



# MCCPS Board of Trustees

## Board of Trustees Monthly Meeting

Amended on July 30, 2019 at 8:36 PM EDT

### Date and Time

Tuesday July 30, 2019 at 7:00 PM EDT

### Location

MCCPS, 17 Lime St, Marblehead MA

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Karl Smith	
<b>B. Call the Meeting to Order</b>		Artie Sullivan	
<b>C. Approve Minutes</b>	Approve Minutes	Karl Smith	3 m
Meeting of June 25, 2019			
Approve minutes for Monthly Board Meeting on June 25, 2019			
<b>D. Approve Minutes</b>	Approve Minutes	Karl Smith	3 m
Approve Minutes of May 15, 2019			
Approve minutes for HOS Contract Vote on May 15, 2019			
<b>II. Public Comment</b>			<b>7:06 PM</b>
<b>A. Public Comment</b>	Discuss	Artie Sullivan	10 m
<b>III. Review of Previous Meeting Action Items</b>			<b>7:16 PM</b>

	Purpose	Presenter	Time
<b>A. Review of Previous Meeting Action Items</b>	Discuss	Artie Sullivan	

- Development and Fundraising training for Board
- Identify potential candidates for the Board – Goal is 3 new members for SY 2019-2030.
  - Areas that need representation on the board –
    - ■ Alumni
    - Parents of families residing outside of Marblehead.
- Strengthen Subcommittees if needed
  - ■ Communication and Development
- Review Documents located in Board Member Handbook Google Drive. Invitation sent by separate email.
  - ■ Add documents that are needed

**IV. Other Business 7:16 PM**

<b>A. Board Goals for SY 2019-2020</b>	Discuss	Artie Sullivan
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**Goal-1 (Strategic Plan Implementation):**

- Define and adopt a 5-year strategy plan that is fully aligned with the mission of MCCPS. To include full implementation of year-1 objectives as defined in the plan and staging for the subsequent year.

**Goal-2 (Board Health & Sustainability)**

- Continue to build and develop a strong and diverse board to ensure the long-term health and sustainability of MCCPS, through creative mentorship and training programs (in collaboration with governance committee). To include identification of 2-3 new board members SY 2018-2019.

**Goal-3 (Development)**

1. Funding Streams
2. Grants & Fundraising
3. Board Responsibility

**Goal 4 (Communication and Community Development)**

- Strengthen the engagement with key stakeholders (e.g. Head of School, Parents, Students, Educators, PTO and Community) to support the growth and development of MCCPs role within the community and enhance the ongoing school initials and fundraising efforts. To include fostering a strong working relationship between the Board of Trustees and HOS to drive implementation of the 2019 strategic plan and ensure the long-term success of MCCPS.

**Goal-5 (Bylaws Review)**

<b>B. Planning for SY 2019-2020</b>	Discuss	Artie Sullivan
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Planning for upcoming SY 2019-2020

- 25th Anniversary Celebration
- Charter Renewal Application Process
  - Submit Charter Renewal Application by August 1, 2019 **Submitted**
  - Preparation for Site Visit week of Nov 4-8, 2019
  - Prepare Accountability Plan Draft
- Board Leadership and Committee Chairs for SY 19-20

	Purpose	Presenter	Time
• Bylaws Review			
<b>C. Review of Satisfaction Survey</b>	Discuss	Artie Sullivan	15 m
Satisfaction Survey Executive Summary			
<b>D. Annual Goal Setting for Head of School</b>	Vote	Artie Sullivan	15 m
DRAFT of HOS Goals for SY 2019-2020			
<b>E. Approve Annual Report</b>	Discuss	Artie Sullivan	15 m
Review Annual Report			
<b>V. Committee Updates</b>			<b>8:01 PM</b>
Board			
<b>A. Governance Committee</b>	Discuss	Karl Smith	5 m
<b>B. Finance Committee</b>	Discuss	Rudi Herve	5 m
<b>C. Personnel Committee</b>	Discuss	Artie Sullivan	15 m
<b>D. Academic Excellence</b>	Discuss	Jessica Xiarhos	5 m
<b>E. Development</b>	Discuss	Ellen Lodgen	5 m
<b>F. Strategic Plan Committee</b>	Discuss	Fred Ferris	5 m
<b>G. Communications, and Community Relations Committee</b>	Discuss	Ian Hunt	5 m
<b>H. Charter Renewal</b>	Discuss	Artie Sullivan	5 m
<b>VI. HOS Report</b>			<b>8:51 PM</b>
Academic Excellence Committee			
<b>A. Monthly Report</b>	FYI	Peter Cohen	15 m
HOS to share monthly report.			
<b>VII. Public Comment</b>			<b>9:06 PM</b>
<b>A. Public Comment</b>	Discuss	Artie Sullivan	5 m
<b>VIII. Board Member Comments and Resolutions</b>			<b>9:11 PM</b>

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>A. Board Member Comments and Resolutions</b>	Discuss	Artie Sullivan	5 m

This is an opportunity for Board Member Comments and Resolutions

<b>IX. Closing Items</b>			<b>9:16 PM</b>
<b>A. Recap Action Items</b>	Discuss	Paul Baker	2 m
Clerk to review actions items, add any additional items discussed.			
<b>B. Meeting Evaluation</b>	Discuss	Artie Sullivan	3 m
Discuss how meeting went, did we stay on topic, meet goals, etc.			
<b>C. Adjourn Meeting</b>	Vote	Artie Sullivan	

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Board Meeting on June 25, 2019

APPROVED



**MCCPS**

## MCCPS Board of Trustees

### Minutes

#### Monthly Board Meeting

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**Date and Time**

Tuesday June 25, 2019 at 7:00 PM

**Location**

MCCPS, Room 8L

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**Trustees Present**

Artie Sullivan, Ellen Lodgen, Fred Ferris, Jen Jewell, Jessica Xiarhos, Karl Smith, Paul Baker, Peter Cheney, Richard Doron, Rodolphe Herve, Sean Killeen, Stephen Veiga, William Sullivan

**Trustees Absent**

Ian Hunt, Peter Cohen, Rebecca Whidden

**Guests Present**

Carol McEnaney

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**I. Opening Items****A. Record Attendance and Guests****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Jun 25, 2019 at 7:05 PM.

**C. Approve Minutes of Previous Meeting**

Karl Smith made a motion to approve minutes, as amended, from the Monthly Board Meeting on 05-28-19 Monthly Board Meeting on 05-28-19.

Ellen Lodgen seconded the motion.

The board **VOTED** unanimously to approve the motion.

**D. Approve Minutes of Board Retreat**

William Sullivan made a motion to approve minutes, as amended, from the Annual Board Retreat on 06-08-19 Annual Board Retreat on 06-08-19.

Stephen Veiga seconded the motion.

The board **VOTED** unanimously to approve the motion.

**II. Public Comment**

**A. Public Comment**

There was no public comment at this time.

**III. Old Business**

**A. Review of Previous Meeting Action Items**

Artie Sullivan reviewed old business per meeting agenda.

**IV. Board and HOS Goals**

**A. Review Board Goals for SY 2018-2019**

Artie Sullivan reviewed Board goals and accomplishments from the 2018/19 school year.

**B. Board Goals SY 2019-2020**

Board goals for the 2019/20 school year will be set at the July/August Board Meetings.

**C. Committee Assignments**

Review Board Member Committee Assignments for SY 2019-2020.

	CHAIR	2nd BOARD MEMBER
Governance:	Karl	Paul
Finance:	Rudi	Rich
Personnel:	Artie	Peter Cheney
Academic Ex:	Jess	Ellen
Communication:	Ian	Jess
Strategic Plan:	Fred	Becca
Development:	Ellen	Stephen

**D. Goals for HOS - SY19-20**

HoS, Dr. Peter Cohen, will present his goals for the school year at the August 2019 Board Meeting, whereupon the Board will discuss, amend and vote on the proposal.

## **V. Charter Renewal Application**

### **A. Charter Renewal Application**

Ellen Lodgen made a motion to to approve the 2020-2025 Charter Renewal Application, pending minor grammatical additions and clarifications and verification by Dr. Peter Cohen. The Application is to be presented to the State by 5pm 8/1/2019.

Paul Baker seconded the motion.

The board **VOTED** unanimously to approve the motion.

## **VI. Committee Updates**

### **A. Governance Committee**

No additional information to share.

### **B. Finance Committee**

Karl Smith presented his final updates as MCCPS Board Treasurer.

The Board acknowledged Karls' 3 years at the helm and thanked him for his dedication and thoughtful clear analysis of the schools finances.

Karl will introduce Peter Cohen and new treasurer, Rudi Herve, to the Eastern Bank representatives who deal with the schools' mortgage and line of credit.

Artie Sullivan made a motion to approve adding the following signatories to the East Boston Savings Bank Operation Account effective July 1, 2019: Dr Peter Cohen, Head of School, Mr Rudolph Herve, Treasurer.

Paul Baker voted to accept the motion.

Stephen Veiga seconded the motion.

The motion was approved unanimously.

### **C. Personnel**

Karl Smith made a motion to adopt the wording regarding the formation of a "Head of School Oversight Committee" as presented by the Personnel Committee.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **D. Academic Excellence**

Academic Excellence Committee has not met since last Board meeting.

### **E. Development**



Development Chair, Ellen Lodgen shared that the May 50/50 calendar raffle netted \$10,451, \$4,000 of which will be used to purchase a moveable GAGA Pit for the use of students across all grades.

#### **F. Strategic Planning**

No updates at this juncture.

#### **G. Communication and Community Releations**

No updates at this time.

#### **H. Charter Renewal**

Please see section V (A) above.

### **VII. New section**

#### **A. Monthly HOS Report**

Acting HoS, Bill Sullivan, presented his final update:

**Coordinated Program Review;** The deadline for the most recent Corrective Action Plan (CAP) was met. It was responded to, so far there was just a request for a more detailed PD schedule for some Trainings. Needed assurances that certain trainings were to be delivered to the whole staff and not just the SPED staff.

- Next Progress reports are due July 17th and August 30th and deal primarily with providing evidence of certain mandatory trainings that will take place before the start of school.
- **Satisfaction Surveys**
- Parent Satisfaction Survey and Staff Satisfaction Survey were completed and the results were shared with the board. Bill & Peter will determine how the surveys will be used to make decisions and how some individual data should be shared with the staff.
- Data from the survey was inserted into the Charter Renewal document where appropriate.

#### **Academic Success**

- Exhibition #3 Monday was held on 6/17 Bill reminded the staff of both parent & student expectations and that this was an opportunity to close the school year out on a high.
- Preliminary MCAS Data has been made available and the math department is digesting that data to inform placement decisions for next year.
- This Fall more work will be done in the department when more complete data is made available.

#### **Contracts**

- 2 contracts were not renewed and 2 resignations has been received.
- SchoolSpring posting has been placed for known openings.
- Candidate review, phone interviews, and in-person interviews has started.
- Mr. Nick Santuro will move from 8th grade Paraprofessional and long term 8th grade Humanities sub, to 6th grade Humanities teacher.
- Mr. Joseph Mangano will assume the role of Physical Education Teacher and Assistant Athletic Director
- Molly Wright has been hired as the 5th Grade Humanities Teacher.
- There are 2 contracts that have, as yet, not been signed. Bill believes that this will not affect 19-20 staffing.

### **Graduation**

- Worked well having it in Charter Hall. Students facing the audience was well received.
- Erik Roberts received The Founding Faculty Award.

### **2019-2020 Admissions Update**

#### **Enrollment Update as of 6.25.19:**

**4th - 36 (plus 13 offers) = 49**

**5th - 45 (plus 3 offers) = 48**

**6th - 48 (plus 1 offer) = 49**

**7th - 28 (plus 8 offers) = 36**

**8th - 40 (plus 2 offers) = 42**

**Possible total: 224**

## **VIII. New section**

### **A. Public Comment**

There were no public comments at this time.

## **IX. Board Member Comments and Resolutions**

### **A. Board Member Comments and Resolutions**

Artie Sullivan thanked the Acting Head of School for his contributions to MCCPS whilst the Board completed their new Head of School search and hiring process. The Board presented Bill with a small token of appreciation.

Artie also thanked all Board members for their work over the past school year .

## **X. Closing Items**

### **A. Recap Action Items**

Board and HoS goals will be discussed at the July and August Board Meetings.

## **B. Meeting Evaluation**

The went well. All items were covered in a timely manner and the meeting ended earlier than scheduled.

## **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:45 PM.

Respectfully Submitted,  
Paul Baker

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## **Documents used during the meeting**

- Renewal Application - FINAL 6-25-19.pdf
- May-19.pdf
- Policy\_for\_Head\_of\_School\_Oversight\_Committee.docx
- HOS Report to Board of Trustees 6\_25\_19.docx

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for HOS Contract Vote on May 15, 2019

APPROVED



**MCCPS**

## MCCPS Board of Trustees

### Minutes

#### HOS Contract Vote

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**Date and Time**

Wednesday May 15, 2019 at 7:00 PM

**Location**

MCCPS, 17 Lime St

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**Trustees Present**

Artie Sullivan, Fred Ferris, Ian Hunt, Jen Jewell, Karl Smith, Paul Baker, Sean Killeen

**Trustees Absent**

*None*

**Guests Present**

Ellen Lodgen (remote), Stephen Veiga (remote)

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**I. Opening Items****A. Record Attendance and Guests**

The minutes were approved conditional upon the update that neither Ellen Lodgen, nor Stephen Veiga were at this meeting. As the clerk I am unable to modify this entry for some reason, but let it be known that Ellen Lodgen and Stephen Veiga were not present at this meeting, not in person and not remotely.

- Karl Smith

**B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Wednesday May 15, 2019 at 7:00 PM.

## II. HOS Contract

### A. A vote to accept the Contract for Head of School with Dr. Peter Cohen

Artie Sullivan made a motion to vote to accept, as presented, the Contract for Head of School with Dr. Peter Cohen.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

Ian Hunt	Abstain
Jen Jewell	Aye
Artie Sullivan	Aye
Paul Baker	Aye
Sean Killeen	Aye
Ellen Lodgen	Abstain
Fred Ferris	Aye
Stephen Veiga	Abstain
Karl Smith	Aye

## III. Other Business

### A. Discuss Welcoming new Head of School

The Board discussed ways in which to welcome new HoS, Dr. Peter Cohen, to the school.

## IV. Closing Items

### A. Adjourn Meeting

Artie Sullivan made a motion to adjourn the meeting.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,  
Paul Baker

# Coversheet

## Review of Satisfaction Survey

**Section:** IV. Other Business  
**Item:** C. Review of Satisfaction Survey  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Overview of Results of Parent Satisfaction Survey.docx

## Overview of Results of Parent Satisfaction Survey

The Parent Satisfaction Survey, sent out at the end of the 2018-2019 school year, provided insight to community and parent satisfaction levels with core academic classes, Integrated Arts, and fundamental aspects of Marblehead Charter: Project-Based Learning, Exhibition, Enrichment, and Community. There were 63 family responses representing 76 students across all 5 grade levels.

Parent satisfaction with academic programs was assessed by subject: 92.1% of parents ‘Somewhat Agree’ or ‘Strongly Agree’ that the Science program meets the needs of their child, with 85.7% for Math, 77.7% for English Language Arts, 82.5% for Global Studies, and 87.7% for Foreign Language. One parent “loves that students start language studies in the 4th grade!” Parents are interested, however, in having teachers better differentiate to meet the needs of all students.

Within the area of Integrated Arts, parent responses show 90.4% are ‘Very Satisfied’ or ‘Somewhat Satisfied’ with the Art program, 84% with Music, 62.9% with Physical Education, and 89.6% with Health/Nursing Services. With the Nutrition and Food Services, 90.2% of parents are ‘Very Satisfied’ or ‘Somewhat Satisfied.’ One parent says the Integrated Arts programs “have inspired our child, helped her gain confidence, and encouraged her to push herself to be better in these areas.” Parents responses to satisfaction with Guidance (64.5% ‘Very Satisfied’ or ‘Somewhat Satisfied’) and Special Education (43.9% ‘Very Satisfied’ or ‘Somewhat Satisfied’) and parent comments show a desire for strengthened and increased resources.

One area of note is Exhibition. With 72% of parents reporting they are ‘Very Satisfied’ or ‘Somewhat Satisfied,’ many comments reflected a desire for change: “Exhibition is very difficult to appreciate because of the way it is done,” “Exhibition may be a little too long,” and “Exhibition nights need to be reconsidered so that the amazing work the children do can be displayed in a less stressful, crowded environment.”

Parents also wish to have a better understanding of MAP/My Way goals. Parent responses indicate that 32% are ‘Very Satisfied’ or ‘Somewhat Satisfied,’ with 19% responding ‘Neutral.’ Parent comments noted the change of program every year over the past 5 years, both parents and children not understanding the expectations of this year’s My Way, and lack of evident progress toward students’ independent goals. Some parents expressed a desire to return to previous implementation of MAP goals.

Generally, parents are ‘Very Satisfied’ or ‘Somewhat Satisfied’ with selection options for Enrichments (80.6%), availability to participate in preferred enrichment (82.2%), and quality of



Enrichment (82.2%). Parents say “Enrichments are a great part of the Charter culture. Our student has been able to gain exposure to many different topics and has even started and helped lead a new enrichment,” though some parents would like to work to expand and diversify options by attracting volunteer community members to share their knowledge.

Overall, parents are satisfied with present levels of communication from teachers (82%), the acting Head of School (74%), the PTO (95%), the Board of Trustees (88%), and email communication (98%), with particular appreciation for the Weekly Charter Highlights email.

Parents reported that they feel their child/children feels welcome at MCCPS (96.7% ‘Strongly Agree’ or ‘Somewhat Agree’). Parents also reported they feel welcome at Charter (98.3%), with one parent saying “The community of MCCPS is the best thing about it.”

Additionally, several parents expressed excitement surrounding the new Head of School: “We are optimistic that the new Head of School will bring new energy and a re-focused look at the future.”

Parent responses indicate that the priorities of the Board of Trustees and the new Head of School should be on attracting, evaluating, and retaining strong teachers with high educational standards, student retention, strengthening communication, and building a strong school community.

# Coversheet

## Annual Goal Setting for Head of School

**Section:** IV. Other Business  
**Item:** D. Annual Goal Setting for Head of School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Draft Copy of Head of School Goals - P. Cohen 2019.docx

# DRAFT

Head of School Goals

2019-2020

Original Draft - July 17, 2019

**Goal 1: Effective Entry and Direction Setting.** By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

## **Key Actions**

1. By mid-August, present to the Board a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing school systems of support including financial management, human resources, and operations.
2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By March, propose key strategies to improve student learning and other school systems of support.
4. By April, collaborate with Board to identify three to five student learning and school improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.
6. Improve Development and Fundraising efforts at the school.
7. Work with team to plan, execute, and capitalize on the 25th Anniversary event.

**Goal 2: Maintain Momentum During the Transition.** Keep the school moving forward during this year's transition in leadership by working with the Admin Team and other school leaders to ensure that meaningful progress is made on critical school goals.

## **Key Actions**

1. Work with Admin Team to design and execute productive and inspirational opening week of professional development for teachers.
2. Begin observations of teachers in September leading to timely feedback, regular coaching, and professional development opportunities for improvement of instructional practices across the school.
3. Work with the Board to finalize the strategic plan and share with the community.
4. Develop a school improvement plan identifying areas for growth.
5. Work with the Board, Admin Team, and Faculty to develop a plan for retention of students and staff.

**Goal 3: (Professional Practice) New Charter Public School Leader Program - MCPSA.** Develop knowledge of the role of Head of School and skills in team building, community support,

budgeting, development, and instructional leadership by completing the first year of the New Leader Program led by the Massachusetts Charter Public School Association.

***Key Actions***

1. Attend six scheduled in-person training sessions.
2. Complete all webinars.
3. Consult with my assigned coach at least monthly.

**Goal 4: Implement Plan for Effective Instructional Coaching and Teacher Evaluation.** Work with evaluators toward calibration of evaluations and developing a coaching model that leads to improved instructional practices across the school

***Key Actions***

1. Monitor the frequency of Head of School visits to classrooms and review the quality of feedback to teachers.
2. Work with all evaluators on a shared approach and execution of the evaluation system.
3. Observe classrooms and share conclusions about the level of practice observed.

# Coversheet

## Approve Annual Report

**Section:** IV. Other Business  
**Item:** E. Approve Annual Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MCCPS Annual Report 2018-19 DRAFT.docx

**Marblehead Community Charter Public School**  
**Annual Report - Draft**  
**2018-2019**

**Marblehead Community Charter Public School**  
17 Lime Street  
Marblehead, MA 01945

**Contact:**

Peter Cohen, Ed.D.  
Head of School

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Date report submitted: August 1, 2019

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### Introduction to the School

<b><i>Marblehead Community Charter Public School</i></b>			
Type of Charter	Commonwealth	Location	Marblehead, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	NA
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	230	Current Enrollment	228 as of June 30, 2019
Chartered Grade Span	4-8	Current Grade Span	4-8
# of Instructional Days per school year	180-185	Students on Waitlist	82 students are on the 18-19 waitlist as of March 1, 2019
School Hours	Regular hours: 7:45-3:15 Before school care: 7:00-7:45 After school programming: 3:15-5:30	Age of School	24 years
<b>Mission Statement</b>			
MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			



## Letter from the MCCPS Board of Trustees

Marblehead Community Charter Public School (MCCPS) is in its 24<sup>th</sup> year of continuous operation and sets high standards for itself as an organization. Our dedication to our mission, core values, and the promises of our Charter remains active and strong. Our consistently meeting or exceeding all Accountability Plan Objectives over the course of this this year is evidences MCCPS' continued success.

Our academic program has remained strong as measured by internal and external data. Both the Board and school are committed to academic excellence as its primary focus. During this academic year, Parent Satisfaction Surveys consistently rated the Education Program with high marks. The program satisfaction for this year are: Math - 86%, Science - 92%, English Language Arts - 78%, Global Studies - 83%, Music 84%, Art - 90%, Foreign Language - 79%.

A Sampling of comments from the Parent Satisfaction Surveys include:

- “Our student has matured and progressed so much over the past 5 years.”
- “MCCPS is a unique place where students are able to grow and are supported through all of the developmental changes that middle school brings.”
- “We have overall been thrilled with the experience. The school has been amazing at helping a shy anxious child find her groove.”
- “Love the independence and self confidence that my kids have developed”
- “Both my children have flourished and grown significantly socially, emotionally,
- and academically since attending MCCPS”
- “A place for forward thinkers who want kids to have the skills they are going to need going forward.”

MCCPS remains true to the tenets of our Charter. Teachers play a leadership role throughout the school, serving on the Board as well as numerous committees. They participate in a highly collaborative environment, with regular time scheduled weekly to assess, reflect, and continually improve upon the quality and effectiveness of the academic program. The result is authentic and meaningful integration across all grade levels and curriculum areas.

Organizationally, MCCPS is in a position of stability in the key areas of financial management, governance, school leadership, and parent/community involvement. Our annual audit results are evidence of a solid financial and operational infrastructure. Strong parent and community involvement is evidenced by the number of parents and community members serving on the Board and its committees, leading Enrichment programs, and participating in the PTO.

The Board of Trustees is committed and engaged, and composed of parents, community members, and teachers as required in our Charter. This year, the Board devoted a substantial amount of time to the development of strategic goals and continued to focus on the development of key policies and procedures, Head of School Evaluation, Head of School Succession Plan, Student Retention, Academic Programming, and Financial Oversight. As a Board, we are always looking to improve our practice. During this year, 5 new Members were added to the Board of Trustees.

Among the major accomplishments for the current charter period are:

- Hired a New Head of School - contract commencing in July 2019
- Updated the Head of School Evaluation Policy and Procedures
- Adopted a Head of School Succession Plan
- Obtained a clean audit opinions
- Presented 3 Public Exhibitions of Student Work
- Hosted Sustainability Fairs
- Student hosted Diversity Nights
- Participation in Anti-Defamation League program by faculty and students
- Successfully submitted Charter Renewal Application

However, this year was not without its challenges. Chief among these was the increase in Special Education Population. Both Parent and Staff Satisfaction Surveys and the Coordinated Program Review Site Visit of May1-3, 2018, have evidenced this. Parent Satisfaction surveys reveal an average Satisfaction of 28%, with an Average of No Experience rating of 1/3 of respondents for the Special Education Program. The Acting Head of School, the Director of Student Services, and the Guidance Counselor have been working with the Office of School Monitoring to address the findings of the CPR. To assist in this area, a new School Adjustment/Behavior Specialist joins the staff beginning for SY19-20,

As we approach our 25<sup>th</sup> anniversary, we look forward to the opportunities the academic year will bring. This year will include the Charter Renewal Onsite Inspection and 25<sup>th</sup> Anniversary Celebration. This next school year will see a continued focus at the Board and school level on strategic planning, with the goal of moving the school to even higher levels of achievement. The best legacy we can leave is to foster a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.

Sincerely,  
 Arthur F Sullivan, III  
 Chair, MCCPS Board of Trustees  
 It's a Great Day to be a Navigator!

### **School Performance and Program Implementation**

There have been no programmatic or structural changes in the 2018-19 school year.

## **Faithfulness to Charter**

### **Mission and Key Design Elements**

**Mission, vision, educational philosophy and pedagogical approach:**

MCCPS fosters a community that empowers students to reach their highest potential. The faculty, staff, and administration, the parent body, community members, and students are all committed to this ideal, and enormous energy and passion are invested regularly in pursuing our mission.

**Key design elements:**

The key design elements of the school continued through this Charter Term: a student-centered learning environment that included frequent opportunities to engage in project-based learning, problem-solving, critical thinking, collaboration, creativity, and communication. All students presented to their parents and teachers, the wider community, and their peers during three Public Exhibitions of Student Work per year (in each November, March, and June). The teachers exercised considerable autonomy regarding how and when the state frameworks were addressed. Their talents and expertise resulted in robust and highly effective learning experiences for the students. Parents were afforded opportunities to contribute substantively and meaningfully to the life of the school, including involvement in the curriculum, governance, enrichment, and PTO.

**Examples of the Mission in Action**

**Completion of 1-to-1 Program:**

Access to technology and learning materials are key prerequisites to our students' success. Student devices are an unrivaled tool for learning and to share one's learning. While learning can most certainly happen without the use of technology, the lack of it can restrict opportunities for our students and staff. Access to learning materials has never been higher. 100% of our student population has access to 1-to-1 devices. In a recent survey, 93% of students report using their device every day in their core classes. 86% of teachers use online platforms (Google Classroom, Big Ideas Math, etc.) to share learning material for students.

While access to these devices is important, it is even more important to ensure these device support student learning and the mission of the school, including learning from and contributing to the community. Students have multiple opportunities to share their work, both collaboratively on group projects with their peers and during our student exhibitions, but also as a continual practice of learning and growth in our online portfolios.

**Service Learning:**

Three years ago, we began an effort to reinvigorate our Community Service Learning (CSL) program. This effort started with professional development provided by Harkins Consulting, a reputable provider of service learning for Department of Elementary and

Secondary Education and schools across the country. We learned about KIDS Service-Learning model including key principles, elements, and entry points for integrating CSL into our classes. In subsequent professional development sessions, teachers developed integrated units that married their classroom content with KIDS Service-Learning framework. Every grade level implemented a CSL unit. The 7th grade team developed a student mentor program to help support younger students socially and academically. Other grade levels established connections with outside organizations including Salem Sound CoastWatch, MassBike, and the New American Society. These students explored diverse problems connected to ocean ecology, bike safety, and immigration. The school has established both an on-site Little Free Pantry and Little Free Library.

In SY 2018-2019, supported with grants from and the MCCPS PTO and Friends of Marblehead Public Schools, have implemented the Anti-Defamation League's A Classroom of Difference. The Anti-Defamation League Student Leadership Team has been empowering the students to identify bias and foster civil discourse. Our highest ambition is to grow leaders who will make our world a better place for everyone. The students and teachers will inspire substantial and sustainable change at our school and beyond.

We continued to support our CSL program by starting our this school year with additional professional development from Harkins Consulting. This support will help to expand our CSL offerings throughout the school. We hope this work will include developing partnerships with additional local organizations and expand the integration of CSL to additional units of study and subjects.

## Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	none	

## Access and Equity

### 2017-2018 Student Discipline

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	236	10	3.4	1.3	0.0	0.0	0.0
English Learner	1						
Economically disadvantaged	31	2					
Students w/disabilities	61	3					
High needs	85	5					
Female	92	1					
Male	144	9	4.9	1.4	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	2						
Asian	10	1					
Afr. Amer./Black	12	0					
Hispanic/Latino	4						
Multi-race, Non-Hisp./Lat.	6	0					
Nat. Haw. or Pacif. Isl.	0						
White	202	9	3.5	1.5	0.0	0.0	0.0

This year we have carefully reviewed our schools suspension the data. There were 17 suspensions issued during the 2018-2019 school year. This was an increase in the number of suspensions from the previous year. After our audit we are confident that this increase is attributed to the rules that were broken and not to any trends within the school as to the use of suspensions.

The only subgroup that saw an increase was the number of male students receiving suspensions. All other subgroups as a ratio remained for the most part unchanged. The data indicates that the percentage of in-school suspensions was very close to the percentage of out-of-school suspensions dropped; 54% and 47% respectively.

Suspensions are used sparingly at Marblehead Charter. Out of school suspension are appropriate for issues involving physicality or bullying. During in-school suspensions the students work on the same materials as their classmates. We encourage students to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted. An important element of all suspensions is a required reentry meeting that is attended by the members of the grade level team, a parent, and most importantly the student. This is an important element as it is essential in helping the student feel respected and supported as return to class.

## Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Food Service integration	Visit to school and ongoing communication	Support for Essex Tech to prepare for their Coordinated Review and Metro Monthly Meetings	Shared with local schools about innovative school practices	Essex Tech Vocational School	Sharing of best practices and meeting State/ Federal Guidelines
Project-Based Learning and Integration	3 Public Exhibitions of Student Work at MCCPS (November, March, & June)	All faculty, staff, students, administrators and parents	Presenting a professional conference	Local district and private school educators and the community	Enhanced understanding of PBL, integration, and service learning
Integration of Project- Based Learning & Technology	MASS CUE Computer Using Educators' Conference - October 2018	Director of Technology	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Endicott Fellows Program	School-based graduate student fellowship	4th , 5th and 6th grade Teaching Teams	Shared with graduate about best practices`	Graduate Students from Endicott College	All three fellows completed the program and one fellow is joining MCCPS as a full-time faculty member
Curriculum Integration; Functions of food service; National Lunch Program	Internship in Food Service	Nutrition Director	Hosting aspiring educator	Student from Simmons College	Greater appreciation for the value of integrating food service and nutrition within the curriculum

Project Based Learning Workshop	MCCPS	MCCPS Teachers	Presented workshops about innovative school practices	Public School Teachers and Interested Community Members	Enhanced understanding of PBL and integration
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## Academic Program Success

### Student Performance

- A. Marblehead Community Charter Public School's school report card (overview)  
<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04640000?Length=8>
- B. Other performance data

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention.  Reason for Classification: Partially meets targets	Found Here <a href="http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=04640000&amp;orgtypecode=5">http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=04640000&amp;orgtypecode=5</a>	Meeting 35 percent of improvement targets.

### Program Delivery

No changes were made to the school's curriculum, instructional model, assessment methods or supports for all learners were implemented in the 2018-2019 school year.

## Organizational Viability

**Organizational Structure of the School**

A new Head of School joined the organization. Our Athletic Director has resigned. All other positions have remained the same. .

**Organizational Chart**

Board of Trustees			
Head of School, Peter Cohen (7/2019)			
Assistant Head of School, Bill Sullivan	Business Manager, Jeff Barry	Director of Student Service, Michael Condon	Director of Curriculum, Instruction, & Technology, Matt Cronin
	Nutrition Director, Laura Wood		Department Chairs: Ellen Lodgen, Meghan Hale

**Network Structure or Multiple Campus Organizational Structure**

- Not applicable

**Teacher Evaluation**

- No change has been made.



**Budget and Finance**

A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)

*FY19 Income Statement*

Ordinary Income/Expense	
Income	
VACATION PROGRAMMING	15,538.32
STATE ALLOCATION	3,195,223.00
FEDERAL & STATE GRANTS	70,478.00
SCHOOL LUNCH	110,198.97
STUDENT ACTIVITIES	63,854.04
INVESTMENT INCOME	96.94
OTHER INCOME	59,462.61
STUDENT SUCCESS FUND	17,440.22
CONTRIBUTIONS	7,686.68
PRIVATE GRANTS	5,244.32
REIMBURSEMENTS	3,343.55
MEDICARE REIMB.	3,252.98
FUNDRAISING	40,055.17
Total Income	<u>3,591,874.80</u>
Gross Profit	<u>3,591,874.80</u>
Expense	
PERSONNEL	2,427,579.67
BENEFITS	404,309.58
STAFF DEVELOPMENT	116,385.25
SEARCH COSTS	1,562.79
SUBSTITUTE	2,062.50
DIRECT STUDENT SUPPORT	1,118,811.55
STUDENT ACTIVITY	60,921.75
SCHOOL LUNCH EXP	69,721.80
OCCUPANCY	139,359.48
OFFICE & ADMIN	326,432.56
DEPRECIATION	94,667.72
Total Expense	<u>3,661,814.65</u>
Net Ordinary Income	(69,939.85)

B. Statement of net assets for FY19 (balance sheet)  
*Balance Sheet at June 30, 2019*

ASSETS	
Current Assets	
Checking/Savings	
Total Checking/Savings	148,239.47
Total Current Assets	148,239.47
Fixed Assets	
17 Lime Street	4,250,000.00
Building Improvements	33,184.46
Fixed Assets	86,648.00
Accumulated Depreciation	(540,927.00)
Total Fixed Assets	3,828,905.45
TOTAL ASSETS	4,293,534.02
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	200.00
Total Accounts Payable	200.00
Other Current Liabilities	
Payroll Liabilities	0.00
Accrued Payroll	117,331.08
Accrued Payroll Taxes	3,989.63
MTRB Liability	112,990.58
Payroll Clearing Account	2,978.10
Accrued Expenses	477,334.59
Total Other Current Liabilities	214,623.98
Total Current Liabilities	214,823.98
Long Term Liabilities	
East Boston Savings Bank	3,817,913.96
Total Long Term Liabilities	3,817,913.96
Total Liabilities	4,032,737.94
Equity	
Opening Bal Equity	(294.76)
Retained Earnings	331,030.69
Net Income	(69,939.85)
Total Equity	260,796.08
TOTAL LIABILITIES & EQUITY	4,293,534.02

C. Approved School Budget for FY20  
*FY20 Operating Budget*

State Allocation	3,243,899.00
Other Income (Homework Club, Summer School)	72,244.00
Vacation Programing	14,000
Student Success Fund	22,000.00

<b>Total Income</b>	<u>3,352,143.00</u>
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Personnel	2,380,986.00
Benefits	424,200.00
Staff Development	15,000.00
Search Costs	2,500.00
Direct Student Support	70,900.00
Occupancy	124,750.00
Office & Admin	238,006.00
6100- Depreciation	94,572.00

<b>Total Expense</b>	<u>3,350,914.00</u>
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<b>Net Ordinary Income</b>	<u>\$6,356</u>
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## D. Capital Plan for FY19

<b>Description</b>	<b>Status</b>	<b>Est. Cost</b>	<b>Financing</b>
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY21	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY23	\$10,000	Operating capital
Completion of build-out (7,321 sf @ \$169.33/sf)	FY25	\$1,239,665	Capital campaign
Renovation of existing classrooms and offices (30,000 sf @ \$100/sf)	FY25	\$3,000,000	Capital campaign
Replacement of existing fire alarm panel	FY21	\$20,000	Capital campaign
Replacement of existing burglar alarm incl. addition of exterior surveillance	FY21	\$25,000	Capital campaign
New roof/roof repairs	FY22	\$275,000+	Capital campaign
Replace 1 rooftop HVAC unit	FY21	\$10,000	Capital campaign
New telephone system	FY20	\$25,000	Capital campaign
Replacement of kitchen floor	FY22	\$25,000	Capital campaign
<i>As of 6/30/19 the school did not have a separate Capital Campaign account.</i>			

**Technology**

<b>Description</b>	<b>Status</b>	<b>Est. Cost</b>	<b>Financing</b>
Student Devices	FY20	\$17,000	Operating Capital
Staff Devices	FY20	\$5,000	Operating Capital
Internal Network Connections (Switches, Router)	FY20	\$5,000	Operating Capital
External Network Connection ISP	FY20	\$18,000	Operating Capital

**Please note: the school expects to complete its Strategic Plan during the FY 20 school year. Once completed, this document will be updated.**

## APPENDIX A

### Accountability 2018-2019

<b>Accountability Plan Goals</b>		
	<b>2018-2019 Performance</b>	<b>Evidence</b>
<b>Objective:</b> MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1		
<b>Measure:</b> Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.	<b>MET</b>	86% (25 out of 29) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity
<b>Measure:</b> Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric	<b>MET</b>	100% of the teachers who have been employed for at least 2 years achieved proficient or above on IV-D-1.
<b>Objective:</b> MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2		
<b>Measure:</b> Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.	<b>EXCEEDED</b>	100% of teachers collaborated with their colleagues to create PBL experiences that included the development of higher order thinking skills.
<b>Measure:</b> Each trimester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to grade level standards in the core subjects*.	<b>MET</b>	Each trimester at least 80% of the students at each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards.
<b>Objective:</b> MCCPS will employ a portfolio system to document student achievement and growth. KDE 3		

<p><b>Measure:</b> Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.</p>	<p><b>MET</b></p>	<p>Each trimester, at least 95% of the students at each grade level documented a PBL assessment and reflected on their growth/progress.</p>
<p><b>Measure:</b> Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric</p>	<p><b>MET</b></p>	<p>At least 80% of students at all grade levels achieved proficient or higher on the MCCPS Portfolio Rubric</p>
<p><b>Objective:</b> MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.</p>		
<p><b>Measure:</b> By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment.</p>	<p><b>MET</b></p>	<ol style="list-style-type: none"> <li>1. MASS CUE Conference, 10/15</li> <li>2. MASS Library Association, 8/16</li> <li>3. MASS CUE, 10/16</li> <li>4. DissemiNATION, 11/16</li> <li>5. MCPSA Principals' Convening, 9/16</li> <li>6. MASS CUE Conference, 10/17</li> <li>7. Project-Based Learning Workshop at MCCPS, 5/5/17</li> <li>8. MASS CUE Conference, 10/18</li> </ol>

\*Core subjects: English language arts, math, science, global studies, foreign language, art, and music.

## APPENDIX B

### Recruitment Plan 2019-2020

#### Marblehead Community Charter Public School

##### 2018-2019 Implementation Summary:

The 2018-2019 Recruitment Plan strategies were carefully and successfully implemented, and this positively impacted the community perspective of the school and the number and variety of applications received. The strategies were implemented in a time sensitive manner with specific regard to the lottery application deadline, open house dates, and the general enrollment period. Multiple ads were placed in the Marblehead and Swampscott Reporters, the Jewish Journal and in the Christmas Walk ad pages of the Marblehead Magazine. In addition to press releases and media announcements, the school incorporated the use of yard signs to promote open houses and admissions/applications deadlines. Signs were posted throughout Marblehead and surrounding towns. Announcements were included on local Patch and Facebook posts. Several families who attended open houses mentioned finding out about the event from yard signs, social media posts.

##### General Recruitment Activities for 2019-2020:

Information regarding the school, the application period, and open houses will be aggressively publicized. The application will be available on the school's website in English, French, Spanish, and Russian, and other translations will be provided when needed. Paper copies will be available at the front office, and will be mailed to applicants when requested. The school will host at least 3 open houses (1 weekday evening and 2 Saturday mornings) designed to provide information about the school and its programs, the faculty/staff, students, and parents, and the extracurricular/enrichment opportunities that are available. The school will advertise the open houses, the application timeline, and school sponsored events via social media and in local newspapers. Lawn signs will be used to announce open houses and the application due date. The application period and open houses will be advertised on MHTV. Information will be distributed and questions will be answered during the weekend of the Marblehead Christmas Walk. Tours for parents/families (in addition to the open houses) will be provided when requested. The application period and open houses will be advertised in the school's weekly newsletter,

*MCCPS Highlights*, which will be emailed to currently enrolled families. Current parents, students, teachers, and board members will lead tours during the Saturday morning open houses. All meetings, documents, and advertisements will communicate a sense of welcome for ALL students.

Per M.G.L. c. 71 § 89 (1), MCCPS will not make statements in writing, in meetings, on tours, or during open houses that are intended to discourage, or that have the effect of discouraging, students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the School.

**Recruitment Plan – 2019-20 Strategies**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 25.2%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 14.3%</p> <p>The school above CI percentages</p>	<p><b>(b) 2018-2019 Strategies</b></p>
	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>a. The Director of Special Education or a special educator will be present at each open house to answer questions and describe the program.</li> <li>b. The Director of Special Education will be available to meet with parents when requested - before, during, or after school. Email questions will be answered in a timely manner.</li> <li>c. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that children with disabilities are welcome, and that all will be supported at MCCPS.</li> <li>d. Members of the Special Education Parent Advisory Council will be encouraged to attend the open houses in order to answer questions and describe their experiences with the teachers and program.</li> <li>e. The SEPAC will meet monthly in order to support parent needs, and it will schedule parent learning activities at least two times per year.</li> <li>f. Opportunities to highlight the successes of students with disabilities will be explored.</li> </ol>
	<p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p>
	<p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>



<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 1.3%</p> <p>GNT percentage: 1.3%</p> <p>CI percentage: 0.8%</p> <p>The school is at GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. Application materials will be available on the school’s website and in print in English, Spanish, French, and Russian. Translations in other languages will be made available upon request.</li> <li>2. All admissions/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that LEP/ELL students are welcome, and that all will be supported to reach their highest potential.</li> <li>3. Print ads will include text that welcomes LEP/ELL students.</li> <li>4. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem &amp; Lynn.</li> <li>5. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar.</li> <li>6. The school will create connections with local churches and community groups that serve LEP/ELL students.</li> <li>7. Translators will be available at open houses.</li> <li>8. The school will leave translated copies of flyers and applications at adult ESL programs in Salem and Lynn.</li> </ol> <hr/> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>All additional strategies will be implemented during the 2018-19 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 11.9%</p> <p>GNT percentage: 5.2%</p> <p>CI percentage: 5.2%</p>	<p style="text-align: center;"><b>(b) 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that MCCPS does not discriminate for any reason, and will encourage students who are</li> </ol>

<p>The school is above CI percentages</p>	<p>eligible for free or reduced lunch to apply.</p> <ol style="list-style-type: none"> <li>2. Access to the application for free/reduced lunch will be sent to all families in the summer mailing, and it will be posted on the school's website at <a href="http://marbleheadcharter.org/files/free_reduced.pdf">http://marbleheadcharter.org/files/free_reduced.pdf</a></li> <li>3. The availability of scholarships for field trips and other school activities will be included in promotional information about the school.</li> <li>4. The guidance counselor will serve as a liaison for low-income families to ensure that they are aware of the resources that are available to them.</li> <li>5. No child will be excluded from a class trip or field trip due to an inability to pay.</li> <li>6. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services.</li> <li>7. Reminders for parents regarding the ability to apply for free/reduced lunch will be included in the school's newsletters monthly.</li> </ol>
	<p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li>1. All enrollment/recruitment information will be non-discriminatory, will communicate that sub-proficient students are encouraged to apply, and that programs are in place to support them.</li> <li>2. Enrollment info will include descriptions of staffing (including inclusion specialists at each grade level), class size, student to teacher ratio, and the availability of additional instruction in math and writing, Homework Club, and summer school.</li> <li>3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website.</li> <li>4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website.</li> <li>5. Parents will be notified as soon as possible when concern arises about academic performance.</li> <li>6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing.</li> <li>7. Professional development for teachers will address strategies for</li> </ol>

	<p>optimizing student growth and achievement.</p> <p>8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(d) 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</li> <li>2. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs.</li> <li>3. An engaging and student centered learning environment will emphasize that all students are welcome and valued.</li> <li>4. Non-academic offerings will foster feelings of success in students' areas of strength/interest.</li> </ol>
<p><u>Students who have dropped out of school</u></p>	<p><b>(d) 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</li> <li>2. The Student Support Team will meet with the student and his/her parents to develop a plan that will support the child in returning to school.</li> <li>3. Area health and counseling organizations will be involved when appropriate.</li> </ol>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(d) 2019-2020 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Faculty, staff, and/or administrators will work together continually, using data, observations, anecdotal reports, and other relevant information to identify and support students who need additional assistance, instruction, or other supports in order to eliminate the achievement gap.</li> <li>2. Remediation will be provided to identified students via RTI supports.</li> <li>3. Retired teachers and high-achieving students will tutor identified students.</li> <li>4. Homework help will be available when requested or when required by a teacher.</li> <li>5. The cross-grade mentoring program will continue to support social, emotional, and academic needs.</li> <li>6. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics.</li> </ol>

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage): 90%</b>	Goal: Student attrition will be no greater than 10% for reasons other than family displacement or geographical concerns.

## Retention Plan 2019-2020

**2018-2019 Implementation Summary:**

Since the district opened a new 7th/8th grade upper middle school and St. John’s Prep added 6th-8th grades, MCCPS has experienced increased attrition. This year an extensive attrition study was conducted in order to better understand the reasons for student attrition and to determine if the school could take action to reduce attrition. Parents and students from the last three years were interviewed and/or surveyed. An exit survey was sent to the parent of every child who left the school for any reason, and an invitation to participate in an exit interview was extended to all. The vast majority of those who participated in the interviews and/or surveys communicated that they were happy with the school. The primary reasons given for student departures were: 1) social - the child wanted to be with friends; 2) the parent or child felt that moving to the district’s large 7th/8th grade middle school would be good preparation for high school; and 3) dissatisfaction with some aspect of the school or the child’s experience. Marblehead is a high performing district, and St. John’s is a popular alternative for several boys each year. Every effort is made to understand the reasons for attrition, so that adjustments can be made where appropriate.

Retention Plan – 2019-20 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 15.4%</p> <p><b>Third Quartile:</b> 7.9%</p> <p>The school’s attrition rate is above third quartile</p>	<p><b>(b) Continued 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● The school will employ a full time Director of Student Services and a full time Guidance Counselor.</li> <li>● There will be at least one full time Inclusion Teacher at each grade level.</li> <li>● A full time Speech &amp; Language Pathologist, a part time Physical Therapist, and a part time Occupational Therapist will be employed to meet the needs of students.</li> <li>● Student needs will be communicated to the Director of Student Services and/or Guidance Counselor as soon as a need/concern arises.</li> <li>● Teaching teams will meet weekly with the Director of Student Services and the Guidance Counselor..</li> <li>● The Director of Student Services and the Inclusion Teachers will be available to meet with parents as needed.</li> </ul>

<p>percentages.</p>	<ul style="list-style-type: none"> <li>● A strong special education program staffed by qualified professionals will be provided for all special education students.</li> <li>● Summer sessions will be offered to qualifying students.</li> <li>● All calls/emails will be responded to within 2 business days.</li> <li>● The Special Education Parent Advisory Council will seek additional parental participation, and will provide at least 2 learning opportunities for parents that will be open to the public and area educators.</li> <li>● The Student Success Team has been revamped to improve classroom teachers' ability to support students with diverse learning needs.</li> <li>● The SEPAC, Special Education Advisory Council, will present monthly meetings in the AM to support the parents of students with disabilities.</li> <li>● The SEPAC will present at least three evening events for parents designed to provide information/training in the areas of need determined by the group.</li> <li>● The school's administration will reach out to the parents of students with disabilities to determine additional supports for students and parents.</li> </ul> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategies</b></p> <p><input type="checkbox"/> Above third quartile.</p> <ul style="list-style-type: none"> <li>● The School will hire a student adjustment counselor/ behavior specialist to help those students, and the teachers create an environment that best meets their needs</li> </ul> <p>All additional strategies will be implemented during the 2019-20 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>
<p><b>Limited English-proficient students/English learners</b></p>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0%</p> <p><b>Third Quartile:</b> x.x%</p> <p>The school's attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● The school will cultivate an environment that values all languages.</li> <li>● Students will be encouraged to converse with their peers and teachers in languages other than English.</li> <li>● Teachers will be trained in SEI methods.</li> <li>● Materials will be provided in the home language as communicated via the <i>Home Language Survey</i>.</li> <li>● Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents.</li> <li>● Translators will be made available when needed.</li> <li>● The Student Success Team will address needs and will communicate concerns to the appropriate adults. Remediation will be determined on an individual basis, progress will be monitored, and parents will be informed.</li> <li>● The Student Success Team at each grade level will meet weekly to</li> </ul>

	<p>identify, address, and communicate needs..</p> <ul style="list-style-type: none"> <li>● Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed.</li> <li>● Content support will be provided as needed.</li> <li>● Student mentors and peer leaders will provide social and academic support.</li> <li>● Current families will be made aware that MCCPS offers ELL services.</li> <li>● At least one member of the administrative team will hold SEI endorsement (Currently 3 are endorsed.).</li> <li>● Language differences will be celebrated during Community Meetings.</li> <li>● Presentations during Exhibitions will include the use of French and Spanish.</li> <li>● Extra services will be provided to students who are not qualified ESL learners but whose backgrounds suggests that they are struggling due to English language learning.</li> <li>● All core teachers will earn SEI endorsement.</li> <li>● The school’s administration will reach out to the parents of ELLs in order to better understand and address the parents’ and students’ needs.</li> </ul> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>All additional strategies will be implemented during the 2019-20 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0%  <b>Third Quartile:</b> 16%</p> <p>The school’s attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Applications for free/reduced meals will be made available to all students as part of the summer mailing and on the school’s website at <a href="https://marbleheadcharter.org/about-us/food-service/">https://marbleheadcharter.org/about-us/food-service/</a>.</li> <li>● Student and parent privacy will be protected.</li> <li>● Food choices will be monitored to ensure a healthy diet that supports learning.</li> <li>● The school will provide access to a counselor in order to identify additional services that are available in the area.</li> <li>● The school will provide reduced cost/free after school and Enrichment programming to qualifying students.</li> <li>● The Nutrition Director will ensure that as many students as possible are certified to receive free/reduced price meals through the direct certification method. She will perform the direct certification at least</li> </ul>

	<p>two more times throughout the school year to ensure that any students receiving benefits (ie. TANF or SNAP) are receiving free meals at school.</p> <ul style="list-style-type: none"> <li>● The Nutrition Director will contact families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year.</li> <li>● The Incident Management Team (comprised of the Assistant Head of School, Guidance Counselor, &amp; Nurse) will contact and/or involve outside services as needed including DCF, rent assistance, food bank, etc.</li> <li>● A “Little Free Pantry” is stocked regularly by school and community members in order to provide economically disadvantaged families with access to food 24/7.</li> <li>● The guidance counselor facilitates the collection and distribution of warm clothing and holiday gifts.</li> <li>● Parents will be reminded throughout the year via newsletters of the option to apply for free/reduced lunch. The application materials will be available on the school’s website. The administration will be available to assist parents and families with the completion of paperwork relative to free/reduced lunch.</li> </ul> <p style="text-align: center;"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above the third quartile.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d)2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● All educators (administrators, faculty, and staff) will make a concerted effort to know all of the children , so that any student can go to any adult in the building for help.</li> <li>● Additional instruction and/or support will be provided as needed.</li> <li>● Offer summer sessions to qualifying students.</li> <li>● A Response to Intervention/Student Support Team will meet weekly.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● The counselor will meet with students and parents as needed.</li> <li>● An Academic Probation Plan will be created when needed.</li> <li>● Drop-in summer sessions will be provided for students.</li> <li>● A Response to Intervention /Student Support Team will meet weekly.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● The counselor will meet with students and parents as needed.</li> <li>● Outside services will be activated as needed.</li> </ul>
<p><b>OPTIONAL</b></p>	<p style="text-align: center;"><b>(d)2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● A mentoring program will provide support for incoming 4<sup>th</sup> graders and new students.</li> </ul>

## APPENDIX C

### School and Student Data

Marblehead Community Charter Public School's student demographic enrollment data link:  
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04640305&orgtypecode=6&>

Student Demographic and Subgroup Information		
Race/Ethnicity	# of students	% of entire student body
African-American	12	5.2
Asian	10	4.3
Hispanic	4	1.7
Native American	2	0.9
White	192	85.2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	6	2.6
Special education	58	25.7
Limited English proficient	1	0.4
Economically Disadvantaged	24	10.4

ADMINISTRATIVE ROSTER FOR THE 2018-19 SCHOOL YEAR			
Name	Brief Job Description	Start date	End date
Helena (Nina) Cullen-Hamzeh	Head of School	8/1995	12/2018
Bill Sullivan	Assistant Head of School (Acting Head of School 12/18-7/19)	4/2015	
Jeff Barry	Business Manager	8/1995	
Michael Condon	Director of Student Services	7/2012	
Matt Cronin	Director of Curriculum, Instruction, & Technology; Integrated Arts Department Chair	8/2000	



Meghan Hale	Humanities Department Chair (& 8 <sup>th</sup> Grade Humanities Teacher)	8/2009	
Ellen Lodgen	Math, Science, & Technology Department Chair (& 8th Grade Math/Science Teacher)	8/2013	
Katherine (Boles) Koch	Office Manager	8/2016	
Susan Hauck	Enrichment Coordinator	1/2017	
Matt Young	Athletics Director (& PE Teacher)	2/2012	7/2019
Laura Wood	Nutrition Director	5/2008	
Bob Erbetta	Facilities Coordinator	8/1995	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2018- 2019 school year</b>	<b>Departures during the 2018-2019 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	28	2	3	Accepted position in local district, resigned, non- renewed,
Other Staff	21	0	0	

<b>BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term</b>
Paul Baker	Secretary	Governance Committee	1	June 2016 - June 2019
Peter Cheney	Trustee	Personnel Committee	1	May 2019 - May 2022
Richard Doron	Trustee	Finance Committee	1	May 2019 - May 2022
Fred Ferris	Trustee	Strategic Plan Committee	1	May 2017 - May 2020
Rodolphe Herve	Treasurer	Finance Committee	1	May 2019 - May 2022
Ian Hunt	Vice Chair	Communications and Community Relations Committee	1	May 2017 - May 2020
Jennifer Jewell	Trustee	Strategic Plan Committee	1	August 2016 - August 2019
Sean Killeen	Trustee	Academic Excellence	1	August 2016 - August 2019
Ellen Lodgen	Trustee	Development Committee, Academic Excellence	2	September 2017 - September 2020
Karl Smith	Clerk	Governance Committee	1	August 2016 - August 2019
Arthur Sullivan	Chair	Personnel Committee	1	January 2018 - January 2021
William Sullivan	Acting Head of School (12/2018 - 7/2019)	Academic Excellence, Strategic Plan, Communications and Community Relations, Finance, Development	Ex-Officio	NA
Rebecca Whidden	Trustee	Strategic Plan Committee	1	May 2019 - May 2022
Stephen Veiga	Trustee	Development	1	February 2019-

		Committee		February 2022
Jessica Xiarhos	Trustee	Academic Excellence, Communications and Community Relations Committee	1	May 2019 - May 2022

**Key Leadership Changes**

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Arthur Sullivan	No Change
Charter School Leader	Peter Cohen (as of July 1, 2019)	New
Assistant Charter School Leader	Bill Sullivan	No Change
Director of Student Services	Michael Condon	No Change
MCAS Test Coordinator	Bill Sullivan	No Change
SIMS Coordinator	Matt Cronin	No Change
ELL Director	Bill Sullivan	No Change
School Business Official	Jeff Barry	No Change
SIMS Contact	Matt Cronin	No Change
Nutrition Director	Laura Wood	No Change

**Facilities**

The school continues to be located at its original address.

Location	Dates of Occupancy
17 Lime St, Marblehead, MA 01945	July 1995

**Enrollment**

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 15, 2019
Lottery	February 28, 2019

**Conditions - *Not Applicable***

**Complaints**

No complaints were received.

# Coversheet

## Finance Committee

**Section:** V. Committee Updates  
**Item:** B. Finance Committee  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MCCPS-June-2019-Financial\_Statements.pdf

# **Marblehead Community Charter Public School**

## **Financial Results As of June 30, 2019**



**Prepared and reviewed by:**  
**Jeff Barry - MCCPS Business Manager ([jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com))**  
**Rodolphe Hervé - MCCPS Treasurer ([rherve@marbleheadcharter.com](mailto:rherve@marbleheadcharter.com))**

## MCCPS Balance Sheet Prev Year Comparison

As of June 30, 2019

Accrual Basis

	Jun 30, '19	Jun 30, '18	Increase/ (Decrease)
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Checking/Savings</b>			
1073 — EBSB Payroll (8947)	47,374	22,122	25,252
1072 — EBSB Operating (8934)	251,864	391,249	(139,385)
1010 — Charter Hall (8202)	2,967	4,395	(1,428)
1040 — Petty Cash (4534)	1,660	2,123	(464)
1070 — Checking (4542)	98,031	80,541	17,490
1085 — PayPal	45	1,631	(1,585)
1090 — FoodService (5077)	5,479	11,365	(5,886)
<b>Total Checking/Savings</b>	<b>407,420</b>	<b>513,426</b>	<b>(106,006)</b>
<b>Accounts Receivable</b>			
1200 — Accounts Receivable		3,053	(3,053)
<b>Total Accounts Receivable</b>		<b>3,053</b>	
<b>Other Current Assets</b>			
1310 — Prepaid Expense	14,181	12,788	1,393
<b>Total Other Current Assets</b>	<b>14,181</b>	<b>12,788</b>	<b>1,393</b>
<b>Total Current Assets</b>	<b>421,601</b>	<b>529,267</b>	<b>(107,666)</b>
<b>Fixed Assets</b>			
1532 — 17 Lime Street			
1533 — Land - 17 Lime Street	687,400	687,400	0
1532 — 17 Lime Street - Other	3,562,600	3,562,600	0
<b>Total 1532 — 17 Lime Street</b>	<b>4,250,000</b>	<b>4,250,000</b>	<b>0</b>
1530 — Building Improvements	33,184	33,184	0
1531 — Fixed Assets	86,648	86,648	0
1599 — Accumulated Depreciation	(540,927)	(446,259)	(94,668)
<b>Total Fixed Assets</b>	<b>3,828,905</b>	<b>3,923,573</b>	<b>(94,668)</b>
<b>TOTAL ASSETS</b>	<b>4,250,507</b>	<b>4,452,840</b>	<b>(202,334)</b>
<b>LIABILITIES &amp; EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable</b>			
2000 — Accounts Payable		169	(169)
<b>Total Accounts Payable</b>		<b>169</b>	<b>(169)</b>
<b>Other Current Liabilities</b>			
2110 — Accrued Payroll	117,331	137,734	(20,403)
2415 — East Boston LOC		97,155	(97,155)
2110-25 — Payroll Liabilities	(270)	(650)	380
2111 — Accrued Payroll Taxes	3,990	4,661	(671)
2160-25 — MTRB Liability	12,093	14,608	(2,515)
2190-25 — Payroll Clearing Account	10,104	11,070	(967)
2230 — Accrued Expenses	66,175	40,978	25,196
<b>Total Other Current Liabilities</b>	<b>209,422</b>	<b>305,556</b>	<b>(96,134)</b>
<b>Total Current Liabilities</b>	<b>209,422</b>	<b>305,725</b>	<b>(96,302)</b>
<b>Long Term Liabilities</b>			
2613 — East Boston Savings Bank	3,817,914	3,816,112	1,802
<b>Total Long Term Liabilities</b>	<b>3,817,914</b>	<b>3,816,112</b>	<b>1,802</b>
<b>Total Liabilities</b>	<b>4,027,336</b>	<b>4,121,837</b>	<b>(94,500)</b>
<b>Equity</b>			
3000 — Opening Bal Equity	(295)	(27)	(268)
3900 — Retained Earnings	331,031	237,151	93,880
Net Income	(107,566)	93,880	(201,446)
<b>Total Equity</b>	<b>223,170</b>	<b>331,003</b>	<b>(107,833)</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>4,250,507</b>	<b>4,452,840</b>	<b>(202,334)</b>

## MCCPS Profit and Loss Prev Year Comparison

July 2018 through June 2019

Accrual Basis

	Jul '18 - Jun '19	Jul '17 - Jun '18
Ordinary Income/Expense		
Income		
4057 — VACATION PROGRAMMING	15,538	18,360
4005 — STATE ALLOCATION	3,195,223	3,055,916
4030 — STUDENT ACTIVITIES		
4037 — Summer School		4,289
Total 4030 — STUDENT ACTIVITIES		4,289
4040 — INVESTMENT INCOME		
4041 — Int Inc	35	57
4040 — INVESTMENT INCOME - Other	62	44
Total 4040 — INVESTMENT INCOME	97	101
4050 — OTHER INCOME		
4051 — 17 Lime Rent	17,891	13,639
4053 — Enrichment	925	
4054 — Misc. Inc.	406	2,759
4056 — Homework Club	10,229	17,070
4050 — OTHER INCOME - Other	193	157
Total 4050 — OTHER INCOME	29,645	33,625
4055 — STUDENT SUCCESS FUND	17,440	21,432
4070 — PRIVATE GRANTS		300
4080 — REIMBURSEMENTS	3,344	910
4085 — MEDICARE REIMB.	3,253	3,712
4090 — FUNDRAISING		
4092 — Events	18,166	6,193
4094 — Musical	7,978	7,713
4090 — FUNDRAISING - Other	12,442	9,465
Total 4090 — FUNDRAISING	38,585	23,371
Total Income	3,303,125	3,162,015
Gross Profit	3,303,125	3,162,015
Expense		
5000 — PERSONNEL		
5089 — Fellows	7,513	
5088 — Vactaion Programming	7,800	
Payroll Taxes		
5115 — Soc Sec	42,444	33,711
5116 — Medicare	31,385	29,660
5117 — Unemployment	13,389	17,898
5120 — Work Comp	14,919	15,548
Total Payroll Taxes	102,136	96,817
Total 5000 — PERSONNEL	2,343,475	2,182,723
5140 — BENEFITS		
5141 — Health	349,742	267,130
5142 — Dental	27,672	28,605
5143 — Life & Disability	16,395	14,414
5140 — BENEFITS - Other	10,000	
Total 5140 — BENEFITS	403,810	310,148
5150 — STAFF DEVELOPMENT	9,616	13,157
5160 — SEARCH COSTS	1,563	2,313
5170 — SUBSTITUTE	2,063	510
5200 — DIRECT STUDENT SUPPORT		
5255 — Homework Club	5,544	3,140
5202 — Furnishings	1,426	4,670
5203 — Student Success Fund	12,973	15,903
5210 — Teachers supplies	1,597	6,114
5211 — Instructional Equipment	15,746	14,305
5215 — Curriculum supplies	3,919	4,372
5220 — Student supplies	1,478	652
5221 — SPED supplies	4,287	1,396
5222 — SPED Services	9,693	15,953
5240 — Computer Support	705	1,251
5241 — Technology - Hardware	1,818	4,823
5242 — Technology -Software	3,659	3,951
5250 — Nursing supplies	758	2,125
5260 — Enrichment	308	
5290 — Vacation Programming	4,110	9,027
Total 5200 — DIRECT STUDENT SUPPORT	68,021	87,683
5261 — STUDENT ACTIVITY		
5262 — Athletics	400	
5263 — Field Trips	274	
5261 — STUDENT ACTIVITY - Other		1,217
Total 5261 — STUDENT ACTIVITY	674	1,217
5300 — OCCUPANCY		
5320 — Maintenance		
5321 — alarm		402
5322 — equip	396	479
5323 — HVAC	2,625	6,303
5325 — supplies	1,223	1,708
5326 — Repairs	3,108	5,375
5320 — Maintenance - Other	39,546	38,270
Total 5320 — Maintenance	46,898	52,536
5330 — CustSvc	33,572	30,846
5340 — CustSupplies	2,907	5,982
5351 — Utilities		
5352 — Electric	33,131	35,587
5353 — Gas	6,365	
5354 — Water	10,106	18,462
5358 — Communications	3,674	3,916
Total 5351 — Utilities	53,277	57,966
Total 5300 — OCCUPANCY	136,655	147,331
5400 — OFFICE & ADMIN		
5492 — Mortgage Interest	129,077	132,201
5405 — FundraisingExp		
5403 — MCEF	35	
5407 — Events	3,554	3,140
5408 — Musical	758	298
5405 — FundraisingExp - Other	3,591	2,942
Total 5405 — FundraisingExp	7,939	6,380
5410 — Supplies	6,142	4,370
5430 — Accounting	22,210	28,263
5431 — Legal	99,546	15,787
5440 — PayrollSvc	5,859	4,558
5450 — Printing&Copy	1,803	2,203
5460 — Postage	4,285	1,507
5470 — General Liability Insurance	28,060	27,663
5480 — Board	11,398	10,324
5486 — HoS Discretionary	1,109	1,673
5487 — Admissions	2,469	2,444
5497 — Bank Chrg	1,291	1,048
Total 5400 — OFFICE & ADMIN	321,188	238,421
6100 — Depreciation	94,668	95,557
Total Expense	3,381,732	3,079,060
Net Ordinary Income	(78,607)	82,954
Net Income	(78,607)	82,954

**MCCPS**  
**Profit and Loss Standard**  
 July 2018 through June 2019

	Accrual Basis												Prior Year	Increase / (Decrease)	%age	Budget	Over / (Under)	%age	
	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18	Jan '19	Feb '19	Mar '19	Apr '19	May '19	Jun '19							TOTAL
Ordinary Income/Expense																			
Income																			
4057 — VACATION PROGRAMMING	12,004	3,534											15,538	18,360	(2,822)	-15.4%	40,000	(24,462)	-61.2%
4005 — STATE ALLOCATION	269,144	269,144	269,145	269,145	269,145	264,188	264,188	264,188	259,178	259,178	259,178	279,402	3,195,223	3,055,916	139,307	4.6%	3,105,000	90,223	2.9%
4040 — INVESTMENT INCOME	5	11	11	6	9	5	9	4	8	12	13	3	97	101	(4)	0.0%	100	(3)	-3.1%
4050 — OTHER INCOME	250	2,794	2,200	2,471	1,913	2,923	1,445	1,049	6,946	455	1,125	6,075	29,645	38,214	(8,569)	-22.4%	14,678	14,967	102.0%
4055 — STUDENT SUCCESS FUND		3,350	8,629	1,508	400	2,250	850	154	300				17,440	21,432	(3,991)	-18.6%	20,000	(2,560)	-12.8%
4080 — REIMBURSEMENTS		310	556			2,437			40				3,344	910	2,434	267.5%	5,000	(1,656)	-33.1%
4085 — MEDICARE REIMB.						3,253							3,253	3,712	(459)	100.0%	0	3,253	#DIV/0!
4090 — FUNDRAISING		582	50	4,549	6,488	2,282	1,125	1,038	3,281	1,005	10,355	7,830	38,585	23,371	15,214	65.1%	35,000	3,585	10.2%
Total Income	281,403	279,726	280,591	277,679	277,955	277,337	267,617	266,433	269,753	260,650	270,671	293,310	3,303,125	3,162,015	141,110	4.5%	3,219,778	83,347	2.6%
Gross Profit	281,403	279,726	280,591	277,679	277,955	277,337	267,617	266,433	269,753	260,650	270,671	293,310	3,303,125	3,162,015	141,110	4.5%	3,219,778	83,347	2.6%
Expense																			
5000 — PERSONNEL	187,310	190,577	197,049	195,377	179,114	220,113	200,797	192,843	208,865	194,589	198,975	177,866	2,343,475	2,182,723	160,751	7.4%	2,299,325	44,150	1.9%
5140 — BENEFITS	46,589	35,483	25,914	33,922	32,223	31,087	33,510	33,759	25,130	33,401	32,400	40,390	403,810	310,148	93,661	30.2%	350,000	53,810	15.4%
5150 — STAFF DEVELOPMENT	781	3,032	590	774	295	2,685	16	510	491	199	170	73	9,616	13,157	(3,541)	-26.9%	15,556	(5,940)	-38.2%
5160 — SEARCH COSTS			1,563										1,563	2,313	(750)	-32.4%	2,000	(437)	-21.9%
5170 — SUBSTITUTE									313				1,750	510	1,553	304.4%	1,000	1,063	106.3%
5200 — DIRECT STUDENT SUPPORT	3,935	9,458	6,085	3,260	7,354	3,453	4,908	5,181	2,856	3,592	7,508	10,630	68,221	87,683	(19,462)	-22.2%	73,188	(4,967)	-6.8%
5261 — STUDENT ACTIVITY													674	1,217	(542)	-44.6%	0	674	
5300 — OCCUPANCY	4,131	24,973	7,524	5,542	10,858	10,193	11,476	14,313	14,942	12,651	10,494	9,557	136,655	147,331	(10,676)	-7.2%	143,500	(6,845)	-4.8%
5400 — OFFICE & ADMIN	11,723	17,158	21,797	30,229	18,100	36,433	31,264	36,271	29,142	31,767	32,626	24,680	321,188	238,421	82,767	34.7%	234,423	86,765	37.0%
6100 — Depreciation	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,976	94,668	95,557	(890)	-0.9%	94,668	0	0.0%
Total Expense	262,350	288,562	268,403	276,985	255,826	311,845	289,851	290,759	289,620	284,755	290,053	272,923	3,381,932	3,079,060	141,999	4.6%	3,213,659.72	168,272	5.2%
Net Ordinary Income	19,053	(8,836)	12,188	694	22,129	(34,508)	(22,234)	(24,326)	(19,867)	(24,105)	(19,382)	20,387	(78,807)	82,954			6,118.28	(84,925)	
Net Income	19,053	(8,836)	12,188	694	22,129	(34,508)	(22,234)	(24,326)	(19,867)	(24,105)	(19,382)	20,387	(78,807)				6,118.28	(84,925)	



**MCCPS**  
**Financial Ratios**  
 30-Jun-2019

<b>Debt Service Coverage Ratio</b>	<b>(0.35)</b>
<b>Days of Cash</b>	<b>45</b>
<b>LUNA (liquid unrestricted net assets)</b>	<b>1.50</b>

<b>Debt Service Coverage Ratio</b>	
Standard monthly payment (Principal and Interest)	224,430
Net operating Income	(78,807)
Projected based on June results	(78,807)
Calculated Debt Service Ratio	(0.35)

Debt-Service Coverage Ratio (DSCR) is a measure of the cash flow available to pay current debt obligations. The ratio states net operating income as a multiple of debt obligations due within one year, including interest, principal, sinking-fund and lease payments.

<b>Days Cash</b>	
Cash on Hand	407,420
Operating Expense Annualized	3,381,932
Noncash expense Depreciation Annualized	94,668
Days Cash	45

$$\text{Cash on hand} \div ((\text{Operating expenses} - \text{Noncash expenses}) \div 365)$$

<b>Liquid Unrestricted Net Assets</b>	
Unrestricted Net Assets	4,250,507
Fixed Assets	3,828,905
Liquid Unrestricted NA	421,601
Expense (June YTD) Monthly	3,381,932
LUNA	1.50

Steps to Calculate LUNA and months of liquidity  
*Step 1. Calculate LUNA:*  
 Subtract fixed assets from unrestricted net assets (property and equipment minus debt owed) = liquid unrestricted net assets (LUNA)  
*Step 2. Divide LUNA by monthly expense*  

$$\text{LUNA} / \text{monthly expense} = \text{months of liquidity}$$

MCCPS  
**Profit and Loss Standard**  
 July 2018 through June 2019

1:23 PM

07/22/19

	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18	Jan '19	Feb '19	Mar '19	Apr '19	May '19	Jun '19	TOTAL	
Ordinary Income/Expense													Accrual Basis	
Income														
4057 — VACATION PROGRAMMING	12,003.90	3,534.42											15,538.32	
4005 — STATE ALLOCATION	269,144.00	269,144.00	269,145.00	269,145.00	269,145.00	264,188.00	264,188.00	264,188.00	259,178.00	259,178.00	259,178.00	279,402.00	3,195,223.00	
4040 — INVESTMENT INCOME														
4041 — Int Inc	5.33	3.29	7.75	4.79	3.33	3.50	3.51	3.16					34.66	
4040 — INVESTMENT INCOME - Other		8.00	3.14	1.23	5.78	1.66	5.24	1.04	7.68	12.30	12.81	3.40	62.28	
Total 4040 — INVESTMENT INCOME	5.33	11.29	10.89	6.02	9.11	5.16	8.75	4.20	7.68	12.30	12.81	3.40	96.94	
4059 — OTHER INCOME														
4051 — 17 Lime Rent	250.00	1,800.00	925.00	1,847.08	1,737.50	1,312.50	1,425.00	950.00	2,425.00		1,125.00		17,891.11	
4053 — Enrichment		111.00					20.00				75.00		925.00	
4054 — Misc. Inc.		882.87									379.70		406.00	
4056 — Homework Club			1,275.47	430.92	175.00	1,610.00		98.93	4,520.68				10,220.08	
4050 — OTHER INCOME - Other				193.45									193.45	
Total 4059 — OTHER INCOME	250.00	2,793.87	2,200.47	2,471.45	1,912.50	2,922.50	1,445.00	1,048.93	6,945.68	454.70	1,125.00		29,644.54	
4055 — STUDENT SUCCESS FUND		3,349.51	8,629.18	1,508.19	400.09	2,249.80	849.93	153.60	299.92			6,074.54	17,440.22	
4080 — REIMBURSEMENTS		310.42	555.80			2,437.35			39.98				3,343.55	
4085 — MEDICARE REIMB.						3,252.98							3,252.98	
4090 — FUNDRAISING				2,506.64	260.00		25.00	1,038.00	630.00		9,773.00	3,933.00	18,165.64	
4094 — Musical					3,191.00			2,416.00	2,370.83				7,977.83	
4090 — FUNDRAISING - Other		582.22	50.00	2,042.00	3,037.00	2,281.64	1,100.00	2,355.30	1,005.00	582.00			15,326.40	
Total 4090 — FUNDRAISING		582.22	50.00	4,584.64	6,488.00	2,281.64	1,125.00	1,038.00	3,281.30	1,005.00	10,355.00	7,303.23	38,585.03	
Total Income	281,403.23	279,725.73	280,591.34	277,679.30	277,954.70	277,337.43	267,616.68	266,432.73	269,752.56	260,650.00	270,670.81	293,310.17	3,303,124.68	
Gross Profit	281,403.23	279,725.73	280,591.34	277,679.30	277,954.70	277,337.43	267,616.68	266,432.73	269,752.56	260,650.00	270,670.81	293,310.17	3,303,124.68	
Expense														
Total 5000 — PERSONNEL	187,309.90	190,576.99	197,049.40	195,376.94	179,113.95	220,113.12	200,796.89	192,843.12	208,864.87	194,588.77	198,974.50	177,866.38	2,343,474.83	
5140 — BENEFITS														
5141 — Health	43,012.42	31,627.80	31,913.52	21,382.68	30,403.33	29,942.30	30,172.28	21,542.72	28,814.51	28,814.51	28,219.27	349,741.91	349,741.91	
5142 — Dental	2,332.97	2,443.11	2,313.80	2,008.75	4,504.02	2,151.54	2,170.77	3,966.48	2,170.98	2,170.98	2,170.98		27,672.32	
5143 — Life & Disability	1,243.57	1,411.87	2,217.47	3,027.28	1,416.17	1,416.17	1,416.17	1,416.17	1,415.24	1,415.24			16,395.35	
5140 — BENEFITS - Other													10,000.00	
Total 5140 — BENEFITS	46,588.96	35,482.78	25,913.95	33,922.37	32,223.37	31,087.44	33,510.01	33,759.22	25,129.17	33,401.23	32,400.23	40,920.25	405,899.58	
5150 — STAFF DEVELOPMENT				590.15	295.14	2,684.69	15.95	510.31	491.16		199.00	170.34	72.60	9,616.18
5160 — SEARCH COSTS	780.95	3,032.22	1,562.79										1,562.79	
5170 — SUBSTITUTE												1,750.00	2,062.50	
5200 — DIRECT STUDENT SUPPORT														
5255 — Homework Club			360.25	203.50	312.49	1,628.40	449.25	433.75	768.50	195.00	296.75	898.10	5,543.89	
5202 — Furnishings		631.47	289.49	280.00	280.00				105.93	119.00			1,425.89	
5203 — Student Success Fund	113.25	2,739.95	369.43	3,616.22	2,062.15	1,182.98	294.00	2,129.33	872.03	697.46			13,172.60	
5210 — Teachers supplies	164.49	154.36	193.54	421.36	201.92	180.44	46.80	27.66	103.94	103.94			1,597.45	
5211 — Instructional Equipment	146.69	1,189.44	170.34	1,359.78	2,454.22	197.30	2,378.44	1,399.35	1,787.68	2,654.41	1,424.85		15,746.29	
5215 — Curriculum supplies	10.25	300.50	869.93	284.75	284.75	230.04	265.30	399.32	375.64	873.43			3,918.86	
5220 — Student supplies		201.31	26.51	177.85	191.66	161.58	112.59	329.39	145.03	75.38			1,477.64	
5221 — SPED supplies		1,584.48	252.00	1,584.48	1,348.94		823.57	16.68					4,287.03	
5222 — SPED Services		1,050.00											6,932.50	
5240 — Computer Support		92.78					84.71	77.97					705.16	
5241 — Technology - Hardware		1,283.40					349.89		35.00				1,818.39	
5242 — Technology-Software	25.37	3,328.40								304.75			3,658.52	
5250 — Nursing supplies		258.02			150.47		138.14		105.26		106.51		758.40	
5260 — Enrichment		150.00		113.66					24.04		142.89	27.67	308.26	
5290 — Vacation Programming	3,434.89	150.00							300.00				4,109.89	
Total 5200 — DIRECT STUDENT SUPPORT	3,934.74	9,458.38	6,084.89	3,260.48	7,354.45	3,452.82	4,907.53	5,161.43	2,856.00	3,592.49	7,507.68	10,629.98	68,220.87	
5261 — STUDENT ACTIVITY														
5262 — Athletics										400.00			400.00	
5263 — Field Trips										274.41			274.41	
Total 5261 — STUDENT ACTIVITY										674.41			674.41	
5300 — OCCUPANCY														
5320 — Maintenance														
5322 — equip			199.95			400.00		35.00			161.25		396.20	
5323 — HVAC		380.00		180.00	620.00								2,625.00	
5325 — supplies		530.76		65.92	103.67								1,223.34	
5326 — Repairs			560.00		150.00		62.95	1,825.00		52.89	112.92	226.54	3,108.00	
5320 — Maintenance - Other	1,090.01	16,520.20	1,249.75	616.02	3,156.80	1,180.23	845.49	6,704.99	4,447.41	845.27	864.29	2,025.37	39,545.83	
Total 5320 — Maintenance	1,090.01	17,703.96	1,409.75	1,061.89	3,260.47	1,797.92	845.49	6,802.94	6,002.94	1,023.16	1,138.46	2,426.91	46,898.37	
5330 — CustSvc	2,532.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	2,740.00	35,572.00	
5340 — CustSupplies													2,907.48	
5351 — Utilities														
5352 — Electric		4,481.11	2,462.24	1,072.00	3,190.66	7,367.29	713.00	4,239.86	656.36	4,155.38	4,094.53	33,131.27	63,665.39	
5353 — Gas									1,076.00	2,412.20			10,106.10	
5354 — Water									789.77	47.81			1,653.92	
5355 — Communications	509.30	47.81	512.13	47.81	2,970.70	538.00	516.35	3,109.20	288.67				11,407.11	
Total 5351 — Utilities	509.30	4,528.92	2,974.37	1,119.81	3,717.35	4,245.01	7,890.23	3,870.01	4,528.53	6,887.52	6,615.39	4,390.24	53,276.68	
Total 5300 — OCCUPANCY	4,131.31	24,972.88	7,524.12	5,542.10	10,193.41	11,475.72	14,312.95	14,942.04	12,650.68	10,493.85	9,557.15	136,654.53	217,843.53	
5400 — OFFICE & ADMIN														
5492 — Mortgage Interest	10,727.68	11,062.68	11,041.04	10,663.87	10,996.56	10,820.70	10,951.83	10,929.88	9,852.25	10,882.78	10,510.28	10,837.42	129,076.97	
5405 — FundraisingExp														
5403 — MCEF			750.00	1,659.75	200.00		552.25	32.07	26.78				34.62	
5407 — Events													758.47	
5408 — Musical		58.47							250.00		250.00		533.50	
5405 — FundraisingExp - Other				173.97	1,200.50		37.87		692.40	613.00		873.61	3,991.35	
Total 5405 — FundraisingExp		58.47	750.00	1,833.72	1,400.50		73.74		942.40	863.00		923.61	7,838.79	
5410 — Supplies	129.71	42.25	579.97	838.67	711.63	954.76	118.50	1,145.15	74.14	528.73	864.62	153.54	6,141.67	
5430 — Accounting			1,675.00	13,500.00	1,100.00	638.04		71.99		1,450.00		3,775.00	22,210.03	
5431 — Legal	5.00	160.00		3,158.09	35.00	15								

**MCCPS  
Profit and Loss by Class**

July 2018 through June 2019

Accrual Basis

	01 - General Fund	20-school lunch	Total 21 - Student Activities	30 - Enrichment	Total 90 Federal Grants	Total 92 Private Grants	Unclassified	TOTAL
<b>Ordinary Income/Expense</b>								
<b>Income</b>								
4057 — VACATION PROGRAMMING	15,538.32							15,538.32
4005 — STATE ALLOCATION	3,175,002.00							3,175,002.00
4010 — FEDERAL & STATE GRANTS					60,434.00			60,434.00
4020 — SCHOOL LUNCH		102,849.97						102,849.97
4030 — STUDENT ACTIVITIES			63,854.04					63,854.04
4040 — INVESTMENT INCOME	96.94							96.94
4050 — OTHER INCOME	29,644.64			29,817.97				59,462.61
4055 — STUDENT SUCCESS FUND	17,440.22							17,440.22
4060 — CONTRIBUTIONS						7,686.68		7,686.68
4070 — PRIVATE GRANTS						5,244.32		5,244.32
4080 — REIMBURSEMENTS	3,343.55							3,343.55
4085 — MEDICARE REIMB.	3,252.98							3,252.98
4090 — FUNDRAISING	38,585.03		525.00	445.14		500.00		40,055.17
<b>Total Income</b>	<b>3,282,903.68</b>	<b>102,849.97</b>	<b>64,379.04</b>	<b>30,263.11</b>	<b>60,434.00</b>	<b>13,431.00</b>		<b>3,554,260.80</b>
<b>Gross Profit</b>	<b>3,282,903.68</b>	<b>102,849.97</b>	<b>64,379.04</b>	<b>30,263.11</b>	<b>60,434.00</b>	<b>13,431.00</b>		<b>3,554,260.80</b>
<b>Expense</b>								
5000 — PERSONNEL	2,348,633.16	36,636.09	3,150.00		45,118.75			2,433,538.00
5140 — BENEFITS	409,223.08			500.00				409,723.08
5150 — STAFF DEVELOPMENT	9,616.18		53.07		4,091.00	2,625.00		16,385.25
5160 — SEARCH COSTS	1,562.79							1,562.79
5170 — SUBSTITUTE	2,062.50							2,062.50
5200 — DIRECT STUDENT SUPPORT	68,020.87		2,926.75	30,573.08	11,394.25	5,696.60		118,611.55
5261 — STUDENT ACTIVITY	674.41		59,747.34			500.00		60,921.75
5270 — SCHOOL LUNCH EXP		63,911.80						63,911.80
5300 — OCCUPANCY	136,654.53					204.95		136,859.48
5400 — OFFICE & ADMIN	321,188.16		824.40	70.00		1,500.00		323,582.56
6100 — Depreciation	94,667.72							94,667.72
<b>Total Expense</b>	<b>3,392,303.40</b>	<b>100,547.89</b>	<b>66,701.56</b>	<b>31,143.08</b>	<b>60,604.00</b>	<b>10,526.55</b>		<b>3,661,826.48</b>
<b>Net Ordinary Income</b>	<b>(109,399.72)</b>	<b>2,302.08</b>	<b>(2,322.52)</b>	<b>(879.97)</b>	<b>(170.00)</b>	<b>2,904.45</b>		<b>(107,565.68)</b>
<b>Net Income</b>	<b>(109,399.72)</b>	<b>2,302.08</b>	<b>(2,322.52)</b>	<b>(879.97)</b>	<b>(170.00)</b>	<b>2,904.45</b>		<b>(107,565.68)</b>

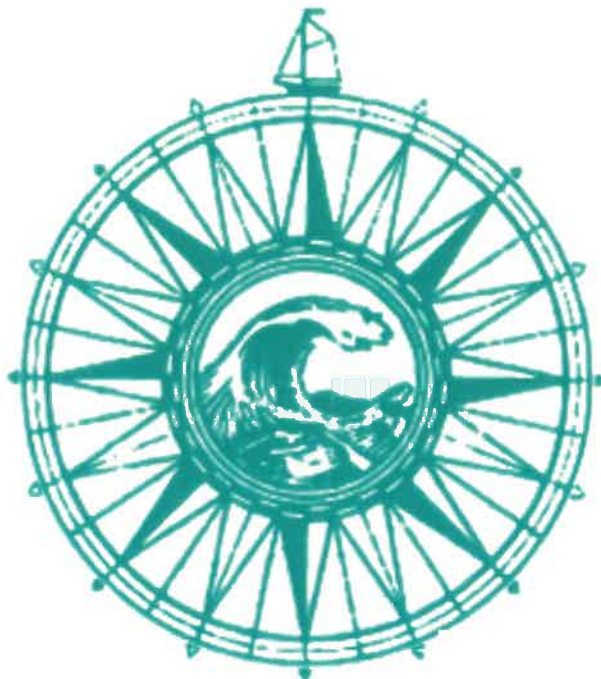
# Coversheet

## Charter Renewal

**Section:** V. Committee Updates  
**Item:** H. Charter Renewal  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** PDF of Charter Renewal Submission 7\_17\_19.pdf

## **Application for Renewal of a Public-School Charter**

### **Marblehead Community Charter Public School**



## **Marblehead Community Charter Public School**

17 Lime Street  
Marblehead, MA 01945

**Contact:**

**Dr. Peter Cohen**  
Head of School

Phone: (781) 631-0777 extension 10

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Email: [pcohen@marbleheadcharter.com](mailto:pcohen@marbleheadcharter.com)

Website: <http://marbleheadcharter.org/>

Approved by the MCCPS Board of Trustees on June 25, 2019  
Application submitted on July 17, 2019

Marblehead Community Charter Public School (MCCPS) is in its 24<sup>th</sup> year of continuous operation and sets high standards for itself as an organization. Our dedication to our mission, core values, and the promises of our Charter remains active and strong. Our consistently meeting or exceeding all Accountability Plan Objectives over the course of this charter period evidences MCCPS' success.

Our academic program has remained strong as measured by internal and external data. Both the Board and school are committed to academic excellence as its primary focus. During this charter period, Parent Satisfaction Surveys consistently rated the Education Program with high marks. Overall, the average rating for both teachers and the academic program is 80% or higher: Math - 86%, Science - 92%, English Language Arts - 80%, Global Studies - 83%, Music 82%, Art - 90%, Foreign Language - 80%.

A Sampling of comments from the Parent Satisfaction Surveys include:

- “Our student has matured and progressed so much over the past 5 years.”
- “MCCPS is a unique place where students are able to grow and are supported through all of the developmental changes that middle school brings.”
- “We have overall been thrilled with the experience. The school has been amazing at helping a shy anxious child find her groove.”
- “Love the independence and self confidence that my kids have developed”
- “Both my children have flourished and grown significantly socially, emotionally,
- and academically since attending MCCPS”
- “A place for forward thinkers who want kids to have the skills they are going to need going forward.”

MCCPS remains true to the tenets of our Charter. Teachers play a leadership role throughout the school, serving on the Board as well as numerous committees. They participate in a highly collaborative environment, with regular time scheduled weekly to assess, reflect, and continually improve upon the quality and effectiveness of the academic program. The result is authentic and meaningful integration across all grade levels and curriculum areas.

Community engagement is continuously sought and expanded. In 2017, MCCPS collaborated with Endicott College to offer an Education Fellowship Program. These Fellows gained experience in developing lesson plans and in classroom management while the school benefits from cost-effective additional educational resources for students. This initiative has also been instrumental in disseminating our best practices through a daily immersion of the program.

Organizationally, MCCPS is in a position of stability in the key areas of financial management, governance, school leadership, and parent/community involvement. Our annual audit results are evidence of a solid financial and operational infrastructure. We have maintained at or near full enrollment and a substantial wait list throughout the current charter period. Strong parent and community involvement is evidenced by the number of parents and community members serving on the Board and its committees, leading Enrichment programs, and participating in the PTO.

The Board of Trustees is committed and engaged, and composed of parents, community members, and teachers as required in our Charter. The Board, in conjunction with the Head of School, sought out faculty and community input in developing a 5-year Strategic Plan for the School. Each year, the Board devotes a substantial amount of time to the development of strategic goals that will further the plan. During this charter period, the Board has also focused on the development of key policies and procedures, Head of School Evaluation, Head of School Succession Plan, Student Retention, Academic Programming, and Financial Oversight. As a Board, we are always looking to improve our practice.

Among the major accomplishments for the current charter period are:

- 1 to 1 Technology Platform for all students
- Hired a New Head of School - contract commencing in July 2019
- Updated Financial Policies and Procedures
- Created and updated the Head of School Evaluation Policy and Procedures
- Obtained clean audits opinions
- Completed purchase of the school building, 17 Lime St, Marblehead, MA
- Instituted a Student Council, with representation from every advisory
- Presented 15 Public Exhibitions of Student Work, 3 each year of the Charter period
- Disseminated Best Practices at Conferences, DESE DissemiNation Fair, and School hosted Workshops
- Dissemination of Best Practices to Student Teachers through a Fellowship program with Endicott College
- Hosted Sustainability Fairs
- Student led Community Service Projects, including a clothing drive for Syrian Refugees
- Student hosted Diversity Nights
- Participation in Anti-Defamation League program by faculty and students

However, the current charter period was not without its challenges. Chief among these was the increase in Special Education Population. Both Parent and Staff Satisfaction Surveys and the Coordinated Program Review Site Visit of May1-3, 2018, have evidenced this. Parent Satisfaction surveys reveal an average Satisfaction of 28%, with an Average of No Experience rating of 1/3 of respondents for the Special Education Program. The Acting Head of School, the Director of Student Services, and the Guidance Counselor have been working with the Office of School Monitoring to address the findings of the CPR. To assist in this area, a new School Adjustment/Behavior Specialist joins the staff beginning for SY19-20,

As we approach our 25<sup>th</sup> anniversary, we look forward to the opportunities the new charter will bring. The completed building purchase not only helps manage some of our costs, but also presents possibilities for the future expansion of our facilities and programming. This new charter period will see a continued focus at the Board and school level on strategic planning, with the goal of moving the school to even higher levels of achievement. The best legacy we can leave is to foster a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are eager for the chance to continue this work in our next charter period.

Sincerely,  
 Arthur F Sullivan, III  
 Chair, MCCPS Board of Trustees  
 It's a Great Day to be a Navigator!

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**Introduction to the School**

<b><i>Marblehead Community Charter Public School ("MCCPS")</i></b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location of School</b> (Municipality)	Marblehead, MA
<b>Regional or Non-Regional</b>	Non-Regional	<b>Chartered Districts in Region</b> (if applicable)	NA
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	230	<b>Current Enrollment</b> (and date calculated)	228 as of June 30, 2019
<b>Chartered Grade Span</b>	4-8	<b>Current Grade Span</b>	4-8
<b># of Instructional Days Per School Year</b>	180-185	<b>Students on Waitlist</b> (and date calculated)	82 as of March 1, 2019
<b>School Hours</b>	Regular hours: 7:45-3:15 Before school care: 7:00-7:45 After school programming: 3:15-5:30	<b>Age of School</b>	24 years
<b>Mission Statement</b>			
MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			

## Faithfulness to Charter

### Charter School Performance Criteria Relating to Faithfulness to the Charter

#### **Criterion 1: Mission and Key Design Elements**

##### **Mission, vision, educational philosophy and pedagogical approach:**

MCCPS fosters a community that empowers students to reach their highest potential. The faculty, staff, and administration, the parent body, community members, and students are all committed to this ideal, and enormous energy and passion are invested regularly in pursuing our mission.

##### **Key design elements:**

The key design elements of the school continued through this Charter Term: a student-centered learning environment that included frequent opportunities to engage in project-based learning, problem-solving, critical thinking, collaboration, creativity, and communication. All students presented to their parents and teachers, the wider community, and their peers during three Public Exhibitions of Student Work per year (in each November, March, and June). The teachers exercised considerable autonomy regarding how and when the state frameworks were addressed. Their talents and expertise resulted in robust and highly effective learning experiences for the students. Parents were afforded opportunities to contribute substantively and meaningfully to the life of the school, including involvement in the curriculum, governance, enrichment, and PTO.

#### **Examples of the Mission in Action**

##### **Completion of 1-to-1 Program:**

Access to technology and learning materials are key prerequisites to our students' success. Student devices are an unrivaled tool for learning and to share one's learning. While learning can most certainly happen without the use of technology, the lack of it can restrict opportunities for our students and staff. Access to learning materials has never been higher. 100% of our student population has access to 1-to-1 devices. In a recent survey, 93% of students report using their device every day in their core classes. 86% of teachers use online platforms (Google Classroom, Big Ideas Math, etc.) to share learning material for students.

While access to these devices is important, it is even more important to ensure these device support student learning and the mission of the school, including learning from and contributing to the community. Students have multiple opportunities to share their work, both collaboratively on group projects with their peers and during our student exhibitions, but also as a continual practice of learning and growth in our online portfolios.

##### **Service Learning:**

Three years ago, we began an effort to reinvigorate our Community Service Learning (CSL) program. This effort started with professional development provided by Harkins Consulting, a reputable provider of service learning for Department of Elementary and Secondary Education and schools across the country. We learned about KIDS Service-Learning model including key principles, elements, and entry points for integrating CSL into our classes. In subsequent professional development sessions, teachers developed integrated units that married their classroom content with KIDS Service-Learning framework. Every grade level implemented a CSL unit. The 7th grade team developed a student mentor program to help

support younger students socially and academically. Other grade levels established connections with outside organizations including Salem Sound CoastWatch, MassBike, and the New American Society. These students explored diverse problems connected to ocean ecology, bike safety, and immigration. The school has established both an on-site Little Free Pantry and Little Free Library.

In SY 2018-2019, supported with grants from and the MCCPS PTO and Friends of Marblehead Public Schools, have implemented the Anti-Defamation League's A Classroom of Difference. The Anti-Defamation League Student Leadership Team has been empowering the students to identify bias and foster civil discourse. Our highest ambition is to grow leaders who will make our world a better place for everyone. The students and teachers will inspire substantial and sustainable change at our school and beyond.

#### **Amendments to the Charter:**

<b>Date</b>	<b>Amendment Requested</b>	<b>Pending or Approved?</b>
8/11/16	New Accountability Plan	Approved

#### **Criterion 2: Access and Equity**

##### **Recruitment and Retention:**

Marblehead Community Charter Public School is committed to enrolling a student population that reflects the demographics of its sending districts. The school works to ensure that students with disabilities, students who are economically disadvantaged and students who are English language learners, are aware of and attracted to the Marblehead Community Charter Public School, and consider it a valuable and effective educational option. Over this Charter's term, Marblehead Community Charter Public School has employed several strategies intended to recruit and retain students whose demographics match our sending districts more closely.

The Marblehead Community Charter Public School Community welcomes a diverse student body. Our student body is representative of our sending districts as a percentage. Our sending districts have limited diversity. This, compiled with the recent inability to accept non-sibling students from Lynn and Salem, makes it challenging to make significant changes to the student demographics in the short-term.

##### **Students with Disabilities:**

Currently more than twenty-four percent of the students at the Marblehead Community Charter Public School are students with disabilities. Comparing this to the Department of Secondary Education's Comparison index for the top sending districts shows that we are attracting and enrolling an increased percentage of students from this demographic. Every year of this charter term, the percentage of MCCPS students has been consistently above the Comparison Index. Over the past two years, we have seen an increase in the number of students with more significant needs. We feel this in part is attributable to the outreach our SEPAC chairperson has made to our sending districts.

##### **Economically Disadvantaged:**

Of Marblehead Community Charter Public School's 228 students, 10.5 percent were classified as economically disadvantaged. This is up sharply from the previous two years when the percentages were below three percent. This increase puts our percentages squarely between our two largest sending districts. We attribute this to our recruitment strategies, and the changes that have been made in the way students are classified as economically disadvantaged.

The Marblehead Community Charter Public School participates in the Federal Free and Reduced Lunch program. Currently 12.7% of our students qualify for free lunch, and less than 1% qualify for reduced lunch pricing. Because of the changing of the districts we are allowed to accept from, it is difficult to predict how this number may change. The school anticipates that the percentage of students who are economically disadvantaged will continue to mirror our local sending districts.

#### **English Language Learners (“ELL”):**

In this most recent charter term, Marblehead Community Charter Public School has had fewer students who indicate on their Home Language Survey that their first language is not English than do our comparison schools. This has led to a very small percentage of students who are ELL's. While we welcome more ELLs, our recruitment efforts have been curtailed by the limited diversity in the districts we are able to accept from. We anticipate our numbers continuing to trail behind comparison schools. We have supported faculty in obtaining their Sheltered English Immersion endorsement. Three Administrators have the SEI endorsement, as do most of our teachers. It has been listed as a condition in contracts for some who have not obtained it yet.

#### **Student Attrition:**

Attrition rates for all students were significantly above those of comparison schools and those of our primary sending districts. We have seen the largest rate of attrition in the students going from 6th to 7th grade. This largely explained because the town district has a school for all of its 7th and 8th graders.

Marblehead Community Charter Public School has been active in learning the reasons for the increase in attrition and responding to the causes for student withdrawals. A Student Attrition Study was conducted and presented to the Board on May 29, 2018. This study first looked at the problem that despite the relatively similar attrition for several years, the number of students who exited spiked last year to nearly 22%. The previous two years were just above half that at 11.3% and 11.4% respectively. Surveys and/or discussions have been had with parents and students who had left over the past three years. Teachers were also led through a Professional Development looking to learn more about this trend. The working group has run an analysis of all the available data so far. From that, they have siloed the findings into three primary categories: Social/Peers, Organization/Administration, with subcategories of behavior, staff retention, communication and follow through, and Academic/Curriculum. The task force has come up with immediate and longer ranging recommendations and action items. These are issues that we acknowledge that, real or at least perceived, need more focused attention. These are being shared with the new Head of School (start date 7/1), and a plan will be implemented to address these issues.

#### **Informing the Public about Programing for Underserved Populations:**

Marblehead Charter wants to ensure that everyone in or interested in the school community has equal access to district and school publications, including enrollment information, Parent/Student Handbooks and other important documents. Translation for many of the documents is available directly from the school's website. These documents are currently available in hardcopy in both Spanish and Russian, reflective of the Home Language Survey as its primary assessment tool for providing translation and interpretation services. Translation of other languages is available upon request.

Marblehead Charter also wants to ensure that everyone in the school community has equal access to productive in-person meetings. If it is requesting on the home language survey that a translator be at meetings of conferences, we will make sure one is provided. Similarly, if we feel that it would be helpful we will schedule to have a capable person attend the meeting for the purpose of clear communication.

#### **Behavioral Trends:**

***Effective discipline comes from the belief that teaching students to take responsibility for their behavior is more important than simply enforcing the rules.***

Marblehead Charter is a place where children, parents, and educators work together to create an atmosphere that encourages and promotes learning. Educators at Marblehead Charter promote and implement a positive discipline plan that identifies and teaches behaviors allowing students to become effective problem solvers and decision makers. Each child is responsible for his or her own behavior choices.

Good discipline is essential for learning and should be based upon mutual respect for the rights and property of others, respect for those placed in positions of authority, and respect for fellow students. No one will be allowed to jeopardize the health, safety, or learning environment of a fellow student. At Marblehead Charter, we expect our students to show proper behavior at all times at school, in the community room, on the field, and on the way to and from school.

Students who choose to follow the rules are recognized in a variety of ways, including verbal praise and being acknowledged publicly through receiving written Commendations. Students who choose to disobey rules face consequences. The severity of the consequence is based upon the severity and/or frequency of the rule infractions. Out of school suspensions are used only in extremely limited circumstances. In-School suspensions are also used sparingly. Students will work on classwork under the supervision of the Assistant Head of School. An important component of any discipline at MCCPS is parental involvement. Whenever a student is suspended there is a re-entry meeting which a parent or guardian is required to attend. At this meeting, we set a clean slate, and work with both the parent to enable and encourage students to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted. The rate of all types of suspensions at MCCPS is low throughout all sub-groups. The reasons for suspension include non-violent behaviors such as repeated plagiarism, theft, inappropriate use of technology, and bullying.

### **Criterion 3: Compliance**

Marblehead Community Charter Public School is fully compliant with the terms of its charter and all applicable state and federal laws and regulations, including but not limited to provisions of General Law Chapter 71, section 89, and 603 CMR 1.00 and the Statement of Assurances. The school and Board of Trustees follow the Open Meeting Law, Public Records Law, Coordinated Program Review requirements, and all health and safety codes. MCCPS takes corrective actions to maintain compliance with all legal requirements, when necessary.

**Criterion 4: Dissemination**

The Marblehead Community Charter Public School has demonstrated a long history of dissemination and collaboration with the educational community. In our Accountability Plan, we aimed to complete at least eight workshops for public school faculty. The MCCPS faculty exceeded that goal by completing eleven workshops, including hosting our own project-based learning workshop last year. Our faculty also participated in numerous on-going collaborations that included partnerships with a variety of schools and organizations. Those workshops and collaborations, listed below, represent the dedication and professionalism of the MCCPS faculty and staff:

**Dissemination Efforts 2018-19**

<b>Best Practice Shared</b>	<b>Year</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Food Service integration	2019	Visit to school and ongoing communication	Support for Essex Tech to prepare for their Coordinated Review and Metro Monthly Meetings	Shared with local schools about innovative school practice	Essex Tech Vocational School	Sharing of best practices and meeting State / Federal requirements
Endicott Fellows Program	2019	School-based graduate student fellowship	4 <sup>th</sup> and 5 <sup>th</sup> Grade Teaching Teams	Shared with graduate about school practices	Graduate students from Endicott College	All three fellows completed the program and one fellow is joining MCCPS as a full-time faculty member

Integration of Project-Based Learning & Technology	2018	MASS-CUE Computer Educators' Conference - October 2018	Director of Technology	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Project Based Learning Workshop	2018	MCCPS	MCCPS Teachers	Presented at workshops about innovative school practices	Public School Teachers and Interested Community Members	Enhanced understanding of PBL and integration.

**Dissemination Efforts 2017-18**

<b>Best Practice Shared</b>	<b>Year</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
District and Charter Collaboration	2017-18	Regular communication between the Superintendent of Marblehead Public Schools and the MCCPS Head of School	Head of School and Board Members	District and charter collaboration to share resources to support student achievement	Superintendent of Marblehead Public Schools	Continued good will; greater understanding of needs; collaboration to improve student outcomes

Project-Based Learning and Integration	2017-18	3 Public Exhibitions of Student Work at MCCPS (November, March, & June)	All faculty, staff, students, administrators and parents	Presenting a professional conference	Local district and private school educators and the community	Enhanced understanding of PBL, integration, and service learning
Integration of Project-Based Learning & Technology	2017	MASS CUE Computer Using Educators Conference October 2017	Director of Technology, Music Teacher & 8th Grade Students	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Inclusion and Project-Based Learning	2017	Pre-practicum hours including observations, participation, and meetings	4th grade teachers	Hosting students of education	Pre-practicum students from Salem State University	Better understanding of backwards design, project-based learning, classroom management
Curriculum Integration; Functions of food service; National Lunch Program	2017	Internship in Food Service	Nutrition Director	Hosting aspiring educator	Student from Simmons College	Greater appreciation for the value of integrating food service and nutrition within the curriculum
Operation of food service; National Lunch Program	2017	Visit to school and ongoing communication	Nutrition Director	Hosted new food service director	Salem Academy Food Service Director	



**Dissemination Efforts 2016-17**

<b>Best Practice Shared</b>	<b>Year</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
RTI Universal Screening	2016	MA - Charter Association, Mass Demonstration School	Head of School, Director of Special Ed., Assistant Head of School, Special Ed. Teacher/RTI Developer	Special Ed. Director and SPED Teacher/RTI Developer presented at the MDS - Annual Meeting the RTI and Universal Screening	Charter School Administrators, DESE representatives	Universal Screening, RTI Model
Project based learning	2016	Public Exhibitions of Student Work	All teachers, students, and administrators	Hosted other educators and community members at the charter school	Local educators and the community	Programs were available for participants; examples of student and teacher work were displayed

Project based learning	2016	DESE DissemiNation Fair	Head of School, 7 <sup>th</sup> & 8 <sup>th</sup> Grade Teachers	Presented at professional conference about innovative school practices	DESE sponsored event for school leaders and teachers from district, innovation, and charter schools	Listed in agenda; Examples and descriptions provided for participants to bring back to own schools
Integration of Project based learning & Technology	2016	MASS CUE - Computer Educators' Conference	Director of Technology & 8 <sup>th</sup> Grade Teacher	Presented at professional conference about innovative school practices, portfolios	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Mentoring and supporting teachers	2016	MA Charter Public School Association Fall Principals' Convening	Head of School	Presented at professional conference about innovative school practices	MA Charter Public School Association sponsored event for Charter school leaders	Listed in agenda; contacts between school leaders to continue sharing of effective practices
Inclusion	2015 - 16	School visit including tour and interviews	SEPAC Chair, Director of Special Education, Head of School, Teachers	Sharing resources or programs developed at charter school	Marblehead Public Schools - SEPAC	MPS SEPAC gained deeper understanding of the charter school's general and special education programs

**Dissemination Efforts 2015-16**

<b>Best Practice Shared</b>	<b>Year</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Project based learning	2015	MA Library Association Conference	Technology Director, 7 <sup>th</sup> Grade Teachers	Presented at professional conference about innovative school practices	Educators from Massachusetts	Materials were shared with participants to support implementation at own schools
Music Program	2015	Books Written	Music Teacher and Band Director	Integration of Music into Curriculum	Books used in College Courses	Program Development and Integration
Program-matic	2015	Meetings	Teachers from MCCPS	MCCPS Best Practices, Integrated ELA and PBL	Met with Teachers at Village and Veterans Schools in Marblehead	Share Best Practices
Program-matic	2015	Meetings	Teachers from MCCPS	Sharing STEM program	Met with Librarians from Swampscott	Share of Program Development
Food Services	2015	Meeting	MCCPS Chef and Food Services	Best Practices	Conservatory Lab Charter School	Assistance with National School Lunch Program Application

Food Services	2014-2015	Monthly Meetings	MCCPS Chef and Food Services	Farm to Table Program	Metro North Collaborative and other Food Service Directors	Program Development
STEM Integration	2015	Presentation	5th Grade Math and Science Teacher	3-D Printer	Swampscott Middle School	Part of the STEM Initiative
Educational Evaluation Practices	2014-15	ESE's Professional Learning Network (PLN) for Supporting Evaluator Capacity	MCCPS Instructional Leadership Team	Sharing practices and resources developed at charter school	Greater Lawrence Regional Vocational Tech administration and other member teachers and other member schools of the PLN	Identified strategies that make the evaluation process more effective

## Academic Program Success

### Criterion 5: Student Performance

Additional Assessment Data	
Assessment Name: Exhibition Projects SY' 18/19 School Year	Grades Assessed: 4-8
Dates Implemented: Nov. 19th, March 14th, & June 17th	
Description of Achievement Trends:	
<p>1<sup>st</sup> Term: <b>90% met or exceeded</b> teacher expectations on grade level performance assessments</p> <p>2<sup>nd</sup> Term: <b>92% met or exceeded</b> teacher expectations on grade level performance assessments</p> <p>3<sup>rd</sup> Term: <b>94% met or exceeded</b> teacher expectations on grade level performance assessments</p> <p>MCCPS is convinced that by teaching what we're supposed to teach (the state's curriculum frameworks/Common Core) in a student-centered and engaging manner, children will in fact learn what they're supposed to learn (AND do well on the MCAS). Our MCAS scores are consistent with our sending districts. In Math we have achieved small consistent steps toward increasing the percentage of students meeting or exceeding expectations. Only recently did we witness a small overall downturn in the percentage of students meeting or exceeding expectations. We believe some of this is attributed to the move to computer based testing. Although the questions or responses were never read, teachers have reported that students seem to have been writing less and finishing faster on the ELA MCAS test. This was addressed with staff and students prior to the 2019 testing. MCCPS Administration will review and analyze the data when it is made available. We did see significant gains within some of the subgroups. Last year there was a 10% increase in the number of students with disabilities moving into Meets or Exceeds Expectations in both Math and ELA. Each trimester culminates in a Public Exhibition of Student Work. This evening event is a celebration of the students' collective and individual learning. For their families, alums, prospective students, and the larger community, the students demonstrate what they learned, they make connections across subjects, and they explain why what they learned is important. Exhibition also serves as a means by which the teachers can assess student growth within the context of a public forum.</p>	

### Criterion 6: Program Delivery

#### Curriculum:

The Administration demonstrates trust in the teachers' expertise and is supportive of their efforts. The HOS, with input from ILT, hires highly qualified individuals, provides ongoing professional development for all, and expects that everyone will be fully committed to effectuating high levels of student achievement and growth.

All units and lessons are grounded in the state's curriculum frameworks/Common Core. As expectations have changed, the professionals in each academic department have collaborated to effectuate a successful

transition. Within this context, the teachers enjoy extensive autonomy regarding the organization of the skills and content, delivery of instruction, pacing of learning experiences/activities, and assessment techniques. Given the students' needs, the teaching teams, with guidance and oversight from the Department Chairs, make determinations about how best to support each child. Ongoing evaluation and review of progress in all subjects via common assessments ensures that the content and skill objectives are achieved, that they are aligned across the grade levels, and that they are amended when necessary. In 2017, all of the curriculum maps were redrawn and reviewed by the Department Chairs to make sure required elements were addressed and that focus was placed on Project Based Learning and Community Service Learning. Selected spiraling, additional instruction for identified students, and regular communication with parents, teachers, and special educators provide additional assurance that the curriculum is appropriately challenging, the support is scaffolded for all, and that each child is achieving their highest potential.

### **Service Learning:**

Three years ago, we began an effort to reinvigorate our Community Service Learning ("CSL") program. This effort started with professional development provided by Harkins Consulting, a reputable provider of service learning for Department of Elementary and Secondary Education and schools across the country. We learned about KIDS Service-Learning model including key principles, elements, and entry points for integrating CSL into our classes. In subsequent professional development sessions, teachers developed integrated units that married their classroom content with KIDS Service-Learning framework. Every grade level implemented a CSL unit. The 7th grade team developed a student mentor program to help support younger students socially and academically. Other grade levels established connections with outside organizations including Salem Sound CoastWatch, MassBike, and the New American Society. These students explored diverse problems connected to ocean ecology, bike safety, and immigration.

We will continue to support our CSL program by starting our next school year with additional professional development from Harkins Consulting. This support will help to expand our CSL offerings throughout the school. We hope this work will include developing partnerships with additional local organizations and expand the integration of CSL to additional units of study and subjects.

### **Enrichment:**

Enrichment is an exciting and intrinsic element of the educational experience at Marblehead Charter. The Enrichment Program is a part of what makes our school unique and special. The program provides a daily opportunity for parents and community members to extend students' learning scope by working with them on a wide variety of projects and activities. From MakerSpace to knitting, team sports to cooking, and chess club to jazz band, there is something for everyone.

Enrichment was established during the school's first year to honor our mission enabling parents and community members to take an active role in the learning environment of the school while students learn directly from the extended community. Since then, Enrichment has grown to become an integral component of the school's core commitment to parent and community partnerships. Working cohesively with other members of the school and community, the students learn about themselves, while nurturing their skills and talents. These Community partnerships foster and maintain a healthy school community and enhance student engagement. The diversity of the Enrichment Program provides many opportunities, including leadership and we encourage and empower students to become leaders and positive role models.

### **Instruction:**

Backwards-design is employed by all educators to ensure that the instruction is standards-driven, student-centered, integrated, and engaging. It is challenging, hands-on, and multi-sensory. All 51 faculty and staff are responsible for supporting the learning of the 230 students in grades 4-8. From the HOS to the

Kitchen Staff, from the Teachers to the Business Manager, everyone invests him/herself in supporting instruction. The quality of instruction and assessment is ensured via regular department meetings and ongoing professional development, including protocols intended to validate tasks/assessments and improve inter-rater reliability. The HOS, the Assistant HOS, Department Chairs, subject peers, and others frequently conduct classroom observations. Parents and Regular members of the Marblehead community are welcome and frequent participants in classroom instruction. Integration, Community Service Learning, student choice, and 3 Exhibitions per year serve to enhance student engagement (which often improves student achievement).

This charter term we have migrated to a one-to-one computer platform. Equipping all students and teachers with a dedicated computer has allowed us to utilize Google Classroom, electronic portfolios, and other tools to expand both collaboration efforts, and individualized learning goals.

**Assessment and Program Evaluation:**

We started using IXL in the classroom two years ago. After piloting the program in the 4th and 7th grades, we are working to implement the program for the whole school. Among the benefits is the ability to better conduct district level assessments that will not only track yearly growth, strengths and weaknesses of individual students, but also provide data year over year against different parameters. This new resource for collecting and analyzing data will lead us to continue to refine our programming.

Informal and formal data is collected and studied at the team, department, and school levels. Weekly common planning and special education consult time at each grade level ensures that all forms of assessment are shared and analyzed by every teacher involved in each student's learning. The amount of planning and consult time that is provided to teachers is valuable and exceeds what is provided in most public schools. Weekly department meetings and grade-level meetings ensure that the programs being implemented and assessed are challenging and align to common-core standards with the excitement of teacher designed curriculum. Classroom observations are accepted and welcomed by all. Feedback is delivered in a manner that is intended to acknowledge proficiency and support the continual growth of all educators.

There is deliberate attention invested in reflection at all levels of the organization. When a need becomes apparent, teachers, administrators, and parents frequently work together to address it.

**Supports for Diverse Learners:**

The faculty, staff, and administration of Marblehead Charter are committed to fulfilling our school's mission to empower each child to reach his/her highest intellectual, artistic, social, emotional, and physical potential. As an example, MCCPS designed a universal screening process for all incoming fourth graders that enables us to understand, support, and challenge each child appropriately. The screening is composed of several short, grade level appropriate assessments, including reading, writing, listening, and speaking, computation and problem-solving skills, fine and gross motor skills, executive functioning, and social/emotional skills. The information gathered during the screening process is used over the summer to determine staffing, scheduling, and advisory assignments, so that every student will be poised for a smooth transition and a great start to the year. The data is not used to discriminate, and no child is denied entrance to Charter based upon the results of the screening.

## **Criterion 7: School Climate and Family Engagement**

### **Culture and Family Engagement:**

The school supports students' social and emotional health by fostering a community that provides a safe and respectful learning environment that welcomes and engages family members and the community. The following are key aspects supporting that engagement:

#### Health and Wellness Curriculum

The Health and Wellness curriculum from grades 4 through 8 specifically addresses social-emotional topics such as conflict resolution, being an upstander versus a bystander, understanding and managing emotions, active listening and communication skills, empathy, stress management techniques and healthy relationships through the classroom blocks and enrichments.

#### ADL Peer Leader Program

In our first year implementing the Anti-Defamation League's A World of Difference Peer Leader Program, 25 students in grades 7 and 8 were trained to give presentations to younger students and peers about discrimination, bias, prejudice, and ways to recognize bigotry and be an ally. The ADL Peer Leaders have also presented to the staff and families/community members to help bring awareness to the program and the overall goal of a more inclusive learning community. The ADL Peer Leaders will be attending the 25th Annual Youth Congress in Boston to meet with other ADL groups across New England and participate in workshops to help enhance our program at MCCPS.

#### Charter Conversations and Wellness Committee

Along with sending home curriculum information for each grade and providing updates about what is happening in class and with the ADL Peer Leader Program, the Wellness Team at MCCPS has started offering a series of open meetings called Charter Conversations that allow parents, families, and community members to come in the evening and speak with each other and the Student Services staff about relevant health and wellness topics. Topics included are the ADL program, social media safety, and summer safety tips. Also, the Wellness Team (food services director, school nurse/health teacher, guidance counselor, physical education teacher, and administration) has been meeting with the Wellness Committee which includes parents/guardians and community members to review and update the school's Wellness Policy and discuss current health and safety issues as they arise.

#### Second Step Program for all 4th Grade Students

The Second Step program teaches skills in the following four areas:

Skills for learning: students gain skills to help themselves learn, including how to focus their attention, listen carefully, and be assertive when asking for help with schoolwork.

Empathy: students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.

Emotion management: Students learn specific skills for calming down when experiencing strong feelings such as anxiety or anger.

Problem solving: Students learn a process for solving problems with others in a positive way.

#### The Zones of Regulation: A Framework to Foster Self-Regulation and Emotional Control curriculum for 4th and 5th Grade Students

"The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize



when they are in different states called "zones", with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills."

**Other Areas of Engagement:**

- Recurring annual events such as Back to School BBQ, Grandparents' Day, Veteran's Day Festivities, Music Extravaganzas, Parent Socials, etc.
- Parents are welcome in the building and at school events
- Established mentoring program between 7th grade and incoming 4th grade students
- Student Government with representation from all grade levels

Safe Environment - the following list represents some examples of how MCCPS promotes a safe environment for our students:

- Continued use of enhanced security systems including front door buzzer w/ capacity to see those at the door, upgraded master key system throughout the building; all classroom and office doors can be locked
- Successful completion of fire and lockdown drills included training of employees and students
- Use of plot plan of building for use by emergency personnel, including the numbering of exterior and interior doors, First Responder Emergency Information Binder with *BeSafe Technologies*
- Partnership with the Marblehead Police, including regular spot checks by police for building security
- Daily community meetings model expectations, help students to develop routines, and build community school-wide
- Well-structured professional development and mentoring programs allow consistent opportunities for faculty/staff growth and reflection
- Extensive orientation, mentoring, and continued support for new faculty/staff
- Annual training for employees in CPR, mandated reporting, epipen/food allergies, restraint training/de-escalation techniques
- Full-time Guidance Counselor, Nurse, and Assistant Head of School ensure constant awareness of and attention to student concerns
- Counseling available to students and parents per IEPs, 504s, and as needed
- Any instances of conflict/bullying are dealt with swiftly
- Regular maintenance of fire alarm, defibrillators, & safety equipment
- Grade level teams, Incident Management Team, Student Study Team meet regularly to address/anticipate/monitor issues
- Walkie-talkies carried by identified personnel throughout the day
- Visitor sign-in procedures
- CORI and SORI of all who will work with students, including Enrichment teachers, interns, coaches. Conducting the SORI goes above and beyond the state's requirement. Fingerprinting is being adopted in stages
- Regular fire drills coordinated w/Marblehead Fire Department
- All faculty/staff are responsible for all students; all students are responsible to all faculty/staff.
- Older students receive training in how to work with younger students during mentoring and mixed grade tables, and chores
- Appropriate behavior are acknowledged and/or commended. Inappropriate behaviors are redirected, and instruction and/or consequences are issued as needed
- To achieve the goal of a safe school, a commitment is made to continual adult presence throughout

the school day, particularly during less structured times. A faculty/staff person sits at circular tables with students for morning meeting/breakfast and lunch. This proximity allows faculty/staff to join in conversations with students and build more personal relationships, as well as monitor their conversations/behavior with each other. This same approach of proximity to students is maintained during recesses and transition times throughout the school day. Faculty/staff are assigned duty positions and are encouraged to participate in outdoor recesses as well as the Community Room and hallway monitoring, even if not on duty.

- MCCPS has also established a positive conversation model when student words or actions are inappropriate, especially with regard to physical and emotional safety. Faculty/staff approach students immediately to inquire about what is happening and if they need assistance in doing the right thing. Follow-up steps often involve individual conferences or a group session to get to the bottom of the difficulty. Faculty/staff may involve the Guidance Counselor and/or the Assistant Head of School for particular situations. The Guidance Counselor, Assistant Head of School, and Nurse proactively meet with students to speak about respectful behavior in peer interactions when they become aware of a concern.
- Students have the opportunity each trimester to sign up for Chat n' Chow, as well as "Girl Power" or "Man-Town" groups. Students identified as having difficulty with acting appropriately when interacting with peers and/or younger students are encouraged/required to join. MCCPS partners with parents for support, especially when it is determined that a student needs counseling, whether individually or in a group session.
- The Behavior Referral System is intended to treat children with dignity and respect even when they are in trouble. The referral gives students an opportunity to reflect upon their actions, consider what they should have done instead, and state whether or not they feel that they were treated fairly.
- All members of the community are responsible for fostering a safe community that is free from bullying, harassment, and discrimination for all members of our school community. Bullying can be reported anonymously via the school's website or by speaking to any employee.

Addresses the physical, social, emotional, and health needs of its students:

- School personnel include a full-time nurse and full-time guidance counselor. Men and women of varying ages from early twenties to early 70s provide a wide spectrum of adult contacts for students. Social skills groups, lunchtime conversation groups, planned and impromptu counseling all contribute to supporting the students' health and well-being.
- The Marblehead Counseling Center is a longtime supporter of the students and faculty/staff.
- All students engage in 90-minutes per week of high-quality physical education.
- Two recesses per day provide time for students to exercise and socialize with friends. Supervision during recess includes monitoring play, interactions between students, and noticing if anyone is alone/lonely.
- The food that is served at breakfast and lunch is made by scratch on the premises. An organic vegetable garden and a pear tree on the property provide healthy and pesticide-free produce for meal.

Develops strong relationships with families/guardians to promote & support student success:

- Professional development for faculty/staff regarding special needs, including Dyslexia.
- Training and support regarding grief/grief counseling led by our Guidance Counselor, Care Dimensions, and Marblehead Counseling Center. Separate and timely events provided for faculty/staff, students, and parents.
- Assignment notebook facilitates communication between home and school. All teachers respond to emails or phone messages ASAP.
- A variety of opportunities for parents to see student work and enjoy student performances, including 3 Exhibitions each year, 2 Music Extravaganzas, 2 plays.
- Parents, grandparents, and other relatives are welcome to attend breakfast and lunch.

- Enrichment provides an ongoing opportunity for parents to be active participants in the learning activities available to students

## Academic Program Success

### Criterion 8: Capacity

The school sustains a well-functioning organizational structure, that clearly delineate roles for staff, administration, and board members.

- Continuity in the leadership position throughout the term of the Charter
- HOS contract renewed for 2014-2017 and 2017-2019
- Adopted and Successfully implemented Hoed of School Succession Plan
- Successful Search for a New Head of Schools that embodies ideals and Mission of MCCPS
- New Head of School contract for 2019-2022
- HOS fully committed and actively engaged in all aspects of the school
- HOS meets or exceeds most goals in yearly evaluation
- Job descriptions exist for the HOS and Board Members

### Professional Climate:

The school has structures for regular, frequent collaboration and professional development to improve implementation of the curriculum and instructional practice. Considerable time within the weekly scheduled is dedicated to common planning and professional development.

- Weekly 90-minute grade level common planning time with an assigned integrated arts teacher provides opportunities for collaboration, integration, alignment of expectations
- Responding to staff input PD has become more targeted and been moved to dedicated ½ days. This has allowed for longer sustained periods of time, that are more productive and affords greater participation
- Weekly department working lunches from 12:00-1:00

Excerpts from Faculty/Staff Satisfaction Survey SY 18-19:

Please indicate your level of agreement with the statement...	Percentage of Respondents who answered Agree or Strongly Agree
..My work at Charter is professionally satisfying.	88%
..I know that my colleagues will help me when needed.	91%
..Teacher leadership and autonomy in the areas of ..curriculum, instruction, and assessments contribute to teacher job satisfaction.	82%
..Targeted professional support contributes positively to teacher job satisfaction	74%

### Criterion 9: Governance

#### The Board of Trustees:

Marblehead Community Charter Public School has benefitted from an active, engaged, and competent Board of Trustees since its inception, and especially during the most recent charter term. The MCCPS

Board has a strong track record regarding proven loyalty to the school and acting in the best interests of the organization. In accordance with its bylaws, The Board holds the charter from the state and is responsible for ensuring that the policies of the School:

- (a) comply with all applicable laws and regulations; and
- (b) ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

The Board also provides input and perspective to the HOS regarding strategic direction, priority focus areas, and operational questions raised by the HOS. New Trustees participate in an orientation by current Board members to educate them on their legal and ethical responsibilities. During the upcoming 2019-2020 school year the Board of Trustees will commence the process of revising the Board's bylaws and expect to complete this process in the Spring of 2020. Through adherence to the bylaws and effective orientation, the MCCPS Board of Trustees holds a clear understanding of their governance-only role, and effectively avoids participating in the management of daily operations or staffing matters.

The Board conducts due diligence in development, oversight and implementation of a budget to ensure fiscal stability. The Board, in conjunction with the Finance Committee, reviews the annual audit to ensure compliance with Federal and State regulations.

#### **Board Systems and Procedures for Effective Decision Making:**

All MCCPS Board and Committee meetings are posted in compliance with the Massachusetts Open Meeting Law. MCCPS Board meeting agendas include opportunities for public comment at the beginning and end of each monthly meeting. Meetings follow Robert's Rules, encouraging participation from all Trustees, and resulting in a clear path and record for each decision. With highly engaged Board membership, discussions are consistently thoughtful and thorough, with dissenting or questioning voices welcomed. All Board meetings include reports from each Board Committee, Student Presentations, as well as a report from the Head of School. The Board and Committees utilize Board on Track for Meeting Coordination and Dissemination of Meeting Schedules and materials to the community.

#### **Board Oversight:**

The Board is the hiring authority for the school's Head of School. In 2019, the Board conducted a successful search for a new Head of School. The new Head of School began on July 1, 2019, and has a three-year contract through June of 2022.

The Board collaborates with the Head of School each year to set and approve annual goals for the Head of School and engages in a thorough review of the Head of School's performance against these goals as well as against the MA School-Level Administrator Rubric. The Board of Trustees in collaboration with the administration, write, administer, and review the annual Satisfaction Survey set to the MCCPS Community.

The Board's Finance Committee meets monthly with the Head of School and Business Manager to review all relevant financial reports, and to compare budget to actual progress. They meet with the auditors to review each year's audit report. The Finance Committee also engages in the budgeting process, reviewing draft budgets and assuring that educational priorities are being met. All Trustees review the proposed annual budget prior to final approval.

The Board's Academic Excellence Committee meets monthly with the Head of School, Assistant Head of School and Curriculum Director review a wide range of data and policies. The Academic Excellence Committee brings particular focus to Criteria 4, 5, 6 and 7, focusing on one criteria at separate monthly meetings. They review MCAS data, student progress report data, and the assessment practices at the school.

The Board's Governance Committee focuses its attention on board continuity and internal health. This committee identifies and recruits new Board and committee members with attention to balancing expertise and perspective. The committee on-boards incoming members and facilitates required DESE tasks. The committee organizes and facilitates an annual retreat to review the past year and bring focus to priorities for the upcoming year. These events always foster thoughtful conversation, build perspective, and help set Board and Head of School goals and priorities for each upcoming year.

#### **Strategic Successes:**

During SY15, the Board completed the purchase of the building that houses MCCPS. Through a partnership with Mass Development, a mortgage was secured from East Boston Savings Bank. This will allow for future expansion of our facilities and programming.

In SY18, the MCCPS Board reviewed the existing strategic plan and collaborated with the school administration to develop a new plan for the 2019-2024 timeframe. This process included a SWOT (Strengths, Weaknesses Opportunities, and Threats) analysis, as well as consideration of how best to successfully pursue effective implementation of the school's mission. A diverse planning committee representing various stakeholder groups (faculty, staff, parents, alumni, community members, etc.) was enthusiastically involved in this process. Understanding that authentic parent and community engagement is essential to our school, the process began with a "Community Conversation." This facilitated small-group discussion took place in March 2018 and brought together over 50 interested parties who collectively shared their thoughts and ideas for the future. Our teachers and staff participated in a similar planning activity and their input was included along with online surveys from a variety of other community members who could not participate in person.

#### **Criterion 10 Finance**

During the current charter term the school:

- Purchased its building and campus. Working with East Boston Savings Bank and MassDevelopment, acquired a mortgage that allowed MCCPS to purchase the building and campus to stabilize expense and assume control over the school's long-term future. The previous property lease contained annual 3% escalators. By converting to the mortgage, the school was able to stabilize this expense at 2007 levels
- Established a new 501c3, the Marblehead Charter Education Fund, which has raised tens of thousands of dollars for the school
- Successfully applied for \$20,000 in grants from The Friends of the Marblehead Public Schools
- Added services and sources of revenue by expanding the Summer at Charter Program and After School Clubs, as well as our relationship with the North Shore Children's Theatre
- Expanded direct student support/SPED staff without creating structural budget issues
- With the Business Manager and the HOS, FinCom updated the school's Finance Policies & Procedures during the fiscal year. Review and revision are conducted annually
- Actuals to date, a current balance sheet, P&L by class and related items are presented to the Board during an open meeting each month
- Monthly FinCom meetings are posted on the calendar on the school's website and are open to the public
- The Business Manager sends financial data to the Treasurer on a monthly basis for review and presentation to FinCom
- There was a seamless transition to a new Treasurer in 2016 and 2019
- Management has worked with the independent auditor to address findings, improve regular practice and increase internal controls

- Management regularly investigates alternative utility, benefit providers, and material sources in an effort to reduce expenses
- MCCPS faculty regularly apply for outside funding through grant applications

### **Plans for the Next Five Years:**

The MCCPS Strategic Plan is designed to ensure that the human, financial, and capital resources of the organization are efficiently and effectively aligned to fulfill our mission, remain faithful to our charter, and reach our goals over the next three years. With input from over 150 faculty, students, parents and community members the following is a summary draft of the goals developed:

### **Student Success Goals**

The learning experiences for students will be innovative, highly-engaging, and appropriately challenging for diverse learners so that each student will be empowered to reach his/her highest potential.

Goal 1: Provide seamless academic learning experience that leads to academic excellence in each grade.

Goal 2: Implement a social/emotional curriculum to facilitate healthy interpersonal relationships.

Goal 3: Implement strategies to support and increase student perseverance, leadership, initiative, and problem solving.

Goal 4: Develop system to quantify and assess multiple areas of student achievement.

Goal 5: Graduate student leaders who will confidently transition to either public or private high schools and be successful in all their endeavors.

### **Educator Success Goals**

The professional experiences for faculty, staff, and administrators will honor their expertise, support their continual growth, and recognize their contributions to the achievement of the school's mission.

Goal 1: Increase professional development so teachers continue to learn and stay current on best pedagogical practices.

Goal 2: Nurture an environment that supports the implementation of project based learning at all grade levels.

Goal 3: Celebrate student, faculty and community success and share best practices as leaders in innovative education.

### **Parent & Community Success Goals**

Strong partnerships between and among students, staff, parents and sending community members will be a hallmark of our school.

Goal 1: Increase opportunities for parent involvement and deepening of relationships with teachers, staff and peers.

Goal 2: Expand outreach, exposure and support of Marblehead and our other sending communities through events, community partnerships, and service learning.

Goal 3: Build a strong alumni association.

### **School Operations Goals**

The use of sound planning, clear policies and effective management are essential to success.

Goal 1: Create and implement a sustainable financial model that will support a high level of student learning.

Goal 2: Enhance the physical plant in line with the financial model.

Goal 3: Establish behavioral/social/emotional norms necessary to be successful now and in the future.

Goal 4: Recruit and retain a strong faculty and student body.

## Appendix

### Appendix A Accountability Plan Performance

#### Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
<b>Objective: MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1</b>					
<b>Measure:</b> Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.	MET	MET	EXCEED ED	MET	86% (25 of 29) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity
<b>Measure:</b> Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric	MET	MET	EXCEED ED	MET	100% of the teachers who have been employed for at least 2 years achieve proficient or above on IV-D-1.
<b>Objective: MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2</b>					
<b>Measure:</b> Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.	MET	MET	EXCEED ED	MET	100% of teachers collaborated with their colleagues to create PBL experiences for their students. The projects were present to the community during Public Exhibitions of Student Work in November, March, and June.
<b>Measure:</b> Each trimester at least 80% of students will achieve proficient or higher on	MET	MET	MET	MET	200 of the 230 students (87%) earned proficient or above on the rubrics associated with their

project-based assessments that are aligned to grade level standards in the core subjects*.					projects.
<b>Objective: MCCPS will employ a portfolio system to document student achievement and growth. KDE 3</b>					
<b>Measure:</b> Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.		<b>MET</b>	<b>MET</b>	<b>MET</b>	100% of the students have documented a PBL assessment. All have reflected regularly.
<b>Measure:</b> Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric		<b>MET</b>	<b>MET</b>	<b>MET</b>	92% of students achieved proficient or higher on the MCCPS Portfolio Rubric.
<b>Objective: MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.</b>					
<b>Measure:</b> By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment.			<b>On Target</b> 7 of 8 completed	<b>MET</b>	<ol style="list-style-type: none"> <li>1. MASS CUE Conference, 10/15</li> <li>2. MASS Library Association, 8/16</li> <li>3. MASS CUE, 10/16</li> <li>4. DissemiNATION, 11/16</li> <li>5. MCPSA Principals' Convening, 9/16</li> <li>6. MASS CUE Conference, 10/17</li> <li>7. Project-Based Learning Workshop at MCCPS, 5/5/17</li> <li>8. MASS CUE Conference, 10/18</li> </ol>



## Appendix B Certification

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.


As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for Marblehead Community Charter Public School located at 17 Lime St. Marblehead, MA is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of

the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

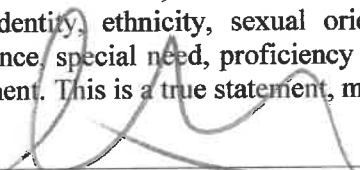
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

<b>Signature:</b> 
<b>Title: Chair of Board of Trustees</b>
<b>Date:</b> 6-25-19.

**Renewal Application Certification Statement**

<b>Name of School:</b>	Marblehead Community Charter Public School
<b>Location:</b>	Marblehead, MA

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

  
 Signature: Chair of Board of Trustees (or designated signatory authority)

June 25, 2019

Date

<b>Print/Type Name:</b>	Arthur F Sullivan, III
<b>Title (if designated):</b>	Chair
<b>Date of approval by board of trustees:</b>	June 25, 2019

## Appendix C Documents

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspection services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019. Please attach the following as a part of Appendix C:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Most recent Asbestos Inspection and AHERA Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed Lead and Copper in Schools Maintenance Checklist
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
5/6/2019

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).**

<b>PRODUCER</b> Fred C. Church Insurance 41 Wellman Street Lowell MA 01851	<b>CONTACT NAME:</b> Jeanne Pitts <b>PHONE (A/C No. Ext):</b> 800-225-1865 <b>FAX (A/C. No.):</b> 978-454-1865 <b>E-MAIL ADDRESS:</b> jpitts@fredcchurch.com														
<b>INSURED</b> MARBCOM-01 Marblehead Community Charter Public School 17 Lime Street Marblehead MA 01945	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: left;">NAIC #</th> </tr> <tr> <td>INSURER A : Hanover Insurance Company</td> <td>22292</td> </tr> <tr> <td>INSURER B : Independence Casualty Insurance Company</td> <td>11984</td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Hanover Insurance Company	22292	INSURER B : Independence Casualty Insurance Company	11984	INSURER C :		INSURER D :		INSURER E :		INSURER F :	
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INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															

**COVERAGES**      **CERTIFICATE NUMBER:** 251120143      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD - WVR	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS								
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		ZHN9076166	7/1/2018	7/1/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included \$								
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		ZHN9076166	7/1/2018	7/1/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$								
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED      RETENTION \$		UHN9076173	7/1/2018	7/1/2019	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000 \$								
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A	WC100096308	7/1/2018	7/1/2019	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">PER STATUTE</th> <th style="width: 50%;">OTH-ER</th> </tr> <tr> <td>E.L. EACH ACCIDENT</td> <td>\$ 1,000,000</td> </tr> <tr> <td>E.L. DISEASE - EA EMPLOYEE</td> <td>\$ 1,000,000</td> </tr> <tr> <td>E.L. DISEASE - POLICY LIMIT</td> <td>\$ 1,000,000</td> </tr> </table>	PER STATUTE	OTH-ER	E.L. EACH ACCIDENT	\$ 1,000,000	E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000	E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
PER STATUTE	OTH-ER													
E.L. EACH ACCIDENT	\$ 1,000,000													
E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000													
E.L. DISEASE - POLICY LIMIT	\$ 1,000,000													

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

<b>CERTIFICATE HOLDER</b>  EVIDENCE OF COVERAGE	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
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# The Commonwealth of Massachusetts

## Town of Marblehead

### New and Renewal Certificate of Inspection

In accordance with 780 CMR, Chapter 1 (*The Ninth Edition of the Massachusetts State Building Code*) and Chapter 304 of the Acts of 2004 (*an Act to further enhance fire and life safety*), this certificate of inspection is issued to the premise or structure or part thereof as herein identified.

<b>Issued to</b>	<i>Identify Name of Establishment</i>				<i>Certificate No.</i>	
	Marblehead Community Charter Public School					
<b>Located at</b>	<i>Identify property address including street number, name, city or town and county</i>				<i>Certificate Expiration</i>	
	17 Lime Street, Marblehead, Massachusetts, Essex County				September 2019	
<b>Use Group Classification(s)</b>	<i>Basement</i>	<i>First Floor</i>	<i>Second Floor</i>	<i>Third Floor</i>	<i>Fourth Floor</i>	<i>Other</i>
		A-4				
<b>Allowable Occupant Load</b>		Charter Hall 431 Comm Rm 205 Classrooms 453				

*This certificate of inspection is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and/or laminated and posted in a conspicuous place within the space as directed by the undersigned. Failure to post or tampering with the contents of the certificate is strictly prohibited.*

<b>Name of Municipal Fire Captain</b>	Captain Thomas Rice	<b>Name of Municipal Local Inspector</b>	Christoph G. Butler	<b>Date of Inspection</b>	September 12, 2018
<b>Signature of Municipal Fire Captain</b>		<b>Signature of Municipal Local Inspector</b>		<b>Date of Issuance</b>	September 12, 2018





**MARBLEHEAD FIRE DEPARTMENT**  
One Ocean Avenue \* Marblehead, Massachusetts 01945  
781-631-0142 \* 781-631-0540 FAX

Jason R. Gilliland  
Chief

## **CERTIFICATE OF INSPECTION**

In accordance with Massachusetts General Laws Chapter 148, section 4, this document certifies that an inspection was completed at:

**Marblehead Community Charter Public School**

**17 Lime Street**

**Marblehead MA 01945**

On September 12, 2018; and this property was found to be in compliance with State and local Fire Codes.

Inspected by:

A handwritten signature in cursive script, appearing to read "Thomas Rice", is written over a horizontal line.

**Fire Captain Thomas Rice**

**PLEASE POST IN PUBLIC VIEW**

**NUMBER**  
18-185

**FEE**



**THE COMMONWEALTH OF MASSACHUSETTS**  
Town of Marblehead – Board of Health

**PERMIT TO OPERATE A FOOD ESTABLISHMENT**

In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws a Permit is hereby granted to:  
**Marblehead Community Charter Public School**

Whose Place of Business is at **17 Lime Street**

Type of Business and any restrictions: **Food Service**  
To operate a food establishment in **THE TOWN OF MARBLEHEAD**  
**PERMIT EXPIRES June 30, 2019**

*Melvin K. [Signature]*  
**BOARD**

Food Establishment Inspection Form				Page <u>1</u> of <u>3</u>	
The Commonwealth of Massachusetts Town of Marblehead Board of Health 7 Widger Road, Marblehead MA 01945 (781) 631-0212		# Violations	Date		
		Priority- <u>                    </u> Priority foundation- <u>                    </u> Core- <u>                    </u>	Time In <u>8:30am</u>		
Establishment Name <u>Marblehead Pierate Brewery</u> Establishment Address <u>1 Pine Street</u> Telephone <u>978-297-2977</u> HACCP <input checked="" type="checkbox"/> YIN		Risk Category	Type of Operation(s) <input checked="" type="checkbox"/> Food Service <input type="checkbox"/> Retail <input type="checkbox"/> Residential Kitchen <input type="checkbox"/> Mobile <input type="checkbox"/> Temporary <input type="checkbox"/> Caterer <input type="checkbox"/> Bed & Breakfast <input type="checkbox"/> Farmer's Market <input type="checkbox"/> Other:		
Owner <u>School</u>	Permit #:	Type of Inspection <input type="checkbox"/> Routine <input type="checkbox"/> Reinspection Previous Inspection Date:			
Person-in-Charge (PIC) <u>James O'Neil</u>	Food Safety Training / Exp. Date	<input type="checkbox"/> Pre-Operation <input type="checkbox"/> Suspect Illness <input type="checkbox"/> General Complaint <input type="checkbox"/> HACCP <input type="checkbox"/> Other:			
Inspector <u>Caroline O'Neil</u>					
FOODBORNE ILLNESS RISK FACTORS AND PUBLIC HEALTH INTERVENTIONS					
Circle designated compliance status (IN, OUT, N/O, N/A) for each numbered item IN = in compliance    OUT = not in compliance    N/O = not observed    N/A = not applicable		Mark "X" in appropriate box for COS and/or R COS = corrected on-site during inspection    R = repeat violation			
Compliance Status		COS	R	Compliance Status	
<b>Supervision</b>				17 IN OUT    Proper disposition of returned, previously served, reconditioned & unsafe food	
1 IN OUT	PIC present, demonstrates knowledge, and performs duties			<b>Time / Temperature Control for Safety</b>	
2 IN OUT N/A	Certified Food Protection Manager			18 IN OUT N/A N/O    Proper cooking time & temperatures	
<b>Employee Health</b>				19 IN OUT N/A N/O    Proper reheating procedures for hot holding	
3 IN OUT	Management, food employee and conditional employee; knowledge, responsibilities and reporting			20 IN OUT N/A N/O    Proper cooling time and temperature	
4 IN OUT	Proper use of restriction and exclusion			21 IN OUT N/A N/O    Proper hot holding temperature	
5 IN OUT	Procedures for responding to vomiting and diarrheal events			22 IN OUT N/A N/O    Proper cold holding temperature	
<b>Good Hygienic Practices</b>				23 IN OUT N/A N/O    Proper date marking and disposition	
6 IN OUT N/O	Proper eating, tasting, drinking, or tobacco use			24 IN OUT N/A N/O    Time as a Public Health Control	
7 IN OUT N/O	No discharge from eyes, nose, and mouth			<b>Consumer Advisory</b>	
<b>Preventing Contamination by Hands</b>				25 IN OUT N/A    Consumer advisory provided for raw / undercooked food	
8 IN OUT N/O	Hands clean & properly washed			<b>Requirements for Highly Susceptible Populations (HSP)</b>	
9 IN OUT N/A N/O	No bare hand contact with RTE food			26 IN OUT N/A    Pasteurized foods used; prohibited foods not offered	
10 IN OUT	Adequate handwashing sinks properly supplied and accessible			<b>Food / Color Additives and Toxic Substances</b>	
<b>Approved Source</b>				27 IN OUT N/A    Food additives: approved & properly used	
11 IN OUT	Food obtained from approved source			28 IN OUT N/A    Toxic sub. properly identified, stored & used	
12 IN OUT N/A N/O	Food received at proper temperature			<b>Conformance with Approved Procedures</b>	
13 IN OUT	Food received in good condition, safe, & unadulterated			29 IN OUT N/A    Compliance with variance / specialized process / HACCP Plan	
14 IN OUT N/A N/O	Required records available: shellstock tags, parasite destruction			<i>Risk Factors are important practices or procedures identified as the most prevalent contributing factors of foodborne illness or injury. Public health interventions are control measures to prevent foodborne illness or injury.</i>	
<b>Protection from Contamination</b>					
15 IN OUT N/A N/O	Food separated and protected				
16 IN OUT N/A	Food-contact surfaces; cleaned & sanitized				
GOOD RETAIL PRACTICES					
Good Retail Practices are preventative measures to control the addition of pathogens, chemicals, and physical objects into foods.					
Mark "X" in box if numbered item is not in compliance		Mark "X" in appropriate box for COS and/or R		COS = corrected on-site during inspection    R = repeat violation	
Compliance Status		COS	R	Compliance Status	
<b>Safe Food and Water</b>				<b>Proper Use of Utensils</b>	
30	Pasteurized eggs used where required			43	In-use utensils properly stored
31	Water & ice from approved source			44	Utensils, equipment & linens: properly stored, dried, & handled
32	Variance obtained for specialized processing methods			45	Single-use / single-service articles: properly stored & used
<b>Food Temperature Control</b>				46	Gloves used properly
33	Proper cooling methods used; adequate equipment for temperature control			<b>Utensils, Equipment and Vending</b>	
34	Plant food properly cooked for hot holding			47	Food & non-food contact surfaces cleanable, properly designed, constructed & used
35	Approved thawing methods used			48	Warewashing facilities: installed, maintained, & used; test strips
36	Thermometers provided & accurate			49	Non-food contact surfaces clean
<b>Food Identification</b>				<b>Physical Facilities</b>	
37	Food properly labeled; original container			50	Hot & cold water available; adequate pressure
<b>Prevention of Food Contamination</b>				51	Plumbing installed; proper backflow devices
38	Insects, rodents, & animals not present			52	Sewage & waste water properly disposed
39	Contamination prevented during food preparation, storage and display			53	Toilet features: properly constructed, supplied, & cleaned
40	Personal cleanliness			54	Garbage & refuse properly disposed; facilities maintained
41	Wiping cloths: properly used & stored			55	Physical facilities installed, maintained, & clean
42	Washing fruits & vegetables			56	Adequate ventilation & lighting; designated areas used
57 SPECIAL REQUIREMENTS / OTHER		<input type="checkbox"/> Anti-choking (590.009(E)) <input type="checkbox"/> Tobacco (590.009(F)) <input type="checkbox"/> Allergen Awareness (590.009(G)) <input type="checkbox"/> Local law regulation <input type="checkbox"/> Other			
Official Order for Correction: Based on an inspection today, the items checked indicate violations of the Board of Health Food Regulation / 2013 Federal Food Code. This report, when signed below by a Board of Health member or its agent constitutes an order of the Board of Health. Failure to correct violations cited in this report may result in suspension or revocation of the food establishment permit and cessation of food establishment operations. If aggrieved by this order, you have a right to a hearing. Your request must be in writing and submitted to the Board of Health at the above address within ten (10) calendar days of receipt of this order.					
PIC's Signature: <u>[Signature]</u>		Print: <u>[Name]</u>		Date: <u>[Date]</u>	
Inspector's Signature: <u>[Signature]</u>		Follow-up: YES NO (circle one)		Follow-up Date, if applicable:	

Food Establishment Inspection Form				Page <u>2</u> of <u>2</u>	
The Commonwealth of Massachusetts Town of Marblehead Board of Health 7 Widger Road, Marblehead MA 01945 (781) 631-0212		Establishment Name: <u>Marblehead Charter School</u>		Date: <u>3-12-19</u>	
TEMPERATURE OBSERVATIONS					
Item / Location	Temp (°F)	Item / Location	Temp (°F)	Item / Location	Temp (°F)
<u>Walk in Cooler</u>	<u>38</u>	<u>Walk in Freezer</u>	<u>12</u>		
OBSERVATIONS AND/OR CORRECTIVE ACTIONS					
Violations cited in this report must be corrected within the time frames or as stated in Section 8-405.11 of the Food Code					
Item Number	Code Section	P = Priority Item PF = Priority Foundation Item	Description of Violation		
			✓ <u>Ant. Water</u> <u>Removal</u> 4-14-23 <u>Expiry</u> 8-14-20 * <u>Thermometer</u> 11-11-19		
			✓ <u>Sinks</u> <u>3 Bay Sink</u> - <u>1245 Prop</u>		
			✓ <u>Refrigerators</u> to <u>20-16</u> ( <u>100 days</u> ) <u>-19</u> ( <u>150 days</u> )		
			✓ <u>Handwashing</u> <u>Station</u> <u>WASH 1:30</u> <u>1:00</u> <u>173/150</u> <u>Probs</u>		
<u>56</u>	<u>630.11</u>	<u>C</u>	✓ <u>Hand Sanitizer</u> <u>1 covered</u> <u>1 uncovered</u> <u>100% Alcohol</u> <u>100%</u> ✓ <u>Sanitizer</u> - <u>Red</u> <u>Chlorine</u> <u>Par 312</u> <u>Hand Disinfection</u>		
Discussion with PIC:			Corrective Action Required		<input type="checkbox"/> No <input type="checkbox"/> Yes
			<input type="checkbox"/> Voluntary Compliance		<input type="checkbox"/> Employee Restriction / Exclusion
			<input type="checkbox"/> Re-Inspection Scheduled		<input type="checkbox"/> Emergency Suspension
			<input type="checkbox"/> Embargo		<input type="checkbox"/> Emergency Closure
			<input type="checkbox"/> Voluntary Disposal		<input type="checkbox"/> Other
PIC's Signature: <u>[Signature]</u>					Date: <u>3-2-19</u>
Inspector's Signature: <u>[Signature]</u>					Date: <u>3-2-19</u>

Food Establishment Inspection Form			Page <u>2</u> of <u>2</u>
The Commonwealth of Massachusetts Town of Marblehead Board of Health 7 Widger Road, Marblehead MA 01945 (781) 631-0212		Establishment Name: Marblehead High School	Date: <u>8-1-19</u>
OBSERVATIONS AND/OR CORRECTIVE ACTIONS			
Violations cited in this report must be corrected within the time frames or as stated in Section 8-405.11 of the Food Code			
Item Number	Code Section	P = Priority Item PF = Priority Foundation Item	Description of Violation
			✓ Storage of kitchen sink is proper. Clean.
			✓ All food properly stored
			✓ All food properly stored in proper
			✓ All food sealed
			✓ (Check hot / served)
			✓ All temperature is correct in
			refrigeration.
			* Kitchen is clean. Facility.
			* Sink in the back kitchen
			is hot water holding
PIC's Signature: _____			Date: <u>8-2-19</u>
Inspector's Signature: <u>Daniel Curry</u>			Date: <u>8-13-19</u>

Rev. 11/2016

# Phase I Environmental Site Assessment

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**Marblehead Community Charter Public School**

**17 Lime Street  
Marblehead, Massachusetts**

**EBI Project No. 11144491**

**July 24, 2014**



**Prepared for:**

**East Boston Savings Bank  
10 Elm Street  
Danvers, MA 01923**

**Prepared by:**



## 8.0 FINDINGS AND OPINIONS

EBI has performed this Phase I Environmental Site Assessment of the Subject Property in conformance with the scope and limitations of ASTM Standard E 1527-13. Any exceptions to, or deletions from, this practice are described in Section 1.0 of this report. This assessment has identified no evidence of *recognized environmental conditions (RECs)* in connection with the Subject Property. However, the following *de minimis conditions* and *conditions outside the scope of ASTM Practice E 1527-13* were identified:

- A previous report indicated that the Subject Property was historically heated by fuel oil which was stored in a 3,000-gallon underground storage tank (UST). Prior to being purchased by the Elks, the building heat source was converted to natural gas. Subject Property personnel indicated that the UST had been cleaned and filled with sand. In February 1992, Chase provided oversight for the removal of the UST. A small quantity of oil was observed in the base of the tank. Soil samples were collected from beneath the UST and were found to be free of any detectable signs of oil. No formal laboratory analysis was performed. The Marblehead Fire Department approved backfill of the excavation with no further investigation. This is considered a *de minimis condition*, and no further action is recommended.
- EBI was provided with a report entitled AHERA Management Plan of Asbestos-Containing Building Materials at the Marblehead Public Charter School, performed by Tundra Air Consultants, dated September 1995, including the collection of 32 bulk samples of suspect ACM for laboratory analysis by polarized light microscopy (PLM). No asbestos was detected in any of the samples. These materials were reported to be undamaged and in good condition at the time of assessment. The report concluded that no friable or nonfriable asbestos-containing building materials were identified. Asbestos is a condition outside the scope of ASTM E 1527-13 and is not considered a recognized environmental condition (REC).

Phase I Environmental Site Assessment  
EBI Project # 11144491

Marblehead Community Charter Public School  
17 Lime Street, Marblehead, Massachusetts

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## 9.0 RECOMMENDATIONS

Based upon the findings of this investigation, no further action is recommended.





**Tundra Air Consultants**  
*A Tundra Corporation Company*

**AHERA MANAGEMENT PLAN**  
**OF**  
**ASBESTOS-CONTAINING BUILDING MATERIALS**  
**AT THE**  
**MARBLEHEAD PUBLIC CHARTER SCHOOL**  
**17 LIME STREET**  
**MARBLEHEAD, MASSACHUSETTS**

**Conducted for:**

**Marblehead Public Charter School**  
**17 Lime Street**  
**Marblehead, Massachusetts 01945**

**Tundra Project 52471**

---

300 Wildwood Avenue, Woburn, Massachusetts 01801

Tel (617) 933-2555 • Fax (617) 932-9402

*Offices located throughout the United States and Canada*

**SECTION II. INTRODUCTION**

This report contains the results of an inspection and a management plan for Asbestos Containing Building Materials (ACBM), at the Marblehead Public Chapter Middle School, Marblehead, Massachusetts. This was performed in accordance with the requirements set forth in the Asbestos Hazard Emergency Response Act (AHERA 40 CFR Part 763).

All work regarding this report was performed by the following personnel, accredited by the State of Massachusetts to conduct inspections and write management plans:



Glenn D. Nelson  
Inspector

AI30052

Certificate Number



Glenn D. Nelson  
Management Planner

AP30053

Certificate Number

The State of Massachusetts has adopted a contractor accreditation program under Section 206(b) of Title II of the Toxic Substance Control Act. This program makes provisions for accreditation of personnel with regard to AHERA.

The Designated Person, the school's person responsible for implementing the management plan, is Mr. Jeffrey Barry. He can be contacted with regard to this plan at the following location:

Marblehead Public Charter Middle School  
17 Lime Street  
Marblehead, Massachusetts  
(617) 631-0777

No friable or nonfriable ACBM's were identified during the AHERA Inspection at the Marblehead Public Chapter Middle School.



## Massachusetts Department of Environmental Protection Bureau of Water Resources – Drinking Water Program Lead & Copper in Schools Maintenance Checklist

### Instructions:

This checklist should be completed for each school or childcare facility (Early Education and Care program) in the Commonwealth. This checklist is designed to help determine if Lead or Copper is likely to be a problem in your facility's drinking water and will enable you to determine appropriate remediation actions if needed.

**Important:**  
When filling out forms on the computer, use only the tab key to move your cursor - do not use the return key.



### A. General

Marblehead Community Charter Public School  
Name of School or Early Education and Care Facility (EEC)

MCCPS

School District or EEC Headquarters

EEC Regional Office

17 Lime Street

Street Address of School or EEC Facility

Marblehead

City/Town

01945

Zip Code

Bill Sullivan

Contact Person's Name at School, Program, or Facility (for LCCA Program)

781-596-1471

Phone #

bsullivan@marbleheadcharter.com

Email Address

Is part of your Facility at another location (other than the one listed above)?

YES

NO

If yes, please provide the following information:

Name of off-site facility/building

Street Address

City/Town

Zip Code

Is your school/facility a "Hosted" facility, i.e., does your school/facility share the space it occupies with another school/facility that is also submitting a Lead & Copper in Schools Maintenance Checklist?

YES

NO

IF NO, SKIP TO SECTION C

### B. Host Facility Information

Name of "Host" facility that your facility is located within.

Contact Person's Name

Phone #

Email Address

SKIP TO SECTION F

### C. Public Water System

Is your school/facility a Public Water System (PWS), i.e., do you have your own well which supplies 25+ people per day?

YES

NO

IF YES, SKIP TO SECTION E

### D. Drinking Water Practices (2005-Present)

Have you previously submitted a lead & copper checklist to MassDEP?

YES

NO

If yes, what was the date of the last lead & copper checklist submitted?

mm/dd/yyyy

Has your public water system (PWS – supplying water to your facility) collected lead & copper samples at your school/facility?

YES

NO

If yes, what was the date of the last sample?

08/24/16

mm/dd/yyyy



## Massachusetts Department of Environmental Protection Bureau of Water Resources – Drinking Water Program Lead & Copper in Schools Maintenance Checklist

Beside your PWS samples, has your school/facility or another party hired by your facility taken lead & copper sample(s) in the last 12 months?  YES  NO

If yes, what was the date of the last sample?

mm/dd/yyyy

If yes, who conducted the sampling?

Do you have a plumbing profile of your school or facility? (e.g. a map of all the plumbing lines and equipment with the type of material noted.)  YES  NO

Has your school or facility prepared a sampling plan showing all fixtures, their ID numbers, and the last date they were sampled for lead or copper?  YES  NO

Do you keep your lead & copper testing results and other records in a file onsite?  YES  NO

If no, where are the records kept?

Name of off-site facility/building

Street Address

City/Town

Zip Code

Has every LCCA fixture at the location been sampled for lead & copper at least once?  YES  NO

Did any samples exceed the Action Level for lead (0.015 ppm) or copper (1.3 ppm)  YES  NO

If yes, check all remediation actions taken:

Fixtures Removed

Retesting

Re-piping

Flushing

Bottled Water (Temporary)

Bottled Water (Permanent)

Treatment Unit Installed

Notice Sent to Parents

Does your school or facility use bottled water as your main source of drinking water for students?  YES  NO

If yes, are students required to bring bottled water with them to your school or facility?

YES

NO

Does your school or facility use bottled water as your main source of drinking water for staff?  YES  NO

Does your school or facility use bottled water as your main source of drinking water for visitors?  YES  NO

Does your facility have water coolers?  YES  NO

If yes, has your school or facility checked the bands and models of water coolers, and compared them to the listing of "banned" water coolers in Appendix E of the [EPA 3Ts Toolkit](#).  YES  NO

Have all EPA "banned" water coolers found at your facility been disconnected and removed? Disconnecting "banned" water coolers is only an interim measure. They must be removed from the facility so they are never inadvertently reconnected in the future.

Disconnected and removed

Disconnected but not removed

Neither disconnected nor removed

No "banned" water coolers found on site

Is the service line a "lead" service line? The service line is the pipe leading from the PWS main line in the street outside your facility into your facility.  YES  NO

Describe your current school/facility lead & copper in drinking water program. Please provide a short description in the box provided and attach a copy.



**Massachusetts Department of Environmental Protection  
Bureau of Water Resources – Drinking Water Program  
Lead & Copper in Schools Maintenance Checklist**

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**E. Co-Located Facilities**

Do you have any other schools, programs (collaborative, special education, etc.) or Early Education and Care Facilities (covered by your checklist and sampling plan) within your school or facility?  YES  NO

If yes, provide the following information about the school, program, or facility.

\_\_\_\_\_  
Name of School, Program, or Facility

\_\_\_\_\_  
Contact Person's Name

\_\_\_\_\_  
Phone #

\_\_\_\_\_  
Email Address

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**F. Signature**

Your signature certifies that all information provided above is current and accurate to the best of your knowledge.

\_\_\_\_\_  
Signature

William C Sullivan III  
Print Full Name

Assistant Head of  
School  
Job Title

07/11/19  
Date  
(mm/dd/yyyy)



# Massachusetts Department of Environmental Protection

## Bureau of Water Resources – Drinking Water Program

### Lead & Copper in Schools Maintenance Checklist

#### Instructions:

This checklist should be completed for each school or childcare facility (Early Education and Care program) in the Commonwealth. This checklist is designed to help determine if Lead or Copper is likely to be a problem in your facility's drinking water and will enable you to determine appropriate remediation actions if needed.

**Important:**  
When filling out forms on the computer, use only the tab key to move your cursor - do not use the return key.



#### A. General

Marblehead Community Charter Public School  
Name of School or Early Education and Care Facility (EEC)

MCCPS  
School District or EEC Headquarters

EEC Regional Office

17 Lime Street  
Street Address of School or EEC Facility

Marblehead  
City/Town

01945  
Zip Code

Bill Sullivan  
Contact Person's Name at School, Program, or Facility (for LCCA Program)

781-596-1471  
Phone #

bsullivan@marbleheadcharter.com  
Email Address

Is part of your Facility at another location (other than the one listed above)?  YES  NO

If yes, please provide the following information:

Name of off-site facility/building	Street Address	City/Town	Zip Code
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Is your school/facility a "Hosted" facility, i.e., does your school/facility share the space it occupies with another school/facility that is also submitting a Lead & Copper in Schools Maintenance Checklist?  YES  NO

**IF NO, SKIP TO SECTION C**

#### B. Host Facility Information

Name of "Host" facility that your facility is located within.

Contact Person's Name

Phone #

Email Address

**SKIP TO SECTION F**

#### C. Public Water System

Is your school/facility a Public Water System (PWS), i.e., do you have your own well which supplies 25+ people per day?  YES  NO

**IF YES, SKIP TO SECTION E**

#### D. Drinking Water Practices (2005-Present)

Have you previously submitted a lead & copper checklist to MassDEP?  YES  NO

If yes, what was the date of the last lead & copper checklist submitted?

mm/dd/yyyy

Has your public water system (PWS – supplying water to your facility) collected lead & copper samples at your school/facility?  YES  NO

If yes, what was the date of the last sample?

08/24/16  
mm/dd/yyyy



## Massachusetts Department of Environmental Protection Bureau of Water Resources – Drinking Water Program Lead & Copper in Schools Maintenance Checklist

Beside your PWS samples, has your school/facility or another party hired by your facility taken lead & copper sample(s) in the last 12 months?  YES  NO

If yes, what was the date of the last sample?

mm/dd/yyyy

If yes, who conducted the sampling?

Do you have a plumbing profile of your school or facility? (e.g. a map of all the plumbing lines and equipment with the type of material noted.)  YES  NO

Has your school or facility prepared a sampling plan showing all fixtures, their ID numbers, and the last date they were sampled for lead or copper?  YES  NO

Do you keep your lead & copper testing results and other records in a file onsite?  YES  NO

If no, where are the records kept?

Name of off-site facility/building

Street Address

City/Town

Zip Code

Has every LCCA fixture at the location been sampled for lead & copper at least once?  YES  NO

Did any samples exceed the Action Level for lead (0.015 ppm) or copper (1.3 ppm)  YES  NO

If yes, check all remediation actions taken:

Fixtures Removed

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Bottled Water (Permanent)

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Notice Sent to Parents

Does your school or facility use bottled water as your main source of drinking water for students?  YES  NO

If yes, are students required to bring bottled water with them to your school or facility?

YES

NO

Does your school or facility use bottled water as your main source of drinking water for staff?  YES  NO

Does your school or facility use bottled water as your main source of drinking water for visitors?  YES  NO

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Describe your current school/facility lead & copper in drinking water program. Please provide a short description in the box provided and attach a copy.



**Massachusetts Department of Environmental Protection  
Bureau of Water Resources – Drinking Water Program  
Lead & Copper in Schools Maintenance Checklist**

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**E. Co-Located Facilities**

Do you have any other schools, programs (collaborative, special education, etc.) or Early Education and Care Facilities (covered by your checklist and sampling plan) within your school or facility?

YES

NO

If yes, provide the following information about the school, program, or facility.

\_\_\_\_\_  
Name of School, Program, or Facility

\_\_\_\_\_  
Contact Person's Name

\_\_\_\_\_  
Phone #

\_\_\_\_\_  
Email Address

**F. Signature**

Your signature certifies that all information provided above is current and accurate to the best of your knowledge.

\_\_\_\_\_  
Signature

William C Sullivan III  
Print Full Name

Assistant Head of  
School  
Job Title

07/11/19  
Date  
(mm/dd/yyyy)



## **Multi-Hazard Evacuation Plan**

### **EVACUATION**

Evacuation Plan has been approved annually with Marblehead Fire Department. The first week of each school year will have a building orientation for all students. In this orientation we will discuss the actions and expectations during an evacuation. students will be shown the maps in each of the classrooms they will be in, that show the primary and secondary evacuation roots they are to take. 3 drills will take place each year. The meeting point for all persons who were in the building is on the field across the street from the Marblehead Charter School.

### **Purpose of action:**

To protect students and staff from potentially harmful hazards within the building.

### **Examples:**

- **Fire/Explosion**
- **Bomb Threat**
- **Structural damage**
- **Hazardous materials within the building**

### **Actions to take:**

1. Activate fire alarm system an activate Emergency Response by calling 911
2. Make announcement over the PA if deemed necessary by Incident Commander (IC)
3. IC will notify school administration
4. Turn off lights, close classroom doors upon exiting. DO NOT LOCK DOORS.
5. Transition silently to the field across the street.
6. IC will check in with staff to make sure all students/campers are accounted for.
7. Any unaccounted students/campers will be reported to emergency personnel and the Incident Commander
8. Students shall remain under the authority and control of the school.
9. All students and staff will remain in the primary safe area until receiving notification that it is safe to return to the building or directed to move to another specified location.

## DISASTER PLAN

### Purpose of Action:

To protect the students and staff from potentially harmful hazards.

### Examples:

- **Dangerous person or situation inside or outside the building**
- **Hazardous or toxic materials inside or outside the building**
- **Weather Emergencies (see below)**
- **Medical Emergencies (see below)**
- **Universal Precautions (see below)**

### **Marblehead Charter Summer Adventure Program Lockdown/ Shelter in Place/Hold Passing Procedures - Student Instructions**

Most of the time a lockdown will be initiated when there is an unknown threat or staff is made aware of a known threat that may jeopardize the safety of students/campers and staff. These threats are extremely rare, and school is a safe place to be. Being prepared is important in order to keep everyone safe should such an event occur.

A lockdown involves the clearing all public areas of students and staff, and securing them behind locked doors. You will most likely be made aware of the situation by hearing **“INITIATE A LOCKDOWN, INITIATE A LOCKDOWN. THIS IS NOT A DRILL”** delivered over the PA/Intercom System.

### **IF Lockdown initiated while class is in session;**

- Teacher will;
  - Gather other students and staff from the hallway.
  - Lock classroom door(s) and window(s), and if applicable, pull the blind over the classroom door window. Turn off the lights.
  - Take and keep attendance.
- Follow the instructions of the teacher quickly, quietly and without question.
- Sit down on the floor away from the door and windows in a tucked position, and remain silent.
- No one leaves the room unless circumstances demand movement.
- Ignore fire alarms (unless you see evidence of fire.)
- Do not use cellular phones or any other means of electronic communication.

- **NEVER** unlock the door. During practice drills, the cancellation all clear signal should be "**This Lockdown drill is now over.**"

**If Lockdown initiated while you are in the Hall, Bathroom, Gym or Community Room;**

- Proceed immediately and quickly to the nearest room occupied by a staff member.
- Follow the instructions of the staff member in charge.
- If you are not able to access a classroom, find a place to hide.
  - A closet, bathroom, or office are all good alternatives.
  - Stay quiet and out of sight until help arrives.

**If Lockdown initiated while you are outside:**

- Follow the instructions of your teacher.
- Do not re-enter the school, but instead stay together as a class and move away from the school to an off-site safe location.

**Other Procedures**

**SHELTER IN PLACE:** When There Is No Immediate Threat to Students and Staff Inside Buildings. Usually an external health hazard where building evacuations are not recommended.

- When the office is contacted by the police or the need to Shelter in Place is deemed appropriate, the Office will make the following announcement over their PA System. "**This is a shelter in place alert. The Marblehead Police have requested that we secure all exterior doors of our buildings and keep everyone inside the building until future notice. We will continue to run our normal schedule, however, no students or staff should open any exterior doors or exit the building until future notice.**"
- When cancelling a Shelter in Place, the office will make the following announcement. "**The Shelter in Place has been canceled, students and staff can now exit the building on their regular schedules.**"

**HOLD PASSING:** In the event of an issue, like the need to deliver medical aid, the office will announce a "Hold passing" order to the staff.

- Hold Passing will simply mean nobody is allowed out of their rooms or offices.
- If a **HOLD PASSING** is deemed appropriate, the Office will make the following announcement over their PA System. "**A hold passing order has been issued. All students and staff are instructed to stay in the classrooms until further notice**"
- A second announcement will be made by the office when the hold passing order has been lifted.

## **Weather Emergency**

### **Purpose of Action**

To protect students, staff and visitors from potential harm caused by severe weather conditions and natural disasters.

### **Examples:**

- **Thunderstorms**
- **Tornados**
- **Earthquakes**
- **Hurricanes**
- **Blizzards**

### **Actions to take:**

1. Monitor National Weather Service for issuance of Watch or Warning
2. IC will activate as Emergency Response is needed
3. IC will monitor situation and consult with local Emergency Dispatch to determine if students should relocate to building safe areas.
4. Assure 100% accounting of all students and staff.
5. Delay dismissal until warning has been lifted.

## **Medical Emergency Response Plan**

### **MEDICAL EMERGENCY**

#### **Purpose of Action**

To provide rapid response, assessment and immediate care to students and staff in need of medical attention from physical or mental disability or injury.

To provide triage in the event of multiple injuries or sudden illness.

#### **Examples:**

- **Untoward event that require immediate response of medical personnel beyond usual and customary care provided on a daily basis.**

#### **Actions to take:**

1. Active Emergency Response by calling 911
2. Notify camp health supervisor and/or camp director
3. IC will notify building administration. IC determines necessity of keeping students/campers in classrooms or delaying dismissal.
4. Staff to be on alert for instructions concerning further actions.
5. Health supervisor remains in charge of affected persons until care is transferred to appropriate outside care providers.

## Appendix D Additional Information

### Board of Trustees Turnover

The table below lists the number of board members joining and leaving the board in each school year of the current charter period:

School Year	Total Membership	Members Joining	Members Departing
2015-16	14	3	5
2016-17	16	6	5
2017-18	10	3	2
2018-19	15	6	2

## Appendix E Application Content Checklist

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - School name
  - School address
  - School contact information: name, title, telephone, and email address
  - Date that the school’s board of trustees voted approval of the Application
  - Application submission date
- Cover letter (optional)
- Table of contents listing all major sections and appendices
- Introduction to school (Table)
- Performance and plans section (should not exceed 25 pages)
  - Faithfulness to Charter
    - Criterion 1: Mission and Key Design Elements
    - Criterion 2: Access and Equity
    - Criterion 3: Compliance
    - Criterion 4: Dissemination
  - Academic Program Success
    - Criterion 5: Student Performance
    - Criterion 6: Program Delivery
    - Criterion 7: School Climate and Family Engagement
  - Organizational Viability
    - Criterion 8: Capacity
    - Criterion 9: Governance
    - Criterion 10: Finance
  - Plans for the Next Five Years
- Appendices
  - A. Accountability Plan Performance
  - B. Statement of Assurances and Certifications
    - Statement of Assurances
    - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
    - Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
  - C. Documentation of compliance with all building, health, safety, and insurance requirements. If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019:
    - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
    - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
    - Up-to-date Building Safety Inspection/Certificate of Inspection
    - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)

- Up-to-date Health Inspection/Health Permit
  - Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed Lead and Copper in Schools Maintenance Checklist
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan
- D. Additional Information, as required in these Guidelines
  - Board of Trustees Turnover
- E. Application Content Checklist



# Coversheet

## Monthly Report

**Section:** VI. HOS Report  
**Item:** A. Monthly Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HOS Report to Board of Trustees 7\_30\_19.docx



**Marblehead Community Charter Public School**  
17 Lime Street Marblehead, MA 01945  
Tel: 781-631-0777 Fax: 781-631-0500  
Web: [marbleheadcharter.org](http://marbleheadcharter.org)

## **HOS Report to the Board of Trustees**

Submitted by Peter Cohen, Ed.D

July 30, 2019

### **Faithfulness to Charter**

**Charter Renewal:** Thank you to Bill Sullivan for completing and submitting our Charter Renewal Application. The renewal application was submitted on July 16, more than two weeks ahead of the August 1 deadline.

**Charter Renewal - Next Steps:** Patrick Buckwalter, the Coordinator of Accountability at DESE has sent a checklist of items that we need to share prior to our site visit, which will take place the week of November 4-8, 2019. Our Administrative Team will work on meeting all deadlines and gathering all documents, as well as setting up a schedule for the visitation.

### **Head of School Entry:**

**Dr. Cohen's Entry plan:** an entry plan has been shared with the Board, the faculty, and the parent community. Dr. Cohen has started meeting with key stakeholders in order to build relationships and gather information about Charter. Members of the Board are encouraged to set up individual meetings with Dr. Cohen.

Themes that have emerged from first meetings:

- Exhibition as cornerstone of what we do - need to ensure we are a project based learning school AND an exhibition school.
- The small size of our school is key and leads to student camaraderie, staff knowing students and families.
- Overall key to our success is the quality of our teachers and instructional practices.
- Need to differentiate 7th & 8th grade from 4,5,6.
- Renewed commitment to Development must be a priority, including capital campaign for facilities updates (roof & expansion into warehouse space).
  - Alumni - untapped resource for sustained donations.
- Cleanliness of school, including current state of warehouse space needs to improve.
- Enrichment program ready for an upgrade to return to past strengths.
- Establish consistency with student behavior expectations. (includes cell phone policies, community meeting protocols, etc.)

**Head of School Goals:** Dr. Cohen has shared draft goals with the Personnel Committee for feedback. Dr. Cohen is awaiting a meeting with the Strategic Planning Committee so that the HoS goals can be aligned with the Strategic Plan.

## **Organizational Viability**

### **Staffing Update**

- **Dr. Peter Cohen** ~ Head of School
- **Molly Foye** ~ Spanish Teacher
- **Bianca Genuardo** ~ ~~School Adjustment Counselor/Behavior Specialist~~
- **Joseph Mangano** ~ Physical Education Instructor/Teams Coordinator
- **Nick Santoro** ~ 6th Grade Humanities Teacher
- **Matt Taranto** - 7th/8th Grade Teaching Assistant
- **Molly Wright** ~ 5th Grade Humanities Teacher
- **To Be Hired** ~ 6th Grade Inclusion Teacher

### **2019-2020 Admissions Update**

#### **Enrollment Update as of 7.30.19:**

**4th - 43 (plus 5 offers) = 48**

**5th - 49 (plus 1 offer) = 50**

**6th - 49 (plus 3 offer) = 52**

**7th - 22 (plus 4 offers) = 26**

**8th - 40**

**Possible total: 216**

These numbers reflect all possible invites out to 4th, 7th and 8th (including Lynn, not Salem).

Waiting lists for 5th and 6th are as follows (not including Lynn/Salem):

5th - 23

6th - 6

We have been pushing admissions through **social media**, posting our admissions ad and link to the website on the following Facebook pages (ad is below for reference):

All Marblehead Happenings

Alt Marblehead

Anything Marblehead 01945

Swampscott 01907

Swampscott Nest

Nahant Public Library

Moving Peabody Forward

Beverly, MA



## Katherine At Charter

2 mins

Marblehead Charter School is currently accepting applications for the 2019-2020 school year - APPLY NOW!

<https://marbleheadcharter.org/about-us/admissions/>



## MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

### STILL ACCEPTING APPLICATIONS FOR GRADES 4-8

Marblehead Charter offers a hands-on, project-based learning environment that integrates art, music, French, Spanish, wellness, sports, and community service.

Students at Marblehead Charter enjoy two recesses per day, highly qualified and caring teachers, an excellent meal program, and an air-conditioned building.

Marblehead Charter is a small school that nurtures a community atmosphere and encourages parental involvement. All residents of Massachusetts including students with special needs and English language learners are welcome to apply. There is no tuition.

**Applications are currently being accepted,  
apply online today!**

Visit [www.marbleheadcharter.com](http://www.marbleheadcharter.com) to apply. Print applications are also available at the school, located at 17 Lime Street, Marblehead, or call 781-631-0777.