



MCCPS Board of Trustees

Monthly Board Meeting

Amended on December 18, 2020 at 10:26 AM EST

Date and Time

Tuesday December 22, 2020 at 7:00 PM EST

Location

Topic: Board Meeting

Time: 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/3898394128?](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

[pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

Meeting ID: 389 839 4128

Passcode: MCCPS

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Record Attendance and Guests		Karl Smith	
B. Call the Meeting to Order		Artie Sullivan	
C. Accept Remote Participation	Vote	Artie Sullivan	3 m
In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. Can I get a motion to accept this Executive Order for this meeting of the Board of Trustees, on December 22, 2020.			
D. Approve Minutes	Approve Minutes	Karl Smith	2 m
Approve minutes for Monthly Board Meeting on November 17, 2020			

	Purpose	Presenter	Time
E. Approve Minutes	Approve Minutes	Karl Smith	3 m

Approve minutes for Special Meeting on December 1, 2020

II. Public Comment 7:08 PM

A. Public Comment	Discuss	Artie Sullivan	5 m
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III. Presentations 7:13 PM

A. Student Presentations	FYI	Artie Sullivan	15 m
B. PTO Liaison	FYI	Artie Sullivan	10 m

IV. Review of Previous Meeting Action Items 7:38 PM

A. Review of Previous Meeting Action Items	Discuss	Artie Sullivan
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- Identify potential candidates for the Board – Goal is 3 new members for SY2020-2021. Areas that need representation on the board –
 - - Alumni
 - Parents of families residing outside of Marblehead.
 - Development
- Add communication with Marblehead Superintendent
- Charter amendment regarding enrollment - submitted to DESE for approval
- Board restricted funds
- Bylaws - submitted to DESE for approval

V. Board Annual Items

A. Upcoming Meeting Agenda Items	FYI	Artie Sullivan
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- Jan – HOS Mid-year review
- Feb - Adopt School Calander
- March – Set up Satisfaction Survey, Set Annual Board Retreat Date, Presentation of HOS Annual Evaluation Form
- April – Presentation by HOS of Annual Goals
- May – HOS Annual Evaluation, Budget Adoption
- June – Annual Board Retreat
- July - Adopt Annual Report, by July 31, Adopt Annual Board Goals
- August – Adopt HOS Goals, Open Annual Board Self Assessment
- Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs
- Oct – Adoption of the Annual Audit (must be done by Oct 31), MCAS Presentation, Presentation on HOS Evaluation Process by the Personnel Committee
- Nov – 2021, HOS Contract Renewal Notice
- Dec –

B. Board Goals for SY 2020-2021	Discuss	Artie Sullivan
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	Purpose	Presenter	Time
Goal-1 (Board Health & Sustainability)			
<ul style="list-style-type: none"> • 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 2020-2021. <ul style="list-style-type: none"> ◦ Identify key roles and skills, Development, HR, Attorney, Construction ◦ Identify key constituencies, Parents, Alumni 			
Goal-2 (Development)			
<ol style="list-style-type: none"> 1. Funding Streams 2. Grants & Fundraising 3. Board Responsibility 			
Goal 3 (Communication and Community Development)			
<ul style="list-style-type: none"> • 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 4 (Support given the "New Normal")			
<ul style="list-style-type: none"> • To support MCCPS with the "New Normal" for fulfilling the MCCPS Charter 			

VI. HOS Report			7:38 PM
A. Monthly Report	FYI	Peter Cohen	20 m
VII. Other Business			7:58 PM
A. Disclosure of Conflict of Interest Notice	Vote	Artie Sullivan	10 m
B. Presentation by Academic Excellence Committee	Discuss	Jessica Xiarhos	20 m
C. Presentation by Development Committee	FYI	Susan Hauck	20 m
D. Board Restricted Fund	Discuss	Artie Sullivan	5 m
VIII. Committee Updates			8:53 PM
A. Governance Committee	Discuss	Karl Smith	5 m
B. Finance Committee	Discuss	Rudi Herve	10 m
C. Personnel Committee	Discuss	Artie Sullivan	
D. Academic Excellence	Discuss	Jessica Xiarhos	
E. Development & Communications	Discuss	Paul Baker	
F. Strategic Plan Committee	Discuss	Rebecca Whidden	

	Purpose	Presenter	Time
G. Facilities Task Force	Discuss	Rebecca Whidden	15 m
H. Charter Renewal - On Hold until Charter Amendment Status Updates from DESE		Artie Sullivan	
I. By-Laws Task Force - On Hold until By-Laws Status Updates from DESE		Artie Sullivan	
IX. Public Comment			9:23 PM
A. Public Comment	Discuss	Artie Sullivan	5 m
X. Board Member Comments and Resolutions			9:28 PM
A. Board Member Comments and Resolutions	Discuss	Artie Sullivan	3 m
This is an opportunity for Board Member Comments and Resolutions			
XI. Closing Items			9:31 PM
A. Recap Action Items	Discuss	Karl Smith	2 m
Clerk to review actions items, add any additional items discussed.			
B. Meeting Evaluation	Discuss	Artie Sullivan	3 m
Discuss how meeting went, did we stay on topic, meet goals, etc.			
C. Adjourn Meeting	Vote	Artie Sullivan	

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Monthly Board Meeting on November 17, 2020

DRAFT



MCCPS Board of Trustees

Minutes

Monthly Board Meeting

Date and Time

Tuesday November 17, 2020 at 7:00 PM

Location

Topic: Nov Board Meeting

Time: Oct 27, 2020 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/3898394128?](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

[pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

Meeting ID: 389 839 4128

Passcode: MCCPS

Trustees Present

Artie Sullivan (remote), Ian Hunt (remote), James Rogers (remote), Jessica Xiarhos (remote), Karl Smith (remote), NDack Toure (remote), Paul Baker (remote), Peter Cheney (remote), Peter Cohen (remote), Rebecca Whidden (remote), Richard Doron (remote), Rodolphe Herve (remote)

Trustees Absent

None

Trustees Arrived Late

Richard Doron

Guests Present

Andrea Barlow (remote), Jim Gaudette (remote), Susan Hauck (remote)

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 Nov 17, 2020 @ 7:01 PM.

C. Accept Remote Participation

In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. Can I get a motion to accept this Executive Order for this meeting of the Board of Trustees, on November 17, 2020.

Rodolphe Herve made a motion to Accept the Governor's Order and hold the meeting remotely.

Peter Cheney seconded the motion.

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

Roll Call

Ian Hunt	Aye
Rebecca Whidden	Aye
Paul Baker	Aye
Karl Smith	Aye
NDack Toure	Aye
Peter Cohen	Aye
Peter Cheney	Aye
James Rogers	Aye
Richard Doron	Absent
Rodolphe Herve	Aye
Artie Sullivan	Aye
Jessica Xiarhos	Aye

Richard Doron arrived late.

D. Approve Minutes

Paul Baker made a motion to approve the minutes from Monthly Board Meeting on 10-27-20.

Rebecca Whidden seconded the motion.

Becca questioned the cost of the broad band update - Peter will provide update

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

Roll Call

Karl Smith	Aye
James Rogers	Aye
Richard Doron	Aye
Artie Sullivan	Aye
Rebecca Whidden	Aye
Jessica Xiarhos	Aye
Peter Cohen	Aye
NDack Toure	Aye
Ian Hunt	Aye
Rodolphe Herve	Aye
Paul Baker	Aye
Peter Cheney	Aye

II. Public Comment

A. Public Comment

There were no comments at this time.

III. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

The discussion on previous action items focused on the following:

- Bylaws updates have been provisionally approved by the State. The Governance Committee will review the additional remaining updates suggested by Alyssa Hopkins, School Development Manager from DESE before final submittal
- Charter language updates - we are waiting for comment period to end and will have some additional time to consider any additional wording updates
- Board restricted funds - the Finance Committee will draft proposed policy language and present to Board when ready

IV. Board Annual Items

A. Upcoming Meeting Agenda Items

The agenda items discussed included:

- December - board development, fundraising, roles of the board, and a presentation from the Academic Excellence Committee
- Jan - HOS mid-cycle review - it was noted that at the November of 2021 the board will need to communicate intentions regarding the HOS contract renewal.

B. Board Goals for SY 2020-2021

Artie Sullivan reviewed the Board goals and the group discussed identifying sustainability and continued involvement by parents and community members, along with communication / development. It was noted that the new website is up and running with members expressing their satisfaction and appreciation.

V. HOS Report

A. Monthly Report

Dr. Cohen reviewed his HOS report in detail. Please see the attached document for the information presented.

After some consideration and deliberation, it was suggested that based on the nature of the other committees, the Communication sub-committee be dissolved and that function / initiative be integrated with the Development Committee. With that, the group decided a vote was in order.

Ian Hunt made a motion to Dissolve the Communications Sub-committee and update Development Committee to become the Development and Communications Sub-Committee.

Paul Baker seconded the motion.

Becca asked some clarifying questions about what was being proposed.

Susan answered some questions regarding the outlook and benefits to enact this update.

Dr. Cohen noted that a significant portion of Communication is focused on recruitment and retention, and Development is highly complimentary to this. The board **VOTED** to approve the motion.

Roll Call

Karl Smith	Aye
Ian Hunt	Aye
Artie Sullivan	Aye

Roll Call

Peter Cohen Aye
 NDack Toure Aye
 Peter Cheney Aye
 Rebecca Whidden Aye
 Paul Baker Aye
 Jessica Xiarhos Aye
 James Rogers Aye
 Rodolphe Herve Aye
 Richard Doron Aye

VI. Other Business

A. MCCPS Bylaws

Recently the DESE has provided comments and feedback regarding the proposed ByLaw updates submitted.

After some discussion, it was proposed that the Board provide the updates suggested by DESE to the Governance Committee, and then a special board meeting should be held in two weeks to approve the final changes and then submit those final edits to DESE for their approval.

The group determined to schedule a special meeting for December 1st and to move the regular governance meeting out to a later date.

Karl Smith made a motion to Highlight all of the proposed changes to the bylaws as provided by a representative from DESE along with additional updates to board member term lengths and officer term lengths including an alternating two year approach to officer terms.

Paul Baker seconded the motion.

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

Roll Call

Rebecca Whidden Aye
 Jessica Xiarhos Aye
 Peter Cohen Aye
 Ian Hunt Aye
 Richard Doron Aye
 Paul Baker Aye
 Karl Smith Aye
 James Rogers Aye
 NDack Toure Aye
 Peter Cheney Aye
 Artie Sullivan Aye
 Rodolphe Herve Aye

B. Board Restricted Fund

Artie Sullivan explained, the board needed to waiting until the Finance Committee formally presented a policy / approach to determining Board Restricted Funds. It is anticipated they should be able to report back within a few months' time.

VII. Committee Updates

A. Governance Committee

No governance meeting this month yet.

B. Finance Committee

Based on the non-standard time for this board meeting, the monthly Finance Committee is scheduled for tomorrow.

The December meeting will include a review of the year to date financial statements available at that time.

C. Personnel Committee

Artie Sullivan noted that the Personnel Committee is currently working on Personnel / Staff and Student handbooks.

D. Academic Excellence

Jessica Xiarhos noted the committee has been meeting regularly and the next meeting is scheduled for this coming Friday. She is confident that a report will be available for the December meeting.

E. Development

Susan Hauck noted the next scheduled meeting is to occur on Friday. She is pleased with the ongoing system and process updates.

F. Strategic Plan Committee

There were no updates at this time.

G. Communications, and Community Relations Committee

As indicated earlier, the new web-site is up and running, and the committee will now be merged with the Development Committee.

H. Facilities Task Force

Becca Whidden indicated the progress has been steady and that the group recently had a productive walk-through of the facility with the group.

I. Charter Renewal - On Hold until Charter Amendment Status Updates from DESE

J. By-Laws Task Force - On Hold until By-Laws Status Updates from DESE

VIII. Public Comment

A. Public Comment

None at this time.

IX. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Members of the Board wished each other a safe and Happy Thanksgiving, noting much has been accomplished, and that we all have much for which to be thankful. The sentiment was conveyed that in person meetings are sorely missed and we hope to return to normalcy as soon as possible.

Additionally there will be an effort to revive the students and PTO updates and committee involvement.

X. Closing Items

A. Recap Action Items

Next meeting is scheduled for Tuesday, December 22nd.
It was noted that Paul Baker will be acting Chair the meeting.

Additionally the special meeting to approve the bylaws is tentatively planned for December 1st, pending Governance review.

B. Meeting Evaluation

The group considered the meeting productive and well executed.

C. Adjourn Meeting

Karl Smith made a motion to Adjourn meeting.

Ian Hunt seconded the motion.

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

Roll Call

Paul Baker	Aye
Richard Doron	Aye
NDack Toure	Aye
Ian Hunt	Aye
Artie Sullivan	Aye
Karl Smith	Aye
Rodolphe Herve	Aye
Peter Cheney	Aye
James Rogers	Aye
Rebecca Whidden	Aye
Peter Cohen	Aye
Jessica Xiarhos	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:23 PM.

Respectfully Submitted,
Karl Smith

Documents used during the meeting

- HOS Report to Board of Trustees 11_11_20.pdf
- MCCPS Bylaws, 2020, Provisional DESE Approved.docx
- MCCPS Financials, Oct-2020.xlsx
- October FinCom notes & grant info.pdf

Cover Sheet

Approve Minutes

Section:	I. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Meeting on December 1, 2020



MCCPS Board of Trustees

Minutes

Special Meeting

Date and Time

Tuesday December 1, 2020 at 7:00 PM

Location

Topic: Nov Board Meeting

Time: Dec 1, 2020 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

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Trustees Present

Artie Sullivan (remote), Ian Hunt (remote), James Rogers (remote), Jessica Xiarhos (remote), Karl Smith (remote), NDack Toure (remote), Paul Baker (remote), Peter Cheney (remote), Peter Cohen (remote), Rebecca Whidden (remote), Richard Doron (remote), Rodolphe Herve (remote)

Trustees Absent

None

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 Dec 1, 2020 @ 7:02 PM.

C. Accept Remote Participation

In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. This committee makes a motion to accept this Executive Order for this meeting special meeting of the Board of Trustees, on December 1, 2020.

Paul Baker made a motion to accept this order of the Governor.

Rebecca Whidden seconded the motion.

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

Roll Call

Karl Smith	Aye
James Rogers	Aye
Peter Cheney	Aye
Rebecca Whidden	Aye
Richard Doron	Aye
Paul Baker	Aye
Ian Hunt	Aye
Rodolphe Herve	Aye
Artie Sullivan	Aye
Jessica Xiarhos	Aye
NDack Toure	Aye
Peter Cohen	Aye

II. Public Comment

A. Public Comment

No public present

III. Other Business

A. MCCPS Bylaws

Karl Smith explained the proposed updates and the positions and opinions expressed by members of the Governance Committee. The focus was on the added language on indemnification and overall risks inherent to extending officer terms.

Some additional procedural questions around how the check signing authority is granted and renewed annually were posed and answered.

After productive and instructive discussion, the group moved on to voting on accepting the updated language of the bylaws.

Peter Cheney made a motion to Accept the MCCPS Bylaws as updated December 1, 2020 to be submitted to DESE for their approval.

Rebecca Whidden seconded the motion.

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

Roll Call

Paul Baker	Aye
Ian Hunt	Aye
Rodolphe Herve	Aye
Karl Smith	Aye

Roll Call

NDack Toure	Aye
James Rogers	Aye
Peter Cohen	Aye
Rebecca Whidden	Aye
Jessica Xiarhos	Aye
Artie Sullivan	Aye
Peter Cheney	Aye
Richard Doron	Aye

IV. Public Comment

A. Public Comment

No members of the public attended, therefore there was none.

V. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Dr. Peter Cohen provided a quick update on the status of the Charter updates.

And Paul Baker asked about giving Tuesday - the preliminary results looked good for the school.

VI. Closing Items

A. Recap Action Items

The updated bylaws will be submitted to DESE within the next business day.

B. Meeting Evaluation

The group was satisfied as the purpose of the meeting was accomplished.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:44 PM.

Respectfully Submitted,

Karl Smith

Karl Smith made a motion to Adjourn meeting.

Rodolphe Herve seconded the motion.

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

Roll Call

Artie Sullivan	Aye
James Rogers	Aye
Karl Smith	Aye
Jessica Xiarhos	Aye
Rodolphe Herve	Aye
Rebecca Whidden	Aye
Richard Doron	Aye
Peter Cheney	Aye
NDack Toure	Aye
Paul Baker	Aye
Ian Hunt	Aye
Peter Cohen	Aye

Documents used during the meeting

- MCCPS Bylaws, 2020, Provisional DESE Approved.docx

Cover Sheet

Monthly Report

Section:	VI. HOS Report
Item:	A. Monthly Report
Purpose:	FYI
Submitted by:	
Related Material:	HOS Report to Board of Trustees 12_16_20.pdf MCCPS SOA Plan 2021-2023 - Copy.pdf



HOS Report to the Board of Trustees

Submitted by Peter Cohen, Ed.D

Meeting Date: December 22, 2020

- Reopening Update
 - Phase Two - Hybrid Learning
 - We stayed remote for the week after Thanksgiving
 - No plans to do so after New Years
 - DESE put out new guidance for Student Learning Time. MCCPS was cleared by DESE as meeting/exceeding SLT expectations.
 - 7th Grade will expand to 4 days of in-person learning in January
 - Exhibition moved to March

- Enrollment & Connections to Families
 - Enrollment for 2020-2021 is 212 students
 - See details below.
 - Yard Signs, Banners, Virtual Tour video, “Open” House plans, postcard update

- Student Opportunity Act - draft plan for Board approval.

- Head of School Goal Update
 - Goal One: Leadership Retreat (Cohen, Cronin, Barlow) Now scheduled for January 4. Team building has been a challenge and January will be an opportunity for us to reset and get a fresh start.
 - Goal Two: Academic Excellence Committee will present tonight
 - Goal Three: New Website is live. Marketing strategy in process
 - Goal Four: Teaching Force work is up and running. We should invite our consultant, Ties Jan de Blij to the January meeting

Enrollment Update as of 12.16.2020

<p>4th Grade Accepted/Enrolled: 51 Waiting List: 29</p>	<p>5th Grade Accepted/Enrolled: 51 Waiting List: 1</p>	<p>6th Grade Accepted/Enrolled: 54 Waiting List: 29</p>
<p>7th Grade Accepted/Enrolled: 32 Waiting List: 0</p>	<p>8th Grade Accepted/Enrolled: 24 Offers out: 2 Waiting List: 0</p>	<p>Accepted/Enrolled: 212</p>

Marblehead Community Charter Public School

Student Opportunity Act Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student groups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

At MCCPS we are committed to ensuring that all students have equitable access to our high-quality instruction. We have seen a recent increase in the number of English Learners at our school. We have also had an increase in the number of students with autism. While we do not have the benefit of MCAS data from 2020, due to the school closure caused by the COVID-19 pandemic, based on our review of data in previous years we have seen that students with disabilities are not experiencing the same MCAS outcomes as their peers. We have not had a large enough population of English Learners to have reliable data for this subgroup. However, we have hired a new coordinator of English Learners and we have implemented improved systems both for identification of our EL population and services provided for ELs to increase their English proficiency. Our ACCESS scores indicate that many of our ELs will be classified as FELs and we will continue to monitor this subgroup. We are committing to work to close achievement gaps for these subgroups and recognize that this work will need strong partnerships between our school, families, and our entire community.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your charter school adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will be allocated to these programs?

At MCCPS we are committed to a full inclusion program for all students, when appropriate. We recognize that there are some exceptions to this effort to fully include students on IEPs in general education settings. For example, students who need specialized reading services, counseling services, occupational therapy, physical therapy, or speech and language support may be pulled out into of the general education setting for these C-Grid services. We make every effort to limit the impact of these services on a student's schedule. When possible, these services are delivered with a push-in approach, rather than pull-out. While we have not had a large number of students with severe/significant special needs, we do have a small number of students who need more restrictive support.

Evidence-based program #1:

Additional Supports for students with disabilities, including students with autism.

In order to close achievement gaps in the area of mathematics we will hire a math tutor that will be available for all students and will help us expand our math support. Additionally, we will provide access to a BCBA as a consultant for our existing staff to equip us with the skills, strategies, and resources needed to better meet the needs of students with autism.

FY21 budget item	Amount	Foundation Category ¹
Title I Math Tutor	\$10,000	D) Hiring school personnel that best support improved student performance.
BCBA Consultant	\$10,000	E) Increased professional development
Evidence-based program identified by the Department:		More student supports and professional development for teachers.
SOA program categories:		D) Hiring and E) Increased PD

Evidence-based program #2: Expanded services for English Learners

Our English Learner population has historically been relatively small. With a recent increase in this population we have hired a ESL Teacher who will serve as our EL Coordinator. We hope to continue to expand services provided to our EL population of students, provide professional development opportunities for all beyond the SEI course, as well as conference registration for our EL Coordinator. Additionally, we hope to diversify our teaching staff.

FY21 budget item	Amount	Foundation Category
Diversify the educator workforce. As our student population continues to become more diverse, we will strive to mirror that diversity among our teachers. We will expand our recruitment efforts to connect with candidates of color		H) Diversifying the educator workforce
Professional Development	\$2500	E) Improved PD for all teachers and access to conferences for our EL coordinator.
Evidence-based program identified by the Department:		D) Hiring school personnel that best support improved student performance
SOA program categories:		H) Diversity educator workforce & E) Improved PD

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your charter school use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of Department metrics or provide your own.

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement Mathematics achievement Science achievement
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)

<p>1) Department outcome metrics:</p> <ul style="list-style-type: none"> ✓ Improved ELA mean SGP for ELs and students with disabilities ✓ Improved Mathematics mean SGP for ELs and students with disabilities ✓ All ELs will make progress toward English proficiency 	<p>2) Custom metrics (must include targets as well):</p> <ul style="list-style-type: none"> ✓ In addition to access and equity, we are focused on student engagement. We will utilize survey data and internal assessments including iReady and IXL to measure improvements in engagement.
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→ **Commitment 4: Engaging All Families**

How will your charter school ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the charter school regarding their students' needs?

At MCCPS, community is our middle name and we are committed to partnering with all families, including our families of students with disabilities and English Learners. We will pursue renewed efforts to increase participation in SEPAC and we will create an ELPAC. The COVID-19 pandemic has increased our awareness of the importance of connecting with each individual family to prevent any student from being disconnected to remote learning opportunities. Our reopening plan includes opportunities for these high needs students to have some access to in-person supports even during the remote learning phase of our plan.

Certifications:

By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

MCCPS regularly communicates with our team of educators and with our parent community. We are working toward more engagement through our PTO, a new parent ambassador program, our SEPAC, and will pursue the creation of an ELPAC. Our Board of Trustees and Committees of the Board are continuously involved in discussions about this important work.

By checking here, I certify that the Marblehead Community Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.

Date of vote: December 22, 2020

Outcome of vote:


Cover Sheet

Disclosure of Conflict of Interest Notice

Section:	VII. Other Business
Item:	A. Disclosure of Conflict of Interest Notice
Purpose:	Vote
Submitted by:	
Related Material:	Erbetta, Conflict notice.pdf

**DISCLOSURE OF APPEARANCE OF CONFLICT OF INTEREST
AS REQUIRED BY G. L. c. 268A, § 23(b)(3)**

PUBLIC EMPLOYEE INFORMATION	
Name of public employee:	R. A. ERBETTA
Title or Position:	FACILITIES COORDINATOR
Agency/Department:	deeps
Agency address:	17 WMA St. M'HD
Office Phone:	781-631-0777
Office E-mail:	RAERBETTA@COMCAST.NET
	<p>In my capacity as a state, county or municipal employee, I am expected to take certain actions in the performance of my official duties. Under the circumstances, a reasonable person could conclude that a person or organization could unduly enjoy my favor or improperly influence me when I perform my official duties, or that I am likely to act or fail to act as a result of kinship, rank, position or undue influence of a party or person.</p> <p>I am filing this disclosure to disclose the facts about this relationship or affiliation and to dispel the appearance of a conflict of interest.</p>
APPEARANCE OF FAVORITISM OR INFLUENCE	
Describe the issue that is coming before you for action or decision.	MY DAUGHTER'S NEPHEW (MATT GILLIS)
What responsibility do you have for taking action or making a decision?	DIRECT HIRING FOR SHORT-TERM EMPLOYMENT
Explain your relationship or affiliation to the person or organization.	SUPERVISION OF FACILITY PROJECT TASKS
How do your official actions or decision matter to the person or organization?	DIRECT SUPERVISION

<p>Optional: Additional facts – e.g., why there is a low risk of undue favoritism or improper influence.</p>	
<p>If you cannot confirm this statement, you should recuse yourself.</p>	<p>WRITE AN X TO CONFIRM THE STATEMENT BELOW. <input checked="" type="checkbox"/> Taking into account the facts that I have disclosed above, I feel that I can perform my official duties objectively and fairly.</p>
<p>Employee signature:</p>	
<p>Date:</p>	<p>16 DEC 20</p>

Attach additional pages if necessary.

Not elected to your public position – file with your appointing authority.

Elected state or county employees – file with the State Ethics Commission.

Members of the General Court – file with the House or Senate clerk or the State Ethics Commission.

Elected municipal employee – file with the City Clerk or Town Clerk.

Elected regional school committee member – file with the clerk or secretary of the committee.

Form revised July, 2012

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Cover Sheet

Presentation by Academic Excellence Committee

Section: VII. Other Business
Item: B. Presentation by Academic Excellence Committee
Purpose: Discuss
Submitted by:
Related Material:
Academic Excellence Committee - Criteria for Excellence Board Presentation.pdf
MCCPS Criteria for Excellence .pdf



**MARBLEHEAD COMMUNITY
CHARTER PUBLIC SCHOOL
NAVIGATORS**

Academic Excellence Committee Criteria for Excellence



Timeline

2014 - 15: Academic Excellence Committee Established and then Dissolved

2017 - 19: Academic Excellence Committee Reestablished

- Created Definition of Academic Success
- Assisted with Charter Renewal Process

2019 - 20:

- Measuring Our Academic Program
- School Visits: Parker School Devens, Salem Academy
- Criteria for Success

We end up valuing the things that are easily assessed, rather than figuring out ways of assessing what we value.

- Mitch Resnick (MIT)



What Do We Value?

MCCPS is designed to support each student's maximum **individual growth in order to continue successfully on their educational path**, in particular preparing them for high school and beyond. MCCPS creates an **environment that promotes community, project-based learning, and service learning**. MCCPS students will **generate questions for learning, be self-directed in the inquiry process, and be able to defend their findings**. All students will be knowledgeable and contributory members of society who **demonstrate integrity, perseverance, leadership, initiative, and problem-solving**.

- Definition of Academic Excellence from the Academic Excellence Committee 11/7/2018

Visit to Francis W. Parker Charter Essential School



**The Francis W. Parker
Charter Essential School**

Criteria for Excellence

2017-2018

**Francis W. Parker Charter Essential School
& Theodore R. Sizer Teachers Center**
49 Antietam Street, Devens, MA 01434-5231
Telephone (978) 772-3293 Fax (978) 772-3295
www.theparkerschool.org

September, 2016

[Link to Parker Criteria](#)

Parker Criteria for Excellence - Skill Areas



Writing

Reading

Research

Oral Presentation

Artistic Expression

Listening and Media Analysis

Technical Communication

Mathematical Problem-Solving

Scientific Investigation

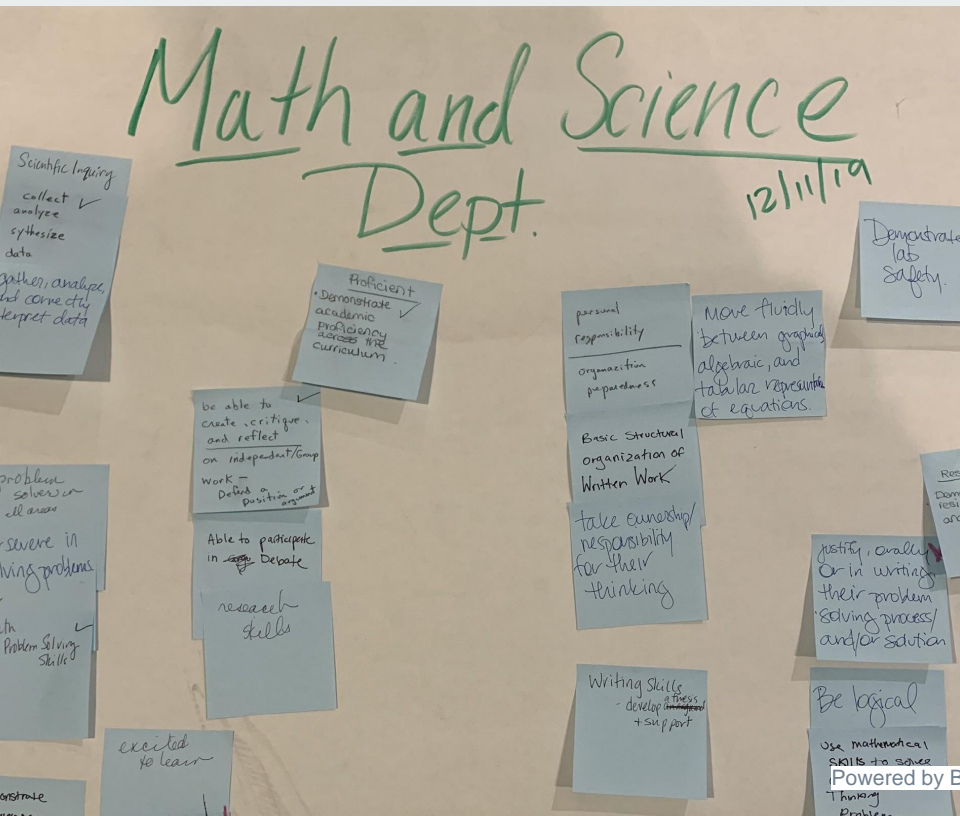
Systems Thinking

Technology

Spanish (Interpersonal, Presentational, and Interpretive Communication)

Wellness

Formation of MCCPS' Criteria for Excellence



- Academic Excellence Committee selected elements of Parker Criteria that we wished to emulate and those we wished to change
- Vision of Graduate Activity in Departments
- Humanities and Math/Science Departments Created Draft Criteria
- Integrated Arts write Draft Criteria
- Shared Drafts with Academic Excellence Committee

Parker School Criteria for Excellence in Mathematical Problem-Solving

Problem-Solving

- You understand the problem.
- You identify special factors that influence your approach before you start.
- Your approach is efficient or sophisticated.
- You clearly explain the reasons for your decisions along the way.
- You solve the problem and make a general rule about the solution.
- You extend what you find to a more complicated situation.

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Marblehead Community Charter Public School Criteria for Success: Mathematics

Problem Solving:

- Make sense of problems and persevere in solving them.
- Solve problems that arise in mathematics and in other contexts.
- Apply and adapt a variety of appropriate strategies to solve problems. .
- Justify and reflect on the process for problem solving and the solution.
- Solutions are accurate and precise.

Reasoning and Proof:

- Recognize reasoning and proof as fundamental aspects of mathematics.
- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
- Select and use various types of reasoning and methods of proof.
- Make sense of the quantities and their relationships in problem solving.
- Understand and use stated assumptions, definitions, and previously established results in constructing arguments.

Communication (Oral and Written):

- Organize and consolidate mathematical thinking through communication.
- Communicate and defend mathematical thinking coherently and clearly to peers, teachers, and others.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.

Connections:

- Recognize and analyze patterns/structure in order to make connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Recognize and apply mathematics in contexts outside of mathematics.

Representation:

- Create and use representations to organize, record, and communicate mathematical ideas.
- Select, apply, and translate appropriate mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

Marblehead Community Charter Public School Criteria for Success: Mathematics

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Standards for Student Mathematical Practice


1 **Make sense of problems and persevere in solving them.**



Keep on going!

2 **Reason abstractly and quantitatively.**

Write a story for the mathematical equation

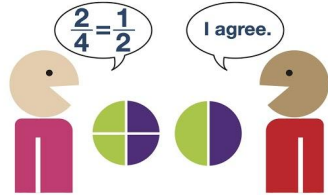


$$\frac{1}{2} \times 4$$

DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?

Think what makes sense.

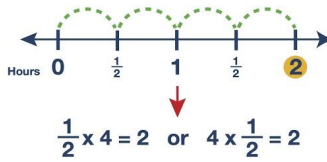
3 **Construct viable arguments and critique the reasoning of others.**



$\frac{2}{4} = \frac{1}{2}$ I agree.

Talk and explain.

4 **Model with mathematics.**



Hours 0 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2

$\frac{1}{2} \times 4 = 2$ or $4 \times \frac{1}{2} = 2$

Show your thinking.

5 **Use appropriate tools strategically.**



$3 \times 2 = 6$

Use the right tools.

6 **Attend to precision.**

symbol: equals (the same as)

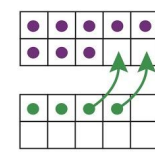
120 minutes = 2 hours

units of measure

Check your work.


7 **Look for and make use of structure.**

$8 + 4 = 12$



See the pattern or connection.

8 **Look for and express regularity in repeated reasoning.**



See the pattern or connection.

Connecting Tasks from the Classroom to the Criteria for Excellence

Thanksgiving Travel

Zach is planning to drive to his parents' house in Philadelphia for Thanksgiving. He lives in Pittsburgh so he can either take Route 30, which is a scenic drive, or take the Pennsylvania Turnpike.



Pennsylvania Turnpike:

- distance is 305 miles each way
- toll road charge is \$22.25 each way
- 1/61 of the trip is city driving and 60/61 is highway driving

Route 30:

- distance is 372 miles each way
- no tolls
- 1/3 of the trip is city driving and 2/3 is highway driving

Gas costs on the average \$2.90 per gallon. Zach's car gets 25 miles per gallon in the city and 30 miles per gallon on the highway.

Explain which plan is the most economical (not considering the time involved or the wear and tear on his car).

Problem Solving:

Make sense of problems and persevere in solving them.
Solve problems that arise in mathematics and in other contexts.
Apply and adapt a variety of appropriate strategies to solve problems.
Justify and reflect on the process for problem solving and the solution.
Solutions are accurate and precise.

Reasoning and Proof:

Recognize reasoning and proof as fundamental aspects of mathematics.
Make and investigate mathematical conjectures.
Develop and evaluate mathematical arguments and proofs.
Select and use various types of reasoning and methods of proof.
Make sense of the quantities and their relationships in problem solving.
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Organize and consolidate mathematical thinking through communication.
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Use the language of mathematics to express mathematical ideas precisely.

Connections:

Recognize and analyze patterns/structure in order to make connections among mathematical ideas.
Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
Recognize and apply mathematics in contexts outside of mathematics.

Representation:

Create and use representations to organize, record, and communicate mathematical ideas.
Select, apply, and translate appropriate mathematical representations to solve problems.
Use representations to model and interpret physical, social, and mathematical phenomena.

POW #13

The nine trees in my large backyard form a rough circle. I've decided to use four of the trees as fence posts. This will create a quadrilateral region where my two dogs, Peanuts and Duke, can play.

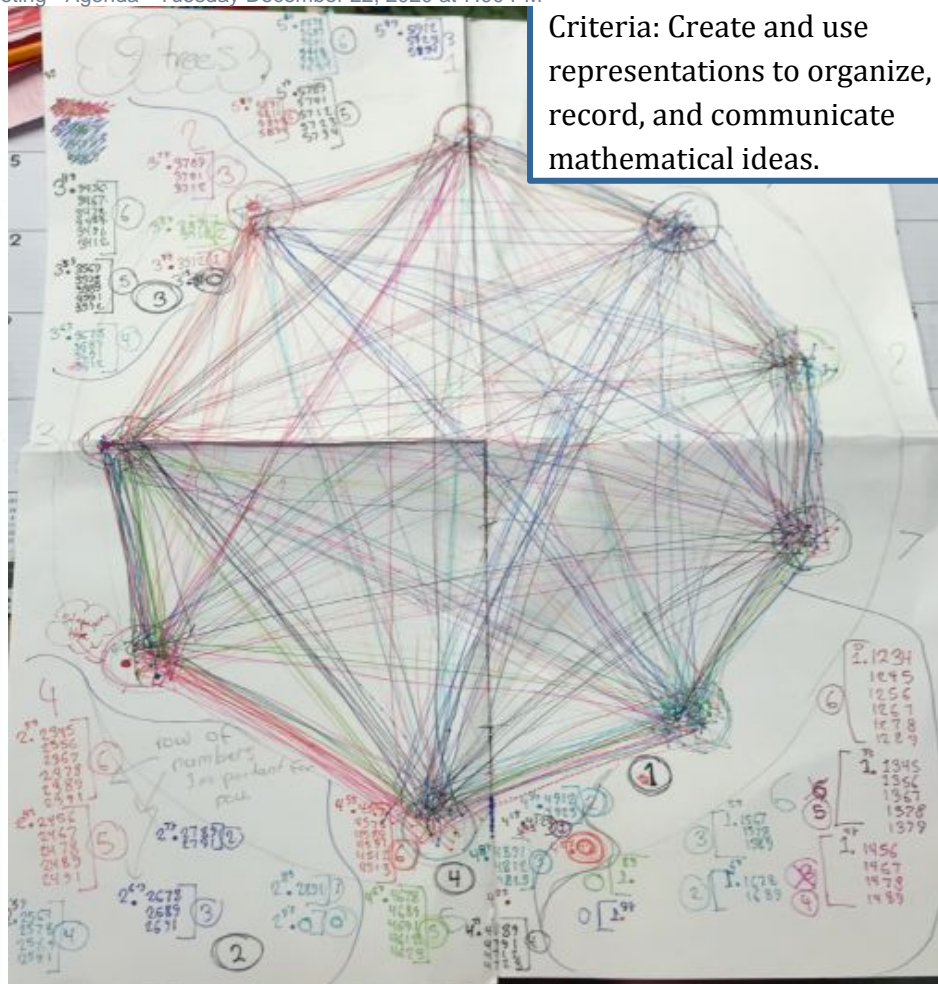


How many different quadrilaterals can be formed by joining any four of the trees?

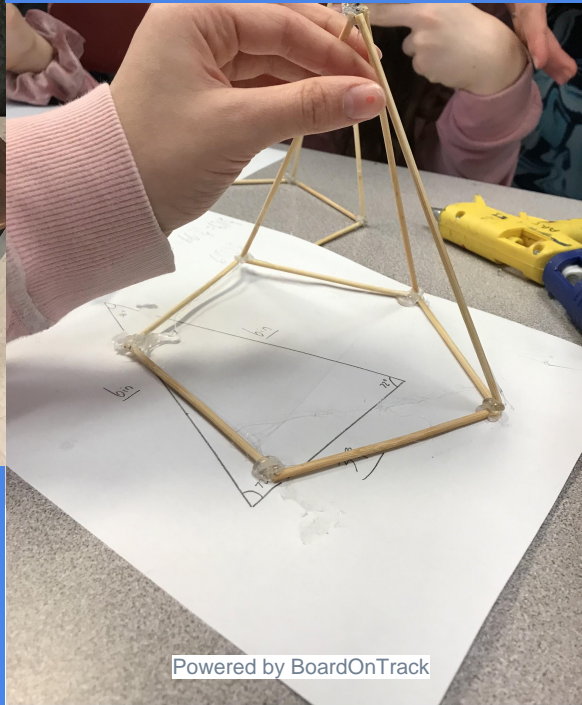
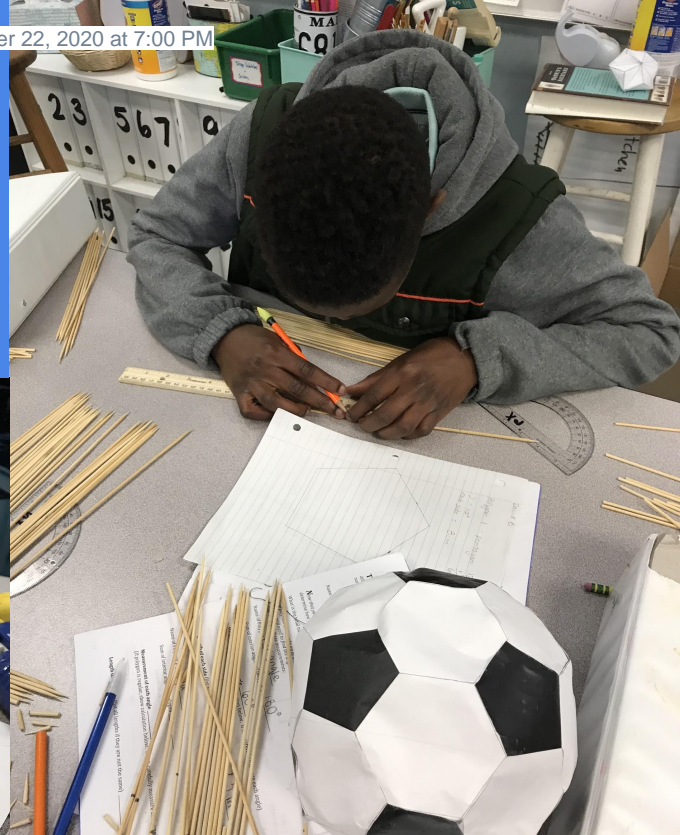
Criteria: Create and use representations to organize, record, and communicate mathematical ideas.

Problem Solving Write-Up Protocol

- **Rewrite** the problem in your own words, as if you were explaining the problem to a younger student; define any unknown vocabulary. If anything is unclear, tell us how you are choosing to interpret it (your assumptions).
- Your problem solving steps: Explain your **process** to solve the problem. Include what you tried, where/if you got stuck, and any data you collected (tables, diagrams). Show me your "messy".
- What is your **solution**, if you found one? Explain how you know you are correct.
- **Reflection:** What problem solving strategies did you use? Why did you choose those strategies? What did you learn from this problem? Can you think of a similar problem you have worked on/solved? What could you add to this problem to extend it? What kind of math do you gain a deeper understanding of by solving this problem?



Mathematics: Recognize and analyze patterns/structure in order to make connections among mathematical ideas.



Science and Engineering: Recognize the importance of scale, proportion, and quantity.

English Language Arts: Speaking Skills - Engage in both formal and informal public speaking opportunity



What's Next



- Share Draft Criteria
 - Among Faculty, Community
- Align Assessments, Projects, and Units to Criteria
- Recognizing Existing Integration Across Disciplines - Project Based Learning
- Integration into other instructional areas: LMS (Schoolology), Portfolios

Resources



[Existing Draft Criteria, Parker's Criteria](#)

[Existing MCCPS Curriculum Overviews](#)

[Massachusetts Curriculum Frameworks](#)

National Organizations:

- [National Council of Social Studies](#)
- [NSTA](#)
- [NAFME](#)
- [NAEA](#)
- [CDC](#)
- [National Health and Physical Education Standards](#)

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Criteria for Excellence

Draft: Dec. 2020

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English Language Arts: Criteria for Excellence

Reading Skills

- Identify the purpose of a text (entertain, inform, persuade, etc..)
- Distinguish between fact and opinion
- Pose both text-based questions and questions to evoke higher-level thinking
- Draw connections between ideas within a text and to other texts
- Independently apply a variety of comprehension strategies (predicting, summarizing, paraphrasing, visualizing, retelling, etc...)
- Make inferences into overtones of text
- Support interpretations with evidence
- Engage in thoughtful discussion about readings with peers
- Consider an idea, event, or problem from multiple perspectives
- Use literature to develop an understanding of social issues and gain insights into human experiences
- Identify words and meanings

Writing Skills

- Use the writing process (brainstorm, draft, revise, and publish) to develop, clarify and communicate ideas accurately
- Use precise language to express individual perspectives and ideas drawn from personal experience
 - Persuasive: develop the foundations for constructing an argument
 - Expository (inform): explain, inform, analyze, evaluate interpret
 - Narrative: respond to literary genres to interpret and evaluate
- Create texts and media for different audiences:
 - Experiment with different points of view
 - Different voices
 - Different styles (formal and informal)
- Show mastery of standard grammar, sentence writing, and punctuation

Speaking Skills

- Engage in both formal and informal public speaking opportunity
- Communicate ideas with clarity
- Share and support opinions in class discussions

Research Skills and Media Analysis

- Utilize text to find information, supporting evidence and relevant quotes
- Find appropriate sources of information
- Evaluate credibility and applicability of resources
- Identify keywords to foster research
- Use a variety of resources to select an appropriate text for a specific purpose
- Effectively use dictionaries, thesauri, and other supporting texts

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- Use index, table of contents, footnotes, forwards, author's notes, images, cover and book flap information to focus search or aid in understanding
- Paraphrases information effectively

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Marblehead Community Charter Public School Criteria for Success: Mathematics**Problem Solving:**

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Representation:

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- Select, apply, and translate appropriate mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

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Marblehead Community Charter Public School Criteria for Success: Science & Engineering

Principles of Science and Engineering

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Crosscutting Concepts of Science and Engineering

- Observe patterns and describe relationships and the influencing factors.
- Explore situations of cause and effect and explain their underlying mechanisms.
- Recognize the importance of scale, proportion, and quantity.
- Define systems and design models to understand and test ideas.
- Understand the flow of energy and matter in various systems.
- Understand the relationship between structure and function.
- Examine the stability of various systems and rates of change as they evolve. .

Scientific Text

- Read and understand scientific texts and primary sources.
- To validate information for veracity and reliability of the source.
- Identify and define scientific vocabulary.
- Summarize main ideas presented in article first text.
- Apply knowledge to additional situations and investigations.

Investigations

Framing the Question:

- Based on observation of phenomena, understand or come up with a question or hypothesis to investigate.
- Collect information and ideas about your question.
- Identify the variables or special factors that may affect your investigation.

Scientific Research:

- Gather information that addresses the question or hypothesis.
- Identify, use, and cite appropriate scientific references.
- Make a plan for investigating the question or hypothesis.

Laboratory Investigation:

- Make a plan for testing the question or hypothesis.
- Identify and use appropriate scientific equipment.
- Make observations and record data.

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- Use appropriate representations, such as charts, tables, and graphs, to display data.

Analyzing What You Find:

- Consider multiple explanations for what you observe or discover.
- Use evidence to draw or support a logical conclusion.
- Identify possible sources of error and bias in the investigation or research.
- Verify the results of the investigation or find corroborating evidence for your research.
- Revise your explanation if necessary.

Synthesizing What You Find:

- Answer your question and/or draw conclusions about the validity of your hypothesis.
- Use the observations to ask additional questions, make new predictions, and test those predictions by running more simulations or by changing the model.
- Connect ideas to other information, or to a "real world" use.
- Use data or research to respond to questions or comments from others.
- Share and defend the results of the investigation in writing and orally.

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Marblehead Community Charter Public School Criteria for Success: Music

Creating:

- Improvise melodic and harmonic within a certain style
- Sing or play original musical ideas that explore complex rhythms
- Arrange the music of others. Ex: parodies.
- Understand basic music theory and how to apply it to composition
- Use a variety of sources to generate musical ideas for defined purposes and contexts
- Record using and/or audio/ video recording to document personal musical ideas.
- Use standard standard notation accurately to record musical ideas.
- Edit, refine, reflect, and evaluate on original arrangements and/compositions using criteria that includes appropriate application of compositional techniques, style, form, and use of sound sources.
- Present and share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- Apply knowledge of theory to share compositions, arrangements, and improvisations that demonstrate an accomplished level of musicianship and organization.
- Imagine new musical ideas.

Performing:

- Practice, improve and refine artistic techniques while learning to play an instrument and/or sing.
- Select varied musical works to present based on interest, knowledge, technical skill, and context
- Identify function standard symbols for notation, rhythm, pitch, articulation, dynamics, tempo, and form.
- Rehearse, evaluate, refine, evaluate, and refine personal and ensemble performances, individually or in collaboration with others.
- Identify and interpret music notation.
- Refine and determine when the music is ready to perform.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music.
- Practice and perform a varied repertoire for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- Analyze and interpret artistic work for presentation. Identify standard

DRAFT

notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing.

- Convey meaning through the presentation of artistic work. Sing and/or play in groups responding to cues.
- Accurately perform music while reading notation, and by ear.
- Convey meaning through the presentation of artistic work: adhere to proper performance etiquette
- Select, analyze and interpret artistic work for presentation. Contribute to the production of a small group performance.
- Identify strategies and employ them while practicing music

Responding:

- Listen, analyze, and evaluate music.
- Analyze and identify ways a contemporary musical piece pushes boundaries of the genre and discipline.
- Interpret the ways one's own cultural and personal perspectives and biases affect understanding of a musical work.
- Meet expectations of an audience member like listening quietly and clapping at the end of a performance.
- Perceive and analyze artistic work: analyze how cultures are reflected in a diverse range of musical work.
- Interpret intent and meaning in artistic work: explain how a musical work is connected to the particular cultural and historical context.
- Apply criteria to evaluate artistic work: develop criteria for a rubric for evaluating musical works
- Reflect on one's work orally and in writing
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Analyze how the structure and context of varied musical works inform the response
- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- Compare, contrast, and identify artistic elements from a variety of music styles and historical periods.
- Listen and write about various styles, composers, and musical time periods.

Connections:

- Synthesize and relate knowledge and personal experiences to make music.
- Describe and demonstrate influences of one's personal musical style and preferences.
- Relate artistic ideas and works to societal, cultural and historical contexts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

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- Explain the development of one's musicality or musical style and how it relates and compares to other music.

*Based on new NAME Standards and Massachusetts Curriculum Frameworks
Last revised by Adria smith 8/25/20

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Marblehead Community Charter Public School Criteria for Success: PE, Health, and Wellness

Personal and Social Competency

- Demonstrate responsible personal and social conduct used in physical activity settings
- Exhibit responsible personal and social behavior that respects self and others.
- Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- Describe the purpose and benefits of sports, games, and dance in modern society
- Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

Fitness and Wellness

- Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness

Motor Skill Development

- Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency
- Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow

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Marblehead Community Charter Public School Criteria for Success: WORLD LANGUAGES

Communication:

- Write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.
- Use language to interact orally (conversations, discussions) as well as in writing (short essays, emails, letters, postcards).
- Converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret ideas and information written or spoken in a language other than English.
- Use a language other than English with the purpose of “doing things with words”: interacting with others and with one’s environment, playing, singing, completing interdisciplinary activities, discovering the world, dreaming and imagining, undertaking group and individual projects.

Comparisons:

- Use the target language to reinforce and expand students’ knowledge of other disciplines and to acquire new information and knowledge.
- Demonstrate an understanding of the concept of culture through comparison of the target culture with their own.
- Understand the nature of language through comparison of the language studied with their own.
- Observe and reflect on how language works to understand language structure.
- Observe and infer how words function in relation to each other within sentences and texts to produce meaning.
- Discover differences and similarities with their native language or with the languages they are familiar with.

Cultures:

- Demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.
- Demonstrate the ability of identifying and locating countries, provinces and cultures where the target language is spoken and understand why.
- Demonstrate a curiosity and openness to the world and culture and language diversity.
- Opening up to others and to a world of diversity. Learning to be open-minded, tolerant citizens and to respect differences.

Cover Sheet

Presentation by Development Committee

Section: VII. Other Business
Item: C. Presentation by Development Committee
Purpose: FYI
Submitted by:
Related Material: MCCPS Development Update, December 2020.pdf

MCCPS - Development Update, December 2020**Fundraising:****Student Success Fund** \$19,128.00 gross

Student Success Fund Donations 2020	Total Donations	\$19,128
	# of Donors	123

Giving Tuesday Appeal \$ 3,058.00 gross

Giving Tuesday Donations 2020	Total Donations	\$ 3,058
	# of donors	32

Marblehead Charter Education Fund

The MCEF will be meeting next Tuesday, 12/22 with a new slate of board members to include Susan Hauck, Ellen Lodgen, Jen Jewell, Gail Gelb, and Evan Cassidy.

The MCEF meeting agenda includes a school update from Peter Cohen, a review the MCEF bank statement with Jeff Barry and election of officers to fill the positions of Vice President, Secretary, and Treasurer.

Cover Sheet

Finance Committee

Section:	VIII. Committee Updates
Item:	B. Finance Committee
Purpose:	Discuss
Submitted by:	
Related Material:	Nov-2020.pdf Nov_FinCom_notes.pdf

MCCPS

Profit and Loss Comparison

July - November, 2020

	Total	
	Jul - Nov, 2020	Jul - Nov, 2019 (PY)
Income		
4005 STATE ALLOCATION	1,366,386.00	1,449,847.00
4040 INVESTMENT INCOME	86.49	51.02
4041 Int Inc	28.52	
Total 4040 INVESTMENT INCOME	\$ 115.01	\$ 51.02
4050 OTHER INCOME	3,000.00	
4051 17 Lime Rent	9,130.67	7,563.72
4054 Misc. Inc.		10,975.95
4056 Homework Club	1,289.50	1,038.91
Total 4050 OTHER INCOME	\$ 13,420.17	\$ 19,578.58
4055 STUDENT SUCCESS FUND	18,231.93	13,633.34
4057 VACATION PROGRAMMING		7,250.00
4060 CONTRIBUTIONS	250.00	
4080 REIMBURSEMENTS	2,860.42	1,004.74
4090 FUNDRAISING	374.40	2,635.28
4092 Events	4,406.94	8,062.00
4094 Musical		2,057.00
Total 4090 FUNDRAISING	\$ 4,781.34	\$ 12,754.28
Total Income	\$ 1,406,044.87	\$ 1,504,118.96
Gross Profit	\$ 1,406,044.87	\$ 1,504,118.96
Expenses		
5000 PERSONNEL		
5005 School Leader	53,125.00	52,083.30
5010 Business Manager	32,083.30	31,555.20
5012 SPED Director	41,331.89	27,901.90
5015 Development Director	18,750.00	15,721.80
5020 Admin-Clerical	23,548.58	20,109.32
5030 Asst HoS	35,416.60	63,551.00
5040 Teacher	234,386.99	182,204.52
5041 TA	35,823.24	24,332.79
5042 IntArts	110,874.78	84,428.40
5045 Specialist	183,668.15	161,314.22
5050 Guidance	38,775.00	19,517.34
5055 Nurse	22,776.66	17,773.78
5060 Food Service	22,538.30	25,000.00
5065 Facilities	29,029.60	25,471.30
5067 Stipends	2,000.00	11,598.75
5068 Other Earnings	2,008.71	2,421.52
5069 HomeworkClub		2,763.71

5070 Enrichment Coord	10,262.50	0.00
5084 House Manager	50.00	100.00
5087 Teacher Award	1,000.00	
Payroll Taxes		
5115 Soc Sec	16,078.34	14,787.61
5116 Medicare	12,775.36	11,067.57
5117 Unemployment	4,891.28	5,716.03
5118 MAPML	3,496.97	
5119 MAF/PML		1,390.39
5120 Work Comp	9,818.00	10,005.00
Total Payroll Taxes	\$ 47,059.95	\$ 42,966.60
Total 5000 PERSONNEL	\$ 944,509.25	\$ 810,815.45
5140 BENEFITS		
5141 Health	113,299.49	144,275.29
5142 Dental	9,556.10	19,499.92
5143 Life & Disability	1,932.92	6,440.74
Total 5140 BENEFITS	\$ 124,788.51	\$ 170,215.95
5150 STAFF DEVELOPMENT	8,199.57	7,482.14
5160 SEARCH COSTS	1,822.83	1,687.81
5170 SUBSTITUTE	13,745.00	
5200 DIRECT STUDENT SUPPORT		
5202 Furnishings	271.98	20.98
5203 Student Success Fund	3,715.49	4,426.76
5210 Teachers supplies	1,340.07	1,771.57
5211 Instructional Equipment	6,104.05	7,658.90
5215 Curriculum supplies	580.09	1,689.90
5220 Student supplies	264.86	367.59
5221 SPED supplies	418.09	1,566.46
5222 SPED Services		12,128.05
5240 Computer Support	2,068.99	94.93
5241 Technology - Hardware	797.63	
5242 Technology-Software	3,598.88	8,131.16
5250 Nursing supplies	258.91	167.02
5255 Homework Club	360.97	1,042.75
5290 Vacation Programming		4,610.00
Total 5200 DIRECT STUDENT SUPPORT	\$ 19,780.01	\$ 43,676.07
5300 OCCUPANCY		
5320 Maintenance	19,142.57	10,351.06
5322 equip		268.55
5323 HVAC		1,490.00
5325 supplies		115.83
Total 5320 Maintenance	\$ 19,142.57	\$ 12,225.44
5330 CustSvc	8,760.00	11,615.00
5340 CustSupplies	920.04	1,052.08
5351 Utilities		
5352 Electric	6,232.52	13,305.78

5353 Gas	1,393.36	
5354 Water	2,781.60	4,963.60
5355 Communications	1,421.27	1,492.23
Total 5351 Utilities	\$ 11,828.75	\$ 19,761.61
Total 5300 OCCUPANCY	\$ 40,651.36	\$ 44,654.13
5329 Covid-19	1,119.97	
5400 OFFICE & ADMIN		
5405 FundraisingExp	836.25	1,711.70
5407 Events	1,451.70	1,051.25
5408 Musical		250.00
Total 5405 FundraisingExp	\$ 2,287.95	\$ 3,012.95
5410 Supplies	1,724.29	1,182.93
5430 Accounting	17,659.38	19,150.00
5431 Legal	2,343.71	1,196.16
5440 PayrollSvc	2,821.49	2,293.00
5450 Printing&Copy		930.00
5460 Postage	2,268.26	929.32
5470 General Liability Insurance	12,512.54	12,259.45
5480 Board	7,962.00	
5486 HoS Discretionary	125.00	644.91
5487 Admissions	894.99	481.38
5492 Mortgage Interest	51,769.78	53,151.08
5497 Bank Chrg	280.31	598.86
Total 5400 OFFICE & ADMIN	\$ 102,649.70	\$ 95,830.04
5485 Marketing	4,525.00	
6100 Depreciation	39,445.00	39,881.95
Total Expenses	\$ 1,301,236.20	\$ 1,214,243.54
Net Operating Income	\$ 104,808.67	\$ 289,875.42
Net Income	\$ 104,808.67	\$ 289,875.42

FinCom notes November, 2020

* The November tuition check came in at \$287,354 and should be based on 222 students.

Once again it is likely we'll build up cash and then spend it down after the state allocation adjusts.

* The state budget is in conference committee...MA is one of 8 states without a budget halfway thru the fiscal year.

Based on a Zoom call with the Charter School Association and the DESE, we are looking at a very challenging financial environment over the next 18 months (inclusive of FY22).

While the expectation is for Foundation budgets to increase approx. 2%, Above Foundation spending is expected to drop, perhaps significantly. This is due to several factors: the remote environment is reducing facilities costs, districts can use Covid grant funding to supplant expenses (vs. supplement) and local tax revenues are down. We have always done well with AF spending from Marblehead and Swampscott in particular.

DESE expects there to be adjustments to our checks in December, March and June, instead of the typical one-time adjustment in the January check. These will likely all be reductions if they do change.

[**Update:** from a separate email sent to Peter on 8 Dec:

FY21 Tuition: We expect to see updated tuition files posted on the Department's website sometime between December 18 and December 24. Those updated files should include an update to FY21 above foundation rates for some districts. **HOWEVER**, we have heard that cities and towns also received an update to cherry sheets based on the budget published from the Conference committee; therefore many district financial reports are expected to be submitted after Q2 tuition is published. **As a result, many charters' above foundation rates may not be updated until March 2021.]**

While there may be additional Covid funding from the federal government this fiscal year, the incoming Biden administration is openly hostile to charters as they are aligned with the teacher unions. My hope is they focus on the for-profit / corporate market, but it's probably only a matter of time until Commonwealth charters are in the crosshairs.

As always, our saving grace may be enrollment – going from 210 to 230, which won't have a huge impact on our operating costs would potentially add \$300K in revenue. Peter can update on FY21 enrollment and what were doing for FY22 to get to 230.

As with the last recession, it took two years before there was a return to typical funding, so the expectation is that FY22 will be at least as difficult.

Alas, we have several unanticipated expenses to manage immediately;

* A new FTE – Peter can explain. This FTE will become part of the operating budget in future fiscal years as it is student-specific. I anticipate funding at least 50% of this expense through a grant (102).

* Potential replacement of a rooftop HVAC unit resulting from a cracked heat exchange. Initial estimates are \$5K to repair or \$9K to replace. We are currently seeking second opinions on the problem and additional quotes. If the FEMA \$ ever comes thru it will help offset this expense.

* We are seeing an unanticipated spike in requests for SPED testing. Short of additional grant funding this will eventually hit the operating budget.

In addition, the kitchen has lost a second reach-in fridge and the ice machine. The dishwasher failed as well but was under warranty and has been fixed at no cost. The equipment will not be replaced until the Food Service dept. finances are straightened out (more below).

MCEF: Susan can update on Giving Tuesday, MCEF board membership and development efforts.

Some good news: The Line of Credit (\$300K) has been extended until 3/31/20...Andrea Barolw has applied for a new \$6,500 grant (we're waiting to hear), the state is providing up to 20 in-room HEPA air purifiers for free (expected shortly), the state gave us 500 child and 500 adult high-quality, reusable cotton masks, Marblehead Youth Hockey is renewing their lease (\$1,044)

November 2020 Financials

Revenue

November tuition stable at \$287,354

Expenses

Several one-time expenses this month.

Line 5150 Staff Development – payment of MA Charter school Association annual dues.

Line 5430 Accounting – the bulk of the payment to the auditors

Line 5485 Marketing – payment for our contract with Flatrock Creative for the new website, logo and related marketing materials.

All Classes

Food Service Dept.

The department submitted \$7,123.96 in reimbursements for the month of November. At this point the state owes us \$23,867.50 for Sept, Oct & Nov. It's really a great system. Long term the department should be in solid financial shape.

[**Update:** on the 9th the state deposited \$24,116.65 into our bank account...attached]

Grant 102 closes in December so I will submit for full reimbursement.

Other grant revenues are starting to arrive.

MARBLEHEAD COMMUNITY CHARTER

Payment History

Date Range Searched: From 12/8/20 To 12/9/20

Department(s) Searched: ALL

Number of Payment Lines Found: 3

[Understanding Payments History](#)

Return Payments History Search

Address ID: AD001---17 LIME ST MARBLEHEAD, MA

Payment Number: **343A0010864**

Payment Date: **12/9/2020**

Department	Payment Ref. #	Contract Number	Line Amount	Check Amount
DOE - DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION	DOENUT202009SL-61	SCDOE21758N70572112A	\$5,531.20	\$5,531.20
Check Description: NSLP; SL SEP20 CLM 1/0				
Penalty Interest Amount:			-	-
DOE - DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION	DOENUT202010SL-60	SCDOE21758G70532112A	\$18,336.30	\$18,336.30
Check Description: NSLP; SL OCT20 CLM 1/0 + SL NOV20 CLM 1/0				
Penalty Interest Amount:			-	-
DOE - DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION	DOENUT202010SL-62	SCDOE21758Z70531909A	\$249.15	\$249.15
Check Description: State Matc; SL OCT20 CLM 1/0 + SL NOV20 CLM 1/0 + SL SEP20 CLM 1/0				
Penalty Interest Amount:			-	-
Total Amount			\$24,116.65	\$24,116.65

Address ID: AD001---17 LIME ST Total: \$24,116.65 \$24,116.65