



**MARBLEHEAD COMMUNITY CHARTER  
PUBLIC SCHOOL**  
Application for Renewal of a Public School Charter  
2023-2024

Marblehead Community Charter Public School  
17 Lime Street  
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Date Approved by Board of Trustees:  
Date report submitted:



As the first charter school in Massachusetts to open its doors, Marblehead Community Charter Public School continues to serve as a pillar for excellence and innovation in education, embodying the core principles of the charter school movement. Approaching its thirtieth anniversary, the school is committed to upholding its legacy of academic success and community engagement while embracing new opportunities for growth and improvement.

Over the course of the renewal term, MCCPS has enjoyed notable success in the areas of academic excellence, community engagement, and social-emotional learning, demonstrating outstanding progress in each of these key areas. Navigating the uncertainties brought on by the global pandemic was undoubtedly one of the most challenging tasks during the charter renewal term. However, MCCPS rose to the occasion, implementing a Pandemic Task Force that ensured the prioritization of health and safety while maintaining academic continuity through innovative learning models. The school placed a strong emphasis on enhancing social-emotional support, resulting in the hiring of additional staff and the implementation of a robust SEL curriculum.

In addition to successfully managing the challenges of the pandemic, we reinstated valuable experiential learning opportunities such as class trips and increased time on learning to address potential learning loss. The dedication of our Academic Excellence committee has driven rigor in project-based learning, shaping a vision for essential skills acquisition for every MCCPS student. Moreover, the establishment of a DEI committee underscores our commitment to inclusivity and creating a welcoming environment for all members of our school community.

The feedback received from parents in our recent satisfaction surveys reaffirms the positive impact of our school on students and families:

"We feel very lucky to be part of the Charter Community. We have seen our son grow on so many levels since beginning at Charter and cannot wait to see what 4 more years with this bring. We have no doubt that, in his words, he was 'meant to be here' and that it's 'where (he) belongs'."

"One of the greatest strengths of MCCPS is undoubtedly its exceptional staff. The teachers and staff are truly dedicated professionals who go above and beyond to ensure that every student

feels seen, heard, and supported. They create a nurturing and inclusive environment that fosters a sense of belonging and encourages students to grow and thrive."

"Charter is full of amazing people that make my child feel like a big fish in a small pond. The educators and staff members embody the Charter mission and create a web of touchpoints that support students through their highs and lows."

The Board of Trustees, a committed group of stakeholders including parents, community members, and teachers, has exhibited a strong dedication to setting strategic goals and providing support for the school. Through collaborative efforts, school leaders have worked together to develop strategic initiatives aimed at enhancing student success in accordance with the Student Opportunity Act. The school has recently undergone a revitalization with a new leadership structure that empowers teachers and elevates their voices beyond traditional roles as department chairs or committee members, placing them at the forefront of decision-making processes. This approach emphasizes inclusivity and fosters a culture of innovation and continuous improvement within the school community.

While challenges were faced during the previous charter period, including a mid year leadership transition, the appointment of Stephanie Brant as our permanent Head of School has proven to be a resounding success. Under Ms. Brant's leadership, MCCPS has thrived, and her positive impact on the school community is evident.

As we look ahead to our 30th anniversary, we are filled with optimism for the bright and stable future of Marblehead Community Charter Public School. The renewal of our charter presents new opportunities for growth and continued success in providing a high-quality education for our students. Our commitment to empowering students, fostering critical and creative thinking, and nurturing holistic development remains unwavering. We are confident that MCCPS will continue to thrive and offer a valuable choice in education for our families, ensuring that every student receives the support and resources they need to succeed.

I am excited about the prospect of continuing our work together in the next charter period, and I am grateful for the opportunity to serve as the Board Chair of such an exceptional school.

Sincerely,

Kathryn E. Holt  
MCCPS Board Chair

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## INTRODUCTION TO THE SCHOOL

Marblehead Community Charter Public School			
<b>Type of Charter (Commonwealth or Horace Mann)</b>	Commonwealth	<b>Location (Municipality)</b>	Marblehead, MA
<b>Regional or Non-Regional</b>	Regional	<b>Districts in Region (if applicable)</b>	3
<b>Year Opened</b>	1995	<b>Year(s) Renewed (if applicable)</b>	2000, 2005, 2010, 2015, 2019
<b>Maximum Enrollment</b>	230	<b>Projected Enrollment for 2024-25<sup>1</sup></b>	224
<b>Chartered Grade Span</b>	4-8	<b>Grade Span for 2024-25</b>	4-8
<b>Number of Instructional Days for the 2024-25 School Year<sup>2</sup></b>	180-185	<b>Students on Initial Waitlist for 2024-25<sup>3</sup></b>	19
<b>School Hours for the 2024-25 School Year<sup>4</sup></b>	7:45 to 3pm Monday through Friday	<b>Age of School in 2024-25</b>	29
<p><b>Mission Statement:</b> Our mission at MCCPS is to be a school that 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.</p>			

## FAITHFULNESS TO THE CHARTER

### CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

#### **Key Design Elements**

The fundamental design principles of MCCPS remained robust throughout this Charter cycle: a student-centered learning environment that provided continuous opportunities for engaging in performance-based assessments demanding higher-order thinking, problem-solving, collaboration, and creativity. The school maintained its tradition of hosting multiple Exhibitions each year, where students showcased their work to parents and the broader community, even amid the challenges posed by COVID.

The school adopted the Criteria for Excellence, a framework that outlined the five-year program and guided teachers in developing their curriculum units. Teachers were continually empowered to make decisions on aligning their curriculum and assessments with the standards and the Criteria for Excellence. Their skills and expertise ensured that all students experienced highly effective learning opportunities. Moreover, student’s families remained an integral part of school operations, participating in discussions about the curriculum and taking active roles in governance, enrichment, and the Parent-Teacher

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Organization (PTO). These collaborative efforts contributed to a rich and dynamic educational environment.

### **Teachers as Leaders**

Teacher empowerment continued to be an important theme during this charter cycle. MCCPS empowered teachers to be leaders in the school by having them facilitate Teaching Force, a program in which teachers collaborate in lesson design and peer observations, fostering a culture of continuous improvement and shared best practices. Additionally, teachers serve on the leadership team, ensuring that classroom perspectives directly influence school-wide decisions, promoting a sense of ownership and agency. Teachers lead professional development on topics such as co-teaching and project design, sharing their expertise and enhancing the instructional capacity of their colleagues. Furthermore, teachers report on climate surveys that they feel supported by leadership in making the best decisions for their classrooms and students, contributing to a positive and collaborative school environment. Lastly, teachers take on the work of organizing personalized learning blocks, tailoring educational experiences to meet the diverse needs of students, which enhances student engagement and learning outcomes.

### **Examples of our Mission in Action:**

#### ***Student-Centered Learning***

MCCPS fostered student-centered learning through a multifaceted approach that emphasized active engagement, personal responsibility, and leadership.

Project-based learning was a core element, integrated at all grade levels and across every subject. This method encouraged students to explore real-world problems and challenges, fostering critical thinking, creativity, and collaboration. By working on projects that often entailed cross-curricular connections, students saw the relevance of their learning in various contexts, deepening their understanding and application of knowledge. Public exhibitions of student work, held three times annually, provided a platform for students to present their projects to a broader audience. This practice not only celebrated student achievements but also enhanced communication and public speaking skills and boosted confidence. It encouraged students to take ownership of their learning and understand the value of sharing their work with others.

Goal setting and digital portfolios were implemented at all grade levels, allowing students to set personal learning objectives and track their progress over time. Digital portfolios served as a reflective tool, where students documented their growth, showcased their best work, and identified areas for improvement. This ongoing process helped students develop self-regulation and accountability in their educational journey.

Opportunities for students to take on leadership roles were abundant. By leading community meetings and enrichment activities, and serving on student council, students developed leadership skills, gained a sense of responsibility, and contributed to the school community. These experiences empowered students to voice their opinions, make decisions, and influence positive changes within their environment.

Student-led conferences were another vital component of this approach. In these conferences, students took the lead in discussing their academic progress, challenges, and goals with teachers and parents. This practice fostered a deeper sense of ownership and accountability, as students were actively involved in evaluating and planning their learning experiences. Students presented their digital portfolios during their student-led conference to their adults, another example of the development of speaking and presentation skills.

#### ***Strong School Community***

At MCCPS, fostering a strong school community was a priority, achieved through several key initiatives. Each day began with a school-wide community meeting, which parents and families were invited to attend, promoting inclusivity and open communication. The school offered two recesses and had a communal lunch period where teachers joined students, strengthening relationships and creating a sense of unity. Parents were encouraged to volunteer in the enrichment program, further involving them in the school's daily life and allowing for meaningful contributions to students' experiences. Additionally, a new SEL curriculum was implemented at every grade level, focusing on students' social and emotional development and enhancing their ability to connect and collaborate. These efforts, combined with regular family engagement at Marblehead Community Charter Public School (MCCPS) is committed to enrolling a student population that reflects the demographics of its sending districts. The school works to ensure that students with disabilities, students who are economically disadvantaged, and students who are English language learners are aware of and attracted to MCCPS, considering it a valuable and effective educational option. Over this Charter's term, MCCPS has employed targeted strategies intended to recruit and retain students whose demographics match our sending districts more closely. Over the past five years of our school's charter term, MCCPS has made significant strides in diversifying and inclusivity within our student population. The increased enrollment of economically disadvantaged students, students with disabilities, and English Language Learners demonstrates our commitment to providing a high quality education to all students, regardless of their background or abilities. However, despite these successes, we have faced challenges in retaining students due to instability in our leadership structure. Unanticipated changes in the Head of School in the Spring of 2023 led to a complete restructure of the leadership team, causing concern among parents about the school's direction and consistency in delivering quality education. As a result, our retention rates have been impacted as some families chose to seek educational alternatives due to uncertainties about the school's future. During this transition period, the new leadership team worked diligently to adapt and build trust within the school community. We are committed to strengthening our school's leadership and continuing to provide a supportive and inclusive environment for all students.

vents and school-wide celebrations, created a supportive and interconnected school community where everyone felt valued and involved.

***Relating Learning to Real-World Applications***

MCCPS helped students apply learning to real-life experiences through various immersive activities and partnerships. A trip to Washington, D.C. allowed students to explore historical landmarks and government institutions, bringing their civics and history lessons to life. Nature's Classroom provided hands-on environmental education, fostering a deeper understanding of science and ecology. Project Adventure encouraged teamwork and problem-solving skills through outdoor challenges. The school's collaboration with Salem Sound Coast Watch and My Brother's Table connected students to community service, emphasizing the importance of environmental stewardship and social responsibility. Eighth-grade civic engagement projects empowered students to address local issues, applying their knowledge and skills to make a tangible impact in their community. These experiences enriched students' education by demonstrating the relevance of their studies and promoting active citizenship.

Amendment Request	Approval Date
Request to regionalize and add Swampscott and Nahant to our school's charter	September 29, 2021

**CRITERION 2: ACCESS AND EQUITY**

**Recruitment and Retention**

Marblehead Community Charter Public School (MCCPS) is dedicated to enrolling a diverse student population that mirrors the demographics of its sending districts. The school actively works to attract students from historically underserved populations, offering them a valuable educational option. Over the course of the 5 year charter renewal term, MCCPS has consistently enrolled higher numbers of ELL's, students with disabilities and economically disadvantaged students than our sending districts, demonstrating our commitment to providing a high quality education to all students, regardless of their background or abilities.

In the past five years, MCCPS has implemented targeted strategies to recruit and retain students reflective of the sending districts' demographics. However, challenges have arisen in retaining students due to leadership changes, leading to an atypical attrition rate for the 2023-2024 school year.

Unanticipated changes in the Head of School in the Spring of 2023 led to a complete restructure of the leadership team, causing concern among parents about the school's direction and consistency in delivering quality education. As a result, our retention rates for the 2023-2024 school year were impacted as some families chose to seek educational alternatives due to uncertainties about the school's future.

Despite the challenges, MCCPS is focused on strengthening its leadership structure and creating a supportive and inclusive environment for all students. The new leadership team has worked diligently to adapt and build trust within the school community. The school is projected to experience a 16% enrollment increase for the upcoming academic year. Notably, for the 2023-2024 school year, the retention of rising 7th graders and lower numbers transferring to local middle schools indicate positive trends in student retention at MCCPS. Efforts to maintain an 80% enrollment rate from sending districts remain challenging due to geographic limitations and the planned opening of a new district wide elementary school in August of 2024.

### **Economically Disadvantaged**

For economically disadvantaged students, MCCPS has surpassed its sending districts of Nahant, Swampscott, and Marblehead enrolling 21.9% in 2023, compared to 20% in Nahant, 20.7% in Swampscott, and 12.5% in Marblehead. This showcases our dedication to serving a more diverse socioeconomic group and providing equal opportunities for all students.

### **English Language Learners**

Our enrollment of English Language Learners has also seen significant growth at MCCPS, with the percentage increasing from 1.3% in 2019 to 11.2% in 2023. Our efforts to accommodate and support ELL students has helped create a more diverse and multicultural classroom environment, where language barriers are overcome and all students can participate fully in academic and social activities.

### **Students with Disabilities**

MCCPS has consistently enrolled a higher percentage of students with disabilities (SWD) compared to its sending districts, increasing from 25.2% in 2019 to 28.1% in 2023. This reflects our dedication to fostering an inclusive environment where every student can thrive. MCCPS' successful recruitment efforts have resulted in a more diverse and inclusive student body, demonstrating our dedication to providing high-quality education to all families and students, regardless of their background or abilities.

### **Informing the Public about Programming for Underserved Populations**

At Marblehead Community Charter Public School, we are dedicated to ensuring that all members of our school community have fair and equal access to district and school documents such as enrollment



information, Parent/Student Handbooks, and other important forms. Application materials are available directly from the school's website in Spanish and Russian, which represent the largest portion of EL students at our school based on our Home Language Survey results. Hard copies of translated admissions materials are also available from our school in additional languages. Additionally, we aim to ensure that all community members have equal access to effective in-person meetings. Translation services for meetings and conferences are available and will be provided automatically if specified on the Home Language Survey. We may also schedule a qualified translator to attend meetings to assist in enhancing clear communication. Moreover, we offer a language line for on-demand translation services, accessible to current parents looking to communicate with MCCPS staff and families seeking information about MCCPS.

To enhance our outreach to underserved communities, we have initiated a targeted postcard mailing campaign to surrounding communities. This campaign provided key information about our programs, services, and enrollment processes directly to families who may be seeking educational alternatives for their child(ren). Additionally, we are replacing our current communication system with the ParentSquare communication platform due to increased communication capabilities, including translation services, to ensure that existing MCCPS families have the ability to engage in two-way communication and are informed about our programming. By reaching out through multiple channels and utilizing new communication tools, we strive to ensure that every family feels informed and welcomed at MCCPS. Our goal is to foster an inclusive environment where all members of our community have the resources and support they need to engage and participate in the education of their child(ren).

### **Behavioral Trends**

During the renewal term, particularly post pandemic, MCCPS recognized that there were disproportionate rates of suspension in marginalized groups, particularly with Hispanic students. As a result, the school took action, creating the position of Dean of Students, adopting a new SEL curriculum, and engaging in targeted PD with staff. Notably, all suspensions were eliminated for the 2023-2024 school year.

The school's focus on positive interventions, skill-building, and communication has shifted the approach to student behavior as a skill deficit rather than just imposing consequences. By regularly monitoring discipline systems, the Dean of Students ensures that all student groups are treated fairly and that disparities are addressed. These efforts are fostering a culture of accountability, communication, and learning from mistakes, ultimately creating a more supportive and inclusive school community.

### **CRITERION 3: COMPLIANCE**

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

### **Compliance Findings from the 2019-25 Year Summary of Review**

***Finding: MCCPS is not in compliance with program requirements as determined by the Coordinated Program Review (CPR).***

The Office of Public School Monitoring conducted its most recent CPR visit to MCCPS in April 2018. The outcome of the visit was eight findings in special education, seven findings in civil rights, and eight findings in English learner education.

**School Response:** MCCPS addressed the special education and civil rights findings through an approved corrective action plan (CAP). The school is addressing the ELE findings by implementing an approved corrective action plan (CAP), but has not met all deadlines.

MCCPS participated in a Special Education Coordinated Program Review in April of 2023 and received no findings needing corrective action. The School also participated in a monitoring review conducted by the Office of Language Acquisition (OLA) in January of 2024. This review determined that MCCPS does not consistently offer adequate and appropriate services for linguistic minority students. OLA issued an ELE 5 Program Placement and Structure finding in March 2024 which noted the following:

- English learners (ELs) do not demonstrate sufficient growth in English language acquisition.
- The charter school has not adopted procedures to identify ELs.
- The charter school does not have a process to do the following:
  - Develop personalized goals for ELs based on individual need;
  - Track progress towards goals;
  - Review resources and services available to ELs; and
  - Incorporate input from parents and guardians.

MCCPS subsequently drafted a continuous monitoring improvement plan that has been approved and is being implemented. This corrective action is being monitored by OLA. In June, MCCPS submitted the first in a series of three progress updates to the OLA.

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***Finding: MCCPS was out of compliance with the terms of its charter regarding the school's maximum enrollment during the charter term***

The maximum enrollment granted by MCCPS' charter is 230. During the charter term, the school exceeded its maximum enrollment in 2015-16, when the school enrolled 231 students.

**School Response:** During the Charter renewal term, MCCPS did not enroll more than its maximum enrollment.

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***Finding: MCCPS is out of compliance with state regulations regarding teacher qualifications.***

Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the date of the renewal inspection, 1 teacher (out of a total of 22) beyond the first year of employment had not passed the required MTELEs.

**School Response:** At the time of this renewal submission, all core content teachers have taken and passed the Massachusetts Test for Educator Licensure (MTEL). MCCPS' employs a Spanish teacher who completed his first year of employment on 7/31. He is registered to take the Spanish MTEL on 9/27/2024.

**CRITERION 4: DISSEMINATION**

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2020-2021	Curriculum programming and project-based learning	Participation in virtual conferences	Head of School, teachers	MassCUE conference, Regional Charter Network meetings	Sharing of best practices and informing improvement goals for the future at our school.
2020-2021	Project-based Learning and Integration	1 Virtual Public Exhibition of Student Work at MCCPS (March) 1 hybrid Virtual & in-person showcase via June	All faculty, staff, students, administrators and parents	The parent community and invited members of the Board (limited audience due to pandemic)	Enhanced understanding of PBL, integration, and service learning.
2021-2022	Curriculum programming and project-based learning	Participation in virtual conferences	Head of School, teachers	MassCUE conference, Regional Charter Network meetings	Sharing of best practices and informing improvement goals for the future at our school.
2021-2022	Project-based Learning and Integration	3 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	Enhanced understanding of PBL, integration, and service learning.
2021-2022	Integration of Community	Open meeting with parents regarding new	Director of Food Services	The community	This is the start of a Food Pantry to serve members of the community who are in need. Parent volunteers will be utilized. Students will

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
	Service Learning	Food Pantry			learn about food insecurity issues and eventually volunteer with inventory and other behind the scenes tasks.
2022-2023	Teacher collaboration	Participation in conferences	Head of School, teachers	MassCUE conference	Sharing of best practices and informing improvement goals for the future at our school.
2022-2023	Teacher Collaboration	Conference	Head of School	AMLE Hawaii Education Summit Conference	The Head of School presented on Teaching Force at the AMLE Hawaii Education Summit Conference.
2022-2023	Project-based Learning and Integration	2 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	Enhanced understanding of PBL, integration, and service learning.
2022-2023	Integration of Community Service Learning	Open meeting with parents regarding new Food Pantry	Director of Food Services	The community	The startup of the Food Pantry has been very successful. Students participated by boxing items and monitoring social media accounts to spread the word about the pantry. There were two successful fundraisers and many discussions about the impact of the work at the school's community meetings which are open to everyone in the school community.
2022-2023	Presentation of projects at local preschool and elementary school	Fifth grade students wrote, illustrated and published original	5th Grade teaching team and Art teacher	Local preschool (30 student over 3 visits) and elementary school kindergarten (5 classes of kindergarten students-	As a project-based learning school, this activity taught students about the role of an author. From developing their own original story to illustrating their work and then reading it aloud to the intended audience, this connected MCCPS students to other schools. MCCPS

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
		children's storybooks. Students took their books to a local preschool and kindergarten to read their work aloud.		approx 100 students)	teachers also had the opportunity to connect with other teachers as part of this project.
2023-2024	Student Led Conferences and Digital Portfolios	Participation in conferences	Director of Teaching and Learning for Humanities Director of Teaching and Learning for Math and Science	MassCUE conference	MCCPS teacher leaders presented on the effective integration of student-led conferences and digital portfolios in our curriculum. They highlighted how these tools fostered student ownership of learning by allowing students to reflect on their progress, set goals, and showcase their achievements. The digital portfolios provided a dynamic and accessible platform for students to document and track their growth over time. Attendees were particularly interested in how these practices empowered students to take an active role in their education and facilitated meaningful dialogues among students, parents, and teachers.
2023-2024	Project-based learning and Integration	3 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	At three public Exhibitions, MCCPS students showcased their performance assessments through a variety of engaging projects. Each project demonstrated how students applied their classroom knowledge to real-world scenarios, emphasizing critical thinking, collaboration,

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
					<p>and creativity. From designing tiny houses to analyzing national park data, the exhibits highlighted the depth and breadth of students' learning. The event provided a valuable opportunity for students to present their work to the community, showcasing their achievements and the practical relevance of their education.</p>
2023-2024	<p>Raise awareness, promote understanding and inspire action</p>	<p>In conjunction with the MCPSA, created an Op-Ed on the need for universal funding of school meals in Massachusetts. The article was nationally shared and distributed via social media and online.</p>	<p>Head of School and Director of Food Services</p>	<p>The Op-Ed was developed in partnership with the Mass Charter Public School Association and shared in local, state and national media news outlets both in print and on-line</p>	<p>This effort joined a statewide movement to make school meals free of cost to school-aged children in Massachusetts permanent. The Governor of Massachusetts subsequently funded universal free meals for all school-aged children in grades K-12 as part of the 2024 state budget.</p>
2023-2024	<p>Raise awareness and promote understanding</p>	<p>Documentary</p>	<p>Head of School, MCCPS Board, Director of Food Services, School Counselor,</p>	<p>Nationally featured in news outlets online</p>	<p>This documentary had a community impact, and resulted in a large donation to our school's Food Pantry from a nationally owned supermarket seeking to support our school's efforts to battle food insecurity in</p>

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
	of food insecurity		Business Manager, Teachers		Massachusetts and support our local community. MCCPS students support the Director of Food Services in the operation of the food pantry.
2023-2024	Presentation of Projects at local preschool and elementary school	Fifth grade students wrote, illustrated and published original children's storybooks. Students took their books to a local preschool and kindergarten to read their work aloud.	5th Grade teaching team and Art teacher	Local Marblehead Public Elementary School. 38 students shared stories in 4 Kindergarten classrooms (approximately 60 students)	As a project-based learning school, this activity taught students about the role of an author. From developing their own original story to illustrating their work and then reading it aloud to the intended audience, this connected MCCPS students to other schools. MCCPS teachers also had the opportunity to connect with other teachers as part of this project.
2023-2024	Tech Literacy Programming	The Director of Teaching and Learning showcased a sampling of our tech literacy curriculum by leading a class at a local elementary school.	Director of Teaching and Learning	Third grade classroom at a Marblehead Public School	This hands-on session demonstrated key elements of Charter's tech literacy program, engaging students with interactive activities. The initiative highlighted Charter's curriculum's effectiveness in enhancing tech literacy among young learners.

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2023-2024	Advocacy and awareness of charter schools as a high-quality education option for families on the North Shore	Speaking engagement at the Rotary Club of Marblehead Harbor	Head of School	Community members, local business owners	Increased partnership with local business owners for community service and service learning opportunities
2023-2024	Partnership with Salem State University	Integration of pre-practicum students into MCCPS classrooms for observational and co-teaching experiences	School Administration, Teachers and Classroom Instructors, Special Education Coordinators	Undergraduate and graduate pre-practicum students from a local public university educator preparation program	Pre-practicum students gained valuable experience working with diverse populations of students, enhancing their teaching skills, while MCCPS students benefited from additional support. Resulting artifacts included completed documentation forms, student feedback, and shared best practices for inclusive teaching. The partnership strengthened ties between MCCPS and Salem State University, fostering ongoing collaboration and partnership and could assist in developing a pipeline of teachers.



## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE

Like most schools, MCCPS has experienced a dip in MCAS achievement since the pandemic. In math, the percentage of students meeting or exceeding expectations dropped from 51% in 2019 to 39% in 2022, and further to 35% in 2023, marking a 4 percentage point decline since 2022 and a 16 percentage point decline from pre-pandemic levels. In ELA, 53% of students met or exceeded expectations in 2019, with a dip to 45% in 2022, but a recovery to 51% in 2023. This represents a 6 percentage point increase since 2022 and only a 2 percentage point decrease from pre-pandemic levels. Notably, white students had a higher scaled score in ELA in 2023 compared to 2019. They met their achievement targets, while students with disabilities also improved their scaled scores in ELA in 2023, exceeding their achievement targets. Although no students met the accountability targets set by DESE in math, some improvement was observed among the lowest performing students, students with disabilities, and white students, despite still being below their targets. However, some groups, including English Learners and Hispanic students, experienced declines.

A core tenet of the MCCPS charter is engaging students in performance-based assessments that demand higher-order thinking and align with state standards. Teachers are empowered to make decisions about their curriculum and design performance tasks that meet the unique needs of their students. Performance assessments are evaluated according to rubrics vetted by the leadership team and reviewed for alignment to standards and complexity through validation protocols. This past year, Exhibition Projects were implemented on November 21, 2023, March 18, 2024, and June 13, 2024. During Term 1, 84% of students met or exceeded teacher expectations on grade-level performance assessments. In Term 2, this figure was 83%, and in Term 3, 97% of students met or exceeded expectations. This data highlights the effectiveness of performance-based assessments at MCCPS in fostering student achievement and supporting individualized learning.

In addition to MCAS and Performance Assessments, MCCPS uses the iReady Diagnostic assessment three times a year to track student progress. The end of SY 23/24 i-Ready data reveals several positive trends across various grades in both reading and math. In reading, Grade 4 shows a median progress toward typical growth at 167%, with 58% of students at grade level. Grade 5 displays a median progress of 137%, with 65% of students at grade level. Grade 6 has a median progress of 109% and 68% of students at grade level. Notably, Grade 7 stands out with a 259% median progress, though 52% of students are at grade level. Grade 8 maintains a median progress of 125%, with 62% of students at grade level.

In math, the data highlights substantial improvements. Overall, there is a 70% median progress toward typical growth with 56% of students at grade level, a significant increase from 35% at the beginning of SY 23/24. Grade 5 shows an 83% median progress with 49% of students at grade level, up from 21% at the beginning of SY 23/24. Grade 7 demonstrates remarkable growth with a 167% median progress, where 44% of students are now at grade level, improving from 23% at the beginning of SY 23/24. Grade 8 also exhibits a positive trend with a 105% median progress and 38% of students at grade level, up from 25% at the beginning of SY 23/24.

## **CRITERION 6: PROGRAM DELIVERY**

### **Key Indicator 6.1: Curriculum**

MCCPS' curriculum is a dynamic and student-centered framework designed to meet the diverse needs of its learners while ensuring alignment with state standards. Teachers are entrusted with selecting curriculum materials to supplement established curriculums, such as Wonders and Illustrative Math, and trusted to implement lessons that best serve the students in front of them. This flexibility allows educators to tailor their instruction to the unique needs and interests of their students, fostering a more engaging and effective learning environment. All curriculum and lessons are aligned to state standards and connected to the school's Criteria for Excellence, which serves as a guide for the skills MCCPS expects students to have mastered by the time they graduate.

In ELA, students write in a variety of genres, including narrative, expository, and argumentative. ELA teachers collaborate regularly to ensure concepts spiral through the grade levels, allowing students to experience increased complexity as they progress. Students read a variety of fiction and non-fiction texts and participate in novel units every year, ensuring a well-rounded literary education. In 2022, grades 4 and 5 adopted the Wonders curriculum, providing teachers with differentiated texts and a variety of assessments to meet diverse learning needs. Grades 6 through 8 are in the process of reviewing high-quality instructional materials (HQIM) for the upper grades to further enhance their ELA curriculum.

In math, teachers are using Illustrative Math in grades 4 and 5, and grades 4-6 will be using Desmos in the upcoming year. The decision to move toward a conceptual approach to math instruction follows a comprehensive review of curriculums and research surrounding best practices. Teachers use the assessments embedded in the program to evaluate student progress. Additionally, ELA and math teachers regularly use IXL to assess student skills and provide personalized practice, ensuring that instruction is targeted and effective.

All grades and subjects at MCCPS assign performance-based tasks that are often integrated with other subjects. These projects are assessed according to rubrics that call for higher-order thinking as defined by Bloom's Taxonomy and Webb's Depth of Knowledge. Project-based assessments have numerous benefits, including promoting critical thinking, creativity, and the application of knowledge in real-world contexts. They encourage students to engage deeply with the material, collaborate with peers, and take ownership of their learning.

Teachers meet weekly in departments to review curriculum materials, calibrate student work, and evaluate performance tasks for alignment to standards and critical thinking tasks. This collaborative approach ensures consistency and rigor across grade levels and subjects, supporting continuous improvement and high academic standards.

Evidence of MCCPS' curriculum meeting expectations includes the systematic alignment to state standards, the use of validated performance assessment rubrics, and the adoption of vetted instructional materials. The effectiveness of the curriculum in meeting students' diverse needs is evident through the success of students on performance-based assessments and the strategic use of differentiated and personalized learning tools.

### **Key Indicator 6.2: Instruction**

MCCPS ensures that students receive high-quality instruction by implementing a comprehensive framework for lesson design, assessment, and teacher evaluation. The school uses a structured lesson

design framework comprising four key components: hook, guided practice, independent practice, and a closing. This framework ensures lessons are engaging and structured, promoting student understanding and retention.

To assess student learning, teachers employ a variety of formative assessments, such as exit tickets, quick polls, real-time questioning, and interactive activities like think-pair-share. These assessments provide immediate feedback, allowing teachers to adjust instruction as needed. Summative assessments, including unit tests, projects, and performance-based tasks, measure student learning at the end of instructional units, ensuring comprehensive evaluation of student progress.

This year, the leadership team adopted the TNTP framework for lesson implementation, which was used for classroom walkthroughs to observe and note whether all students were engaged and if the lessons met the diverse needs of all students. Follow-up conversations with teachers provided constructive feedback, and a new evaluation system aligned with the DESE rubric for teacher evaluation was implemented. Teachers were observed and evaluated regularly and set goals based on student data, ensuring continuous improvement.

All teachers in core subjects set SMARTIE (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equity-focused) goals, with a strong emphasis on equity. The ELA department focused on improving literary analysis writing, while the math department utilized MCAS and iReady data to identify and address gaps in student performance. Each teacher used student data to set stretch goals for their lowest-performing students, promoting targeted support and growth.

A quality lesson at MCCPS involves clear objectives, differentiated instruction, active student engagement, and continuous assessment. The leadership team adopted TeachPoint this year to document teachers' goals, observations, and evaluations, ensuring a streamlined and transparent process for monitoring and supporting teacher development.

Evidence that MCCPS' instruction meets expectations includes the systematic use of validated instructional frameworks and assessment methods, regular observations and feedback, data-driven goal setting, and the adoption of robust evaluation tools. These practices ensure that instruction is consistently high-quality and aligned with the needs of all students.

### **Key Indicator 6.3: Assessment and Program Evaluation**

At MCCPS, student assessment is a multifaceted process designed to provide a comprehensive understanding of each student's progress and learning needs. The school administers iReady assessments three times a year to monitor growth and identify areas for targeted instruction. Regular quizzes using IXL help teachers assess student skills in real-time, providing immediate feedback and allowing for adjustments in instruction. Formative assessments, such as exit tickets, quick polls, and interactive activities like think-pair-share, are used regularly to gauge student understanding during lessons and inform instructional decisions.

Summative assessments, including unit tests, projects, and performance-based tasks, measure student learning at the end of instructional units, ensuring comprehensive evaluation of student progress. Additionally, students complete performance assessments during three public exhibitions throughout the year, showcasing their ability to apply knowledge and skills in real-world contexts. These assessments are evaluated using rubrics vetted by the leadership team, ensuring alignment with state standards and

promoting higher-order thinking. This combination of formative and summative assessments, alongside structured performance tasks, ensures that MCCPS can effectively measure and support student achievement.

The school evaluates its academic program through regular review at both department meetings and leadership team sessions. Department meetings provide a platform for teachers to collaboratively analyze student data, review curriculum materials, and calibrate student work to ensure consistency and rigor across grade levels. During these meetings, teachers discuss formative and summative assessment results, identify trends in student performance, and adjust instructional strategies to address any gaps. For example, ELA teachers might analyze writing samples to improve literary analysis instruction, while math teachers review MCAS and iReady data to refine their approach to addressing specific learning gaps.

#### **Key Indicator 6.4: Supports for All Learners**

At MCCPS, a comprehensive system of screening, supports, resources, and interventions is in place to ensure all learners, including students with disabilities and English Learners (ELs), receive the necessary assistance to thrive academically. Teachers and support staff meet weekly for Student Support Team (SST) and Special Education Consultation meetings, during which they review student performance data from iReady, MCAS, and local assessments. These meetings facilitate discussions on necessary scaffolding and supports tailored to individual student needs.

The school employs a referral system for Multi-Tiered Systems of Support (MTSS), ensuring that interventions and supports are systematically documented and collaboratively managed by the team. Each grade level is staffed with a licensed special educator and either a teaching fellow or teaching assistant, providing targeted services to students with disabilities. This staffing model ensures that specialized instruction is seamlessly integrated into the classroom environment.

To support ELs, teachers implement a variety of strategies, including differentiated instruction, visual aids, and language scaffolding techniques, to ensure that language barriers do not impede learning. Recognizing the importance of language support, MCCPS is adopting a school-wide priority of unpacking language demands to provide necessary scaffolding in the upcoming school year. This initiative will enhance teachers' ability to support ELs by making academic language more accessible and comprehensible.

Screening for student support at MCCPS involves regular assessments and data analysis to identify students who may need additional help. The school uses iReady diagnostics to pinpoint specific areas where students struggle, MCAS results to evaluate overall proficiency, and local assessments to monitor ongoing progress. Based on this data, the SST and Special Education Consultation teams devise and implement individualized intervention plans.

To further support students, MCCPS has on-staff specialists for reading, speech, and occupational therapy, providing targeted interventions tailored to individual needs. Additionally, the school offers a morning acceleration block, allowing students to receive intensive support and enrichment before the regular school day begins. These resources and interventions ensure that MCCPS meets the diverse needs of its student population, fostering an inclusive and supportive learning environment. This proactive approach showcases the school's commitment to academic excellence and equity for all students.

## **CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT**

### **Key Indicator 7.1 Safe and Supportive Environment**

At MCCPS, we prioritize creating a safe and supportive environment that fosters students' sense of belonging and helps them develop essential social and emotional skills for a multicultural world. Data from the universal social emotional screener distributed to students in the 23/24 SY, with a 91% school-wide response rate, highlights that 90% of students feel safe, 84% have identified trusted adults, 91% have friends in the building, and 82% can express their feelings appropriately. Additionally, 84% of families believe that MCCPS fosters a positive and inclusive school culture, as shown in a June 2024 Parent Engagement Survey.

Families' comments reflect the positive impact of the school's environment: "My daughter has had some struggles socially and has bent to peer pressure but with support and encouragement has been able to rise above and move forward," and "The 4th graders seem to have learned wonderful social emotional skills this year!" The survey also indicates that only 5% of families feel that instructional materials do not reflect their child's culture, ethnicity, and/or identity, with one parent noting, "Materials reflect many cultures," and another saying, "what I have seen has been encouraging re: diversity of representation and content topics..."

To further enhance our supportive environment, MCCPS has implemented the Character Strong social-emotional curriculum. This program is integrated by teachers to build connections with students and establish a common language for addressing social challenges. Character Strong helps create a cohesive and nurturing school community, where students feel understood and supported.

MCCPS ensures that classroom environments are culturally responsive, welcoming, respectful, and inclusive. We use culturally relevant and diverse High-Quality Instructional Materials (HQIM), and teachers at MCCPS select novels that reflect the intersectionalities and diverse backgrounds of our student body. For instance, "Ghost" by Jason Reynolds is a popular choice because it addresses themes such as race, socioeconomic status, and personal challenges, resonating with many of our students. This intentional selection of literature helps ensure that all students see themselves represented in the curriculum, promoting inclusivity and a greater understanding of the varied experiences within our community. Through these efforts, MCCPS supports all students in developing social and emotional competencies and building a strong, inclusive community reflective of the students' cultures and identities.

### **Key Indicator 7.2 Family Engagement**

Data from survey results shows how MCCPS school prioritizes and values family engagement by actively involving parents in various community events, providing opportunities for open communication and collaboration, and implementing initiatives to ensure that families feel connected and supported within the school community. We hold a variety of community events such as music extravaganzas, parent night dinners, talent shows, and school dances that encourage families to participate and be involved in the school community. Parents are also invited for breakfast and lunch every day, providing opportunities for them to interact with school staff and further strengthen relationships. Town hall events, coffees with leadership, and the implementation of a new two-way communication platform that allows for on-demand translation for all school related communication demonstrate our commitment to open communication and collaboration with families. Additionally, the increase in social media presence, inviting alumni to school events, an updated website, and student and family handbooks all contribute to creating a sense of belonging and connection for families.

Family Engagement Survey results from SY23/24 further support the positive relationship between the school and families, with comments highlighting the caring and supportive nature of the teachers and staff, as well as the strong sense of community and safety at the school. The feedback also reflects the importance of open communication and accessibility to resources such as the wellness team and counselors.

Quotes from parents in the Family Engagement Survey include:

- "Her teachers are always available for a conference or respond via email."
- "The 7th grade team has been fantastic in responding to my emails."
- "(Student)'s teachers have given valuable feedback when I reached out to them."
- "The wellness team goes above and beyond to meet my child's needs. They are amazing!"
- "The teachers and staff genuinely care about my child and know my child. The community is strong. My child feels safe and happy."
- "The teachers, especially Mrs. Wright, have an amazing ability to 'push' a student outside of their comfort zone to achieve what a student considered as an impossible task, while providing a safe and understanding environment. Praising the effort and complimenting on success, helping to build confidence."
- "MCCPS does a great job with parent/teacher communication and organizing fun events for students to socialize after school (school dances, etc)."

Overall, the data and survey results demonstrate that our school has successfully developed effective relationships with families through various initiatives and events, resulting in a positive and supportive school community.

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## ORGANIZATIONAL VIABILITY

### CRITERION 8: CAPACITY

#### **Key Indicator 8.1: School Systems and Leadership**

Our school's leadership team is at the forefront of implementing academic programming and running operations to meet our goals of connecting the state's curriculum frameworks to rigorous project-based learning experiences. The team is dedicated to enabling our students to become critical and creative thinkers who can reflect on their learning experiences and grow from them. Beginning with the 2023-2024 school year, our leadership team underwent restructuring, putting teachers in the classroom and at the leadership table to make decisions about the operations of the school. Each leadership team member has specific roles and performance tasks tailored to their areas of expertise. As a collective group, the leadership team vets all decisions related to the school's operation, which are then communicated to the school community and Board of Trustees through the Head of School. This collaborative process ensures that our school continues to provide a high-quality education for our students.

School leadership at MCCPS has successfully cultivated a working environment that is overwhelmingly positive, with 91% of staff members reporting either extremely positive or quite positive feelings about the atmosphere. These sentiments are further reflected in the staff members' optimism about the school's future, as 88% expressed feeling extremely positive or quite positive about the direction in which MCCPS is moving. Additionally, the high level of trust in staff members' abilities is evident, with 93% feeling trusted quite a bit or a tremendous amount to work in the way they think is best. Furthermore, the staff members feel supported in seeking guidance and support from the Head of School when facing challenges, as 91% reported feeling extremely comfortable or very comfortable doing so. The

transparency of communication with the Head of School was rated positively, with the majority of staff members giving it a rating of 4 or 5 out of 5. In terms of feeling supported in their roles at the school, 80% of staff members reported feeling extremely or very supported by the Head of School. Collaboration with the Head of School was also rated positively, with 82% of staff members indicating that they have very strong or strong collaboration with the Head of School. Additionally, staff members feel comfortable sharing their thoughts and feelings with their colleagues on grade level teams, with 88% reporting feeling extremely comfortable or very comfortable. This strong sense of trust, collaboration, and support among staff members and school leadership fosters a culture of accountability, trust, and collaboration that promotes joint responsibility for student learning at MCCPS.

Building on this foundation of trust and collaboration, MCCPS is committed to addressing disparities in learning experiences and outcomes through the implementation of a variety of evidence-based programs (EBPs) as outlined in our Student Opportunity Act (SOA). These initiatives will feature the implementation of high-quality instructional materials, extended learning time, and partnerships with educator preparation programs. Specific measures will include intensive math and literacy interventions, differentiated instruction models, and increased access to high-quality professional development for educators. Our efforts will focus on enhancing instructional practices, fostering collaboration, training fellows from local colleges and universities, and further developing the skills and talents of our current staff. Through these initiatives, MCCPS expects to see significant improvements in student achievement, engagement, and overall school culture, ensuring that every student receives the support and resources necessary for academic and personal success.

In addition to improving academic outcomes, MCCPS is committed to fostering a diverse teaching staff that mirrors the demographics of our students. While we strive to enroll 80% of our students from our sending districts and value diversity, we are challenged by the fact that our sending districts are comprised of primarily white students. This creates limitations for us in terms of recruiting a diverse student body. To address this, MCCPS has initiated outreach to local colleges and universities to connect with prospective educators to the field. Our collaboration with Salem State University is focused on enhancing diversity within our workforce, promoting the retention of educators from diverse backgrounds and perspective who better mirror the demographics of our full student body. Additionally, to increase our pool of applicants, we have contracted with outside education staffing agencies in hopes of retaining educators.

### **Key Indicator 8.2: Professional Climate and Standards for Performance**

Marblehead Community Charter Public School (MCCPS) is committed to fostering a positive and professional working environment for all staff members. This commitment is evident through various initiatives, policies, and practices aimed at promoting a culture of learning, respect, and professional behavior. The school's dedication to creating a supportive and collaborative atmosphere is reflected in the high ratings and positive feedback from various culture and climate surveys as well as teacher satisfaction surveys.

The Val-Ed Head of School survey highlighted the effectiveness of the leadership at MCCPS. The Head of School was rated as "distinguished" in the category of "Culture of Learning and Professional Behavior." This rating indicates that the leadership behavior at MCCPS is a strong presence and positioned to have a positive influence on teachers and the school's professional climate.

Further evidence of a positive professional climate is provided by the January 2024 Teacher Satisfaction Survey, developed by the University of Kansas. In this survey, several key statements received "Agree Strongly" responses, highlighting the positive perceptions of the Head of School and the overall work environment at MCCPS. Statements such as "The Head of School works to build a positive work

environment for the faculty and staff," "The Head of School assures that plans for the safety and needs of students are developed and executed," "I believe in the goals and objectives of this school," and "The Head of School treats me with respect and dignity" all received strong agreement from the staff, indicating a high level of satisfaction and trust in the school's leadership.

School staff frequently engage in professional development to improve implementation of the curriculum and instructional practice based on a PD calendar developed by the Director of Curriculum, Instruction, and Technology in conjunction with the Directors of Teaching and Learning; staff meets weekly for Professional Development led by the Director of Curriculum and Instruction with support from the Directors of Teaching and Learning on a variety of topics. Staff also meets in departments in order to work toward goals set relating to instructional practices within specific subject domains. Additionally, MCCPS implements a professional learning culture that supports development of effective educators by regularly seeking feedback from educators on desired and relevant professional development, i.e. having staff complete a google form to provide input on professional development for the upcoming school year. Several sessions of professional development within the last five years have been dedicated to examining and dismantling implicit biases and systemic inequalities in order to establish an environment in which all students feel included, supportive, and can achieve success with learning.

In addition to strong leadership and positive survey feedback, MCCPS has adopted a comprehensive teacher evaluation system that aligns with the Massachusetts Department of Elementary and Secondary Education (DESE) teacher evaluation rubric. This system, known as the DESE 5-Step Evaluation Cycle, is implemented for all teachers, ensuring that standards of performance are met and continuously improved upon. The alignment with DESE standards demonstrates the school's commitment to maintaining high professional standards and accountability, further contributing to a positive professional climate. During SY23/24, this system was increasingly formalized with documents on evaluation being shared with faculty and staff. Educator Evaluation at MCCPS is composed of 4 parts, with observations taking place routinely throughout the year and Evaluations occurring twice yearly for all teachers. The first step in the educator evaluation plan is that all educators will review student data and complete a draft self-assessment informed by this data. They will then finalize their self-assessments and create educator plans to achieve their goals, focusing on intensive math and literacy interventions, differentiated instruction models, and professional development. Observations, conducted by directors and team leaders, will occur at least four times per year and focus on key instructional priorities. Formal observations include pre- and post-conferences for announced sessions and optional post-conferences for unannounced sessions. Additionally, teachers may participate in coaching cycles with the Director of Curriculum, Instruction, and Technology. Check-in meetings are held in January to discuss progress, with formative evaluations completed in February and summative evaluations in June.

### **Key Indicator 8.3: Contractual Relationships**

N/A

## **CRITERION 9: GOVERNANCE**

### **Key Indicator 9.1: Legal and Fiduciary Responsibilities**

1a. Members of the Board of Trustees fulfill their responsibilities under Massachusetts law by providing competent and appropriate governance that ensures the school's success and sustainability. As evidence collected on the Board's most recent Self-Evaluation (SY22-23), all Trustees are committed to school policies, regularly attend meetings (100% agree), align with the school's mission, vision, and values (100% agree), and actively participate in school events (100% attend at least one, 70% attend three or more, and 40% attend five or more). They feel prepared to promote the school (100% agree) and recruit



new members (80% agree). Interaction with staff (80% agree) and families is high (100% agree/somewhat agree), and all members have read and understood the foundational documents (100% agree). Previous year's self-evaluations show similar trends, with 100% participation on Board Evaluations in SY 20/21, 21/22, and 22/23, and include comments from Trustees such as, "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."

1b. The Board ensures oversight of administration, financial health, and goal progress without interfering in daily operations. They set annual goals with the Head of School and review performance using the MA School-Level Administrator Rubric.

#### **Hiring and Transition of the Head of School:**

- The Board hires a Head of School, who manages daily operations. A new Head of School was hired in July 2019, serving until April 2023.
- An Interim Head of School was appointed in April 2023 and later became the permanent Head of School due to exemplary performance.

The Governance Committee is essential to the Board's overall strength. It leads the recruitment strategy for new board members, oversees new board member orientation, organizes the annual board retreat, assesses the board's strengths, and ensures necessary professional development. This committee focuses on board continuity and internal health by identifying and recruiting new members with attention to balancing expertise and perspective, onboarding incoming members, and facilitating required DESE tasks. The annual retreat organized by the Governance Committee fosters thoughtful conversation, builds perspective, and helps set goals and priorities for the upcoming year.

The Finance Committee meets monthly with the Head of School and Business Manager to review all relevant financial reports and compare budget to actual progress. They work with the auditors to review each year's audit report and engage in the budgeting process, reviewing draft budgets to ensure educational priorities are met. The committee's role is to collaborate with the Head of School to create the upcoming fiscal year budget, present budget recommendations, monitor budget implementation, recommend revisions, and propose policies for managing the organization's assets. This committee's diverse perspectives and financial skills are crucial for maintaining the financial health of the school.

The Academic Excellence Committee, meeting monthly with the Head of School, Assistant Head of School, and Curriculum Directors, reviews a wide range of data and policies. This committee focuses on specific criteria in separate monthly meetings, such as reviewing MCAS data, student progress reports, and assessment practices. It measures the organization's academic results against goals set in the charter, accountability plan, and annual Head of School goals. This ensures that the board and Head of School share a vision of academic excellence and that all board members understand the charter's academic promises. Annually, the Academic Excellence Committee reports out on student academic achievement to the full board which includes an overview of statewide data, school data, comparative analysis, and the school's response.

Lastly, the Development Committee plays a vital role in ensuring sufficient funding to meet the school's charter promises and support its growth and sustainability. This committee assumes primary responsibility for raising non-grant funds, developing and implementing a realistic fundraising plan, and mentoring

other trustees in fundraising skills. This ensures the organization has the necessary resources to fulfill its mission and long-term goals.

**Key Indicator 9.2: Culture of Collaboration**

The Board of Trustees at MCCPS has established a strong collaborative culture through clear decision-making and communication systems. Meetings comply with Massachusetts Open Meeting Law, ensuring transparency and public accessibility. Agendas include opportunities for public comment and follow Robert's Rules of Order to encourage participation and thorough discussion, leading to well-informed decisions.

The Board's inclusive approach fosters thoughtful and comprehensive governance. Meeting agendas cover a wide range of topics, ensuring all aspects of school operations are reviewed. The Board uses the Board on Track platform for effective communication and coordination.

Public accountability is maintained through transparent operations and opportunities for public engagement, reinforcing the Board's commitment to the community. Meetings are well-attended by the public, both in-person and via Zoom.

**Key Indicator 9.3: Focus on Improvement**

The MCCPS Board of Trustees emphasizes continuous improvement to advance the school's mission and educational philosophy. The Board engages in strategic planning, setting, and monitoring progress toward specific goals, which is crucial for the school's sustained success and alignment with its mission.

In the past five years, the Board initiated a Strategic Plan Task Force, including board members, faculty, staff, parents, and community members, to develop and monitor the Strategic Plan. This Task Force conducts item-by-item analyses to guide future plans.

The Board sets annual goals, reviewed monthly at public meetings, focusing on community engagement, development, fundraising, and board recruitment. Clear processes for Trustee and School Leadership succession were laid out in the MCCPS Bylaws, adopted in December 2020, and include regulations on Board Officer terms and limits in Article 3 of the MCCPS Bylaws. Additionally, new adoption of the Emergency Succession Plan for Head of School in March 2023 outlines an emergency succession plan to facilitate the transition to both interim and longer-term leadership in the event of the sudden departure of a Head of School.

The MCCPS Board of Trustees remains dedicated to recruiting, selecting, orienting, and training new members to join the Board with relevant skills, expertise, and community connections. The Board of MCCPS has, as mentioned, made concerted efforts to recruit new members with specific, relevant expertise, particularly in the areas of finance, real estate, development and fundraising, Human Relations, and those possessing a background in law. Current Board members work in various fields including, law, education, business administration, IT and operations, and Human Resources. Additionally, it is a priority of the MCCPS Board to bring in outside facilitators for Trustee Orientation, including organizing a session with a retired Executive Director of a Massachusetts Charter School at the June 2024 Retreat to discuss history and purpose of charter schools, governance, administration, authorization and oversight, access and equity, accountability, finances, and strategic planning and dissemination.

Lastly, the Board of Trustees, with support from the Academic Excellence committee, regularly reviews disaggregated student data, particularly from MCAS and other standardized assessments such as iReady, to ensure appropriate academic growth for all students, and particularly student groups identified as

having significant achievement gaps such as English Learners and Former ELs, African American/black students, Hispanic students, and students with disabilities. In reviewing the data, the Board is provided insight on the academic quality of programming at MCCPS, and can thus give input into other accountability measures, such as the Student Opportunity Act (SOA).

### **CRITERION 10: FINANCE**

The school maintains sound and stable finances and operates in a financially sound and publicly accountable manner. The school has a positive financial history, with adequate cash flow and net assets to support its operations and academic programs. The FY24 financial results indicate a deficit, primarily attributed to an unexpected decline in enrollment following a sudden leadership change. This deviation from typical financial performance is considered an anomaly and is being carefully analyzed and addressed by the school's administration to mitigate any further impacts on the institution's financial stability.

MCCPS develops an annual budget that is sustainable based on enrollment and other stable revenue sources, prioritizing student performance in budget decisions. The school utilizes an accurate accounting system and engages in thorough budgetary planning, oversight, and revision. It has appropriate internal controls in place, documented in fiscal policies and procedures. The school follows generally accepted accounting principles and undergoes independent financial audits with unqualified opinions.

Additionally, the school provides regular financial reports to stakeholders for transparency and accountability, has a reserve fund for emergencies, actively seeks additional revenue sources, and regularly reviews and adjusts financial policies in response to changes. Furthermore, the school demonstrates a commitment to long-term financial sustainability through multi-year financial projections and strategic planning initiatives.

The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators reported in the Massachusetts Charter School Financial Dashboard. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities.

### **PLANS FOR THE NEXT FIVE YEARS**

Our school's plans for the next charter term are focused on enhancing the quality and rigor of education we provide to our students and strengthening our partnership with families and the community. MCCPS' Board of Trustees and school leaders have strategically considered the next five years, identifying key areas for improvement and growth.

Confidence in propelling our plans forward lies in the recommitment to teacher voice and leadership in the recent restructuring of our leadership team to include active and collaborative teacher members, expanding beyond their traditional roles as department heads and committee members. Teachers now serve dual roles, both in the classroom and on the leadership team, helping to steer the direction and vision of the school. This structure will ensure that teachers have a direct impact on decision-making and the overall direction of the school.

In addition to focusing on teacher leadership, the next charter renewal term will focus on implementation of our newly drafted Student Opportunity Act (SOA) initiatives, which include building partnerships with educator preparation programs, personalized learning, and supporting curriculum implementation.

In previous years, MCCPS pursued collaborative efforts with educational preparation programs as an initiative. However, due to the pandemic, these partnerships were discontinued. By reestablishing and reinvigorating these partnerships, we aim to attract high-quality teachers, tap into emerging educators trained in the latest methodologies, and enhance the learning experience for students. This collaboration will help us attract passionate and dedicated educators who contribute to the academic growth of our students and meet both current and future needs at MCCPS.

As we expand personalized learning at our school, a key focus will be on implementing and developing data-driven assessment practices to identify students who may benefit from targeted re-teaching or accelerated work. By analyzing student achievement data and performance metrics, we will pinpoint areas where students may need additional support or opportunities for enrichment. This data-driven approach will allow us to personalize learning experiences for each student based on their individual strengths, needs, and learning preferences. For students who require re-teaching, we will provide targeted interventions and additional support to help them master challenging concepts. Conversely, for students who are ready for accelerated work, we will offer advanced learning opportunities and enrichment activities to keep them engaged and challenged. By leveraging data to personalize instruction and support, we will ensure that every student receives the tailored educational experience they need to thrive and succeed

To support curriculum implementation at MCCPS, we have outlined several action steps to ensure teachers are equipped and supported in delivering high-quality instruction. Expanded professional development programs will be a key component, with ongoing workshops, coaching sessions, and collaborative planning time focused on the implementation and alignment of high-quality instructional materials. Additionally, dedicated staff, including curriculum specialists and a Director of Teacher Support and Training, will provide continuous support to teachers in math and ELA, troubleshooting challenges, and optimizing instructional practices. To monitor progress, a robust system for evaluating curriculum implementation will be in place, including classroom observations, student performance data analysis, and teacher feedback to ensure that the curricula are effectively meeting student needs. By implementing these action steps, we are confident that our teachers will have the necessary support to successfully implement our curricula and help students achieve academic success.

Lastly, over the next charter term, we will focus on accelerating learning for historically underserved students. This will involve implementing steps such as expanded professional development programs, hiring dedicated staff, and implementing monitoring and evaluation processes to ensure our curricula effectively meet all students' needs. To strengthen family engagement in this area, we will implement virtual family engagement events to make it easier for families to participate, as well as involving families in curriculum decisions and establishing an English Learner Parent Advisory Council (ELPAC) to better support our multilingual learners.

Overall, our school's plans for the next charter term are designed to improve the quality of education we provide, increase rigor and alignment of curriculum to project based and service learning, and strengthen our partnerships with families and the community to accelerate learning for all students, particularly those identified as having significant achievement gaps. These strategic initiatives will guide our efforts over the next five years and help us continue to grow and evolve as a school.



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **and Appendix A**

Marblehead Community Charter Public School  
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Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:

## APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

### FAITHFULNESS TO CHARTER

	Charter Term Performance		Evidence
	M (Met)	NM (Not Met)	
	2	0	
	2	0	
	2	2	
	0	1	
	-	-	
	2	2	
	1	2	
	2	3	
	2	0	
	2	2	
	2	3	
	2	2	
	2	4	
<b>Objective: Objective (for KDE 1): MCCPS will implement a system that empowers teachers to support one another in the lesson design and implementation process while committing to take ownership of our pursuit toward a culture of continuous improvement.</b>			
<p><b>Measure:</b> Each year the Humanities, Math/Science, World Language, and Inclusion teachers will participate in the Dutch system of “Leerkracht” (Teaching Force) program that promotes collaborative lesson design, peer observations, and real-time feedback to participants. Teachers participating in this program will meet weekly. Teachers will observe peers and be observed by peers a minimum of once per month.</p>	NM	M	NM
<p><b>2020-21:</b> Twenty teachers participated in the Teaching Force program, focusing on lesson design for remote/hybrid learning, with full implementation and peer observations delayed due to COVID-19.</p> <p><b>2021-22:</b> Twenty teachers and administrators focused on goal setting and collaborative lesson design in the Teaching Force program, with initial peer observations and the introduction of Information Board sessions in every classroom.</p> <p><b>2022-23:</b> Sixth, seventh, and eighth-grade teachers, along with the World Language teacher, participated in the Teaching Force program, achieving 52 peer observations and involving students in goal setting, self-reflection, and “Student Arenas” to share learning strategies.</p> <p><b>2023-24:</b> Despite not fully implementing the “Leerkracht” protocols due to staff changes, significant positive outcomes were achieved, with 100% of staff collaborating on lesson design and 50% participating in peer observations.</p>			

<p><b>Measure:</b> Each year, each member of the faculty who are participating in the Teaching Force work will lead at least one professional development or mentoring activity. This work may be reflected in the teacher evaluation process.</p>	NM	NM	NM	NM	<p>2020-21: The professional development opportunities were led by an outside consultant to assist our faculty in learning more about the Teaching Force program.</p> <p>2021-22: Professional development was led by an outside consultant to educate faculty on the Teaching Force program, with plans to incorporate teacher-led sharing of effective practices into next year's weekly sessions.</p> <p>2022-23: Professional development, led by the Head of School and an outside consultant, helped faculty solidify their understanding of the Teaching Force protocols as teachers worked in small groups to prepare for peer observations.</p> <p>2023-24: The goal was not met as staff opted to forgo the "Teaching Force" program after several trained members left and the integrated arts department was new, but faculty adapted by leading professional development on co-teaching and lesson design, with the leadership team maintaining a collaborative culture through school-wide sessions, mentoring, and integration into the teacher evaluation process.</p>
<p><b>Objective: : (for KDE 2): MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.</b></p>					
<p><b>Measure:</b> Twice a year, teachers at each grade level will collaborate to create project-based learning experiences that include the development of higher-order thinking skills. Recent past exhibitions have focused more on the product than the process of learning. This objective is driving our collective goal of upgrading the quality of the Exhibitions and the overall experience for both students and parents/community members.</p>	Met	Met	Met	Met	<p>2020-21: During the second and third trimesters, 100% of teachers collaborated to create PBL experiences focusing on higher-order thinking skills, culminating in a virtual March Exhibition and a hybrid in-person and virtual June Exhibition.</p> <p>2021-22: During the second and third trimesters, 100% of teachers collaborated to create PBL experiences focused on higher-order thinking skills, with all Exhibitions held in person, and plans to bring in an outside presenter to enhance PBL strategies.</p> <p>2022-23: All teachers participated in professional development on PBL and implemented strategies for more meaningful projects, with all students participating in at least two public Exhibitions, and some grade levels completing three.</p> <p>2023-24: The goal was met with 100% of teachers implementing performance-based assessments that elevated Exhibitions' quality and enriched the experience for students, parents, and community members.</p>

<p><b>Measure:</b> Each semester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to the school's Criteria for Excellence, which are aligned to NCTM, NAME, and MA Curriculum Frameworks.</p>	Met	Met	Met	Met	<p>2020-21:By the end of the year at least 80% of the students at each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards. The Criteria of Excellence was updated by our teachers this year, the first year of implementing and aligning the Criteria with lessons/unit plans</p> <p>2021-22: By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p> <p>2022-23:By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p> <p>2023-24:By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p>
---	-----	-----	-----	-----	---



**Objective: (for KDE 3): MCCPS will employ a digital portfolio system to document student achievement and growth.**

<p><b>Measure:</b> Each trimester, 100% of students will document a project-based learning assessment and reflection for each of the core subjects of English language arts, math, science, global studies, world language, art, and music.</p>	<p>NM</p>	<p>M</p>	<p>M</p>	<p>M</p>	<p>2020-21: Our 8th grade students successfully curated and showcased portfolios at the end of the last two trimesters, setting exemplars for other grades, with Schoology being introduced as a new tool.                  2021-22: Students at each grade level initiated a portfolio, with 7th graders assisting their 4th grade mentees in the process.                  2022-23: 100% of students created a digital portfolio, posting at least one project example and reflection.                  2023-24: 100% of students posted work from all core subjects to digital portfolios and showcased their achievements at student-led conferences, documenting project-based learning assessments and reflections each trimester for every subject.</p>
<p><b>Measure:</b> Each trimester, 100% of students will track their progress toward our criteria for excellence in each of the core subjects of English language arts, math, science, global studies, world language, art, and music. Students will identify strengths and areas for growth while reporting out their findings midway through the year in a student-led conference.</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>2020-21: During the pandemic, the Criteria for Excellence was finalized, with implementation and progress monitoring planned for the next school year.                  2021-22: While portfolios were established, not all grade levels tracked progress toward the Criteria for Excellence, though some progress was made, with plans to build on this next year.                  2022-23: 100% of students posted work to their digital portfolio and participated in a student-led conference, sometimes connecting their work to the Criteria for Excellence through entries and reflections with teacher guidance, with ongoing efforts to enhance these connections.                  2023-24: 100% of students posted work to their digital portfolios and participated in student-led conferences, with efforts to connect their work to the Criteria for Excellence through portfolio entries and reflections, with plans to continue improving these connections.</p>

## DISSEMINATION

	Charter Term Performance				Evidence
	M (Met)		NM (Not Met)		
	2	0	2	0	
	2	0	2	0	
	2	2	2	2	
	0	1	2	3	
	-	-	-	-	
	2	2	2	2	
	1	2	3	4	
<p><b>Objective:</b> MCCPS will disseminate its practicing regarding Project-Based Learning &amp; Peer Observations to other schools in Massachusetts.</p>					
<p><b>Measure:</b> Measure: By the end of the 2024-2025 school year, members of the faculty and administration will have shared effective practices in project-based learning with colleagues from the sending district and at conferences.</p>	NM	NM	NM	M	<p>2020-21: COVID-19 restrictions limited travel and conference attendance, so the focus was on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.</p> <p>2021-22: COVID-19 restrictions limited travel and conference attendance, so the focus was on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.</p> <p>2022-23: Although teachers attended the MassCue presentation on Teaching Force, efforts to develop a rapport with sending districts for sharing PBL ideas are ongoing.</p> <p>2023-24: The goal was met as fifth graders shared narratives with a local kindergarten class, the technology teacher demonstrated tech literacy approaches, and faculty and administration shared practices with both sending districts and at conferences.</p>
<p><b>Measure:</b> Measure: By the end of the 2024-2025 school year, representatives of our school will present to at least two conferences</p>	NM	NM	M	NM	<p>2020-21: COVID-19 restrictions limited travel and conference attendance, so our focus was on implementing remote/hybrid instruction.</p>

each year on our system of peer observations (Teaching Force).

2021-22: COVID-19 restrictions again limited travel and conference attendance, with the focus on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.

2022-23: The Head of School presented on Teaching Force at the AMLE Hawaii Education Summit Conference and, along with three teachers, at the MassCUE conference.

2023-24: The goal was not met due to the transition away from the Teaching Force program, but the directors of Teaching and Learning represented our school at the MassCUE conference, presenting on student-led conferences and digital portfolios.



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix B**

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

Contact: Head of School Stephanie Brant

Phone: (781) 631-0777

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

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:

## APPENDIX B: STATEMENT OF ASSURANCES AND CERTIFICATION STATEMENTS

### GENERAL STATEMENT OF ASSURANCES

<b>Name of School: Marblehead Community Charter Public School</b>
<b>Address: 17 Lime Street, Marblehead, MA 01945</b>

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this Application is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third-party provider (Mass. Gen. Laws c. 71, § 89(1)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of applications exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
10. Will adhere to all applicable provisions of federal and state law relating to students who are English learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data, including sibling enrollment, as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will ensure that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).

27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

\_\_\_\_\_  
Signature: Chair of Board of Trustees (or Designated Signatory)

\_\_\_\_\_  
Date

<b>Print/Type Name: Kathryn E. Holt</b>
<b>Title: Chair of Board of Trustees</b>

## RENEWAL APPLICATION CERTIFICATION STATEMENT

**Name of School: Marblehead Community Charter Public School**

**Address: 17 Lime Street, Marblehead, MA 01945**

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

\_\_\_\_\_  
Signature: Chair of Board of Trustees (or Designated Signatory)

\_\_\_\_\_  
Date

**Print/Type Name: Kathryn E. Holt**

**Title: Chair of Board of Trustees**

**Date the Application for Renewal Was Approved by the School's Board of Trustees:**





# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix B**

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

Contact: Head of School Stephanie Brant

Phone: (781) 631-0777

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

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:

## Marblehead Community Charter Public School June 30, 2023

Ratio	2023	2022	2022 State Average	2022 State Average Risk		
				Low Risk	Moderate Risk	High Risk
<b>Current Ratio</b> <i>measures short term financial health</i>	2.77:1	3.67:1	4.0:1	>=1.5	Between 1.0 and 1.5	< 1.0
<b>Unrestricted Days Cash</b> <i>measures how many days a school can pay its expenses without another inflow of cash</i>	56 days	103 days	111 days	>=60 days	Between 30 and 60 days	< 30 days
<b>Percentage of Program Paid by Tuition</b> <i>measures percentage of expenses funded by tuition</i>	89%	99%	88%	>=90%	Between 75% and 90%	< 75%
<b>Percentage of Program Paid by Tuition &amp; Federal Grants</b> <i>measures percentage of expenses funded by tuition and federal grants</i>	94%	106%	97%	>=90%	Between 75% and 90%	< 75%
<b>Percentage of Total Revenue Expended on Facilities</b> <i>measures percentage of revenue that is spent on operation and maintenance</i>	11%	10%	13%	<=15%	Between 15% and 30%	> 30%
<b>Change in Net Position Percentage</b> <i>measures school's cash management efficiency</i>	3%	14%	5.6%	Positive %	Between -2% and 0%	< -2%
<b>Debt to Asset</b> <i>measures extent of reliance on borrowed funds to finance its operations</i>	0.75	0.77	0.50	<=.9	Between .9 and 1	> 1
<b>Enrollment</b>	218	221	590			



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix C**

**Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use  
and Occupancy**

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:



# The Commonwealth of Massachusetts

## Town of Marblehead

### New and Renewal Certificate of Inspection

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

<b>Issued to</b>	<b>Certificate No.</b>
<i>Identify Name of Establishment</i>	CI-23-41
Marblehead Community Charter Public School	

<b>Located at</b>	<b>Certificate Expiration</b>
<i>Identify property address including street number, name, city or town and county</i>	
17 Lime Street, Marblehead, Massachusetts, Essex County	

Use Group Classification(s)	Floors				Other
	Basement	First Floor	Second Floor	Third Floor	
Allowable Occupant Load		Charter Hall 431 Comm Rm 205 Classrooms 453			

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

<b>Name of Municipal Fire Captain</b>	Captain Gregg McLaughlin	<b>Name of Municipal Building Inspector</b>	Benjamin Lebowitz
<b>Signature of Municipal Fire Chief</b>		<b>Signature of Interim Bldg Commissioner</b>	
		<b>Date of Inspection</b>	September 11, 2023
		<b>Date of Issuance</b>	September 18, 2023



# MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

## Application for Renewal 2024

### Appendix C

#### Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:



# The Commonwealth of Massachusetts

## Town of Marblehead

### New and Renewal Certificate of Inspection

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

<b>Issued to</b>	<i>Identify Name of Establishment</i>				<b>Certificate No.</b>	
	Marblehead Community Charter Public School				CI-23-41	
<b>Located at</b>	<i>Identify property address including street number, name, city or town and county</i>				<b>Certificate Expiration</b>	
	17 Lime Street, Marblehead, Massachusetts, Essex County				August 2024	
<b>Use Group Classification(s)</b>	<b>Basement</b>	<b>First Floor</b>	<b>Second Floor</b>	<b>Third Floor</b>	<b>Fourth Floor</b>	<b>Other</b>
		A-4				
<b>Allowable Occupant Load</b>	Charter Hall 431					
	Comm Rm 205 Classrooms 453					

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

<b>Name of Municipal Fire Captain</b>	Captain Gregg McLaughlin	<b>Name of Municipal Building Inspector</b>	Benjamin Lebowitz
<b>Signature of Municipal Fire Chief</b>		<b>Signature of Interim Bldg Commissioner</b>	
		<b>Date of Inspection</b>	September 11, 2023
		<b>Date of Issuance</b>	September 18, 2023



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix C**

#### **Up-to-date Building Safety Inspection/Certificate of Inspection**

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:



# The Commonwealth of Massachusetts

## Town of Marblehead

### New and Renewal Certificate of Inspection

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

Issued to Certificate No.  
CI-23-41  
 Identify Name of Establishment  
 Marblehead Community Charter Public School

Located at Certificate Expiration  
 Identify property address including street number, name, city or town and county  
 17 Lime Street, Marblehead, Massachusetts, Essex County  
 August 2024

Use Group Classification(s)	Basement	First Floor	Second Floor	Third Floor	Fourth Floor	Other
	Allowable Occupant Load		Charter Hall 431 Comm Rm 205 Classrooms 453			

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

Name of Municipal Fire Captain	Captain Gregg McLaughlin	Name of Municipal Building Inspector	Benjamin Lebowitz	Date of Inspection	September 11, 2023
Signature of Municipal Fire Chief	<i>Capt M Lebowitz</i>	Signature of Interim Bldg Commissioner	<i>[Signature]</i>	Date of Issuance	September 18, 2023





# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

**Application for Renewal 2024**

## **Appendix C**

**Up-to-date Health Inspection/Health Permit**

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:

PLEASE POST IN PUBLIC VIEW

NUMBER  
23-198



FEE

Town of Marblehead – Board of Health

PERMIT TO OPERATE A FOOD ESTABLISHMENT

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

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

Type of Business and any restrictions: **Food Service**  
To operate a food establishment in **THE TOWN OF MARBLEHEAD**  
**PERMIT EXPIRES June 30, 2024**

*William K. Hoff* BOARD  
*June D. Miller* OF  
*[Signature]* HEALTH



# FOOD ESTABLISHMENT INSPECTION REPORT R-10

Marblehead Charter Food Pantry  
17 Lime Street  
Marblehead, MA 01945

<u>Inspection Number</u>	282EF	<u>Date</u>	3/12/24	<u>Time In/Out</u>	9:43 AM 9:55 AM	<u>Inspection Type</u>	Routine	<u>Client Type</u>	Food Only	<u>Inspector</u>	B.Cody
<u>Permit Number</u>	R24-071	<u>Risk</u>	<u>Variance</u>	<u>Priority</u>	<u>Pf</u>	<u>Core</u>	<u>Repeat</u>	Violation Summary:			

## Foodborne Illness Risk Factors and Public Health Interventions

IN = in compliance OUT = out of compliance N/O = not observed N/A = not applicable COS = corrected on-site during inspection Repeat Violations Highlighted in Yellow

Supervision	IN	OUT	NA	NO	COS	Protection from Contamination (Cont'd)	IN	OUT	NA	NO	COS
1. PIC present, demonstrates knowledge, and performs duties	✓					15. Food separated and protected	✓				
2. Certified Food Protection Manager	✓					16. Food-contact surfaces; cleaned & sanitized				✓	
Employee Health						Time/Temperature Control for Safety					
3. Management, food employee and conditional employee knowledge, responsibilities and reporting	✓					17. Proper disposition of returned, previously served,	✓				
4. Proper use of restriction and exclusion	✓					18. Proper cooking time & temperatures				✓	
5. Procedures for responding to vomiting and diarrheal events	✓					19. Proper reheating procedures for hot holding				✓	
Good Hygienic Practices						Consumer Advisory					
6. Proper eating, tasting, drinking, or tobacco use	✓					20. Proper cooling time and temperature				✓	
7. No discharge from eyes, nose, and mouth	✓					21. Proper hot holding temperatures				✓	
Preventing Contamination by Hands						Highly Susceptible Populations					
8. Hands clean & properly washed	✓					22. Proper cold holding temperatures				✓	
9. No bare hand contact with RTE food or a pre-approved	✓					23. Proper date marking and disposition				✓	
10. Adequate handwashing sinks supplied and accessible	✓					24. Time as a Public Health Control; procedures & records				✓	
Approved Source						Food/Color Additives and Toxic Substances					
11. Food obtained from approved source	✓					25. Consumer advisory provided for raw/undercooked food				✓	
12. Food received at proper temperature	✓					26. Pasteurized foods used; prohibited foods not offered				✓	
13. Food in good condition, safe & unadulterated	✓					27. Food additives: approved & properly used				✓	
14. Required records available: shellstock tags, parasite					✓	28. Toxic substances properly identified, stored & used				✓	
Repeat Violations Highlighted in Yellow						Conformance with Approved Procedures					
						29. Compliance with variance/specialized process/HACCP				✓	

## Good Retail Practices

Safe Food and Water	IN	OUT	NA	NO	COS	Proper Use of Utensils	IN	OUT	NA	NO	COS
30. Pasteurized eggs used where required					✓	43. In-use utensils: properly stored					
31. Water & ice from approved source						44. Utensils, equip. & linens: property stored, dried & handled					
32. Variance obtained for specialized processing methods					✓	45. Single-use/single-service articles: properly stored & used					
Food Temperature Control						Utensils, Equipment and Vending					
33. Proper cooling methods used; adequate equip. for temp.		✓				46. Gloves used properly					
34. Plant food properly cooked for hot holding						47. All contact surfaces cleanable, properly designed,					
35. Approved thawing methods used						48. Warewashing facilities: installed, maintained & used; test					
36. Thermometers provided & accurate						49. Non-food contact surfaces clean					
Food Identification						Physical Facilities					
37. Food properly labeled; original container						50. Hot & cold water available; adequate pressure					
Prevention of Food Contamination						51. Plumbing installed; proper backflow devices					
38. Insects, rodents & animals not present						52. Sewage & waste water properly disposed					
39. Contamination prevented in prep, storage & display						53. Toilet facilities: property constructed, supplied, & cleaned					
40. Personal cleanliness						54. Garbage & refuse properly disposed; facilities maintained					
41. Wiping cloths; properly used & stored						55. Physical facilities installed, maintained & clean					
42. Washing fruits & vegetables						56. Adequate ventilation & lighting; designated areas use					
						60. 105 CMR 590 violations / local regulations					✓

Official Order for Correction: Based on an inspection today, the items marked "OUT" indicated violations of 105 CMR 590.000 and applicable sections of the 2013 FDA Food Code. This report, when signed below by a Board of Health member or its agent constitutes an order of the Board of Health. Failure to correct violations cited in this report may result in suspension or revocation of the food establishment permit and cessation of food establishment operations. If you are subject to a notice of suspension, revocation, or non-renewal

*B. Cody*

B. Cody

*D. Russo*

Danielle Russo - Expires  
Certificate #:

Follow Up Required: Y Follow Up Date: \_\_\_\_\_

# FOOD SAFETY INSPECTION REPORT

Page Number

2

Marblehead Charter Food Pantry  
17 Lime Street  
Marblehead, MA 01945

Inspection Number  
282EF

Date  
3/12/24

Time In/Out  
9:43 AM  
9:55 AM

Inspector  
B.Cody

## Inspection Report (Continued)

Repeat Violations Highlighted in Yellow

88

- -

No violations -

## Temperatures

Area	Equipment	Product	Notes	Temps
Dry Storage	Reach-In Cooler	Reach in cooler		40.0 °F
Dry Storage	Reach-in Freezer	Reach in freezer		0 °F

Temperatures in **RED** identify items in the temperature danger zone. See the report notes for specific details.

## Notes

Dry storage area with products for distribution. Temperature 58.0 degrees.  
Retail products, n evidence of tampering, torn packages, dented cans or expired products.  
After campus hours customers drive up and the products are brought to the car or the products are delivered to their home.



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix C**

#### **Up-to-date Insurance Certificate**

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:



Charter School Practice

Property & Casualty Insurance Program Effective 7/1/24 to 7/1/25

Premium and Exposure Comparison for 2024 Insurance Program vs. 2023

Marblehead Community Charter Public School; The Marblehead Charter Education Fund Inc; MCCPS Educational Foundation

**PREMIUMS**

Coverage	Renewing Insurer	2023/2024 Premium	2024/2025 Premium	% Difference	\$ Difference	Comments
Property Coverage	Hanover Insurance	\$21,591	\$24,556	13.7%	\$2,965	•Includes 3% Total Insured Values increase for inflation
General Liability Coverage	Hanover Insurance	\$4,250	\$4,216	-0.8%	-\$34	
School Board, Educators Legal & Employment Practices	Hanover Insurance	\$6,727	\$6,727	0.0%	\$0	
Umbrella	Hanover Insurance	\$6,231	\$6,791	9.0%	\$560	
Workers Compensation	Atlantic Charter	\$14,923	\$15,161	1.6%	\$238	
Crime	Hanover Insurance	\$503	\$502	-0.1%	-\$1	
<b>TOTAL PROGRAM</b>		<b>\$54,225</b>	<b>\$57,953</b>	<b>6.9%</b>	<b>\$3,728</b>	
Atlantic Charter Dividend		\$1,543	\$1,343			•Dividend for 2024 projected based on 2023 claims. Payable in February 2025
<b>TOTAL PROGRAM AFTER DIVIDEND</b>		<b>\$52,682</b>	<b>\$56,610</b>			

## LIMITS AND EXPOSURES

Exposures	2023/2024	2024/2025	% Difference	Numerical Difference	Comments
Total Insured Values - Replacement Cost / 100% Coinsurance / Agreed Value	\$11,711,385	\$12,062,727	3.0%	\$351,342	
<i>Property Deductible</i>	\$10,000	\$10,000	0.0%	\$0	
Business Income/Extra Expense	\$1,000,000	\$1,000,000	0.0%	\$0	
<i>BI/EE Deductible</i>	72 Hours	72 Hours	No Change		
Earthquake Limit	\$1,000,000	\$1,000,000	0.0%	\$0	
<i>Earthquake Deductible</i>	\$25,000	\$25,000	0.0%	\$0	
Flood Limit	\$1,000,000	\$1,000,000	0.0%	\$0	
<i>Flood Deductible</i>	\$25,000	\$25,000	0.0%	\$0	
Crime	\$100,000	\$100,000	0.0%	\$0	
<i>Crime Deductible</i>	\$1,000	\$1,000	0.0%	\$0	
Auto Liability Limit	\$1,000,000	\$1,000,000	0.0%	\$0	
General Liability Limit	\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>GL Deductible</i>	\$0	\$0	0.0%	\$0	
# of Faculty	34	30	-11.8%	-4	
# of Students	230	200	-13.0%	-30	
Employee Benefits Liability	\$1,000,000	\$1,000,000	0.0%	\$0	
<i>EBL Retention</i>	\$1,000	\$1,000	0.0%	\$0	
Sexual Misconduct or Molestation Liability	\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
Educators Legal Liability Limit - Claims Made	\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>ELL Retention</i>	\$10,000	\$10,000	0.0%	\$0	
Employment Practices Liability	\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>EPL Retention</i>	\$10,000	\$10,000	0.0%	\$0	
Privacy and Security Liability + Cyber Media Liability	\$100,000	\$100,000	0.0%	\$0	
<i>Cyber Deductible</i>	\$10,000	\$10,000	0.0%	\$0	
Employers Liability	\$1,000,000	\$1,000,000	0.0%	\$0	
Annual Payrolls - Estimated					
<i>WC Rate: 9101</i>	\$169,950	\$197,250	16.1%	\$27,300	
<i>WC Rate: 8868</i>	\$2,423,602	\$2,323,958	-4.1%	-\$99,644	
<i>Total Annual Payrolls</i>	\$2,593,552	\$2,521,208	-2.8%	-\$72,344	
Experience Mod. Factor	0.89	0.89	0.0%	0.00	
Umbrella Liability Limit	\$4,000,000	\$4,000,000	0.0%	\$0	
<b>TOTAL INSURANCE PROGRAM RISK TRANSFER RATE AS PERCENTAGE OF PAYROLL</b>					
	2023/2024	2024/2025	% Difference	Numerical Difference	
Total Premium	\$54,225	\$57,953	6.9%	\$3,728	
Total Payroll	\$2,593,552	\$2,521,208	-2.8%	-\$72,344	
Risk Transfer Rate	2.09%	2.30%	9.9%		

*This document is a symbol of coverage only, the policy contains additions, exclusions, and/or limitations that are not shown here. Please refer to the policy or contact Fred C. Church, Inc. for complete coverage details.*



**Charter School Insurance Excellence Group**  
**Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24**  
**Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage	
<b>Coverage for School Assets</b>						
Property including Boiler & Machinery Equipment Breakdown Agreed Amount, Replacement Cost, No Co-insurance	Hanover Insurance Group A.M. Best Rating A (Excellent) <b>Policy No. ZHN9076166</b> <b>7/1/23 to 7/1/24</b>	\$19,171	Building Limit <b>\$9,551,385</b> Contents Limit <b>\$2,160,000</b> <i>See Statement of Values for Details</i>	<b>\$10,000</b> 1% Wind/Hail	Provides replacement cost coverage for your buildings and contents by most causes of physical damage including sublimits for boiler & machinery equipment breakdown. Valuation is at your estimated replacement cost, agreed to by the underwriter with no co-insurance penalty.	
		<b>Deductible increased from \$2,500 to \$10,000</b>				
Business Interruption Loss of Tuition & Extra Expense		\$1,660	\$1,000,000	72 Hours	Coverage for loss of tuition, payroll and extra expenses to continue school operations following a property damage loss. <b>Blanket Limit over all locations.</b>	
Natural Catastrophe Coverage for Flood Zones B, X, C Earthquake		\$760	\$1,000,000 Flood \$1,000,000 Earthquake	\$25,000 Flood \$25,000 Earthquake	Provides replacement cost coverage for property damage and business interruption as a result of flood in Zones X, C and earth movement	
Educational Institutions Platinum Broadening Endorsement		Included in Property	Over 50 coverage enhancements with limits from \$5000 to \$500,000	Same as property	See Gold Property and Educational Institutions Property Broadening Endorsement Forms	
Computer Hardware & Software		Included in Property	Included in Property Value	Same as property	Replacement cost coverage for computers, hardware and software damaged as a result of a covered peril. <b>Blanket Limit over all Locations.</b>	
Miscellaneous School Property Floater		Included in Property	Included in Contents Value	Same as property	Replacement cost coverage for School Band & Athletic Uniforms; Athletic Equipment; Musical Instruments; Cameras, Projection Equipment; Film when damaged as a result of a covered peril.	
Cyber Liability - Data Breach Expense Coverage		\$160	\$100,000 Cyber Liability \$100,000 Data Breach Expenses	\$10,000 for Data Breach; \$10,000 for Cyber Liability	Data Breach Expense coverage plus liability coverage for Cyber Media, Privacy & Security and Cyber Liability coverage built into the Hanover Property and General Liability policies.	





**Charter School Insurance Excellence Group**  
**Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24**  
**Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Crime Loss Discovery <b>3</b> <b>Year Premium \$1508</b> <b>Billed in Annual Installments</b>	Hanover Insurance Group A.M. Best Rating A (Excellent) <b>Policy No.</b> <b>BDND622757</b> <b>7/1/21 to 7/1/24</b>	\$503	\$100,000	\$1,000	Coverage for Employee Theft, Funds Transfer, Computer & Credit Card Fraud; Monies & Securities, ERISA Bond. Coverage is triggered by the date the loss is discovered regardless of when it actually occurred.
Crime - False Pretense Coverage		Included in Crime	\$50,000	\$10,000	Coverage for direct monetary loss by means of fraudulent misrepresentation such means as social engineering, pretexting, phishing, spear phishing, or other false pretense by a person representing themselves as an Employee Vendor or Client.
<b>Coverage for School &amp; Foundation Operational, Board, Educator's Legal and Employment Practices Liabilities</b>					
General Liability including Premises, Operations, Products, Advertising, Fire Damage Legal Liability and Employee Benefits Liability	Hanover Insurance Group A.M. Best Rating A (Excellent) <b>Policy No.</b> <b>ZHN9076166</b> <b>7/1/23 to 7/1/24</b>	\$4,090	\$1,000,000 Each Occurrence \$3,000,000 Annual Aggregate \$15,000 Medical Payments <b>Umbrella Provides Additional Limit</b>	None except for Employee Benefits Liability Claims \$1,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging bodily injury or proper damage to others. <b>Named Insureds</b> include the School, the Foundation, Board Members, Employees, Volunteers, Student Groups, Parent Groups, Student Teachers



**Charter School Insurance Excellence Group**  
**Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24**  
**Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Professional Services Liability		Included in General Liability	Included in General Liability <i>Umbrella Provides Additional Limit</i>	None	Extends Liability and Legal Defense coverage to School Nurses, Psychologist Therapists, Social Workers, Guidance Counselors, Athletic Trainers. Speech, hearing, occupational or physical therapy services, treatment, advice or instruction.
Sexual Misconduct, Abuse & Molestation including Legal Defense		Included in General Liability	\$1,000,000 Each Occurrence \$1,000,000 Annual Aggregate <i>Umbrella Provides Additional Limit</i> Innocent Party Defense Limit \$300,000	None	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging sexual misconduct, abuse or molestation. Alleged perpetrator(s) defended up to adjudication. <b>Named Insureds</b> include the School, the Foundation, Board Members, Employee Volunteers, Student Teachers
Automobile Hired & Non-owned Liability		Included in General Liability	\$1,000,000 Bodily Injury & Property Damage Combined Single Limit of Liability <i>Umbrella Provides Additional Limit</i>	None	Coverage for bodily injury & property damage liability to others. <b>Employees &amp; Volunteers driving their vehicles on school business are covered as Named Insureds. Coverage sits excess of any personal auto insurance or rental auto insurance.</b>
School Board of Trustees & Educators Legal Liability Claims Made Policy with Occurrence Retroactive Date of 7/1/95		\$2,180	\$1,000,000 Per Claim & Annual Aggregate <i>Umbrella Provides Additional Limit</i>	\$10,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging financial damages to others. Provides coverage in 2 specific areas: <b>Directors &amp; Officers Liability</b> (e.g. wrongful act by trustee or officer which financially harms competitor, creditor, student, alumni or government agency) <b>Educators Professional Liability</b> (e.g. failure to educate, failure to accommodate disability); Additional coverage for <b>Non-monetary Relief Defense</b> Limit \$100,000 Annual Aggregate  <b>Named Insureds</b> include the School, the Foundation, Employees, Volunteers, Board Members & their Spouses or Domestic Partners, Student Teachers.



**Charter School Insurance Excellence Group  
Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24  
Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Employment Practices Liability Claims Made Policy with Occurrence Retroactive Date of 7/1/95		\$4,547	\$1,000,000 Per Claim & Annual Aggregate <i>Umbrella Provides Additional Limit</i>	\$10,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging financial damages as a result of <b>Employment Practices Liability</b> (e.g. wrongful termination, sexual harassment or discrimination); Third Party coverage is included; Legal Defense Expenses for Disputes involving Wage & Hour Laws - up to \$100,000 <b>Named Insureds</b> include the School, the Foundation, Employees, Volunteers, Board Members, Student Teachers
		<b>Deductible increased from \$5,000 to \$10,000</b>			
Key Employee Replacement Expense for position of Executive Director		Included in General Liability	\$50,000 per Loss \$100,000 Annual Aggregate	None	Provides Key Employee Replacement Expenses due to sudden and accidental death or permanent disability of Scheduled Employees. Expenses include temporary personnel, education & training, employment agency fees, advertising, costs of interviewing and investigating replacements
Umbrella Excess Liability	Hanover Insurance Group A.M. Best Rating A (Excellent) <b>Policy No. UHN9076173</b> <b>7/1/23 to 7/1/24</b>	\$6,231	\$4,000,000 Each Occurrence \$4,000,000 Annual Aggregate	Underlying Coverage	Umbrella coverage provides additional limit coverage following form over General, Professional Services, Sexual Misconduct, Automobile, School Board Educators Legal; Employment Practices and Employers Liability
Workers Compensation & Employer's Liability Based on Payrolls 8868 = \$2,423,602 9101 = \$169,950 Experience Mod. 7/1/23 = 0.89	Atlantic Charter Insurance Company A.M. Best Rating A (Excellent) <b>Policy No. WCA00575002</b> <b>7/1/23 to 7/1/24</b>	\$14,923	Massachusetts Statutory Benefits and Employer's Liability Limits at \$1,000,000	None	Coverage for the legal obligation of an employer to pay damages because of bodily injury by accident or disease, including resulting death, sustained by an employee arising out of or in the course of employment.
International Travel Liability	AIG A.M. Best Rating A (Excellent)	<b>No International Travel Plans 2021-2022</b>			
<b>Total Program Premiums and Risk Transfer Rate</b>					



**Charter School Insurance Excellence Group**  
**Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24**  
**Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
		<b>2023</b>	<b>2022</b>	<b>% Change</b>	
<b>Total Program Premium</b>		<b>\$54,079</b>	<b>\$49,153</b>	<b>10.0%</b>	Increase entirely due to increase in rebuild - replacement values and payroll increases.
Total Property Values at Rebuild - Replacement Cost		\$11,711,385	\$10,034,000	14.3%	
Total Annual Payroll		\$2,593,552	\$2,207,720	17.5%	
Risk Transfer Rate Premium to Payroll		2.09%	2.23%	-6.3%	
<b>Premium Comparison by Insurer</b>		<b>2023</b>	<b>2022</b>		
Hanover Total Premium		\$39,316	\$35,342	11.2%	
Atlantic Charter Total Premium		\$14,923	\$13,810	8.1%	
Experience Modification Factor		0.89	0.89	0.0%	
WC Rate to Payroll		<b>0.58%</b>	<b>0.63%</b>	-8.0%	
Atlantic Charter Estimated Dividend payable February 2024		<b>\$1,300</b>			Includes estimated WC Dividend payable in February 2024
Atlantic Charter Net Premium Cost after Dividend		\$13,623			
<b>Total Program Premiums after Estimated WC Dividend</b>		<b>\$52,939</b>	<b>\$49,152</b>	<b>7.7%</b>	
<b>Premium &amp; Payment Plan Summary</b>					
Hanover Total Premium		\$39,156	<b>Payment Plan Options:</b> Full Pay, Two, Four and Ten Payment Plans. EFT, Scheduled payments and e-bill. <b>CURRENT PLAN- EFT</b>		
Atlantic Charter Total Premium		\$14,923	<b>Payment Plan Chosen:</b> EFT (renewed annually)		
<b>Total Insurance Program</b>		<b>\$54,079</b>			
<i>This document is a symbol of coverage only; the policies contain additions, exclusions and/or limitations that are not shown here. Please refer to the policies or contact Fred C. Church Insurance for complete coverage details.</i>					
6/20/2023					



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Application for Renewal 2024**

### **Appendix C**

#### **Lead and Copper in Schools Maintenance Checklist**

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:



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

**Instructions:**

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

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



**A. General**

**Marblehead Community Charter Public School**

Name of School or Early Education and Care Facility (EEC)

School District or EEC Headquarters

17 Lime Street

Street Address of School or EEC Facility

EEC Regional Office

Marblehead

City/Town

01945

Zip Code

**Jeffrey Barry**

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

781 631 0777

Phone #

**JBarry@Marbleheadcharter.com**

Email Address

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

YES

NO

If yes, please provide the following information:

Name of off-site facility/building

Street Address

City/Town

Zip Code

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

YES

NO

**IF NO, SKIP TO SECTION C**

**B. Host Facility Information**

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

Contact Person's Name

Phone #

Email Address

**SKIP TO SECTION F**

**C. Public Water System**

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

YES

NO

**IF YES, SKIP TO SECTION E**

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

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

YES

NO

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

08/24/2016

mm/dd/yyyy

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

YES

NO

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

08/24/2016

mm/dd/yyyy



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

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

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

mm/dd/yyyy

If yes, who conducted the sampling?

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

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

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

If no, where are the records kept?

Name of off-site facility/building

Street Address

City/Town

Zip Code

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

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

If yes, check all remediation actions taken:

Fixtures Removed

Retesting

Re-piping

Flushing

Bottled Water (Temporary)

Bottled Water (Permanent)

Treatment Unit Installed

Notice Sent to Parents

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

If yes, are students required to bring bottled water with them to your school or facility?  YES  NO

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

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

Does your facility have water coolers?  YES  NO

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

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

Disconnected and removed

Disconnected but not removed

Neither disconnected nor removed

No "banned" water coolers found on site

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

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



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

\_\_\_\_ Samples have been sent to Northeast Environmental Labs, Inc. in Danvers, MA  
7/23/24.

---

**E. Co-Located Facilities**

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

YES

NO

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

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

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

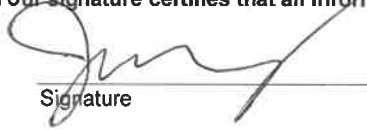
\_\_\_\_\_  
Phone #

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

---

**F. Signature**

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

  
\_\_\_\_\_  
Signature

**Jeffrey Barry**  
\_\_\_\_\_  
Print Full Name

**Business Manager**  
\_\_\_\_\_  
Job Title

**07/23/2024**  
\_\_\_\_\_  
Date

(mm/dd/yyyy)





Jeff Barry <jbarry@marbleheadcharter.com>

## Lead/copper testing

9 messages

Jeff Barry <jbarry@marbleheadcharter.com>  
To: "contact@northeastlab.com" <contact@northeastlab.com>  
Cc: Stephanie Brant <sbrant@marbleheadcharter.com>

Fri, Jul 19, 2024 at 9:40 AM

19 July 24

Good morning...I'm inquiring about having some samples tested from our school.

- \* What is the process?
- \* What is the cost?
- \* How long do the results take?

We'd likely test 4 locations.

Thx  
Jeff

--  
Jeffrey Barry  
Business Manager  
Marblehead Community Charter  
Public School



Emily Paine <epaine@northeastlab.com>  
To: Jeff Barry <jbarry@marbleheadcharter.com>  
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

Fri, Jul 19, 2024 at 10:22 AM

Hello Jeff,

Thank you for contacting us regarding your water testing needs. Are you testing for lead and copper as part of a regulatory requirement, or is it for your own reference? If you are testing as part of a requirement, there may be some specific procedures to follow in terms of sample collection and bottle type. Either way, we can provide you with bottle kits and instructions which you can pick up at the lab or which can be mailed to you for a small shipping fee.

The cost for both lead and copper on one sample is \$48, and our standard turnaround time is 10 business days. We can send you a link to pay by credit card (which will include a 2.9% convenience fee) or you can return a check along with the samples.

Please reach out if you have additional questions!

Best regards,

Emily Paine  
Laboratory Manager  
[epaine@northeastlab.com](mailto:epaine@northeastlab.com)

Thank you for choosing Northeast Environmental Lab, Inc.

~~~~~



41 Dayton Street  
Danvers, MA 01923-1015  
MA-DEP Certified  
SDO/SOMWBA Certified Woman-Owned Business  
<http://www.northeastlab.com/>  
(978) 777-4442 tel

\*~\*~\* Northeast Environmental Laboratory, Inc. is open from 7 am to 5:30 pm, Monday-Friday. Sample receiving hours are Monday-Thursday 7 am to 4:30 pm and Friday 7 am to 2 pm \*~\*~\*

This email originated from Northeast Environmental Laboratory, Inc. The information contained in it and any files included are privileged and confidential. If the reader of this message is not the intended recipient, regardless of address or routing, you are hereby notified that you have received this email in error and any use, review, dissemination, distribution, or copying is strictly prohibited. Please delete this email and all files received immediately and please notify the sender at [contact@northeastlab.com](mailto:contact@northeastlab.com). Thank you.  
123-07

On Jul 19, 2024, at 10:45 AM, Jeff Barry <[jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com)> wrote:

19 July 24

Hi Emily...thanks for your reply.

We are trying to comply with the LCCA. It appears the last time we had testing done was in 2016 (I have yet to find those results). I believe you have to share the results with the Commonwealth.

There are 4 spots we'd like to test so please advise how to proceed. I'd prefer to have the supplies mailed to me.

Thanks again  
Jeff

--

Jeffrey Barry  
Business Manager  
Marblehead Community Charter  
Public School



---

## 2 attachments



emailSigLogo.jpg  
28K

 lcca-chain.xls  
1K

---

Jeff Barry <[jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com)>

To: Emily Paine <[epaine@northeastlab.com](mailto:epaine@northeastlab.com)>

Cc: "contact@northeastlab.com" <[contact@northeastlab.com](mailto:contact@northeastlab.com)>, Stephanie Brant <[sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)>

Fri, Jul 19, 2024 at 12:21 PM

19 July 24

Thanks...while I can't open the attachment I got those docs from the state website.

MCCPS  
17 Lime Street  
Marblehead, MA 01945

Best  
Jeff  
[Quoted text hidden]

---

**Emily Paine** <epaine@northeastlab.com> Fri, Jul 19, 2024 at 1:29 PM  
To: Jeff Barry <jbarry@marbleheadcharter.com>  
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

Hi Jeff,

Sorry about that, I don't know what happened with the attachment! Also, if you can't find the report, the data from 2016 should be available in the [LCCA portal](#). It appears that two-draw sampling was done last time, so we will send you 8 bottles for the 4 sampling locations.

You can use the link below to process payment with a credit card for 4x two-draw lead and copper tests, eDEP submittal, and shipping. This includes a 2.9% fee charged by the card processor, and if you wish to pay by cash or check instead the total will be \$430. Let me know if you have any questions!



MCCPS 4x Two-draw Pb, Cu + eDEP, shipping,  
CC fee - NE Lab Testing 978-777-4442  
[square.link](#)

Best,  
  
Emily Paine  
Laboratory Manager  
[epaine@northeastlab.com](mailto:epaine@northeastlab.com)

Thank you for choosing Northeast Environmental Lab, Inc.

~~~~~



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(978) 777-4442 tel



**Jeff Barry** <jbarry@marbleheadcharter.com>  
To: Emily Paine <epaine@northeastlab.com>

Tue, Jul 23, 2024 at 12:14 PM

23 July 24

Hi Emily...I received and completed the samples...will drop them off today.

**Best**  
Jeff

[Quoted text hidden]



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## Application for Renewal 2024

### and Appendix D & E

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

Contact: Head of School Stephanie Brant  
Phone: (781) 631-0777  
Email: [sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)  
Website: <http://marbleheadcharter.org>  
Date Approved by Board of Trustees:  
Date report submitted:

## APPENDIX D: ADDITIONAL INFORMATION

### BOARD OF TRUSTEES TURNOVER

School Year	Total Membership	Members Joining	Members Departing
2020-21	14	1	2
2021-22	14	2	2
2022-23	13	3	3
2023-24	13	4	3

### ACADEMIC PERFORMANCE DATA

[MCCPS Student Data Charts and Tables](#)



## APPENDIX E: APPLICATION CONTENT CHECKLIST

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

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - School name
  - School address
  - School contact information: name, title, telephone, and email address
  - 
  - Date that the school’s board of trustees voted approval of the Application
  - Application submission date
  - Cover letter (optional)
  - Table of contents listing all major sections, appendices, and page numbers
- Introduction to the school (table)Performance and plans section (should not exceed 25 pages)
- Faithfulness to the Charter
  - Criterion 1: Mission and Key Design Elements
  - Criterion 2: Access and Equity
  - Criterion 3: Compliance
  - Criterion 4: Dissemination
- Academic Program Success
  - Criterion 5: Student Performance
  - Criterion 6: Program Delivery
  - Criterion 7: School Climate and Family Engagement
- Organizational Viability
  - Criterion 8: Capacity
  - Criterion 9: Governance
  - Criterion 10: Finance
- Plans for the Next Five Years
- Appendix A: Accountability Plan Performance (in Microsoft Word format)
- Appendix B: Statement of Assurances and Certification Statements (See *Application Submission Requirements* on page 5 for acceptable ways of submitting electronic signatures.)
  - General Statement of Assurances
  - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
  - Horace Mann Renewal Application Certification Statement(s) (required of Horace Mann charters)

- Appendix C: Documents (If these are not up to date, provide a summary of actions taken by the school to remedy this issue and evidence that you have scheduled the necessary inspections for the fall of 2024. An example of evidence might be an email from a municipal employee confirming the date when an inspection is scheduled to take place.)
  - List of each of the school's buildings
  - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
  - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
  - Up-to-date Building Safety Inspection/Certificate of Inspection
  - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
  - Up-to-date Health Inspection/Health Permit
  - Up-to-date Insurance Certificate(s)
  - Asbestos Inspection Report and AHERA Management Plan (if applicable)
  - Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
  - Completed [Lead and Copper in Schools Maintenance Checklist](#)
  - Up-to-date Multi-Hazard Evacuation Plan
  - Up-to date Medical Emergency Response Plan
- Appendix D: Additional Information
  - Board of Trustees Turnover
  - Academic Performance Data
- Appendix E: Application Content Checklist