members, parents, community members, and other volunteers.

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 will be offered within which students will be guided in arriving at decisions. For example, MCCPS will have a dress code. Within the framework of workshops, students will be guided in writing the specifics of the dress codes. These handbooks will become a part of the Letters of Commitment signed by everyone who is part of MCCPS.

This will be an ongoing process; all requests for changes, additions and deletions to rules will be addressed at monthly MCCPS Town Meetings, Board meetings, and ongoing workshops.

It is the policy of the Board of Trustees that middle school-aged students who engage in behavior that is destructive to self, others, or property are crying out for help and are not served by being automatically sent out into the streets. At the same time, it is the obligation of the Board 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 Board 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. While the Marblehead Community Charter Public School will fully comply with M.G.L. c71A and 71B, and all other state and federal regulations governing special education, the school's goal is to reduce dependence on Chapter 766 as a way of attempting to meet the needs of our children. This will be accomplished 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. *Each* student at MCCPS will have an individual learning plan, developed through an assessment process to be conducted prior to the start of the school year, in partnership between the student, his/her parent(s)/sponsor(s), and teacher. It is our belief that a united commitment between students, parents/sponsors, 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 of the teachers from each grade be SPED-qualified. Staff 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.

Each student's individual learning plan will include a Goals/Expectations section. 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 greatly reduce the number of new Chapter 766 referrals, as well as allow students who so desire to move out of Chapter 766. These reductions would, of course, result in a more effective use of resources.

Our program goals are:

- an individual learning plan for each student; innovative teacher configurations;
at least one SPED-qualified teacher per grade: and one half-time professional teaching assistant per section
students remain with same teachers for grades 5/6, then 7/8
- extended school day - 7:00 a.m. to 5:00 p.m., with regular school hours from 7:50a.m. to 2:45 p.m.;
- tutorial/group homework/study skill development time during school/before/after-school day;
- smaller school and smaller class sizes;
- parent/student/school contracts.

This true inclusion model invites all specialists (speech and language, reading, physical, occupations, etc.) to participate through:

- teacher consultation;
- curricula input;
- design of special class projects;
- tutorials to work toward individual goals;
- integrating individual needs with community involvement.

The Marblehead Community Charter Public School model requires a highly professional, dedicated staff, intent on creating a more effective way of addressing the needs of all students. Workshops on effectively addressing the special needs of all students (including information on how Chapter 766 works) will be held in the Spring, so that parents, students, and community members have a voice in how those needs are addressed.

18. 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 SPED-qualified, 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 actual 1995-1996 budget.

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:

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, staff; Board members, Stakeholders, and sub-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 Head of School, together with the Board of Trustees will oversee production of the Annual Report. This report, which will be widely disseminated throughout the school, town, and beyond, 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. Currently sitting on the Board of Trustees (September 1994) of the school are a Selectman, two Finance Committee members, business people, and parents. Members of the Board of Trustees will strive to maintain open lines of communication between the school and all segments of the town, including:

- presenting a report on the school's activities at Marblehead's Town Meeting in May of each year (if requested)
- appearing before the Marblehead Finance Committee as requested.
- appearing before the Marblehead Selectmen as requested;
- sending a representative to the Central Council meetings of the Marblehead Public School System;
- sending representatives to and periodically appearing before other town boards and organizations such as Rotary and Council on Aging , if requested.

In addition, the Community Relations Committee of the Board of Trustees will work to maintain the

accessibility of the school at all times.

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 Head of School, together with the Board of Trustees and its Finance Committee, will be responsible for efficient fiscal management of the Marblehead Community Charter Public School. The Finance Committee, a sub-committee of the Board of Trustees, is charged with the following:

Review finances and expenses; oversee spending prioritization schedule; collaborate "with district to determine finances between schools; advise on financial matters.

MCCPS will employ a full-time staff person who will perform all clerical and bookkeeping duties. The financial records of MCCPS will remain in the front office of the school and be available to the public upon request. Marblehead Town Accountant Bart Snow has volunteered personal time for reviewing the books to ensure accountability.

All school records, other than those concerning individual students, will be maintained in the same fashion as described above. Individual student records will be maintained separately in order to ensure privacy. Anyone requesting a student file will be required to log in, including their name, the date, the reason for removing the file, and documenting any action taken. Parents will have access to their child's file at any time.

The MCCPS administrative assistant, together with appropriate staff, Board members, and subcommittees, will maintain relevant records, with the Head of School responsible for overseeing the process.

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.

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.