

**MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL
STRATEGIC PLAN 2020-2023**

Navigators Chart the Course

**APPROVED BY THE BOARD OF TRUSTEES
NOVEMBER 2019**

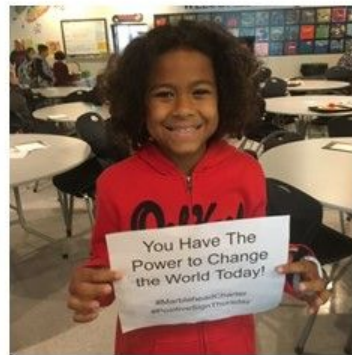


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INTRODUCTION

Marblehead Community Charter Public School (MCCPS) is a Charter Public School located to the north of Boston in the coastal town of Marblehead, Massachusetts. With space for up to 230 students in grades 4-8, the school welcomes students from Marblehead and the surrounding communities of Beverly, Lynn, Nahant, Peabody, Salem, Saugus and Swampscott. As one of the first Charter Public Schools in the Commonwealth, MCCPS has been delivering a rigorous, integrated and innovative educational program to its students for the past 25 years. Manageable class sizes allow faculty to maximize student learning opportunities, and a warm and nurturing environment ensures that each student is able to thrive in the pursuit of her or his own individualized learning plan.

As a Charter Public School in Massachusetts, MCCPS is mandated to fulfill three promises. They are: (1) to be faithful to the school's Charter; (2) to provide a learning environment that fosters academic success; and (3) to be a viable organization. The Strategic Plan presented herein is designed to ensure that these promises are met, and that the human, financial and capital resources of the school are efficiently and effectively allocated in accordance with the priorities established by the MCCPS Board of Trustees.

LETTER FROM THE HEAD OF SCHOOL

To the Marblehead Charter Community,

Opportunity. This one word summarizes both the plan you hold in your hands and the vision I share with my colleagues and the Board of Trustees for the future of Marblehead Community Charter Public School. I am pleased to share this strategic plan with the Marblehead Charter community at this unique inflection point in the school's history -- a moment in which we are preparing for the renewal of our charter, in which we look forward to celebrating our 25th anniversary, and in which we have new leadership.

The opportunity we have is to rededicate our efforts to provide our students with outstanding educational experiences that set each of them up for success. Together, our community can seize this opportunity to build on our strengths. Marblehead Charter is a school focused on empowering students to become critical and creative thinkers through project-based learning activities. Our coursework -- and indeed our culture -- challenges students to apply their knowledge and skills to solve real-world dilemmas. The habits of mind developed at Marblehead Charter are critical in today's complex and ever-changing world, and I hope you will join me looking ahead to the possibilities of the next 25 years at Marblehead Charter even as we reflect on the successes of the 25 years that have led to this moment.

It is our hope that this strategic plan will be a living document, informed by recommendations from the state inspection visit in November 2019 as well as from continued learnings from faculty, community members, and external sources such as academic conferences, journals and peers. I encourage you to review the plan and join me, together with the faculty, staff, and Board of Trustees, as we dedicate our efforts toward continuous improvement. The goals we have outlined are ambitious, and it will take our whole community working together for us to achieve them.

It is indeed a great day to be a navigator.

Peter D. Cohen, Ed.D
Head of School
November 2019

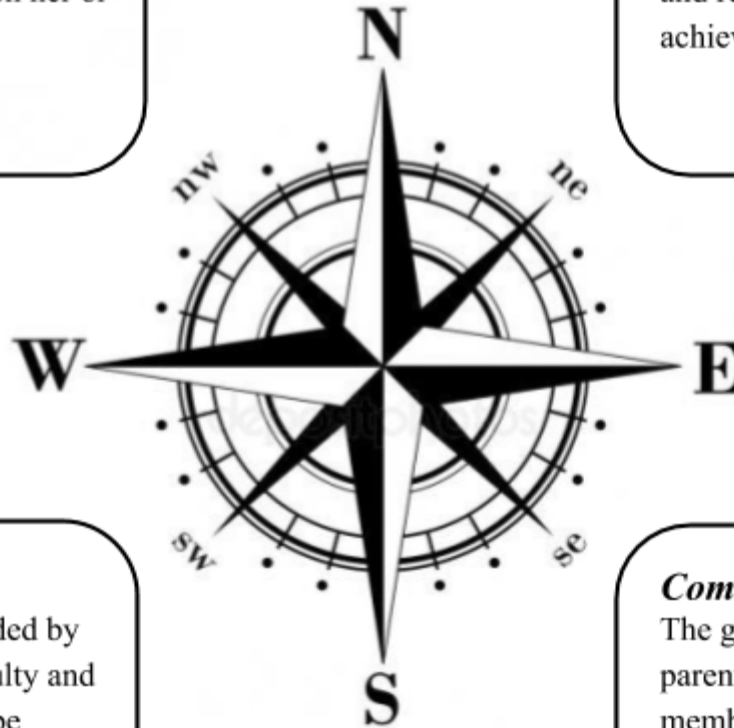
STRATEGIC PLAN GRAPHIC

Student Success

Learning experiences for MCCPS students will be innovative, highly-engaging, and appropriately challenging so that each student will be empowered to reach her or his highest potential.

Faculty & Staff Success

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



Operations Success

The operational framework provided by the MCCPS Head of School, Faculty and Staff, and Board of Trustees will be well-informed, robust, and sustainable, and will lay the foundation for the school's next 25 years of development and growth.

Community Success

The growing slate of opportunities for parents, extended family, community members and alumni will build on the strengths of our existing community while providing a framework for growth.

STRATEGIC PLAN TWO-PAGER

Student Success Goals

1. Develop stronger recruitment and hiring strategies to ensure that a highly-skilled faculty, staff and administration is in place and are committed to the success of all students.
2. Provide a personalized educational experience that enables all students to meet or exceed the expectations of the state's curriculum frameworks.
3. Provide a variety of opportunities and formats for students to document and demonstrate their learning.
4. Provide opportunities for learning that extends beyond the classroom
5. Incorporate technology as a resource for curriculum implementation.
6. Continue to enhance the elements of student voice and student choice within the curriculum.
7. Provide robust, meaningful and integrated service learning opportunities within each grade level across all three terms.
8. Differentiate 7th and 8th grade experience with an eye to retention and preparing students for high school.
9. Enhance the support for new students at all grade levels in order to ensure a smooth and successful transition to MCCPS.
10. Foster a kind, safe and collaborative school culture that incorporates consistent behavioral expectations and appropriate incentives and consequences for student choices.

Faculty & Staff Success Goals

1. Develop stronger recruitment and hiring strategies to ensure a highly-skilled faculty, staff and administration is in place and are committed to the success of all students.
2. Hire and retain specialized personnel including nurse, guidance counselor, school adjustment counselor, and physical, occupational and speech therapists.
3. Reduce teacher attrition and ensure that highly qualified employees choose to stay at MCCPS.
4. Provide regular and rigorous professional development opportunities for faculty and staff.
5. Define academic excellence at MCCPS.
6. Review curriculum at all grade levels and in all areas.
7. Provide learning experiences that allow all students to access the curriculum in an equitable, unbiased manner.
8. Enhance the implementation of the social-emotional learning curriculum.
9. Expand the dissemination of MCCPS best practices to educators from other schools and from higher ed.

Community Success Goals

1. Increase and strengthen connections between various community constituencies.
2. Increase volunteer and community involvement in the school.
3. Expand the celebration of student, family and community contributions.
4. Develop a robust and coherent communications strategy.
5. Develop a robust and active alumni network.

Operations Success Goals

1. Monitor student retention in order to address those trends that are within the school's control.
2. Grow the school's fundraising capacity.
3. Maintain, expand and/or replace the existing school facility in order to provide the best possible environment for learning, teaching and community engagement.
4. Review, refine and adopt policies and procedures.

MISSION & ESSENTIAL HABITS

Mission

MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.

Essential Habits

Essential habits are ways of being that all students should demonstrate in order to be effective citizens and lifelong learners even when no one's looking, regardless of the context. At MCCPS, the following essential habits run through the curriculum at all grade levels:

***Perseverance:** I am responsible for my actions and the quality of my work. I demonstrate sustained effort despite challenges.*

***Initiative:** I identify a challenge or need, create a plan, and take action.*

***Leadership:** I listen to the ideas of others, make good choices, and lead by example.*

***Integrity:** I am honest and trustworthy. I treat people kindly.*

***Problem-solving:** I identify and understand a problem, consider the best strategy, apply it, and evaluate the solution.*

ACADEMIC PROGRAM SUCCESS: STUDENT SUCCESS GOALS

Learning experiences for MCCPS students will be innovative, highly-engaging, and appropriately challenging so that each student will be empowered to reach her or his highest potential.

GOAL	ACTION ITEMS	RESPONSIBLE PARTY	MEASURES OF SUCCESS
Provide an integrated, student-centered, and project-based learning experience that incorporates the 21st century skills of critical thinking, collaboration, communication and creativity.	Provide on-going professional development and access to resources for staff with a focus on authentic implementation of project-based learning.	(1) Faculty (2) Administrative Team	(1) Document the professional development workshops provided to the faculty. (2) Visit Charter Schools around the state and journal effective practices that can be applied at MCCPS.
Provide a personalized educational experience that enables all students to meet or exceed the expectations of the state's curriculum frameworks.	(1) Triangulate data to identify individual student strengths and weaknesses. (2) Utilize MCAS, IXL, and Classroom Performance data to inform interventions and supports for each student	(1) Faculty (2) Administrative Team	(1) Design a tracking system for student data. (2) Design and implement systems for interventions.
Provide a variety of opportunities and formats for students to document and demonstrate their learning.	(1) Develop a portfolio system that allows students to document their learning, reflect upon their growth and achievement, and set goals for future progress. (2) Provide opportunities for students to demonstrate their learning within the context of public exhibitions of their work. (3) Explore student-led conference format for upper grades (4) Explore capstone project and panel defense for 8th graders	(1) Faculty (2) Administrative Team	(1) Make student portfolios accessible for review by the faculty, Board of Trustees, and community. (2) Schedule student-led conferences. (3) Develop 8th Grade Capstone projects and share them with the public. (4) Open exhibition projects to the public. (5) Administrative Team and Board of Trustees review exhibition project overviews.

Provide opportunities for learning that extends beyond the classroom.	(1) Create partnerships with higher ed and local businesses in order to expand the opportunities for accelerated and entrepreneurial learning. (2) Acquire a bus or van to allow off-site learning, Enrichment, and service learning experiences.	(1) Enrichment Coordinator (2) Board of Trustees (3) Head of School	(1) Purchase a van. (2) Provide documentation for community partnerships.
Incorporate technology as a resource for curriculum implementation.	(1) Continue to support in the operating budget a 1:1 mobile device learning environment (2) Develop and implement comprehensive curriculums for technology and study skills. (3) Enhance classroom and Enrichment STEAM programming to include coding, robotics, and expanded use of technology.	(1) Faculty (2) Administrative Team	(1) Project the cost of annual upgrades to student and staff laptops. (2) Present a budget to the Board of Trustees that includes a technology line item. (3) Update program of studies, curriculum maps/guides.
Continue to enhance the elements of student voice and student choice within the curriculum.	(1) Create elective program as Enrichment 2.0 with increasing options for each grade level. (2) Develop projects with options for product/evidence of mastery or solution to problem (3) Incorporate older students into facilitation of community meetings	(1) Faculty (2) Administrative Team (3) Students	(1) Include the enrichment program in the updated program of studies. (2) Survey students to provide feedback.
Provide robust, meaningful and integrated service learning opportunities within each grade level across all three terms.	(1) Establish benchmarks and grade level expectations for service learning.	(1) Faculty (2) Administrative Team	(1) Update the program of studies. (2) Document service learning opportunities and share with the community.
Differentiate 7th and 8th grade experience with an eye to retention	(1) Provide additional options for accelerated learning, including online	(1) Faculty (2) Administrative Team	(1) Update the program of studies. (2) Design school schedule to support time for cross grade level activities

<p>and preparing students for high school.</p>	<p>high school courses for 7th and 8th graders. (2) Foster leadership development for 7th and 8th graders through cross-grade mentoring and teaching Enrichment and/or after school classes. (3) Create additional leadership opportunities for 7th and 8th graders, including externships with local professionals and business owners.</p>		<p>where upper school students work with lower school students. (3) Track and document upper school student activities and interactions with community.</p>
<p>Enhance the support for new students at all grade levels in order to ensure a smooth and successful transition to MCCPS.</p>	<p>(1) Develop a 4th grade and 7th grade Mentorship Program. (2) Continue the annual PTO-hosted Popsicles in the Park event. (3) Continue the annual PTO-hosted Back to School Picnic.</p>	<p>(1) Faculty (2) Administrative Team (3) PTO</p>	<p>(1) Publicize events that support new students through the school's variety of communications channels.</p>
<p>Foster a kind, safe and collaborative school culture that incorporates consistent behavioral expectations and appropriate incentives and consequences for student choices.</p>	<p>(1) Write a new Behavior Contract. (2) Write new Parent and Student Handbook. (3) Investigate and implement school-wide Positive Behavioral Interventions and Supports system.</p>	<p>(1) Assistant Head of School (2) Director of Curriculum (3) Faculty</p>	<p>(1) Update handbooks and behavior contracts. (2) Implement PBIS system, including training for staff.</p>

ACADEMIC PROGRAM SUCCESS: FACULTY & STAFF SUCCESS GOALS

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

GOAL	ACTION ITEMS	RESPONSIBLE PARTY	MEASURES OF SUCCESS
Develop stronger recruitment and hiring strategies to ensure that a highly-skilled faculty, staff and administration is in place and are committed to the success of all students.	(1) Participate in job fairs. (2) Form partnerships with local colleges/universities that have teacher preparation programs.	(1) Head of School	(1) Document job fair participation. (2) Document the development of partnerships with Salem State, Endicott, and other local colleges/universities.
Hire and retain specialized personnel including a nurse, guidance counselor, school adjustment counselor, and physical, occupational and speech therapists.	(1) Participate in job fairs. (2) Form partnerships with local colleges/universities that have teacher preparation programs.	(1) Head of School	(1) Document job fair participation. (2) Document the development of partnerships with Salem State, Endicott, and other local colleges/universities.
Reduce teacher attrition and ensure that highly qualified employees choose to stay at MCCPS.	(1) Provide a supportive, affirming and highly collaborative environment. (2) Develop a comprehensive retention strategy. (3) Conduct a salary study in order to inform levels and types of teacher compensation. (4) Incrementally, and to the degree possible, increase salaries and benefits for teachers, staff and administrators.	(1) Head of School (2) Board of Trustees (3) Finance Committee (4) Development Committee	(1) Track and report out on progress toward this goal. (2) Provide reports at Board meetings. (3) Share salary charts with the Finance Committee and make available to the public upon request.
Provide regular and rigorous professional development opportunities for faculty and staff.	(1) Implement a school calendar that includes early release time throughout the year to allow for	(1) Head of School (2) Administration	(1) Update school calendar.

	<p>longer clocks of time for professional development.</p> <p>(2) Provide common planning and consult time for grade-level teams and department members in order to foster collaboration, curricular alignment and calibration of practices and expectations.</p> <p>(3) Provide job-embedded professional development, targeted mentoring and ongoing instructional feedback.</p>		<p>(2) Revise daily schedule to set aside time for professional development.</p>
<p>Define academic excellence at MCCPS.</p>	<p>(1) Identify the measures and deliverables that communicate student and academic excellence at MCCPS.</p> <p>(2) Review student performance indicators to inform curriculum decisions, instructional practices, and professional development offerings.</p>	<p>(1) Academic Excellence Committee</p> <p>(2) Faculty (Instructional Leadership Team)</p>	<p>(1) The Academic Excellence Committee will work in concert with the Instructional Leadership Team to develop and share benchmarks, rubrics, and strategies to measure academic excellence.</p>
<p>Review curriculum at all grade levels and in all areas.</p>	<p>(1) Align grade level efforts and expectations within and across the grades.</p> <p>(2) Ensure alignment with changes to the state’s curriculum frameworks.</p> <p>(3) Ensure alignment with changes to the state’s curriculum including social emotional learning.</p> <p>(4) Annually review and revise curriculum maps and identify anchor projects for each grade level.</p>	<p>(1) Director of Curriculum</p> <p>(2) Faculty</p>	<p>(1) Establish a curriculum audit and review cycle.</p>

	(5) Strengthen the application of Depth of Knowledge in the development of units and assessments.		
Provide learning experiences that allow all students to access the curriculum in an equitable, unbiased manner.	(1) Implement Universal Design for Learning practices.	(1) Director of Curriculum (2) Faculty	(1) Track progress of all subgroups. (2) The curriculum review process will identify steps taken to allow all students access to the curriculum.
Enhance the implementation of the social-emotional learning curriculum.	(1) Explore curriculum resources. (2) Create grade level outline of topics to be addressed	School Counselors, Faculty, Director of Curriculum	(1) Identify resources. (2) Track and report out to the board the implementation of the SEL curriculum.
Expand the dissemination of MCCPS best practices to educators from other schools and from higher ed.	(1) Present regular presentations at educational workshops. (2) Publish articles in educational literature. (3) Host visits to MCCPS. (4) Present regular presentations to the local business community.		(1) Track/document opportunities for staff to share best practices in the school's annual report.

ORGANIZATIONAL VIABILITY: COMMUNITY SUCCESS GOALS

The growing slate of opportunities for parents, extended family, community members and alumni will build on the strengths of our existing community while providing a framework for growth.

GOAL	ACTION ITEMS	RESPONSIBLE PARTY	MEASURES OF SUCCESS
Increase and strengthen connections between various community constituencies.	(1) Provide opportunities for family and community members to get to know each other.	(1) PTO, Head of School (2) Board of Trustees	(1) The PTO and staff will document and share out community events.
Increase volunteer and community involvement in the school.	(1) Provide opportunities for family and community members to work together in services of the school. (2) Recruit parents and community members to teach Enrichment and/or after-school classes.	(1) PTO (2) Head of School (3) Board of Trustees	(1) Track community participation on school committees. (2) Track volunteer participation at school events.
Expand the celebration of student, family and community contributions.	(1) Develop award ceremonies to celebrate community contributions. (2) Ensure design of new website provides space(s) to highlight community contributions.	(1) Faculty (2) Head of School	(1) Share community contributions on school's new website.
Develop a robust and coherent communications strategy.	(1) Communicate regularly and effectively with parents and community members. (2) Revise the school's communications plan to optimize social media, online, print and in-person resources. (3) Research and report data that documents the preparedness for, and success in, high school of MCCPS graduates.	(1) Communications Committee (2) Head of School (3) Office Manager/ Communications Coordinator	(1) Develop a new website. (2) Increase followers and engagement on the school's social media platforms. (3) Document the return on investment of different communication tactics.

<p>Develop a robust and active alumni network.</p>	<p>(1) Employ an alumni liaison. (2) Encourage alumni of all ages to be knowledgeable about and involved in the school. (3) Host at least two alumni events per year. (4) Celebrate and share Alumni accomplishments.</p>	<p>(1) Head of School (2) Alumni Liaison</p>	<p>(1) Track alumni events. (2) Grow database of alumni contacts. (3) Share alumni accomplishments on school's social media and/or other communications platforms.</p>
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ORGANIZATIONAL VIABILITY: OPERATIONS SUCCESS GOALS

The operational framework provided by the MCCPS Head of School, Faculty and Staff, and Board of Trustees will be well-informed, robust, and sustainable, and will lay the foundation for the school's next 25 years of development and growth.

GOAL	ACTION ITEMS	RESPONSIBLE PARTY	MEASURES OF SUCCESS
Monitor student retention in order to address those trends that are within the school's control.	(1) Develop a system to track student enrollment and attrition	(1) Business Manager (2) Head of School	(1) Report out to Board of Trustees.
Grow the school's fundraising capacity.	(1) Explore revenue-generating opportunities including events, grants, planned giving and estate planning. (2) Assign development role to staff member beyond work that a committee can do.	(1) Head of School (2) Development Committee (3) Board of Trustees	(1) Employ Development Director (2) Track donations. (3) Report out to Board of Trustees.
Maintain, expand and/or replace the existing school facility in order to provide the best possible environment for learning, teaching and community engagement.	(1) Maximize state and local resources to improve the condition of the school's current facilities. (2) Undertake a Feasibility Study to evaluate options, including exploring the possible benefits and/or liabilities of replicating the school in another location. (3) Create a facilities plan and timeline for renovating the building including improved classroom spaces, science lab, a regulation-compliant gym, larger art and music rooms, expanded Community Room, better equipped Nurse's Station, language labs, a woodshop,	(1) Head of School (2) Feasibility Study Committee	(1) Document Feasibility Study process.

	makerspace, theater, and multi-purpose spaces.		
Review, refine and adopt policies and procedures.	<ul style="list-style-type: none"> (1) Identify Best Practices at High Performing Charter Schools and Districts (2) Utilize resources available through Massachusetts Charter Public Schools Association membership (3) Visit other charter schools 	<ul style="list-style-type: none"> (1) Head of School (2) Board Committees (3) Board of Trustees 	(1) Post revined policies and procedures on the school's website.

GLOSSARY

Admin Team: The administration team at Marblehead Charter is led by the Head of School. The team members include the Assistant Head of School, the Business Manager, the Director of Curriculum & Technology, The Director of Student Services, The Director of Food Services & Nutrition, The Enrichment Coordinator, and The Office Manager

Depth of Knowledge (DoK): DoK refers to the depth of understanding required to answer or explain an assessment-related item or a classroom activity.

Enrichment: The MCCPS Enrichment Program is a daily 45-minute period in which parents, community volunteers, and staff work with students on a wide variety of projects and activities. The Enrichment Program began in the school's first year as a means for parents to take an active role in the learning environment of their children and for students to learn from their extended local community. Since then, it has grown to become an integral component of the school's core commitment to community partnerships. The Enrichment Program creates opportunities that connect the school with local community members. In addition to the learning gained from working on projects and participating in activities, students learn about themselves, enhance their skills and talents, and meet and work cooperatively with other members of their community. Parents and other community members have an opportunity to enhance the learning of the children. Community partnerships help create and maintain a healthy school community.

Exhibition: At the conclusion of each 13-week trimester, all students are required to exhibit a variety of interdisciplinary exhibition projects as part of their academic evaluation. These projects are designed and developed by interdisciplinary teams of teachers to integrate knowledge from multiple disciplines, connect to real-life experiences, and cultivate essential skills and habits. Exhibition projects are geared toward enhancing academic success, encouraging productive attitudes, and developing habits of lifelong learning.

Integrated Projects: Each trimester at MCCPS culminates in a public exhibition of student project work that integrates important skills and content from the disciplines while addressing the relevant global theme. Many integrated projects incorporate the visual and performing arts as well as core skills and knowledge related to math, science, global studies, and/or language arts (English and French). Community service learning is also integrated into the curriculum through project work, and many exhibition projects aim to connect disciplinary standards and benchmarks to the world outside of school.

Positive Behavioral Interventions and Supports (PBIS): Positive Behavioral Interventions and Supports is a set of ideas and tools that schools use to improve the behavior of students.

Project-Based Learning: Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Service Learning: Refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum. Community-based service activities are paired with structured preparation and student reflection.

Three Terms: The MCCPS academic calendar is divided into three trimesters (terms). Each trimester ends with a public exhibition of student learning. Students and parents are provided with feedback on student progress at the end of each of these three terms.

Universal Design for Learning (UDL): UDL is a strategy to develop lesson plans that will help all students and provide each individual with an equal opportunity to succeed.

PROCESS & CREDITS

Strategic Planning Process

The MCCPS Board of Trustees and Administration has engaged in a strategic planning process over the past two years. The initial process was directed by Gary Bernstein, of the Bernstein Group and Associates, who lead a diverse committee representing various stakeholder groups (faculty, staff, parents, alumni, community members) in analyzing the strengths, weaknesses, trends and challenges of MCCPS. A comprehensive community engagement process was developed to provide stakeholders an opportunity to have a voice in the strategic planning process for MCCPS.

Stakeholders offered a range of input and engagement through online surveys, the “Community Conversation,” faculty meetings, interviews and focus groups. The committee used the information gathered to identify and inform the core areas of this strategic plan, and to identify goals and objectives for the coming years.

Earlier drafts of this document were previewed at public meetings in 2018 but were not finalized because of transitioning leadership at both the Board and school level. The strategic planning process was rekindled in September 2019 with new leadership in place and a reconstituted planning committee formed. The committee refined the plan with a new round of edits. The current committee, listed below, will continue to meet throughout the three-year strategic plan period to steward and analyze progress on goals, and to report back regularly to the Board of Trustees.

Current Planning Committee Members

Paul Baker, Peter Cohen, Michael Condon, Fred Ferris, Jennifer Jewell, Eric Larsen, Jennifer Stoddard, Artie Sullivan, William Sullivan, Martin Trice, Stephen Veiga, and Rebecca Whidden.

Previous Strategic Planning Committee Members

Paul Baker, Brendan Bates, Gary Bernstein, Prudence Buabua, Michael Condon, Tom Cudmore, Nina Cullen-Hamzeh, Heather Dalton, Jack Dalton, Fred Ferris, Jennifer Jewell, Eric Larsen, Shelby Morrison, Jennifer Stoddard, Artie Sullivan, William Sullivan, Martin Trice, and Stephen Veiga.

MCCPS Community Conversation Participants -- April 2, 2018

Sam Bennett, Donna Bernstein (Consultant), Gary Bernstein (Consultant), Kurt Bianculli, Anne Brown, Prudence Buabua, Justine Buabua, Jeremy Bumagin, Marietta Collins, Michael Condon (Administration), Kristyn M. Devlin, John DiPiano, Jennifer Dorsey, Timothy Dorsey, Bob Erbetta, Fred Ferris (Co-chair), Robert Ferro, Nancy Hall, Nina Cullen-Hamzeh (Head of School), Lisa Hoguet, Kim Indresano, Jennifer Jewell (Board Chair), Julie Kiernan, Sean Killeen, Xhazzie Kindle, Francie King, Eric Larsen, Melissa Lomas, Katie King Maha, Nancy Mahan, Tina McIsaac, Shelby Morrison, Kari Pike, Pamela Robbins, Jenn Schaeffner, Jeanne Smith, Karl Smith, Willie Soon, Artie Sullivan, Bill Sullivan (Administration), Kim Sullivan, Jen Stoddard (Faculty), Jack Sweeney, Beverly Trice, Martin Trice (Co-Chair), Nancy VanDell, Stephan Vega (Faculty), Anatheia Waitekus, Emily Westhoven, Rob Whitman, Monica Winter.