MCCPS Board of Trustees

MCCPS Monthly Board of Trustees Meeting

Published on September 22, 2022 at 2:34 PM EDT

Date and Time
Tuesday September 27, 2022 at 7:00 PM EDT

Location
17 Lime Street
Marblehead, MA

Agenda

	Purpose	Presenter	Time
I. Opening Items			**7:00 PM**
Opening Items			
A. Record Attendance and Guests		William Rockwell	
B. Call the Meeting to Order		Tim Wadlow	5 m
C. Approve Minutes	Approve Minutes	Tim Wadlow	2 m
II. Public Comment			**7:07 PM**
A. Public Comment	Discuss	Tim Wadlow	5 m
III. Opening Comments From Chair			
IV. Board Annual Items			
A. Upcoming Meeting Agenda Items	FYI	Tim Wadlow	

• July - Adopt Annual Report, by July 31, Adopt Annual Board Goals

	Purpose	Presenter	Time

- 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), Presentation on HOS Evaluation Process by the Personnel Committee,
- Nov – MCAS Presentation
- Dec –
- 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, Budget Adoption
- May – HOS Annual Evaluation
- June – Annual Board Retreat

V. HOS Report — 7:12 PM

		Purpose	Presenter	Time
A.	Monthly Report	FYI	Peter Cohen	15 m
B.	Head of School Goals	Vote	Peter Cohen	5 m
C.	Bullying Plan	Vote	Peter Cohen	5 m
D.	Discussion About Enrollment Target	Discuss	Tim Wadlow	10 m

What are the pros/cons of going form 230/200 enrollment?

VI. Other Business — 7:47 PM

		Purpose	Presenter	Time
A.	Review of Board Self Assessment	Discuss	Tim Wadlow	5 m
B.	Update on recruitment of board and committee members	Discuss	Tim Wadlow	5 m

VII. Committee Updates — 7:57 PM

		Purpose	Presenter	Time
A.	Governance Committee	Discuss	Paul Baker	5 m
B.	Finance Committee	Discuss	Rudi Herve	10 m
C.	Personnel Committee	Discuss	Artie Sullivan	
D.	Academic Excellence	Discuss	Jessica Xiarhos	5 m
E.	Development & Communications	Discuss	Jessica Gelb	5 m
F.	Strategic Plan Committee	Discuss	Nick Santoro	
G.	Facilities Task Force	Discuss	William Rockwell	5 m

VIII. Public Comment — 8:27 PM

	Purpose	Presenter	Time
A. Public Comment	Discuss	Tim Wadlow	5 m

IX. Board Member Comments and Resolutions **8:32 PM**

	Purpose	Presenter	Time
A. Board Member Comments and Resolutions	Discuss	Tim Wadlow	3 m

This is an opportunity for Board Member Comments and Resolutions

X. Closing Items **8:35 PM**

	Purpose	Presenter	Time
A. Recap Action Items	Discuss	Tim Wadlow	2 m

Clerk to review actions items, add any additional items discussed.

	Purpose	Presenter	Time
B. Adjourn Meeting	Vote	Tim Wadlow	

Coversheet

Monthly Report

Section: V. HOS Report
Item: A. Monthly Report
Purpose: FYI
Submitted by:
Related Material: HOS Report to Board of Trustees 9_27_22.pdf

HOS Report to the Board of Trustees
Submitted by Peter Cohen, Ed.D
Meeting Date: September 27, 2022

- **September Updates**
  - Facilities Update
    - Kitchen, Signs
  - First month of school
    - Establishing routines, expectations, relationships
    - Community Meetings, Clean Up Crew
    - Enrichments to return October 3
  - Coffee series
    - Meet the Principal, Dean of Students - Friday September 23
  - Upper & Lower School professional development work

- **Enrollment, Recruitment, Retention**
  - FY23 Budget is based on 224 students enrolled.
  - Enrollment as of September 20 is 226:
    - 4th Grade - 49
    - 5th Grade - 49
    - 6th Grade - 51
    - 7th Grade - 37
    - 8th Grade - 40
    - Total: 226
  - One more enrollment lottery on September 29 then shift to recruitment for 2023-24
    - Postcard
    - Yard Signs
    - Banner
    - Facebook
    - Connect with PTOs
    - Use of parent ambassadors

- Staffing - current, future
  - Interviewing for long term sub for upcoming leaves
  - Closely monitoring structures and positions with eye toward next year

Coversheet

Head of School Goals

Section: V. HOS Report
Item: B. Head of School Goals
Purpose: Vote
Submitted by:
Related Material: Head of School Goals - P. Cohen 2022 DRAFT (3).pdf

Head of School Goals
2022-2023

Goal 1: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers. (Year two of three)

The Head of School will work with consultants with experience in the Dutch system of "Leerkracht" (Teaching Force). This work will ground our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation. Simultaneously, a system for educators to receive feedback from supervisors will be implemented.

Key Actions:

1. Year One 2021: Re-introduce, train, and initiate the Teaching Force protocols with a select group of teachers and teacher-leaders. This work will include the development of a schedule that prioritizes time for teachers to work collaboratively in support of one another for lesson design and peer observations. The Teaching Force program will also allow administrators and teachers to identify areas of focus for the evaluations/observations.
2. Year Two 2021-2022: Develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations. The Principal, Director of Student Services, and Head of School will each be assigned members of the staff for whom they are the primary evaluator. We will calibrate and collaborate to ensure an equitable evaluation process.
3. 2022-2023: The integration of the peer feedback system (Teaching Force) and the more formal, evaluative feedback will be meshed together to create our fully realized system for providing educators with the information they need to continuously improve.
4. 2022-2023: Develop and implement 360º feedback for educators with input from primary evaluator, peers, students, and parents.
5. 2023 and beyond: A cycle of evaluation will be established with revisions/refinements made based on feedback and take-aways from year one and two of the evaluation system.

Measures:

Teacher satisfaction survey results will be utilized and compared to the previous year. We will use a pre and post survey to measure staff satisfaction and impact of feedback/evaluation protocols.

Every teacher will have established goals and a plan to achieve them by October 18, 2022. Primary evaluators will observe and provide feedback to every teacher by November 18.

Mid-year meetings and check-in on progress toward goals will take place during the window of January 17-February 17. These meetings will include Educator, Primary Evaluator, and the HR Manager.

The Teaching Force work will be focused primarily on the Upper School grades (6-8) with meetings weekly on Wednesdays 2:45-4:30pm. The consultant will work with the group through the goal setting, lesson planning, and lesson visit/feedback process.

Summative Evaluations will be completed for all teachers by the primary evaluator annually by June 1.

The Head of School will provide data as evidence of progress toward this goal. This will include the number of peer observations & feedback sessions conducted through the Teaching Force protocol.

Goal 1: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers. (Professional Practice Goal)

Standards/Indicators:
IB - Instruction   ID - Evaluation
IIA - Environment
IVC - Communication   IVD - Continuous Learning   IVE - Shared Vision

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Goal 2: Implement the Criteria for Excellence & Portfolio System (year two of two)

The Criteria for Excellence document is now complete. During the 2022-2023 school year teachers will integrate the skills across lessons/units of study and monitor progress of students. Students will also self-monitor or track their growth and progress toward acquiring these skills. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School. Department Chairs will use the Criteria document as the primary area of accountability and focus for the work across grade levels. Student Led Conferences will be introduced.

Key Actions:

1. Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school
2. Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document.
3. Throughout the fall we will train faculty, staff, parents, and students on the Criteria of Excellence and this will lead to effective student portfolios and student-led conferences.
4. Student Led Conferences

Measures:

Student Portfolios will be developed at each grade level.

The Academic Excellence Committee and Department Chairs will design and implement a process for monitoring student progress.

Students will participate in the conferences.

The Head of School will provide examples of student portfolios as evidence of progress toward this goal. Additionally, we will be working toward a public facing document of curriculum units.

We will also host more in-person events where we will highlight the Criteria of Excellence work with our parent community.

Goal 2: Implement the Criteria for Excellence & Portfolio System (Student Learning Goal)

Standards/Indicators:
IA - Curriculum   IC - Assessment   IE - Data-Informed Decision Making

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Goal 3: Community Engagement

The Head of School will establish and maintain productive relationships with all key stakeholders. Paramount will be creating events and opportunities for parents to volunteer their time and/or money, as well as join Committees and the PTO.

Key Actions:

1. Create a "Coffee with the…" series to help parents have on-going discussions about our school. This will begin with a meet the Principal and Dean of Students event in September.
2. Consistently monitor and recruit parents to join Committees. Include regular updates and requests in the weekly newsletter sent via ConstantContact.
3. Include opportunities for parents to sign up for volunteer opportunities at each major event including: Exhibition, conferences, concerts, plays, and meetings.

Measures:

Staff satisfaction surveys will be utilized to measure progress toward this goal.

Committee membership will increase. We will track the baseline membership (September 2022) and graph participation throughout the school year.

We will continue to increase our use of Facebook and Instagram to share happenings and highlights from our students and staff.

Goal 3: Community Engagement (School Improvement Goal)

Standards/Indicators:
IIB - Human Resources Management and Development
IVC - Communication   IVE - Shared Vision

Goal 4: Facilities Oversight & Future Planning (Year one of four)

The Head of School during the 2022-2025 school year will serve as the point person for planning and addressing ongoing maintenance in the school. This will include developing new relationships with contractors and an architect for the warehouse expansion project.

Key Actions:

1. The Head of School will meet weekly with the Director of Facilities and the Business Manager to list and prioritize projects.
2. The Head of School with the assistance of the Facilities Task Force will select an architect for the warehouse expansion project.
3. The Head of School will outline the need for a Capital Campaign director.

*Measures***:**

Maintain list and regularly report to Board and FinCom on maintenance issues addressed.

Architects will be hired and produce draft plans for expansion that can be utilized for marketing and the capital campaign.

Goal 4: Facilities Oversight & Future Planning (School Improvement Goal)

Standards/Indicators:
Standar II - Management & Operations
II-A Environment
II-B Human Resources
II-E Fiscal Systems

Coversheet

Bullying Plan

Section: V. HOS Report
Item: C. Bullying Plan
Purpose: Vote
Submitted by:
Related Material: bullyingplan22.pdf

Rev. 08/2022

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL
BULLYING PREVENTION AND INTERVENTION PLAN

The Department of Elementary and Secondary Education requires that school systems create a District Bullying Prevention and Intervention Plan as required under M.G.L. c. 71, § 37O. This plan has been created in consultation with administrators, school psychologists, counselors, the district behavior specialist, teachers and parents. The Plan's format parallels the draft Behavioral Health and Public Schools Framework, and is designed to be used by the school as a framework for consistency in implementation, decision-making and planning strategies.

TABLE OF CONTENTS

1

Rev. 08/2022

I INTRODUCTION

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying incidents. Every school district must submit their Bullying Prevention and Intervention Plan (the Plan) to the Massachusetts Department of Elementary and Secondary Education no later than December 31, 2010. The Plan includes the requirements of the new law in addition to information about the policies and procedures that the school and the school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. Through coordinated efforts, Marblehead Community Charter Public School (MCCPS) reviewed, evaluated and revised existing policy and procedures where appropriate, developed a draft Plan aligned with the requirements of the new law, M.G.L. c. 71, § 37O, to ensure that MCCPS is incompliance with the new legislation passed in May 2010. The draft Plan was prepared for presentation and review by site-based teams.

Definition

Please note that in the Model Plan, the word "target" is used interchangeably with "victim" and "aggressor" with "perpetrator."

The Model Plan used by Marblehead Charter School applies to students and members of all of the school's staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers and monitors, athletic coaches, paraprofessionals, tutors, and advisors to an extracurricular activity. School staff may be named the aggressor or perpetrator in a bullying report. **Marblehead Charter explicitly extends protections to students who are bullied by a member of the school staff.**

"Bullying" is the repeated use by one or more students *or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional* of a written, verbal, or electronic expression, or a physical act of gesture, or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; or

2

Rev. 08/2022

- Materially and substantially disrupts the education process or the orderly operation of a school.

3

Rev. 08/2022

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully. As a rule bullying behavior starts in elementary school and peaks in the middle school years. However, it attracts more attention from adults when it appears in high school. There the students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate. Also, sexual harassment is, in fact, often a form of bullying. Most bullying by students starts out verbally— teasing and put-downs—and may become progressively worse and assume physical dimensions. Bullying of any type has no place in a school setting.

MCCPS will endeavor to maintain a learning and working environment free of bullying.

Bullying is defined as the act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions. Bullying can take many forms and occur in virtually any setting, including instances on the Internet or via other electronic means (including cell phones), known as cyberbullying. Bullying can create unnecessary and unwarranted anxiety that will affect attending school, walking in corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in or attending special and extracurricular activities, or riding on the bus to and from school each day.

Examples of bullying include but are not exclusive to:

1. Intimidation, either physical or psychological
2. Threats of any kind, stated or implied
3. Assaults on students, including those that are verbal, physical, psychological or emotional
4. Attacks on student property

MCCPS expects administrators and supervisors to make clear to students and staff that bullying in the school building, on school grounds, on the bus or school sanctioned transportation, or at school sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

MCCPS will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or designee will be responsible for handling all complaints by students alleging harassment, including bullying.

4

Rev. 08/2022

II. LEADERSHIP

Leadership at all levels plays a critical role in developing and implementing Bullying Prevention and Intervention Plans ("the Plan") in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promote understanding of and respect for diversity and difference. Leadership is responsible for setting priorities and for staying up to date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan. MCCPS has designated staff to provide, coordinate and oversee district professional development with respect to bullying, author the district Plan and provide consultation to administrators to ensure adherence to the new law, M.G.L. c. 71, § 37O. The designated staff members attended a series of trainings, workshops and lectures related to bullying prevention, current issues in bullying and compliance with the new law, M.G.L. c. 71, § 37O.

Additionally, several administrators and counseling staff attended a workshop focused on the overview of the new law, the impact bullying and cyber-bullying will have on educators, potential accreditation additions/concerns, potential legal issues, preventive strategies, how to develop district-wide intervention/prevention plans, and the necessary requirements to meet the 12/31/2010 deadline for plan submission to The Department of Secondary and Elementary Education.

Additionally, there are a number of levels of leadership with both specific and broad responsibilities for setting priorities and for staying up to date with current research on ways to prevent and effectively respond to bullying. The Principal and designees have specific responsibilities with respect to implementation and oversight of the Plan as well as professional development. Members of the school based task force(s) and site based teams are also considered to have responsibilities related to contribution, development, assessment, and implementation of the Plan.

Additionally, school staff, including but not limited to, educators, administrators, support staff, related service providers, school nurses, secretaries, cafeteria workers, custodians, bus drivers, athletic coaches and advisors to extra curricular activities also have both specific and broad responsibilities as leaders in the school.

A school wide reporting form has been developed to track and document incidents. This form aligns with the model form offered by the Massachusetts Department of Elementary and Secondary Education. The building principal or his/her designee is responsible for creating a process for tracking incident reports, accessing information related to targets and aggressors and sharing information across grade spans.

5

Rev. 08/2022

Public involvement in developing the Plan:

As required by M.G.L. c. 71, § 37O, MCCPS' Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

> --- Parent Task Force – Scheduled meetings to develop school-based plans, review the district's draft plan and provide input for recommended revision. --- Site-Based Management Teams with parent and faculty representation, Scheduled meetings to review school-based plans and the district's draft plan and provide input for recommended revision.
> --- Student Assistance Team – Meetings to respond to a draft plan
> --- Parent Teacher Organization, PTO Sponsored Training on Bullying/Bully Prevention
> --- Parents & Staff for Q and A

Assessing needs and resources.

MCCPS' Bullying Prevention and Implementation Plan is the school's blueprint for enhancing its capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist schools and districts in identifying resource gaps and the most significant areas of need. Based on these findings, the district will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities. MCCPS will assess needs and resources in the following ways:

At least once every year guidance counselors, school psychologists, school counselors, and other staff designated by the building principal will review the adequacy of current programs, review current policies and procedures, review available data on bullying and behavioral incidents and assess existing resources including curricula, training programs and available behavioral health services and present any recommendations to the Head of School for review. If needed, staff will review more frequently.

At least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our

6

Rev. 08/2022

Rev. 08/2022

schools. Additionally, the school or district will annually report bullying incident data to the Department.

To allow for initial and periodic needs assessments: 1) surveying students, on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). Similar tools to the student survey can be used with faculty, staff, and parents/guardians to assist in determining school climate needs. This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan should describe the methods the school will use to conduct needs assessments, including timelines and leadership roles.

Planning and oversight.

The following identifies MCCPS leaders who are responsible for the following tasks under the plan:

1. Receiving reports on bullying:

   The school principal or designee will receive reports on bullying. The following are additional staff who may receive reports on bullying if designated and/or identified:

   a) dean of students

   b) guidance counselors

   c) school psychologist(s)

   d) social worker(s)

   e) school counselors

2. Collecting and analyzing data to measure outcomes:

   a) Principal and Dean of Students

3. Process for recording and tracking incident reports:

7

Rev. 08/2022

Rev. 08/2022

      a) Individual Student Incident Files are kept in a location designated by the principal

      b) A copy of the Incident Report Form is given to the data specialist to input on State reports online

4. Ongoing Professional Development:

      a) The principal or designee is responsible for coordinating all ongoing professional development for staff as required by the law.

5. Plans to respond to identified needs of targets and aggressors:

      a) The principal or designee is responsible for developing a plan to respond to the identified needs of targets and aggressors in collaboration with assistant principals, guidance counselors, social workers, and school psychologists

6. Choosing and implementing Anti Bullying curricula:

      a) The principal or designee will determine the anti-bullying curricula that will be implemented at each grade through consultation with the assistant principal, counselors, school psychologists, health and wellness teachers, and the school nurse.

7. Developing new or revising current policies/protocols:

      a) The principal or designee will develop, revise and/or update protocols and procedures.

      b) Policy, protocols and procedures will be developed, revised and/or updated by the principal, assistant principals, guidance counselors, school psychologists, social workers, and school counselors.

8. Amending student and staff handbooks and codes of conduct:

      a) The principal of designee is responsible for any amendments made to student and staff handbooks and codes of conduct

9. Leading the family engagement efforts and drafting parent information materials:

      a) The principal or designee is responsible for leading the family engagement efforts with assistance from school and guidance counselors.

8

Rev. 08/2022

b) The principal or designee is responsible for drafting and distributing parent information materials with assistance from school and guidance counselors and anti-bullying trainer(s).

10. Reviewing and updating the plan:

a) The principals and assistant principals will collaborate with the special education director, anti-bullying trainers to review and update the plan each year or more frequently as needed,

Priority Statements.

Priority statements are used to communicate within the Plan the school's vision in creating and implementing the bullying prevention and intervention strategies.

Listed below are priority statements that are incorporated into the Plan:

MCCPS Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and MCCPS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent instances of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal or designee is responsible for the implementation and oversight of the Plan. MCCPS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

MCCPS is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students maybe more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic, status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints

9

Rev. 08/2022

of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

10

Rev. 08/2022

III. TRAINING AND PROFESSIONAL DEVELOPMENT

M.G.L. c. 71, § 37O requires that the district provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. MCCPS is committed to providing ongoing professional development opportunities related to bullying to educate and train staff. The following outlines the content and frequency of staff training and ongoing professional development as related to the school's needs, and lists other topics to be included in the staff programs. The identified areas of training are based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. School leadership may identify additional topics as they consider the unique needs of the school or school community. The Plan identifies which trainings will be provided.

A. Annual staff training on the Plan.

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.

- Trainers will provide yearly onsite training to all staff divided by grade that includes the following components:

  - Education about Cyberbullying
  - Conflict vs. Bullying
  - Dynamics of Bullying Today
  - Intervening in In-School Bullying
  - Whole School Approach (including parents)
  - Gender Differences and Vulnerable Populations
  - Current Research
  - Current Issues Related to Bullying in Schools

B. Ongoing professional development.

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the

11

Rev. 08/2022

skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be informed by research and will include information on:

- developmentally (or age,) appropriate strategies to prevent bullying;
- developmentally (or age,) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.
- Legal issues and responsibilities related to bullying and cyberbullying

12

Rev. 08/2022

Professional development will also address ways to prevent and respond to bullying or retaliation for specific student populations who are identified with an increased vulnerability to bullying, such as students with disabilities, gay, lesbian, bisexual or transgender.

Additionally, specific professional development will address considerations that need to be made for students with Individualized Education Programs (IEPs) who are determined to have an increased vulnerability to bullying. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by MCCPS for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision making;
- maintaining a safe and caring classroom for all students.

C. Written notice to staff.

The school will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school's employee handbook and the code of conduct.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. MCCPS' Bullying Prevention and Implementation Plan includes strategies for providing supports and services necessary to meet these needs. Additionally, the plan includes the district's strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

A. Identifying resources.

The principal or designee, in collaboration with social workers, school counselors and guidance counselors, will identify the available resources and specific staff to be identified as members of an intervention team and update annually. In collaboration with the principal or designee, teams will conduct an annual review of programs, resources and curricula that support the creation of a positive school

13

Rev. 08/2022

environment. School psychologists, social workers, school counselors and the behavior specialist will meet to identify and generate a resource list of local agencies that can provide related services

B. Counseling and other services.

Social workers, guidance counselors, nurses, school psychologists, speech pathologists, and special educators provide a variety of therapeutic and skill-based services to students within the educational setting that include emotional support, risk assessment, crisis intervention, and help with community-based counseling referrals when appropriate. Social workers, guidance counselors, nurses, school psychologists, and special educators meet with parents and teachers as needed to help address students' academic, emotional, and behavioral concerns. Examples of interventions to help address students' needs include individually focused curricula, social skills groups, and behavioral intervention plans. A Child Study Team that meets regularly to discuss students. Staff work with administrators to provide linguistically appropriate resources to identified families. Guidance counselors and social workers maintain current information on community-based mental health referrals as well as Community Service Agencies (CSAs) within the local area. Social workers, guidance counselors, school psychologists, speech pathologists, and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. Additionally, they work collaboratively to educate and support parents, conduct parent workshops, parent training and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

C. Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

MCCPS recognizes that students with disabilities may need additional curricular and therapeutic supports in order to avoid bullying behaviors, or to avoid becoming the target of bullying behaviors. Within the context of their IEPs, students with disabilities who have needs in this area receive specialized instruction from speech and language pathologists, school social workers, special education teachers, and/or other special education staff. This specialized instruction may include but is not limited to direct and indirect ways to react to and avoid bullying behavior. Goals and

14

Rev. 08/2022

objectives focus on the needs of the individual students and may include such areas as self-advocacy skills, social communication skills, skills for responding to teasing, "bystander" behavioral skills, problem-solving skills, skills for dealing with anger and avoiding trouble, skills for recognizing the feelings of others, and conflict resolution skills. Most of our students with disabilities also participate in general education classroom instruction that supports the creation of a positive school environment, such as Responsive Classroom, Steps to Success, Allies, health and wellness classes and philosophy groups.

D. Referral to outside services.

Clear protocols help students and families access appropriate and timely services. MCCPS clinical staff have an established practice for referring students and families to outside services when determined necessary. The referral process is in compliance with relevant laws and policies. Current local referral practice will be reviewed and evaluated to assess their relevance to the Plan, and revised as needed.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

MCCPS will provide age appropriate instruction on bullying prevention in each grade that is incorporated into the district's curricula. Curricula will be evidence based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Currently

A. Specific bullying prevention approaches.

Bullying prevention curricula will be informed by current research, which among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;

15

Rev. 08/2022

- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic devices;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- Identifying and training student leaders to be advocates for anti-bullying practices.
- Partnering with organizations to provide additional support and strategies for student groups

Initiatives will also teach students about the student-related sections of the MCCPS Bullying Prevention and Intervention Plan through school assemblies, school-wide and classroom community meetings.

B. General teaching approaches that support bullying prevention efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of MCCPS' bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely;
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

16

Rev. 08/2022

VI. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, MCCPS has policies and consistent procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. The following procedures describe detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made. These procedures are based on the requirements of M.G.L. c. 71, § 37O.

Reporting bullying or retaliation.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Employees are required to report immediately to the principal or designee any instance of bullying or retaliation they become aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, maybe made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, the principal's email address and the school's mailing address.

Use of an Incident Reporting Form is not required as a condition of making a report. A copy of the Incident Reporting Form will be provided to all families in the beginning of the year packets for students and parents or guardians. The form will be made available in each school's main office, the counseling office, the school nurse's office, and any other locations determined by the principal or designee. A link to a downloadable copy of the form will be posted on the MCCPS website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

The school community, including administrators, staff, students, and parents or guardians, will be provided with written notice of MCCPS' policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school website, and in information about the Plan that is made available to parents or guardians. If the reported incident involves students from another school (public, charter, non public), the principal or designee will notify the school's principal or designee. Staff will maintain compliance with privacy laws and regulations 603 CMR 49.00

17

Rev. 08/2022

A. Reporting by Staff.

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that maybe bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policies and procedures for behavior management and discipline.

B. Reporting by Students, Parents or Guardians, and Others.

The school expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports maybe made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Responding to a report of bullying or retaliation.

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the principal or designee, at their discretion and in accordance with applicable law, contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to:

    --- creating a personal safety plan;
      --- pre-determining seating arrangements for the target and/or the
        aggressor in the classroom, at lunch, or on the bus;
       --- identifying a staff member who will act as a "safe person" for the target;
    --- altering the aggressor's schedule and access to the target.

The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of the student and witness reporting alleged acts of bullying and/or retaliation will be maintained to the extent

18

Rev. 08/2022

possible given the school's obligation to investigate the matter. Existing established policy related to planning for student safety will be adhered to.

Obligations to Notify Others

A. Notice to parents or guardians.

Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There maybe circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

B. Notice to Another School or District.

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

C. Notice to Law Enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

D. Notice Across Gradespans.

Communication regarding information related to reports of bullying or retaliation will be communicated during the established 'check out' process of transitioning students, either across grades or levels. In making this determination, the principal or designee will, consistent with the Plan and with applicable school policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

19

Rev. 08/2022

Investigation.

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews maybe conducted by the principal or designee, or other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

Determinations.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

      1) determine what remedial action is required, if any
      2) determine what responsive actions and/or disciplinary action is
      necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation.

20

Rev. 08/2022

<u>If the parental/guardian notification takes place during a meeting, that documentation of the meeting and notification be provided in writing to the parents or guardians and documented locally by</u> the principal or designee. All notice to parents must comply with applicable state and federal privacy laws and regulations Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directives that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

21

Rev. 08/2022

Responses to Bullying.

MCCPS has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills and or to prevent further incidences of bullying and/or retaliation.

Teaching Appropriate Behavior Through Skills building.

Upon the principal or designee determining that a violation of the district's anti-bullying policy has occurred, the, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior (ref. M.G.L. c. 71, § 37O(d)(v)). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills-building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills;
- making a referral for evaluation.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and

22

Rev. 08/2022

the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

A. False Accusations and Retaliation.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student maybe subject to disciplinary action.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

23

Rev. 08/2022

VII. COLLABORATION WITH FAMILIES

The MCCPS Bullying Prevention and Implementation Plan will include strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the district or school Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school. These provisions include:

- providing parents and guardians information related to how they can reinforce the curricula at home and support the school or district plan;
- the dynamics of bullying;
- online safety and cyberbullying.

Parents and guardians will also be notified in writing each year about the student, related sections of the MCCPS Bullying Prevention and Implementation Plan, in the language(s) most prevalent among the parents or guardians. MCCPS' approach to collaboration is sensitive to and considers factors such as age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

The parents will be provided with resource and information networks that the school or district may collaborate with in working with parents and guardians.

A. Parent education and resources.

MCCPS will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements.

Each year MCCPS will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school will post the Plan and related information on its website.

24

Rev. 08/2022

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Marblehead Community Charter Public School's Plan includes a statement related to the prohibition of bullying, cyberbullying, and retaliation. This statement is included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

> --- on school grounds and property immediately adjacent to school grounds, at a school, sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, or

> --- at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

Problem Resolution System:

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats:

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: http://www.doe.mass.edu/pqa, emails can be sent to compliance@doe.mass.edu or individuals can call 781---338---3700. Hard copies of this information is also available at the Head of School's office.

25

Rev. 08/2022

IX. DEFINITIONS

Aggressor is a student or any members the school's staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers and monitors, athletic coaches, paraprofessionals, tutors, and advisors to an extracurricular activity who engages in bullying, cyber bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical actor gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, "Cyberbullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

26

Rev. 08/2022

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

27

Rev. 08/2022

28

Rev. 08/2022

Rev. 08/2022

Target is any person regardless of age or position against whom bullying, cyberbullying, or retaliation has been perpetrated. This extends to students and members of all of the school's staff, including, but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers and monitors, athletic coaches, paraprofessionals, tutors, and advisors to an extracurricular activity

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school sponsored or school related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owed, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited.

Reporting Bullying or Retaliation

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports maybe made anonymously.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti bullying policy has occurred, he or she shall:

29

Rev. 08/2022

(i)   notify the parents or guardians of the target, and to the extent consistent
with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation;

(ii)   notify the parents or guardians of an aggressor;

30

Rev. 08/2022

31

Rev. 08/2022

(iii) take appropriate disciplinary action;
(iv) notify the local law enforcement agency if the school principal
or designee believes that criminal charges maybe pursued against
the aggressor.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no
person shall be discriminated against in admission to a public school of any town or
in obtaining the advantages, privilege and courses of study of such public school on
account of race, color, religion, ancestry, national origin, sex, socioeconomic status,
academic status, gender identity or expression, physical appearance, sexual
orientation, or mental, physical, developmental, or sensory disability, or by
association with a person who has or is perceived to have one or more of these
characteristics. Nothing in the Plan prevents the school or district from taking
action to remediate discrimination or harassment based on a person's membership
in a legally protected category under local, state, or federal law, or school or district
policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the
school or district to take disciplinary action or other action under M.G.L. c. 71, §§
37H or 37H$^{1}/_{2}$, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws,
or local school or district policies, or collective bargaining agreements, in response
to violent, harmful, or disruptive behavior, regardless of whether the Plan covers
the behavior.

32

Rev.
08/
202
2

33

Coversheet

Review of Board Self Assessment

Section: VI. Other Business
Item: A. Review of Board Self Assessment
Purpose: Discuss
Submitted by:
Related Material: Board Assessment Report 22-23.pdf
                      FY22-23 Board Assessment summary.pdf

FY22-23 Board Assessment

Board Assessment Report

OPENED 8/31/2022

HEAD OF SCHOOL Peter Cohen

BOARD MEMBERS Artie Sullivan   Ian Hunt   JG Jessica Gelb   JX Jessica Xiarhos
NS Nick Santoro   PB Paul Baker   RH Rodolphe Herve   Tim Wadlow
WR William Rockwell

Completed

100%
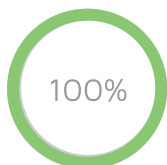
LEVEL
5

Excellent
- Optimizing mission, sustainability, growth and replication
- Sustained outstanding results

LEGEND

BOARD — Average for all participating board members

Head of School — One Head of School

👤 — One individual board member

❓ — Insufficient Data

Help

Overview

	Board	Head of School
Board Meetings	LEVEL 5	LEVEL 5
Board Structure	LEVEL 5	LEVEL 5
Board Composition	LEVEL 2	LEVEL 2
Board Recruitment	LEVEL 4	LEVEL 4
Board Goals & Accountability	LEVEL 5	LEVEL 1
Finance	LEVEL 5	LEVEL 5
Development	LEVEL 1	LEVEL 1
Academic Oversight	LEVEL 5	LEVEL 5
Head of School Support & Evaluation	LEVEL 5	LEVEL 5
BoardSavvy Head of School	LEVEL 5	LEVEL 5

Help

Summary

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Meetings					BOARD Head of School
Board Structure					BOARD Head of School
Board Composition		BOARD Head of School			
Board Recruitment				BOARD Head of School	
Board Goals & Accountability	Head of School				BOARD
Finance					BOARD Head of School
Development	BOARD Head of School				
Academic Oversight					BOARD Head of School
Head of School Support & Evaluation					BOARD Head of School
BoardSavvy Head of School					BOARD Head of School

Help

Board Meetings

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Yearly Meeting Plan					BOARD Head of School
Board Meeting Agenda					BOARD Head of School
Board Meeting Materials					BOARD Head of School
Board Meeting Content	Head of School		BOARD		
Board Meeting Facilitation					BOARD Head of School
Board Meeting Minutes					BOARD Head of School
Board Meeting Evaluation					BOARD Head of School
Open Meeting Law Compliance		BOARD			Head of School

Help

Board Structure

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Bylaws					BOARD Head of School
Job Descriptions			BOARD	Head of School	
Officers					BOARD Head of School
Committees					BOARD Head of School

Board Composition

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Size	BOARD Head of School				
Previous Governance Experience	BOARD Head of School				
Skills and Expertise	Head of School	BOARD			
Diversity	BOARD	Head of School			
Level of Objectivity			BOARD Head of School		

Help

Board Recruitment

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Recruitment Plan	BOARD				Head of School
Recruitment Process				BOARD	Head of School
Board Recruitment Pipeline					BOARD Head of School
Role of the Head of School in Board Recruitment			Head of School		BOARD
Orientation	Head of School		BOARD		

Board Goals & Accountability

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Goals	Head of School			BOARD	
Accountability	Head of School				BOARD

Help

Finance

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Financial Oversight					BOARD Head of School
Financial Policies and Procedures					BOARD Head of School
Financial Controls					BOARD Head of School
Financial Reports					BOARD Head of School
Developing Realistic Budgets					BOARD Head of School
Board Education		Head of School		BOARD	
Annual Audit/990					BOARD Head of School
Financial Compliance			BOARD		Head of School
Support of the Head of School					BOARD Head of School

Help

Development

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Philosophical Alignment	Head of School	BOARD			
Strategic Fund Development Plan	BOARD Head of School				
Accountability	BOARD	Head of School			
Board Training	BOARD Head of School				

Academic Oversight

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Clarity of Vision					BOARD Head of School
Roadmap				BOARD	Head of School
Charter Obligations					BOARD Head of School
Standardized Testing					BOARD Head of School
Comparative Data				Head of School	BOARD
Board Education					BOARD Head of School

Help

Head of School Support & Evaluation

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Governance/Management				BOARD	Head of School
Partnership with Head of School					BOARD / Head of School
Head of School Evaluation					BOARD / Head of School
Head of School Support		Head of School		BOARD	

Help

BoardSavvy Head of School

Details

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Governance Knowledge			BOARD		Head of School
Governance Prioritized					BOARD Head of School
Board Education					BOARD Head of School
Setting Strategic Direction					BOARD Head of School
Communication					BOARD Head of School
Succession Planning			BOARD		Head of School

Help

Bonus Question from Tim: "What motivates you to give your time and energy to help guide MCCPS?"

Additional Comments Welcome

I want to help build MCCPs into one of the best schools on the North Shore and restore its academic credentials.

I am invested in the school as a place for students to seek an academic experience outside of traditional public school education. I believe education to be one of the most important aspects in modern society, as we are educating those who will soon be in charge at a local/national/global level. The youth of our country are tasked with the near-impossible ask of uniting a divided country (and world), between inequity among race, religion, gender, orientation, socioeconomic status, etc. Students need the skills to solve these issues and I do not believe that comes from a textbook.

I think that MCCPS is an amazing hidden gem in our community with a wonderful supportive environment for students who need a smaller more hands on approach to learning. I give my time and energy to help guide MCCPS to see the growth and success of this great school.

Focus on giving back to others, and positive experiences and relationships that builds.

- My gratitude to MCCPS as a former student
- My belief in project-based learning as an effective way to teach
- My desire to give back to my community

I look forward to helping the Board increase membership and also define roles for members and committees.

Dedication to the MCCPS education model

Grow and develop alternative education pathways for children and in particular nu

Help

You can't complain if you aren't doing anything to make it better. Ironically, the more I do to help, the less I feel like complaining.

MCCPS provides a fabulous alternative to the"other" Marblehead District schools.
Students learn differently and PBL allows students to learn in less traditional, hands on ways.
Enrolling students from other nearby towns promotes diversity and exposes students to others from a greater variety of diverse backgrounds, both economically and racially.
Big and shiny isn't always best.
If I am in a position to continue to help the school grow and thrive, I'm more than happy to do so.

Generated on Sep 21, 2022 at 4:15 PM EDT by Tim Wadlow

Help

Board Assessments › FY22-23 Board Assessment ›
Recommendations

Recommendations

Based on 10 of 10 completed participants

Topics	Your Board Scored	Recommended Resources
Board Composition Board Size	LEVEL 1	How many members should the board have?
Board Composition Previous Governance Experience	LEVEL 1	What skills are needed on a charter school board?
Board Composition Diversity	LEVEL 1	What level of diversity should the board have?
Board Recruitment Recruitment Plan	LEVEL 1	Board Composition Matrix Conducting an Inventory of Your Board
Development Strategic Fund Development Plan	LEVEL 1	Keep Your Donors: Building Profitable Relationships That Last Fund Development: Basic Principles and Best Practice Choosing Your Road: Organizational development specialist or just another fundraising technician? Sample Job Description of a Chief Development Officer
Development Accountability	LEVEL 1	Sample Board Member Agreement Sample Individual Trustee Performance Expectations Sample Guilt-Free Board Member Expectations Sample Job Description for the Full Board How much time should a trustee devote to the board each month? Keep Your Donors: Building Profitable Relationships That Last How and when to evaluate individual trustees? How and when to evaluate the full board? Should all trustees be held to the same standard? What are some tips for holding board members accountable? What should we do with board members who don't do anything?

Help

Topics	Your Board Scored	Recommended Resources
Development Board Training	LEVEL 1	Keep Your Donors: Building Profitable Relationships That Last
Board Meetings Open Meeting Law Compliance	LEVEL 2	Tips to Comply with the Open Meeting Law What is "Open Meeting Law," and can we really be an effective board and comply with this law? Open Meeting Law Pop Quiz
Board Composition Skills and Expertise	LEVEL 2	What skills are needed on a charter school board? Board Composition Matrix Conducting an Inventory of Your Board
Development Philosophical Alignment	LEVEL 2	Riding the Horse the Way It's Going
Board Meetings Board Meeting Content	LEVEL 3	Are there any other strategies for improving our board meetings? Should committees report at every full board meeting? Who should be presenting at board meetings? How can we make sure board meetings are strategic and not merely reactive?
Board Structure Job Descriptions	LEVEL 3	Sample Board Member Agreement Sample Individual Trustee Performance Expectations Sample Guilt-Free Board Member Expectations Sample Job Description for the Full Board What are the key elements of a "Trustee Job Description?"
Board Composition Level of Objectivity	LEVEL 3	Board Composition Matrix Conducting an Inventory of Your Board Sample Nepotism Policy Clauses Should parents of students currently enrolled in the school serve on the board? Should students serve on the board? Should teachers serve on the board? Should the Head of School be a voting member of the board?
Board Recruitment Orientation	LEVEL 3	Sample Orientation Plan
Finance Financial Compliance	LEVEL 3	Board Staff Financial Contract

Help

Topics	Your Board Scored	Recommended Resources
BoardSavvy Head of School Succession Planning	LEVEL 3	Succession Planning Article Key Characteristics & Actions of a BoardSavvy Head of School
Board Recruitment Recruitment Process	LEVEL 4	Sample Interview Points Board Composition and Expansion Policy Sample Sample Board Candidate Interview Questions Sample Nominating Policy Sample Candidate Ranking Sheet How much time should a trustee devote to the board each month? Should we have a trial period for board candidates?
Board Goals & Accountability Board Goals	LEVEL 4	How important is committee work between meetings? How often should committees meet? What is a board committee supposed to do?
Finance Board Education	LEVEL 4	Finances Who Does What What are the most common mistakes charter school boards make around finance? How do we educate the full board about the organization's finances? Is this really necessary?
Academic Oversight Roadmap	LEVEL 4	How do we create a definition of academic excellence for our organization? Role of the Academic Excellence Committee How do we create an "Academic Excellence Road Map"? Sample State of the School Chart
Head of School Support & Evaluation Governance/Management	LEVEL 4	Finances Who Does What Sample Key Annual Organizational Decisions Chart
Head of School Support & Evaluation Head of School Support	LEVEL 4	BoardOnTrack Support of Head of School: Conducting Mid-Year Check-ins

Help

Board Size	• 11 to 15 trustees
Previous Governance Experience	• 75% or more of the board have previous governance experience
Diversity	• Board membership reflects the broadest level of ethnic, racial, gender, and geographical diversity. • The diversity of board members heightens the credibility of the board in the broader community's eyes.
Recruitment Plan	• The board has a targeted three-year profile of the skills and expertise that will be need on the board. • The board has a targeted annual board recruitment plan.
Strategic Fund Development Plan	• There is a board approved, written, multi-year fund development plan. • The multi-year fund development plan is realistic. • All trustees understand the strategic fund development plan. • The strategic fund development plan clearly delineates the role of the full board, the development committee, the Head of School, and the development staff (if they exist) in achieving the plan. • There are adequate staff and financial resources to achieve the strategic fund development plan.
Accountability	• All trustees feel the fundraising expectations placed on trustees is realistic. • There is an effective system in place for holding each trustee accountable to completing the fundraising tasks to which he or she has committed.
Board Training	• There is a comprehensive board training and education program in place to help trustees be more effective at completing their fundraising assignments.
Open Meeting Law Compliance	• All trustees have a thorough understanding of the open meetings law. • The board has systems in place to ensure consistent compliance with the open meeting law. • Annually, the board reviews the open meeting law, as a group. • Annually, the board's legal counsel reviews board compliance with the open meeting law. • Monthly, the board secretary reviews open meeting law compliance.
Skills and Expertise	• 100% of the skills needed to govern effectively
Philosophical Alignment	• The board and the Head of School are philosophically aligned about the role of the board in fundraising. • There are written expectations outlining the role of trustees in fundraising that are agreed to annually and understood and accepted by all trustees. • The board has discussed subsidizing the public funding of the organization with private funds and is in agreement about how much to raise, why it is to be raised, and over what period of time.
Board Meeting Content	• 90% of board meeting time is focused on setting the strategic direction of the organization, and 10% or less is focused in reacting to immediate issues. • Board meeting presentations/discussions are primarily lead by committee chairs rather than being dominated by the Head of School. • Committees report out only when there is something strategic to discuss (as opposed to an agenda of standard committee reports).

Help

Job Descriptions	- · Trustees receive a document that clearly outlines individual trustee performance expectations. - · Annually, the board reviews the job description and individual performance expectations.

Level of Objectivity	- The board is able to maintain a very high level of objectivity when governing because:
	  - No trustees have any personal or business ties with the Head of School, staff, or each other that could result in a conflict of interest (real or perceived) during decision-making.
	  - Less than 25% of the board members are parents of students currently enrolled in the school.
	  - The Head of School is the only employee of the organization that is a member of the board.

Orientation	- New trustees receive an effective orientation.
Financial Compliance	- The board is 100% confident that the organization's management team is properly handling restricted grants. - The management provides the Finance Committee with a detailed checklist of all of management's deliverables and reports to various agencies, authorizers, and auditors. - The Finance Committee annually confirms that the deliverables and reports to various agencies, authorizers, and auditors are completed/submitted accurately and on a timely basis.

Succession Planning	- A BoardSavvy Head of School:
	  - · Partners with the board to develop an agreed upon a short-term/emergency succession plan for the Head of School position, that is well documented and reviewed annually
	  - · Annually discusses long-term succession management plan for the organization with the board

Recruitment Process	- When recruiting new trustees, the board formally assesses:
	  - Each candidate's skill set to ensure a good fit with the board
	  - Whether the candidate truly has enough time to serve on this type of board (i.e., 6 to 10 hours a month)
	  - The candidate's philosophical alignment with the school's mission
	  - The candidate's ability to participate in group process
	- The board requires a trial period for board candidates by having them serve on a board committee prior to being nominated to the full board.
	- The selection process consistently adheres to a board approved nominating policy and process.
	- There is a standard list of questions asked of all candidates.
	- The strength of each candidate is evaluated numerically on a standard candidate-ranking sheet or scorecard.

Board Goals	- The board has a clear set of goals for the year that clearly delineates how the board will add value to the organization. - The board has an effective and consistent process to measure progress towards achieving annual board goals. - Each board committee has a set of annual goals and an action plan that aligns with the overall board goals for the year. - Substantive committee work happens in between board meetings.

Help

Board Education	your organization, and the related cash flows. • The full board is annually trained by the Finance Committee to read, understand, and interpret the main points of the financial reports. • The Finance Committee leads a portion of the new trustee orientation, orienting them to the organization's short and long-term financial health and training them on how to read and interpret financial reports.
Roadmap	• There is a clear understanding between the board and the Head of School about what the organization is doing towards reaching its defined vision of excellence. • The board and the Head of School agree on the next key steps the organization will take this year to get closer towards this vision.
Governance/Management	• The full board is clear about the key organizational decisions that need to be made this year. • Each trustee is clear about their role as a board member vs. the role of the Head of School in making these decisions. • Each board committee has a chart that describes the responsibilities of the full board, the committee, and the Head of School.
Head of School Support	• The board has a clear and consistent process for providing coaching, feedback, and support to the Head of School. • The full board speaks with one voice to the Head of School regarding their performance (expectations and implementation).

We also recommend that your board should:

- Frequently review the members only Governance and Training Resources
- Attend exclusive training events in your area

Help

Coversheet

Finance Committee

Section: VII. Committee Updates
Item: B. Finance Committee
Purpose: Discuss
Submitted by:
Related Material: August_22_FinCom_Notes.pdf
                       MCCPS-Aug-2022-Financial_Statements_v1.xlsx
                       FY23_Operating_Budget_changes_92022.xlsx

FinCom notes August 2022

Like July, August is artificially skewed because most of the new staff won't hit until September, there is a peak in maintenance as we do summer work and the grants need adjustment.

Revenue

The August check from the Commonwealth was $338,208 (down $314 from July..?)

Ellen Lodgen has instituted a 'pay in advance' system for Homework Club so we started generating revenue from that program.

Expenses

Stephanie Brant hit the payroll as our Dean of Students...all other new hires hit starting on 9/15.

We paid $3,600 in stipends for specific summer work from several staff

We paid the first installment on Teaching Force ($3,500/$7,000)

The following maintenance items occurred in August: tiling of 2 offices and ½ of a classroom, refinishing of all VCT floors, landscaping, the paving job in the front, replaced 2 urinals, purchased a machine to improve cleanliness of all tile floors, filled a dumpster with PVC and other items. There is a related increase proposed in the FY23 budget.

The school paid the balance due for the rear mural ($5,000)

The school subscribed to a new HR software program...the annual expense is $4K but there were start-up costs of $3,500 ($4,400 in August). There is a new line item 5432- Human Resources along with a related line in the proposed FY23.

The initial payment for the general liability insurance was $5,804.

FY23
New PPE projections were issued on 7/28/22
Budgeted: $16,653
Updated: $17,646
$17,646 x 230 = $4,058,580
$4,058,580/12 = $338,215
July check = $338,208
August check = $338,208

<u>Proposed changes to the FY23 budget</u>

PPE update, current population of 225 (9/8/22)

- Adjustment to health insurance based on updated enrollment
- Teaching Force $7K
- Increase to Maintenance
- Human Resources line item

<u>Audit updates</u>

The FY22 audit continues…there is currently one item outstanding that will be submitted prior to FinCom. On 9/6 Val the auditor mentioned she was making "good progress"…I hope to have a draft audit before the end of the month. It is due to the state by 11/1.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

MCCPS-Aug-2022-Financial_Statements_v1.xlsx

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