



# South Shore Charter Public School

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## 2019-2020 Annual Report

August 1, 2020

### Table of Contents

School Information/Contact Information	1
Introduction to the School	1
Letter from the Chair of the Board of Trustees	2
School Performance and Program Implementation	
Faithfulness to Charter	3
Academic Program Success	6
Organizational Viability	12
Accountability Plan Evidence	19
Recruitment and Retention Plan	22
School and Student Data Tables	29

### Introduction to the school

Name of School: South Shore Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Norwell, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1,075	Current Enrollment	1001 as of 6/30/2020
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2019-2020 school year	181	Students on Waitlist	682 as of 6/30/2020
Final Number of Instructional Days During the 2019-2020 School Year Report the number of "in person days" separately from the number of remote learning days." (124 in person days; 56 remote days)	120 in person days 61 remote days		
School Hours	8:15am-3:00pm	Age of School	25 years
Mission Statement: Inspiring every student to excel in academics, service, and life			

## From the Chairman of the Board of Trustees

July 2020

On behalf of the Board of Trustees, I am pleased to present the 25th Annual Report of the South Shore Charter Public School. This year's Annual Report clearly indicates how the School continued to fulfill its core academic mission and all objectives in the School's plan for Organizational Viability and Faithfulness to the Charter under the most extraordinary circumstances. It has been a year to remember. Despite being ordered to close the building and campus in March due to the COVID-19 pandemic, the South Shore Charter Public School was able to transition to online learning and successfully complete its 25th school year of educating students from over 26 sending districts throughout the south shore. Founded in 1995, the School remains one of the oldest charter schools in the Commonwealth of Massachusetts. Although there have been changes over the past two decades, and even more this year due to the national landscape, we remain committed to our mission of inspiring every student to excel in academics, service, and life.

It is within this Annual Report that you will find our definition of the word *every*. Our School is a full inclusion school and we continue to serve as a model school for other charter schools and districts. Our English Language Learner population continues to grow, enriching our classrooms and hallways with diverse cultures and languages. And our college preparatory curriculum continues to attract students from all districts. This year the School met the challenge of distance learning head on and began full distance instruction on March 16, 2020. When faced with school closure in March, the School was more prepared and ready to make the transition to online learning and distanced student support than any of its sending districts. Located in this year's report are these educational milestones:

- Expanded the Instructional Leadership Team (ILT) by adding a World Languages Curriculum Coordinator to the current administrative team
- Established the Seal of Biliteracy Program for students who demonstrate world language proficiency in all modes of their heritage and/or studied language
- Established a Best Buddies program at the high school to support peer-to-peer relationships within an inclusive setting
- High school students from the Black Students Union developed and presented equity programming for students on Level III and Level IV and prepared a rotating series of workshops for high school peers
- Transitioned to online learning on March 16, 2020 immediately following building closures
- Developed a Remote Learning Plan and remained ahead of the state's Phase I-III planning
- Continued to meet the social-emotional needs of students through ongoing student support and counseling services throughout the entirety of the pandemic and tragic national events
- Established eleven Task Force teams of teachers, staff, school administrators, and parents to survey and review the past school year and plan for the upcoming fall reopening

Throughout late spring and early summer, the School has been engaged in full planning mode for the upcoming school year. In addition to the essential work on distance learning, the School has continued its work on developing anti-racist curricula. The South Shore Charter Public School community remains committed to working to end systemic racism and injustice. The School will continue its Open Circle Curriculum and Advisory Curriculum to cover indispensable topics such as bystander behavior and becoming an ally. Teachers began the work of developing anti-bias curriculum and classroom activities for the upcoming school year that support inclusion and social justice. Many members of the school community initiated and participated in the peaceful demonstrations which were occurring worldwide.

As we approach our 26th year, the future of our School holds much promise of all there is to come. We remain a school of choice throughout the south shore. Although the School's model of project-based learning and service learning have been reimagined for the upcoming school year, and much remains uncertain, we stay committed to our guiding principles and look forward to the great moments to come.

Respectfully submitted,  
Edwin Rivera

## Faithfulness to the Charter

### **Charter School Performance Criteria Relating to Faithfulness to Charter Mission, Vision, and Educational Philosophy**

The South Shore Charter Public School (SSCPS/the School) has held fast to its mission and educational philosophy of inspiring every student to excel in academics, service, and life. Although teaching and learning looked different from March 16 until the end of the year, our students, teachers, and families held fast to the principles which founded the school in 1995.

The South Shore Charter Public School began its remote learning model on Monday, March 16, 2020. The first week of remote learning included distribution of materials and technology to provide access for students and families to Google Classroom, web-based resources, and Zoom. As students, teachers, and families worked together to navigate the new learning landscape, the School continued to refine its distance learning model which included providing support services for students in need.

As the year progressed, the School remained focused on solidifying the learning standards that students, teachers, and families had been working on throughout the school year, both prior to and following March 13. Using established technologies, including the host of Google Suite, remote instruction became the mode of learning for all students K-12.

The mission of SSCPS is to support students to excel academically, while serving their communities and preparing for college and career. Beginning in grade 3, each grade regularly holds town meetings. These meetings are led by students elected by the student body. High school students elect a governing student body, two representatives to the School Council, and a student representative who is a voting member of the Board of Trustees. The School supports college and career readiness by ensuring that each senior completes a college course requirement prior to graduation, takes Ethics, and completes a Senior Project during their senior year. This is the second year of the School's shifted Senior Project model that incorporates internship hours over the course of the entire school year. This model better accommodates the growing population of students sitting for Advanced Placement exams and ensures that all students are in the building and have access to college counseling as they determine their post-secondary plans at the close of the year. While internships were interrupted for many seniors due to the pandemic, some students reported being able to work in some placements. The School continued its dual enrollment program with Massasoit Community College and planned for an onsite SAT that was ultimately postponed due to the school closure.

The pandemic struck at the core of who we are as a School. Service learning is an essential principle of the School's mission. At SSCPS students learn how to integrate their learning into service for others. In past years, all K-12 students must complete community service requirements. Students at all grade levels are provided with opportunities to create, produce, defend their work, collaborate in teams, and serve specific student roles through service learning and Exhibitions of Mastery. At SSCPS students become involved in the community beyond the school walls and learn about the importance of teamwork, communication, service, and organization. Thanks to the ingenuity and hard work of teachers, this work continued in a remote environment while the school building was closed.

### **Amendments to Charter**

There have been no amendments requested during the 2019-2020 school year.

### **Access and Equity: Discipline Data**

A. South Shore Charter Public School's student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&>

B. Data for Student Discipline for the 2018-2019 school year as published on the Department of Elementary and Secondary Education website:

<b>2018-19 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	969	18	1.0	1.0	0
EL	145	2			
Economically Disadvantaged	224	7	0.9	2.7	0
Students with Disabilities	194	6	3.1	0.5	0
High Needs	508	14	1.6	1.6	0
Female	480	3			
Male	487	15	1.6	1.6	0
American Indian or Alaska Native	3	0			
Asian	52	0			
African American/Black	280	5			0
Hispanic/Latino	44	1			
Multi-race, Non-Hispanic/Latino	68	0			
Native Hawaiian or Pacific Islander	1	0			
White	521	12	1.7	1.0	0

**Student Discipline data for the 2019-2020 school year:**

<b>2019-20 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1001	14	0.4	1.4	0
EL	106	0			0
Economically Disadvantaged	326	5			
Students with Disabilities	181	8	1.1	4.4	0
High Needs	613	10	0.7	1.6	0
Female	483	5			
Male	515	9	0.4	1.7	0
Nonbinary	3	0			
American Indian or Alaska Native	4	0			0
Asian	54	1			0
African American/Black	328	2			0

<b>Hispanic/Latino</b>	34	0			0
<b>Multi-race, Non-Hispanic/Latino</b>	63	1			0
<b>Native Hawaiian or Pacific Islander</b>	2	0			0
<b>White</b>	491	10	0.8	2.0	0

A. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school's approach to student discipline.

At South Shore Charter Public School we believe that relationships are central to the building of a strong school community. We strive to establish policies and procedures that handle harm and misbehavior in a way that strengthens relationships rather than weakening them. The faculty and staff at SSCPS have continued to do significant work to find effective ways to address disciplinary infractions without excluding students from school. The expanded implementation of restorative justice is central to this work. In using restorative practices we acknowledge that when a person does harm, it impacts the people they hurt, the community, and themselves. The goal of a restorative process is to give voice to those who have been harmed and to provide an offending student the opportunity to make things right for victims and the school community while teaching students problem-solving skills. This year teachers expanded the use of circles in grades 5-12, building on the Open Circle curriculum used by the K-4. The faculty designed guiding questions for those circles aimed at building community and solving problems collaboratively as part of the effort to prevent problems that rise to the level of discipline.

Except for in the case of the most serious offenses, SSCPS has instituted alternative consequences for many infractions that once resulted in suspension. These consequences include Saturday detentions, education surrounding the harm caused by the infraction, and service to the community to repair the damage done by the infraction. In most cases, administrators, teachers, parents, and students meet to discuss the behavior and collaboratively determine the course of action based on the circumstances. When students are excluded from classes, SSCPS has shifted toward using in school suspension more frequently, despite the logistical challenges this poses.

### Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom did the school disseminate its best practices? (Partners and Locations)</b>	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
South Shore Charter School, Best Practices Model	Administration toured the building and ask questions about the South Shore Charter School Model of instruction	Alicia Savage, Executive Director	Fusion Academy	Fusion Academy, walked away with an understanding of SSCPS's model.
Supporting students with High Needs transition from High School	Meetings with multiple agencies to discuss transitional planning: Berkshire Hills Music Academy, Friendship Home, Lesley Threshold Program, Bridgewater State, CLE, Massasoit	Michelle Gallagher, Learning Service Teacher and HS SPED Coordinator, Matthew Tondorf, Director of Learning Services	Multiple agencies, combination of offsite meetings, and meetings at SSCPS	Developed a plan for transitional planning and increased the programming for aging out students at SSCPS.

Worked with other School Psychologists to discuss school related issues as it pertains to the role	South Shore School Psychologist Meetings monthly.	Sarah O'Loughlin, School Psychologist	North River Collaborative, School Psychologist from multiple school districts	Networking and sharing of best practices with other school districts
Supports charter schools in southeast area in building necessary supports for students with low incidence disabilities and ELL needs	Bi-monthly	Matthew Tondorf, Director of Learning Services	Southeastern MA Cluster Partnership Group	Building and development of necessary staffing, fund allotment, and programming for students with low incidence disabilities and ELL needs
Best Practices	Southeast Regional Charter Partnership Group	Alicia Savage, Executive Director Kristine Bingham, Director of Finance/HR	Massachusetts Charter Public School Association	Networking and shared best practices with other charter school peers
Best Practices	Attended the delegate assembly from Massachusetts Charter School Association	Kristine Bingham, Director of Finance/HR	Massachusetts Charter Public School Association	Networking and shared best practices with other charter school peers
Best Practices	Attended and participated in Business Manager/CFO/COO & Business Manager COP meetings	Kristine Bingham, Director of Finance/HR	Massachusetts Charter Public School Association CFO/COO & Business Manager COP	Networking and shared best practices with other charter school peers
Supports charter schools in southeast in building effective guidance programming	Met monthly and attended by the SSCPS Director of Guidance	Mary Carter, Director of Guidance	Southeastern MA Charter School Guidance cluster	Development of programming across guidance departments to support effective practices
Play in Healthcare Environments and Issues for Classroom Teachers	Taught three classes about helping children make meaning through play	Beverly Bruce, Title I Reading Specialist	Wheelock College/BU	Facilitated undergraduate learning of essential issues for children in healthcare environments
Discuss K-2 Early Literacy Initiative.	The Hill for Literacy	Beverly Bruce, Title I Reading Specialist  Hanora Broderick	Partnership with DESE, 3 sessions held in South Eastern Massachusetts.	Advise the DESE on a new K-2 Early Literacy initiative which will provide "guidance" to teachers and administrators to promote early literacy.
Spoke about designing Inclusive practices and supporting sending district in developing professional development opportunities.	Meet monthly with 15-35 special education directors to discuss policy and hot topics in special education. South Shore Special Education Directors Network	Matthew Tondorf, Director of Learning Services	North River Collaborative	Designing inclusive programming & designing professional development for special education staff. Sharing of best practices, development of documentation tools for parents.

## Academic Program Success

### Student Performance

#### A. South Shore Charter Public School's School Report Card:

<http://reportcards.doe.mass.edu/2019/04880550>

A. Fill out the following table with information from the school report card/statewide Accountability Report.

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
Not requiring assistance or intervention Reason for classification: Substantial Progress Toward Targets	Found here: <a href="http://profiles.doe.mass.edu/statereport/accountability.aspx">http://profiles.doe.mass.edu/statereport/accountability.aspx</a> [56th] Percentile	Meeting [57] percent of Improvement targets

A. Additional Evidence of Academic Progress:

The 2019-2020 school year saw continued expansion of the Advanced Placement program at SSCPS. The school saw another substantial increase in course enrollments. During the 2019-2020 school year SSCPS had a total of 104 Advanced Placement course enrollments. This was a 14 percent increase from 91 course enrollments in the 2018-2019 school year. Course offerings in the building included AP Statistics, AP Calculus AB, AP Calculus BC, AP English Language and Composition, AP English Literature and Composition, AP Computer Science Principles (alternate years), AP Physics (alternate years), AP Politics & Government, AP US History (alternate years), AP Chemistry, and AP Biology. One additional Advanced Placement course, AP World History will be added for the 2020-2021 school year. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	17	3	1-5
Chemistry	12	1.83	1-3
Calculus, AB	6	2.5	1-4
Calculus, BC	5	3.2	2-4
Statistics	21	2.48	1-5
Language and Composition	21	2.9	1-5
Literature and Composition	8	1.88	1-4
US History	4	4.25	4-5
US Politics and Government	6	2.33	1-5

SSCPS continued fall PSAT/NMSQT administration for students in grade 11 this year. This year students in grade 9 took the fall PSAT 8/9. The school planned to assess ninth grade students with the assessment twice, once in the fall and once in the spring, to monitor the effectiveness of the new Pre-AP curricular initiative. The school also planned and budgeted for students in grades 8 to participate in the PSAT 8/9 in the spring and for students in grade 10 to take the PSAT 10. This test administration was cancelled due to the pandemic. Details about student performance on the PSAT exams that the school was able to administer prior to closure are available in Appendix A.

During professional development time and department meetings, faculty at the high school level continued work analyzing PSAT data to make adjustments to the curriculum across subject areas reflecting areas of concern on the test. This year SSCPS planned to continue school day administration of the SAT for our 11th grade students in the spring, an initiative started during the 2018-2019 school year. Our goal was to generate data to be used by the curricular teams to improve student performance and to provide students with the opportunity to complete a college entry exam, free of charge, in a comfortable environment without needing to arrange for transportation. The exam was cancelled due to the pandemic. We have rescheduled school day test administration for our rising seniors for September 2020.

## **Program Delivery**

### ***Curriculum, Instructional Model, Assessment***

#### **English Language Arts**

With the exception of one 6th grade classroom, this year saw the *Wit & Wisdom* program extended to grades 5-8. Middle school teachers expressed positivity with the quality of the texts as well as the thoughtful, inclusive practices incorporated in lesson plans. Although *Wit & Wisdom* alignment with the Frameworks document was always evident, this year Great Minds produced a comprehensive document clarifying that alignment. With the exception of foundational literacy, already fully covered by the Core Knowledge program K-2, *Wit & Wisdom* is not only fully aligned with the MA Frameworks document, it also provides opportunities to exceed these standards.

In the high school, we implemented the College Board PreAP program in 9th grade ELA classrooms. With the shared principles of Close Observation and Analysis, Evidence-Based Writing, Higher-Order Questioning and Academic Conversation, the ELA teachers worked cooperatively to smooth out early wrinkles so that our 9th graders got the best introduction to high school ELA possible. High school teachers went above and beyond the PreAP program by adding texts and materials researched and adapted by our own ELA Dept. In spite of the pressures and restraints brought about by COVID-19, our ELA teachers delivered comprehensive and demanding ELA lessons to their students throughout the period of virtual learning.

#### **Mathematics**

A primary focus of our K-6 Mathematics curriculum and instruction was to foster a positive math learning experience for all students. Teacher work centered on implementing equitable math instruction to ensure that students, especially our high-needs population, have access and develop the confidence needed to become successful math practitioners. Using the Eureka Math curriculum, teacher collaboration was vital in creating lessons and instructional strategies that strengthen student conceptual understanding through the use of multiple representations and connect math to the real world.

Level IV and high school math teachers focused on enhancing student learning experience by creating math clubs as extracurricular activities. In the 8th grade, several students joined the Mathcount club, which offered fun and engaging activities while also participating in math competitions. The high school math club is designed to engage students in exploring advanced topics in a fun way. The goal of the high school math club is to recruit more members, for its members to use their math knowledge to benefit our school community and participate in local competitions.

The math program created and implemented two new courses in 2019-2020. PreAP Algebra 1 is the new math program for our accelerated 8th-grade and all 9th-grade students. All PreAP teachers took part in an extensive one-week summer professional development program offered by the College Board. Students in PreAP courses receive shared instructional practices and routines that help them develop and strengthen the critical thinking skills needed throughout high school, college, and life. We created a quantitative reasoning course titled Advanced Math Decision Making (AMDM) for our 12th grade students, emphasizing mathematical decisions in our daily lives. The goal of AMDM is to engage our seniors in financial literacy by exploring topics in statistics, investments, budgeting, and credit.

#### **Science and Engineering**

During the 2019-2020 school year, Levels I and II continued with the full implementation of the *Full Option Science System* (FOSS) science curriculum. Our youngest students, the kindergartners, were seen living science through hands-on investigations and notebooking. They were intrigued by observing the natural world; including lessons on plants and animals that entailed observing different types of snails and aquatic plants, as well as learning about forces through an interactive unit “Push and Pull” in which they investigated the movement of toy cars. The FOSS curriculum promotes and encourages our students to learn through hands-on investigations, questioning, analysis and drawing conclusions; science practices which are an essential part of our vertical alignment. Level II continued with implementation of a schedule that allowed Science and Social Studies to be taught using a six week



on, six week off rotating schedule. With the arrival of COVID-19, K-4 science distance learning was supplemented with weekly standards based lessons that reinforced the state issued prerequisite science standards using delivery of content that provided instruction through readings, videos, simulations, questions and at-home investigations.

Although teachers and students experienced a change in learning modality and the cancellation of the MCAS, teachers in grades 5-12 continued the use of *Edulastic* as an on-line formative assessment tool to gather student data. This data is necessary to prepare our students and to gather necessary formative data on student performance in preparation for the grades 5, 8 and 9 Next Generation STE MCAS. Prior to March, teachers used data to modify instructional practices and to place students in FIT groups to provide recitation and individuals science support. The grade 6 science fair was a continued success, along with the science mentoring program in which high school students advised alongside the Level III students for the entirety of the completion of their science fair projects.

In high school, there were many new science unveilings. Biology teachers attended a College Board Summer Institute workshop to train the educators how to successfully implement the new Pre-AP Biology curriculum. The curriculum uses the NGSS standards, our tailored instruction integrates the MA Biology frameworks and the Science and Engineering practices, as well as integrates the four shared principles that are embedded in all the Pre-AP courses. The four shared principles, which are close observation and analysis, academic conversation, higher-order questioning, and evidence-based writing, are in all the Pre-AP courses and promote the necessary skill development for college and career readiness and success. Pre-AP Biology teaches science through inquiry by focusing on quantitative skills, modeling and analytical reading and writing. The science department expanded their AP offerings and for the first time successfully offered AP Chemistry to a select group of juniors and seniors. Juniors and seniors were also able to enroll in a new science elective course, Nutrition and Fitness, teaching students science skills as they apply to nutrition, health and wellness using exercise, food intake, case studies, and current events.

### **History and Social Studies**

The history and social studies department focused on developing literacy skills that foster inquiry, analytical and critical thinking, and civic engagement. On Level I, teachers integrated various tools to help students master standards and engage in dynamic learning experiences. Level II teachers used digital and print resources, formative assessments, and interactive experiences to teach students about Massachusetts history and the regional history and geography of the United States. Middle school teachers collaborated to strategically bolster literacy and research skills through everyday activities and project-based learning. Additionally, many students participated in Focused Instructional Time (FITs) designed to accelerate their learning or provide additional support.

Freshmen completed the College Board's Pre-AP® World History and Geography course, which featured various print and digital resources and assessments in addition to targeted professional development for teachers. Many students who completed the Pre-AP® course have elected to take AP® World History: Modern, which is a course that will be implemented at SSCPS this fall. Sophomores and juniors studied U.S. History while seniors completed an Ethics course that featured senior debates. Several upperclassmen completed the AP® U.S. Government and Politics and AP® U.S. History courses. All high school history courses emphasized literacy and research skills.

### **World Languages**

During the 2019-2020 school year, the world language department expanded to include French I, Spanish II honors, Spanish III honors, Spanish IV honors and Spanish V honors classes. Students in Level IV had the opportunity to take a French exposure FIT to prepare them for French in their freshman year. Students in grades 9-12 now have the opportunity to participate in the Massachusetts Seal of Biliteracy program, which recognizes high school graduates who attain proficiency in two or more languages by high school graduation. Qualified students will receive a seal on their high school transcript to signify the award along with a certificate of achievement. Even with the disruption in testing dates this April, we were still able to remotely test one student, who earned a dual seal of biliteracy in French and Haitian-Creole.

At the start of the school year, the world language department began the process of transforming our curriculum to be proficiency based. With a proficiency-based world language program, students learn to use the language instead of learning about the language, communicative activities are given priority, grammar is taught in the context of other meaningful activities, students examine authentic cultural resources, instruction is planned using backward design and teachers regularly provide appropriate feedback. The world language department had the opportunity to attend the Massachusetts Foreign Language Association Conference this fall, where teachers took part in workshops on teaching proficiency, authentic materials, implementing culture, integrated performance assessments and technology. Throughout the year, teachers worked with a consultant from Idioma Consulting, who assisted in the development of curriculum maps and aligning them with national and state standards. This summer many language teachers will attend the MAFLA Classroom Collaborative, an interactive 6 week professional development event that investigates best practices for next year's hybrid education. Also this summer, the level I Spanish and French curriculum maps will be completed, aligning to the ACTFL World-Readiness Standards as well as the Massachusetts Foreign Language Curriculum Framework.

### ***Supports for Diverse Learners***

SSCPS believes that students learn with a variety of modes. SSCPS faculty and staff members are expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. SSCPS continues to provide a continuum of services through the Learning Services Department and frequently assesses and fine tunes its programs to best meet the needs of the current population. SSCPS remains committed to maintaining fully inclusive programming.

The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting. Four additional Learning Services staff have been added this year to support the continued development of the programming. Two additional Special Education teachers, one EL teacher and one additional School Psychologist. Four Learning Services teachers are working on completing their final MTELs and have worked this past year under the supervision of a licensed Special Education teacher. All other Learning Services staff and ancillary service providers are certified, licensed, and/or highly qualified in the State of Massachusetts.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department continued to offer an after-school support program for Title III students and continued to expand the ELL summer institute to provide additional support during the summer. EL teachers utilized the National Geographic Curriculum in grades 1-6 and grades 7-12 worked with Language Live to support continued language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers work diligently to provide these supports during FIT time, for all students. The scheduling of the FIT blocks allows for K-12 service providers to have time slots to service Special Education and ELL students during multiple blocks, reducing the amount of time these students spent away from general education coursework. The high school vocational and transitional program significantly increased its programming this school year to include partnerships with Best Buddies, Savers, Cardinal Cushing, and Good Life Kitchen.

The Learning Services department was committed to providing an effective and substantial virtual learning environment for all students during the school closure as a result of the COVID-19 pandemic. Services providers were able to provide small group and individual virtual instruction in all areas during this time. The counseling,

Occupational Therapy, and Speech and Language department provided teletherapy and were able to maintain the sessions throughout the school closure. Additionally, the counseling department maintained sessions all year long including during the April vacation week and after the end of the school year, as well as offering additional support for students and families after the tragic death of George Floyd. The EL and SPED teachers stayed in constant contact with all the families of their students and continuously adjusted their virtual instruction to meet the individual needs of the students.

### ***Social, Emotional, and Health Needs***

The South Shore Charter Public School remains committed to the social and emotional health needs of the students, faculty, and staff. This commitment was only strengthened as a result of the COVID-19 pandemic and the national protests that have brought to the forefront the systemic bigotry and racial injustice that have plagued our country. The School has made the social and emotional needs of both students and staff a top priority as it plans for reopening in September. Two separate task forces, one focused on the needs of students and the other focused on the needs of adults, are working to plan for the curriculum, professional development, and counseling that will be required in the fall. The work of these task forces is examining what is needed to mitigate both the trauma of COVID-19 and the trauma of racial inequity.

At SSCPS students have taken the lead, serving as role models and developing educational programming for their peers. The School has an active and engaged Black Students Union at the high school level. BSU students put together presentations for students on Level III and Level IV. The Black Students Union also prepared a rotating series of workshops for their peers at the high school that they presented in February. The purpose of the workshops was to introduce students to the work of the BSU, raise awareness, and provide a forum for productive discussions. In preparation students designed several 15 minute sessions addressing issues such as racial profiling, equal opportunity, stereotyping, gender inequality, relationship violence, and the weight of language. During these sessions students engaged their peers in exercises that pushed for others to take on alternative perspectives, careful analysis of situations, and the consideration of historical context and societal influence.

This year the faculty and staff of SSCPS have expanded their work with social emotional learning and undertaken several new initiatives in this area while expanding on others. Teachers on Level II worked with Sandy Hook Promise to pilot both the Start with Hello and Say Something programs with plans to expand the programming in the 2020-2021 school year to include all students in grades K-8. The work focused on helping children to stand up for themselves, learn to solve problems collaboratively, and have the courage to be upstanders in both their school and home communities.

In September the School collaborated with Massachusetts Aggression Reduction Center (MARC) to offer school programming in the area of bullying and cyberbullying education and prevention. The School has continued this work with Dr. Elizabeth Englander, a professor of Psychology at Bridgewater State University and built on the programming offered in previous years. This year MARC training included an interactive assembly for female students in grades 6, 7, 8 and 9 with a focus on how social aggression impacts female friendships during adolescence. In addition, a group of fifteen high school students travelled to Bridgewater State University for Peer Leadership training. The group met continuously throughout the school year to work through challenges at school and generate solutions to problems. Teachers continue to use elements of MARC curricula through the Advisory program to assist the student population with understanding the social, emotional, and economic impacts of bullying in the classroom and online.

This year the School focused on implementing restorative circles in grades 5-12. During these restorative circles teachers built relationships with students, established classroom norms, discussed how certain actions affect our community, and taught skills we want to instill in our students. This year the School used circles to set goals for the culture of our school, to identify problems, and to find potential solutions. Teachers used circles proactively with discussions about community building and goal setting at the start of the year. They also used restorative circles in reaction to problems such as the Level III-wide circles focused on the damage caused by rumors conducted in

January. Students are empowered by having the space to air their grievances and develop a course of action to result in positive change.

This year was the fourth year of enrollment increase which included new students at the middle and high school. Faculty and students continue to work together to help acclimate new members of the community to the school culture. The Advisory program on Levels III, IV, and high school, focus on community expectations for the school year. This work is ongoing. New structures, such as providing new students with mentors during an established Focused Instructional Time group, focused on school culture and navigating the unique landscape that is SSCPS.

## Organizational Viability

### Organizational Structure

During the 2019-2020 school year, SSCPS continued the transition to a new administrative structure to meet the needs of a growing student body. The school added an additional K-12 curriculum coordinator in the area of World Language to the Instructional Leadership Team. The Instructional Leadership Team serves as a vehicle to support teachers and continues the work of curriculum revision and alignment.

### Financial Viability

The Operational Budget for FY20 was developed using prior year tuition trend analysis and information gleaned from the ESE tuition revenue projections. This operational budget used \$15,000 per pupil for our projected revenues based on 1,000 students. The ESE projects the average ending per pupil revenue to be \$15,086. At the end of the academic school year, the School's enrollment was 1002 and the school project's an additional \$126,737 in additional tuition revenues.

### Parent Survey

The results of the Annual SSCPS Parent Satisfaction Survey were based upon 67 responses from approximately 640 families, resulting in a 10 percent response rate. The decline in the response rate to the annual survey may be attributed to building closure due to COVID-19. Following this survey, the School administered two remote learning surveys; one in April to glean data to inform the Distance Learning Plan, and one at the end of the year to glean data for the possible remote learning plan for 2020-2021. The response rate for the SSCPS Remote Learning Survey taken in April was 85, and the response rate for the SSCPS Remote Learning Survey End-of-Year done at the end of the year was 311. A small number of families (under 10) opened the second remote learning survey more than once to provide feedback on a sibling or cousin.

Although the response rate was lower this year, and the school year was significantly interrupted, the survey results were similar. Data from the annual survey continues to assist strategic planning, determining educational programming, defining school culture, and determining the School's greatest needs. Families continue to express support for a regulation gym space, athletic fields, and increased outdoor space. The School is aware of the need for a library and learning commons at the high school, and of the need to increase staffing and resources in the area of information technology. Information from all three surveys, and an additional survey closing in July, will continue to be used to set educational priorities and plan for next year and the years ahead.

### Parent Survey Question 4 from the Annual Survey:

**SSCPS offers a rigorous academic program that prepares students well for future schooling.**

Subject	Agreed/Strongly Agreed 2020	Agreed/Strongly Agreed 2019	+/-
English Language Arts	96.77	92.47	+4.3
Mathematics	95.16	93.41	+1.75



## Budget and Financial Reports

### Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2019 including depreciation expenses. These include the FY20 Statement of Financial Position, FY20 Statement of Activities and Changes in Net Assets, and the FY21 Approved Operating Budget. The school's independent audit will be completed by October 31, 2020. This audit will be provided to the ESE, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS Board of Trustees, the Office of the State Auditor, and the State Inspector General's office. If you wish a copy, please call the Business Office at 781-982-4202 x106.

UNAUDITED	Statement of Financial Position	DRAFT
	For the period ending June 30, 2020	
<b>CURRENT ASSETS</b>		
	Cash	\$6,919,270
	Deposits & Prepaid Expenses	200,804
	Accounts Receivable	10,975
	Grants/Tuition Receivable	<u>65,615</u>
<i>Total Current Assets</i>		<b><i>\$7,196,664</i></b>
<b>Property &amp; Equipment</b>		
	Furniture & Equipment	\$380,695
	Technology	1,305,945
	Vehicles	343,974
	Building & Improvements	5,189,285
	Loan Fees-Old	17,100
	Accumulated Depreciation	<u>(3,434,881)</u>
<b>Net Property &amp; Equipment</b>		<b><i>\$3,802,118</i></b>
<b>Other Assets</b>	Allowance for Doubtful Accts	<u>0</u>
<b>TOTAL ASSETS</b>		<b><i><u>\$10,998,782</u></i></b>
<b>CURRENT LIABILITIES</b>		
	Accounts Payable & Accrued Expenses	\$1,298,161
	Due to Others	6,327
	Deferred Rent	373,269
	Auto Loan	<u>0</u>
<i>Total Current Liabilities</i>		<b><i>\$1,677,757</i></b>
<b>Net Assets (Equity)</b>		
	Retained Earnings	\$8,670,283
	Opening Balance Equity	174,258
	Temporarily Designated	16,553
<b>Net Income/Loss</b>	Net Income	<u>\$459,931</u>
<i>Total Equity</i>		<b><i>\$9,321,025</i></b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>		<b><i><u>\$10,998,782</u></i></b>

# UNAUDITED Statement of FY20 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2020

FY20 APPROVED BUDGET    FY20 ACTUAL EXPENDITURES

## OPERATING REVENUES:

Tuition	\$15,000,000	\$15,126,737
Grants-State	0	23,834
Grants-Federal	378,700	375,499
Grants-Private	85,000	41,651
Nutrition Funding-State & Federal	96,700	67,921
Program Fees	125,000	56,228
Contribution/Fundraising	15,000	14,882
Interest Income	50,000	53,186
<u>Other-Medicaid Reimbursement</u>	<u>30,000</u>	<u>19,200</u>
<b>Total Operating Revenues</b>	<b>\$15,780,400</b>	<b>\$15,779,137</b>

## OPERATING EXPENDITURES:

### Administration

Salaries-Administrative Professional	\$123,484	\$123,484
Salaries-Administrative Support/Clerical	163,556	166,077
Salaries-Business Office	217,858	218,878
Salaries-Technology	161,380	163,401
Salaries-Development	61,408	61,500
Accounting-Audit	30,000	35,023
Legal	10,000	6,978
HR/Payroll	50,000	59,640
Other Professional Consulting Services	55,000	32,028
Information Management & Technology	65,947	64,325
Office Supplies & Materials	81,424	84,725
Professional Development (Admin & Board)	12,000	5,608
Dues, Licenses, & Subscriptions	26,000	28,861
Recruitment & Advertising	6,500	5,712
Travel Expenses (Staff & Board)	3,000	6,437
Bank Charges-Current (Short Term)	2,000	1,305
<u>Other: School Wide Events</u>	<u>27,000</u>	<u>23,569</u>
<b>Total Administrative Expenses</b>	<b>\$1,096,557</b>	<b>\$1,087,551</b>

### Instructional Services

Salaries-Teachers	\$6,210,042	\$6,355,549
Salaries-Specials	275,531	247,983
Salaries-Instructional Leaders	700,511	710,527
Salaries-Other (Guidance/Counseling/Psych)	508,414	543,437
Salaries-Other LS Prof (Speech/OT/BCBA)	313,392	276,826
Salaries-Other (K-12 Building Subs/Afterschool)	110,175	81,712
Salaries-Paraprofessionals	497,714	629,056
Salaries-Teaching Tutors	246,952	119,240
Salaries-Support/Clerical	164,258	166,349
Contracted Services-Instructional	106,000	66,928
Instructional Tech in Classroom	34,276	64,326
Instructional Supplies & Materials	158,940	227,600
Testing & Assessment	29,350	21,781
Professional Development	92,680	35,293
Dues, Licenses & Subscriptions	5,250	5,612
Staff Stipends in addition to Base Salary	51,000	36,127
<u>Other- Furniture</u>	<u>28,500</u>	<u>46,308</u>
<b>Total Instructional Services</b>	<b>\$9,532,985</b>	<b>\$9,664,654</b>

**Other Student Services**

Salaries-Food Services	\$55,383	\$52,934
Salaries-Coaching/Athletics	53,750	37,077
Salaries-Health Services	158,152	162,806
Salaries-Transportation	43,000	26,777
Salaries-Stipends Student Activities	27,000	10,000
Food Services	140,000	93,624
Health Office Supplies	4,000	8,657
Athletic Services	38,670	15,996
Other-Student Award	3,000	2,500
Other-Field Trips	36,200	41,243
<u>Other-Student Transportation</u>	<u>21,000</u>	<u>16,555</u>
<b>Total Other Student Services</b>	<b>\$580,155</b>	<b>\$468,169</b>

**Operation & Maintenance of Plant**

Salaries-Operation & Maintenance of Plant	\$165,556	157,228
Utilities	274,170	259,951
Maintenance of Building & Grounds	291,380	233,409
Maintenance of Equipment	22,340	20,468
Rent/Lease of Buildings & Grounds	1,374,692	1,388,528
Rent/Lease of Equipment	23,708	21,888
<u>Furniture Replacement</u>	<u>2,000</u>	<u>2,000</u>
<b>Total Operation &amp; Maintenance of Plant</b>	<b>\$2,153,846</b>	<b>\$2,083,472</b>

**Fixed Charges**

Payroll Taxes	\$271,699	\$257,452
Fringe Benefits (includes MTRS in-kind)	1,404,688	4,437,935
Insurance (Non-Employee)	50,000	58,249
Other: Depreciation Expenses	485,000	439,113
Other: Contingency	200,000	0
<u>Other: Short Term Interest/Bad Debt</u>	<u>5,000</u>	<u>0</u>
<b>Total Fixed Charges</b>	<b>\$2,416,387</b>	<b>\$5,192,749</b>

**Total Operating Expense**

**\$15,779,930** **\$18,496,595**

**Net Ordinary Income/Loss**

**\$470** **(\$2,717,458)**

In-Kind Donations

**0** **0**

Net Other Income-MTRS In-kind

**0** **\$3,177,389**

**Net Income**

**\$470** **\$459,931**

**QUASI CASH PROFIT/LOSS CALCULATION:**

Add back Depreciation	\$485,000	\$ 439,113
Add back Deferred Rent	24,665	24,665
Less: Capital Technology	(91,000)	(88,081)
<u>Less: Capital Building Improvements</u>	<u>(419,000)</u>	<u>(278,309)</u>
<b>Subtotal</b>	<b>(\$335)</b>	<b>\$97,388</b>

**Total Quasi Cash Reserves Profit or Loss**

**\$135** **\$97,388**



**FY21 Approved Operating Budget-Approved by BOT May 14, 2020**

<b>SOUTH SHORE CHART PUBLIC SCHOOL</b>	<b>FY20 Budget</b>	<b>FY20 Proj Act</b>	<b>FY21 BudA</b>
<b>Year of Operation</b>	25	25	26
Budgeted Enrollment K-12	1,000	1,001	1,060
DOE Tuition Per Pupil (includes facilities aid)	<b>\$15,000</b>	<b>\$15,202</b>	<b>\$15,487</b>
<b>INCOME:</b>			
State Tuition & fac aid	\$15,000,000	\$15,217,300	\$16,416,220
State & Fed Grants	505,400	442,920	655,804
Private & Competitive Grants & Fundraising	100,000	54,100	31,000
Program Fees	175,000	122,080	143,000
<b>Total Revenue</b>	<b>\$15,780,400</b>	<b>15,836,400</b>	<b>17,246,024</b>
<b>EXPENSES:</b>			
Compensation & Benefits	12,034,902	11,998,632	13,538,485
Professional Development	138,929	47,000	128,345
Direct Program Support	626,936	750,240	751,328
Office Costs	298,872	280,240	291,240
Other Costs	7,000	6,000	10,000
Building Utilities/Occupancy Expenses	1,988,290	1,985,000	2,028,078
Depreciation	485,000	450,000	450,000
Contingency	200,000	-	30,000
<b>Total Program Expenses</b>	<b>\$15,779,929</b>	<b>\$15,517,112</b>	<b>17,227,475</b>
<b>Subtotal Net Income</b>	<b>\$471</b>	<b>\$319,288</b>	<b>18,549</b>
Add Depreciation	485,000	450,000	450,000
Add Deferred Rent	24,664	28,489	12,430
<i>Less Capital Budget</i>	(510,000)	(480,715)	(407,053)
<b>Subtotal Other Income &amp; Expenses</b>	<b>135</b>	<b>317,062</b>	<b>73,926</b>
<b>Restricted Cash Reserves to use Sped &amp; K-12</b>	<b>0</b>	<b>(225,000)</b>	<b>-</b>
<b>Quasi Cash Profit/Loss</b>	<b>\$135</b>	<b>\$92,062</b>	<b>\$73,926</b>

<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	1,075
Number of students upon which FY21 budget tuition line is based	1,060
Number of expected students for FY21 first day of school	1,050
Please explain any variances: <i>Due to COVID-19, the school projects some students may opt to stay in their districts.</i>	

**FY21 CAPITAL PLAN**

The South Shore Charter Public School will continue operating in three locations. The main building was built in the early 1980's, is a 53,000 square foot former commercial office building which will serve students in grades K-8. Some of the operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. Our High School and some administrative offices are located in additional leased space utilizing 33,904 square feet in the same office park as the K-8 and PE/Art buildings. The school also leases a 4,800 square foot building for our K-12 physical education and art programs. The school continues to look for additional space in our high school location for programming. The following is a list of capital expenditures or building improvements the school intends to fund from existing capital budget or reserves:

<b>Project Description</b>	<b>Project Status</b>	<b>Project Schedule</b>	<b>Project Cost Estimate</b>	<b>How Financed?</b>	<b>Capital Reserve Account</b>
Purchase, remove and install operable windows in each exterior classroom	In Process	Summer 2020	\$90,000	FY21 Capital Budget	N/A
Generator Replacement-This project is on hold until the Spring 2021 when we will re-evaluate options	Research Phase	TBD	\$320,000	Cash Reserves	N/A
HVAC Heat Pump Replacements- includes additional sprinkler relocation expenses	In Process & On Going	Summer 2020 and replacement as needed	\$130,000	FY21 Capital Budget	N/A
Exterior site work is needed for parking lot repaving, relining, curbing and outdoor lighting improvements need to be completed.	Research Phase	Summer 2021	\$150,000	Cash Reserves	N/A
Lighting Upgrade-LED	Research Phase	FY21 & FY22	\$145,000	FY21 Capital Budget and Researching Grants	N/A

The school seeks to improve security at all locations by upgrading all exposed windows and glass doors/vestibules with new security glass/film.	Research Phase	TBD	\$225,000	Capital Reserves & Researching grants	N/A
New Gym Flooring	Research Phase	FY21 or FY22	\$25,000	Capital Budget	N/A
<b>LONG RANGE CAPITAL PLANNING</b>					
Long range goal of purchasing new buildings and fields to support all K-12 programs at SSCPS	Research Phase	TBD	\$25,000,000	Bank Financing and Cash Reserves	N/A

***Appendix A***  
**Accountability Plan Evidence 2019-2020**

**Faithfulness to Charter**

	<b>2019-2020 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS will provide students with rigorous academics across a broad curriculum combined with project-based learning.</b>		
<b>Measure: Each year a minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements, and the Exhibitions of Mastery.</b>	<b>INCOMPLETE DATA</b>	All students were able to meet Project and Workshop requirements this school year as evidenced by the course passing rate. As seen in rubrics for Exhibitions of Mastery, 98% successfully completed the round of Exhibitions of Mastery that were due prior to our closure. Due to the school closure the second round of Exhibitions of Mastery did not take place. The process of revising work and uploading documents to complete student portfolios was interrupted by the school closure.
<b>Measure: Annually, all high school students, including High Needs students, will have access to Honors and Advanced Placement coursework. One quarter of the DESE classified High Needs students will be in Honors and/or AP courses.</b>	<b>MET</b>	Honors and AP courses are available at every high school grade level. Fifty-two out of 134, or 39 percent, of the High Needs high school students at SSCPS were enrolled in Advanced Placement and/or Honors level coursework for the 2019-2020 school year.

Measure: SSCPS will administer PSATs in grades 9-11 and 90 % of ninth grade students will take the PSAT. SSCPS students will score higher in the aggregate than their grade level peers at the state and national levels as indicated by The College Board data and comparative analysis.	PARTIALLY MET	Seventy-nine ninth grade students, or 93% , took the fall administration of the PSAT 8/9. In the aggregate students in grade 9 performed above their peers at both the state and national level. The mean score for SSCPS 9th graders was 909 compared to 835 at the state level and 862 at the national level. On the Evidence-Based Reading and Writing section 75% of SSCPS ninth graders met or exceeded the benchmark compared to 49% at the state level. On the Math section 38% of ninth graders met or exceeded the benchmark compared to 36% at the state level. In grade 11 the mean PSAT score was below both the state and national averages. The mean score for 11th grade students at SSCPS was 969. The mean at the state level was 1016 and it was 1004 at the national level. We were unable to administer PSAT exams to grades 8-10 in the spring due to the pandemic.
Objective: SSCPS will continue to support the social emotional needs of all students.		
Measure: Annually, 90% of students report feeling physically and emotionally safe at school.	INCOMPLETE DATA	Due to the school closure, the climate and culture survey was not completed this school year. The School questioned the validity of the survey in a virtual environment during a national crisis.
Measure: Annually, 75% of new students, with particular focus on incoming students at the upper levels, report that SSCPS feels safer and more welcoming than their previous school.	INCOMPLETE DATA	Due to the school closure, the climate and culture survey was not completed this school year. The School questioned the validity of the survey in a virtual environment during a national crisis.
Objective: Annually, SSCPS students will all participate in age-appropriate levels of community service as set in the Exit Standards of the Student Handbook.		
Measure: Annually, 90% of all students will meet the community service requirement for each grade level (K-12) as outlined within the student handbook.	MET	100% of students completed the community service requirement this school year. These results are partially due to the awarding of community service hours and acts to students for practicing social distancing during the school closure.

### Academic Program Success *(if applicable)*

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will support college and career readiness through an internship program and community college dual enrollment opportunities.		
Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	PARTIALLY MET	This year we transitioned to an internship model that takes place over the course of the school year rather than in the last month of Senior year. As a result, about half of the Senior class was able to complete their Senior Internship Project

		prior to our closure. The rest of the Senior class was unable to complete the requirement as a consequence of our closure.
Measure: 100% of students will complete and achieve a grade of C or better in at least one college level course prior to graduation.	MET	Four students with an IEP waiver in this year's graduating class did not take college level courses. All remaining members of the Senior class met this graduation requirement, despite the pandemic. This year marked our fourth year of offering Massasoit Community College courses on our campus.
Objective: SSCPS will have an integrated K-12 academic program.		
Measure: The faculty will annually revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development. The faculty and administration will verify this alignment.	MET	Teachers participated in weekly department meetings by grade band and used half day professional development sessions reviewing formative data collected using the structures first established during the 2018-2019 school year. Teachers worked in teams to develop plans both to address gaps they discovered in the curriculum and to create remediation plans for students who had not mastered the standards taught. With the shift to online learning, teacher teams worked to prioritize the essential standards and develop plans for meeting them in the new remote environment.
Measure: 25% of Projects and Workshops will engage in cross-grade level activities over the course of the school year.	MET	Thirty out of 58, or 52% of Projects and Workshops engaged in cross level activities over the course of the year. Several other cross-level events were planned and cancelled due to the pandemic. Cross-level activity was recorded on the school calendar.

### Organizational Viability *(if applicable)*

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.		
Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.	MET	Several SSCPS staff members contributed to the disseminating best practices to members of the charter school community and sending districts. The Director of Learning Services presented best practices in special education to the Special Education Directors group through the North River Collaborative. Beverly Bruce, the Reading Specialist presented at Wheelock College/Boston University on

		the role of play in child development. Beverly Bruce and Hanora Broderick, Presented at The Hill for Literacy, discussing best practices for K-2 early literacy programs. Sarah O'Loughlin presented best practices at the South Shore School Psychologist group. Kristine Bingham, Director of Finance, participated in and presented best practices at the Massachusetts Charter School Association Community of Practices.
Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts on at least four separate occasions to promote best practices for High Needs students throughout the school year.	MET	The Guidance team worked with the Southeastern Cluster of the Massachusetts Charter Public School Association Guidance team on the development of programming across guidance departments to support effective practices for all students. The Director of Learning Services worked with the North River Collaborative Special Education Directors group to discuss best practices and professional development surrounding students with special needs. Michelle Gallagher and Matthew Tondorf hosted several meetings with outside agencies to discuss programming for high need students who were aging out, collaborated with stakeholders to discuss transitional programs.

## Recruitment Plan 2019-2020

**School Name: South Shore Charter Public School**

### 2019-2020 Implementation Summary

The student population of the South Shore Charter Public School continues to reflect the diversity of all twenty-six sending districts on the south shore. The School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School actively solicits prospective students from all designated sending districts, and has seen increasing interest and applications from students in Weymouth, Randolph, and Brockton. This year the School began a targeted mail campaign to Brockton households resulting in visitors at Open House and enrollment applications.

Enrollment demographics illuminate that the *First Language Not English* and *English Language Learner* student populations continue to show the most significant increases over a multi-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As ESE CHART/DART data indicates, the *First Language Not English* student population has increased from 0.4 in FY12 to 22.1 in FY16, 27.0 in FY17, to 32.1 in FY18, 36.1 in FY19, and 41.0 in FY20. Comparatively, statewide this specific student population has shown a smaller increase from 16.7 in FY12 to 19.0 in FY16, 20.1 in FY17, 20.9 in FY18, 21.9 in FY19, and 23 in FY20. The Comparison Index is 9.4 in FY12, to 11.3 in FY16, 12.9 in FY17, 13.8 in FY18, 14.7 in FY19, and 15.6 in FY20.

Weymouth, currently the School's largest sending district, has a *First Language Not English* student population growth of 5.5

in FY12, to 8.6 in FY16, 9.8 in FY17, 10.7 in FY18, 11.8 in FY19 and 13.1 in FY20. Randolph, the School's second largest sending district with a higher number of students in the *First Language Not English* category, has a student population growth of 38.0 in FY12, to 35.5 in FY16, 36.6 in FY17, 37.5 in FY18, dropping to 37.0 in FY19 and 36.9 in FY20. These four comparative indicators demonstrate less growth in the *First Language Not English* student population than the South Shore Charter Public School.

Similarly, the population of students categorized as *English Language Learners* has increased from 0.4 in FY12 to 10.1 in FY16, 15.8 in FY17, 13.8 in FY18, 12.2 in FY19, and 14.9 in FY20. The data includes students moving out of ELL services as determined by WIDA ACCESS scores. Statewide this student population has had a smaller overall increase from 7.3 in FY12 to 9.0 in FY16, 9.5 in FY17, 10.2 in FY18, 10.5 in FY19 and 10.8 in FY20. The Comparison Index is 3.8 in FY12 to 8.6 in FY16, dropping to 5.0 in FY17, 6.2 in FY18, 6.3 in FY19, and 6.7 in FY20. Weymouth has experienced a smaller overall growth in the *English Language Learner* population, 2.1 in FY12 to 3.1 in FY16, 3.4 in FY17, 3.6 in FY18, 3.8 in FY19, and 4.3 in FY20. Randolph has experienced some growth, 10.3 in FY12 to 12.7 in FY16, 12.2 in FY17, 15.7 in FY18, 15.3 in FY19, and 16.4 in FY20.

The South Shore Charter Public School continues to experience significant growth in the *Students with Disabilities* subgroup. This subgroup was 12.2 in FY12 and has grown significantly reaching 16.2 in FY15. Following the FY15 surge, the School has experienced a slight decrease in students of that subgroup, 14.7 in FY16, 15.7 in FY17, and up again to 16.7 in FY18 and FY19 and at an all-time high of 19.1 in FY20. This number is greater than the Comparison Index of 10.8 in FY12 to 11.3 in FY16, 12.0 in FY17, 12.7 in FY18, 12.9 in FY19, and 13.3 in FY20. Our school remains committed to this subgroup and will continue to provide an inclusive learning environment.

In FY15 ESE reformulated the data point resulting in *Low Income* becoming reclassified to *Economically Disadvantaged*. According to CHART/DART data, the School went from a 19.7 percent eligibility for *Free Lunch* and a 9.2 eligibility for *Reduced Lunch* to a 9.5 student classification in 2015 and a 10.6 percent student classification in 2016 called *Economically Disadvantaged*. In FY17 that indicator was 14.5 percent, in FY18 the indicator increased to 18.3, in FY19 the indicator was 19.6, and FY20 saw an increase in that population to 21.1. We anticipate that number to grow due to the economic crisis created by the COVID-19 pandemic.

Analyzing CHART/DART data has enabled the School to determine which recruitment strategies have proven successful and how best to enhance what has worked. This year was the fourth year of the South Shore Charter Public School's enrollment expansion. This allowed the school to enroll more students at all grade levels. The School has increased the use of social media and online strategies to reach out to communities and all learners. The School also deployed a direct marketing postcard campaign which increased the number of visitors from Brockton at the Open House. Information was orally presented to families in English and Haitian Creole. The local media was used which included advertisements, calendar postings, and news articles. The School's website was updated to facilitate the application process, means of translation and enrollment is now online. The School newsletter, the *Weekly Update*, was deployed to a larger audience and made available to prospective families in multiple languages and posted on *Twitter*, *Facebook*, and *Instagram*.

Following this series of intensive recruitment efforts, the total number of applications received was 880. Randolph was the top applicant district, followed by Weymouth and Brockton. Randolph and Brockton remain the School's top sending districts with the highest ELL and FLNE student populations. This year's applicant pool has continued to grow the diversity of the student population.

## General Recruitment Activities for 2019-2020

The South Shore Charter Public School actively solicits prospective students from the sending districts of Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. The educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.

The South Shore Charter Public School continued and enhanced recruitment strategies that have proven effective in attracting a diverse student population. During the 2019-2020 academic year, the School held two open houses, advertised in the local media, began a direct mail campaign, continued to broaden an aggressive social media enrollment campaign, posted informational films from the School, and expanded community outreach prior to the school building closures in March. Both Open Houses were well attended and provided families with the opportunity to apply on the spot. This is the third year of the School's online application process. Those families that were unable to utilize the online application at home were able to do so onsite.

General recruitment activities for the 2019-2020 academic school year include:

1. Two enrollment open houses (a Saturday in November and an evening in January)
2. Full use of local media including advertisements, calendar postings, and news articles
3. Direct marketing mail campaign
4. Promotions on social media and the school website
5. Community outreach events including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, theatrical productions and musical performances
6. Ongoing posting of the School's newsletter, the *Weekly Update*, on social media platforms *Twitter*, *Facebook*, and *Instagram* which may be translated into multiple languages

## Recruitment Plan – Strategies

### Special education students/students with disabilities

(a) CHART/DART data	(b) 2019-2020 Strategies
<p><b>School percentage:</b>19.1  <b>GNT percentage:</b> 13.1  <b>CI percentage:</b> 13.3</p> <p>The school remains above GNT percentages and above CI percentages</p>	<p>Met Gap Narrowing Target (GNT)/Comparison Index (CI): no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Learning Services Director will continue to attend South Shore Special Education Administrative Council meetings and promote school as a placement opportunity for special education students</li> <li>• IMPACT parent meetings will be held where outreach and recruitment efforts are spread</li> <li>• Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department</li> <li>• Continue informational posts on School's social media pages and website</li> <li>• Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts</li> <li>• Utilize resources within MCPSA Model School initiative to improve outreach to prospective families</li> <li>• Host guest speakers with areas of expertise in Learning Services topics for parents and guardians</li> </ul>



<b>English Language Learners</b>	
<p><b>(a) CHART/DART data</b></p> <p><b>School percentage:</b> 14.9  <b>GNT percentage:</b> 5.0  <b>CI percentage:</b> 6.7</p> <p>The school remains above GNT percentages and above CI percentages</p>	<p><b>(b) 2019-2020 Strategies</b>  Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Increase the venues for formal and informal Title I outreach</li> <li>• Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction (Some events cancelled due to COVID-19)</li> <li>• Move International Food Night off campus in Norwell to Stetson Hall in Randolph</li> <li>• Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident</li> <li>• Maintain website to ensure continued translation abilities</li> <li>• Continue to use and update format of school newsletter that is able to be translated into multiple languages</li> <li>• Develop a school presence on targeted radio stations</li> </ul>
<b>Economically Disadvantaged</b>	
<p><b>(a) CHART/DART data</b></p> <p><b>School percentage:</b> 21.1  <b>GNT percentage:</b> 15.8  <b>CI percentage:</b> 24.7</p> <p>The school is above GNT percentages and below CI percentages</p>	<p><b>(b) 2019-2020 Strategies</b>  Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Increase website accessibility and electronic application process at school and during open house event</li> <li>• Increase transportation options and provide more detailed carpooling information on website</li> <li>• Establish a parent committee to address school transportation</li> <li>• Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch</li> <li>• Target to neighborhoods with the highest populations of economically disadvantaged students with a direct mailer (New for 2019-2020)</li> </ul>
	<p><b>(c) 2019-2020 Additional Strategies if needed</b>  Did not meet GNT/CI: additional and/or enhanced strategies below:  Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• Continue to reduce or waive athletic fees for students eligible for free or reduced lunch</li> <li>• Limit field trips to affordable options for families and offer financial support for extracurricular activities</li> </ul>
Students who are sub-proficient	<p><b>(d) 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to work with sending districts to identify students who are struggling within traditional district schools</li> <li>• Provide school tours and transcript reviews prior to admission acceptance</li> <li>• Deploy IMPACT to reach out to families of struggling students in district schools</li> <li>• Continue to promote the school as inclusive at all enrollment events and online</li> </ul>
Students who have dropped out of school	<p><b>(f) 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Solicit applications for grades 10, 11, and 12 from local agencies and sending districts</li> <li>• Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery</li> <li>• Further develop the School's relationship with Wellspring and sending districts</li> </ul>

# Retention Plan

## 2019-2020

### 2019-2020 Implementation Summary

The South Shore Charter Public school experienced a decreased rate of attrition in 2020. Attrition decreased from 12.2 in 2019 to 10.3 as of October 2019. The statewide average is 8.4 percent and includes both district and charter public schools. The School's attributed rate is attributed to factors such as transportation and new students who accepted an invitation, enrolled, but did not attend classes and instead remained in their sending school.

The current retention rate is 89.7 percent. As CHART/DART data indicates, the retention rate for three student subgroups is higher than the general retention rate. The retention rate for *English Language Learners* is 95.7 percent. This is significantly higher than the statewide average retention rate for *English Language Learners* of 87.5 percent. The School's retention rate for students in the *High Needs* category is 92.8 percent, higher than the statewide average rate of 90.0 percent. The retention rate for *Students with Disabilities* is 92.3 percent. This is higher than the statewide average retention rate 90.6 percent. The School's retention rate for students in the *Economically Disadvantaged* subgroup is 88.3 percent, slightly lower than the statewide average of 89.5 percent.

To encourage student retention, the School will continue to offer a wide variety of programming and extracurricular opportunities to engage all learners, including remote learning. Supplemental education services include before and after school tutorials, increased summer support services, free tutoring for students academically at-risk, remote learning, and extended day opportunities. Once restrictions from the pandemic lift, students will once again be able to participate in after school athletics and before school music programs.

The student to teacher ratio and class size remains small; and class sizes of six to ten students for at-risk populations. During the 2019-2020 school year there were four kindergarten classrooms with a student teacher ratio of 10 to 1. The upcoming school year promises even lower kindergarten class size. The student teacher ratio at all other grades will remain low averaging 10.6 to 1.

Parents continue to be recognized as partners in their child's education. In addition to the *Weekly Update*, the School will maintain the website, and increase email communication to facilitate communication. The number of outreach events was curtailed due to COVID-19, however, parents remained in close contact with the school virtually.

#### Overall Student Retention Goal

Annual goal for student retention (percentage):	90 %
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### Retention Plan –Strategies

#### Special education students/students with disabilities

##### (a) CHAR/DART data

**School percentage:** 7.7%  
**Third Quartile:** 11.1%

The school is above third quartile percentages.

##### **(b) 2020-2021 Strategies**

- Encourage families of accepted students to meet with school administration to review and plan for IEP needs before the first day of class
- Continue to use strategies learned in the MCPSA Model School initiative, including schoolwide professional development to include:
  1. Increased differentiation within the classroom
  2. Developing the inclusive classroom with individual student needs
  3. Target assistive technology to improve student development
- Increase RTI on lower levels
- Small class size for all students, 19 for all kindergarten students

	<ul style="list-style-type: none"> <li>• Three Student Support Teams that identify and support at-risk students</li> <li>• Data teams and a system of data meetings that identify at risk students and devise interventions, including reading intervention</li> <li>• Increase summer support services available for students</li> <li>• Student to student mentoring programs across grade levels</li> <li>• Increase in Learning Services faculty, including faculty ABA certified tutors</li> <li>• Increase staffing including related services: OT, SLP, BCBA</li> </ul> <p>(c) 2020-2021 Additional Strategies</p> <ul style="list-style-type: none"> <li>• Provide students with disabilities a full range of targeted services necessary to ensure achievement</li> <li>• Hire additional faculty to provide additional student support counseling and serve as 504 liaison</li> <li>• Continue to enhance communication of IEP specifications to ensure students with disabilities are receiving academic support from classroom teachers</li> <li>• Provide families of students with disabilities avenues to give feedback and express concerns through parent/teacher conferences, SpedPac, and the annual parent satisfaction survey</li> <li>• Administration will evaluate Special Education program for effectiveness annually</li> <li>• Special Education staff will attend all virtual and in-person Open Houses and Back-to-School nights</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART/DART data</u></b></p> <p><b>School percentage:</b> 4.3%</p> <p><b>Third Quartile:</b> 13.9%</p> <p>The school is below third quartile percentages.</p>	<p><b><u>(b) 2020-2021 Strategies</u></b></p> <p><i>Below third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> <li>• Increase summer school programming</li> <li>• Continue increased use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings</li> <li>• Continue to support the School's three full time ESL teachers to meet the needs of the growing ELL population</li> <li>• Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14</li> <li>• Direct implementation of SEI strategies introduced in SEI Endorsement course:             <ol style="list-style-type: none"> <li>1. Three tiered vocabulary</li> <li>2. Sentence frames</li> <li>3. Identifying and analyzing text features</li> <li>4. Think aloud strategies</li> <li>5. Reciprocal teaching</li> <li>6. Partner reading</li> <li>7. Modeling text analysis</li> <li>8. Text structure</li> <li>9. Double journal entries</li> <li>10. Cognate study</li> </ol> </li> </ul>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b><u>(a) CHART/DART data</u></b></p> <p><b>School percentage:</b> 11.7%</p> <p><b>Third Quartile:</b> 13.9%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) 2020-2021 Strategies</b></p> <p align="center"><i>Below median and third quartile: no enhanced/additional strategies needed</i></p> <ul style="list-style-type: none"> <li>● Establish a 1:1 technology program so each students has their own Chromebook free of charge</li> <li>● Increase opportunities for Title I instruction</li> <li>● Enhanced sponsorship of academic family outreach, including virtual Literacy, Math, and Back-to-school nights</li> <li>● Free virtual tutoring for all academically at-risk students in grades 3-10</li> <li>● Free virtual homework help for income eligible students</li> <li>● Virtual Saturday School for middle and high school students with missing assignments</li> <li>● Computer lab and extra help for all high school students after school</li> <li>● Increased opportunities for free or reduced rate athletic fees and extracurricular events once those events are permitted to begin.</li> <li>● Explore transportation options through a Parents Association committee</li> </ul>
<p>Students who are sub-proficient</p>	<p align="center"><b>(d) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Professional development targeted toward increased differentiation within classrooms and virtual student outreach</li> <li>● Continued use of additive technology within the classrooms and after school to improve academic achievement</li> <li>● Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms</li> <li>● Small class size of 6 – 10 students for academically at risk students</li> <li>● Teacher mentors through a school wide advisory program</li> <li>● Three Student Support Teams that identify and support at-risk students</li> <li>● Data teams and a system of data meetings that identify at risk students and devise interventions</li> <li>● Student support programs offered virtually during the summer to prevent a drop in reading development and math skills</li> </ul>
<p>Students at risk of dropping out of school</p>	<p align="center"><b>(e) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Three Student Support Teams that identify and support at-risk students</li> <li>● Reorganize Guidance Department and expand Naviance to broaden the scope of student support</li> <li>● Professional development targeted toward building resiliency in students</li> <li>● Summer support and 360 services available for students</li> <li>● Graduation plans and timelines to include credit recovery, summer college coursework, and online coursework</li> <li>● Outreach to families through virtual parent/teacher conferences and support</li> <li>● Increased college preparation support through outside agencies</li> </ul>
<p>Students who have dropped out of school</p>	<p align="center"><b>(f) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Extensive virtual visits and ongoing consultation with student and parents</li> <li>● Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline</li> <li>● Develop a student schedule based upon traditional coursework, online learning, and credit recovery</li> <li>● Increase individual student mentoring through student support services and an advisory program</li> </ul>

## Appendix C

### School and Student Data Tables

**South Shore Charter Public School's report card link:**

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04880000&orgtypecode=5>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2020 SIMS submission)</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African-American	32.2%
Asian	5.6%
Hispanic	4.1%
Native American	0.3%
White	49.3%
Native Hawaiian, Pacific Islander	0.2%
Multi-Race, Non-Hispanic	8.4%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	41%
English Language Learner	14.9
Students with Disabilities	19.1
High Needs	50.6
Economically Disadvantaged	21.1%

<b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Alicia Savage Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS.	7/1/2010	Current
Angie Pepin K-12 Principal	Educational leader and has responsibility for decisions for grades K-12.	7/1/2018	Current
Sheina Eugene-Prince K-4 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the K-4 program.	7/1/2018	Current
Krista Cafourek 5-8 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the 5-8 program.	12/8/2017	Current
Joseph Kay HS Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the High School program.	8/1/2017	Current
Jamie Allen K-12 Science Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Science instruction and curriculum.	8/1/2018	7/1/2020
Hanora Broderick K-12 ELA Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all ELA instruction and curriculum.	8/1/2018	Current
Haley Edmondson K-12 Foreign Language Coordinator	Provides leadership for planning, development, implementation, and evaluation of all foreign language instruction and curriculum.	8/1/2019	Current

Kristen Mullin-Connolly K-12 History Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all History instruction and curriculum.	8/1/2018	Current
Achille Yangambi K-12 Math Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Math instruction and curriculum.	8/1/2018	Current
Matthew Tondorf Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services.	9/1/2011	Current
Kristine Bingham Director of Finance/HR	Responsible for financial, payroll, HR, public procurement, and business aspects of SSCPS.	4/17/2000	Current
Ralph deGennaro Director of Research, Information, Technology, and Communication	Responsible for executing a technology program vision, establish policies, facilitate planning and oversee technology at the school wide level.	8/15/2011	Current
Wayne Heuer Director of Facilities	Responsible for building safety and facilities operations and maintenance.	10/8/2018	Current

#### TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR

	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	106	7	3	Seven employees chose to end employment and three building substitute teachers were furloughed due to school closure.
Other Staff	69	11	0	Six employees chose to end employment and five employees were furloughed

**Administration:** Alicia Savage completed her tenth year as Executive Director serving the first year of her renewed employment contract through June 30, 2022.

**Faculty/Staff:** In FY20, the school continued school wide expansion. With the increase in students, additional staffing was required. The administrative team expanded in 2019-2020 to include the addition of a new K-12 Foreign Language Curriculum Coordinator.

The school hired an additional six general education teachers, three special education teachers, one ESL teacher, eight instructional support staff (aides/para/tutor), part time school nurses and part time school psychologist to support the needs of our expanded program. The Learning Services department increased Speech and Occupational Therapy services. The School had twelve employees elect to take FMLA during the year which required long term substitutes.

When school closed due to COVID-19, the school furloughed all on-call substitute teachers, building wide substitute teachers, traffic guards, van and bus drivers, and a substitute school nurse.

#### BOARD MEMBER INFORMATION

Number of commissioner approved board members as of August 1, 2020	14
Minimum number of board members in approved by-laws	12
Maximum number of board members in approved by-laws	18

**Complaints to the Board of Trustees - There were no official complaints.**

<b>BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Leslie Alden	Trustee	Executive Development (Chair) Personnel	2 three-year	07/2017-06/2020 07/2014-06/2017
Heidi Aylward	Parent Rep	Parent Association	2 one-year	07/2019-06/2020 07/2018-06/2019
Kaitlyn Cianelli	Faculty Rep	Development	2 three-year	07/2019-06/2022 07/2016-06/2019
Daniel Falkner	Trustees	Finance Ad Hoc Strategic Plan Ad Hoc Facilities	2 three-year 2 two-year	07/2017-06/2020 07/2013-06/2016 07/2007-06/2009 07/2005-06/2007
Peter Farrell	Trustee	Development Governance	1 three-year 2 one-year	07/2017-06/2020 07/2016-06/2017 03/2016-06/2016
Kiki Fluhr	Trustee	Finance Ad Hoc Facilities Ad Hoc Strategic Plan	1 three-year	07/2019-06/2022
Prudence Goodale	Trustee	Governance (Chair) Development	2 three-year	07/2019-06/2022 07/2016-06/2019
Emily Merwin	Faculty Rep	Ad Hoc Field Trip	Resigned 9/2019 1 three-year 2 two-year	10/2017-06/2020 07/2009-06/2011 07/2011-06/2013
Ken Poudrier	Trustee	Finance Governance Ad Hoc Facilities (Chair) Ad Hoc Strategic Plan	1 three-year	07/2019-06/2022
Jody Regan	Faculty Rep	Ad Hoc Field Trip	1 one-year	09/2019-06/2020
Edwin Rivera	Chair	Executive Ad Hoc All Committees	2 three-year	07/2017-06/2020 07/2014-06/2017
William Smyth	Vice Chair	Executive Personnel (Chair) Governance Finance	4 three-year 1 two-year	07/2017-06/2020 07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Honora Sullivan	Student Rep	Ad Hoc Field Trip Development	1 one-year	07/2019-06/2020
Kathleen Trask	Trustee	Finance Governance	1 three-year	07/2018-06/2021
Vincent Walsh	Treasurer	Finance (Chair) Governance	1 three-year 1 one-year	07/2018-06/2021 12/2017-06/2018

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
August 5, 2020 – 9:00am	Via Zoom or other virtual platform

September 10, 2020 – 7:30pm	Via Zoom or other virtual platform
October 15, 2020 – 7:30pm	Via Zoom or other virtual platform
November 12, 2020 -7:30 pm	Via Zoom or other virtual platform
December 10, 2020 -7:30pm	Via Zoom or other virtual platform
February 11, 2021 – 7:30-pm	Via Zoom or other virtual platform
April 15, 2021 – 7:30pm	Via Zoom or other virtual platform
May 13, 2021 – 7:30pm	Via Zoom or other virtual platform

<b>COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Executive Committee	1 <sup>st</sup> Wednesday of every month at 8:00am	Via Zoom, Conference Call or other virtual platform
Development Committee	Prior to each Board Meeting at 7:00pm	Via Zoom or other virtual platform
Finance Committee	Prior to each Board Meeting at 6:30pm	Via Zoom or other virtual platform
Governance Committee	Prior to each Board Meeting at 6:00pm	Via Zoom or other virtual platform
Personnel Committee	Prior to each Board Meeting at 5:30pm	Via Zoom or other virtual platform

## Appendix D Additional Required Information

### Key Leadership

<b>Position</b>	<b>Name</b>	<b>Email Address</b>	
Board of Trustees Chairperson	Edwin Rivera	<a href="mailto:erivera@board.sscps.org">erivera@board.sscps.org</a>	No Change
Charter School Leader	Alicia Savage	<a href="mailto:asavage@sscps.org">asavage@sscps.org</a>	No Change
Special Education Director	Matthew Tondorf	<a href="mailto:mtondorf@sscps.org">mtondorf@sscps.org</a>	No Change
MCAS Test Coordinator	Angie Pepin	<a href="mailto:apepin@sscps.org">apepin@sscps.org</a>	No Change
SIMS Coordinator	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change
English Language Learner Director	Matthew Tondorf	<a href="mailto:mtondorf@sscps.org">mtondorf@sscps.org</a>	No Change
School Business Official	Kristine Bingham	<a href="mailto:kbingham@sscps.org">kbingham@sscps.org</a>	No Change
SIMS Contact	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change
Admissions and Enrollment Coordinator	Pam Algera	<a href="mailto:palgera@sscps.org">palgera@sscps.org</a>	No Change

### Enrollment

#### 2020-2021 Enrollment Lottery

<b>Action</b>	<b>2020-2021 School Year Date(s)</b>
Student Application Deadline	February 24, 2021
Lottery	March 3, 2021