



CHARTER AMENDMENT REQUEST

Introduction

The South Shore Charter Public School (the School or SSCPS) is a K-12, college preparatory public school located in Norwell, Massachusetts. The School provides students in kindergarten through grade twelve with a strong academic foundation through innovative teaching, differentiated instruction, and interdisciplinary connections. Teachers create a rigorous learning environment that promotes student intellectual curiosity and creativity. Students learn to be independent thinkers and problem solvers as well as how to work together in groups through their academic classes, and through the School's innovative inquiry-based courses known as Projects and Workshops. To meet the diverse needs of the students, teachers use a variety of instructional practices and assessments. The environment, the visual and performing arts, global studies, and student voice are infused into academic subjects.

Originally chartered in 1995, SSCPS is now marking its twentieth year within its fifth five-year charter. The cities and towns in the regional district include 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 student enrollment as of June 2015 is 585. The School's pre-enrollment for FY2016 is 606. Using enrollment trends as a trajectory, the School will meet its full enrollment capacity of 610 by FY2017. The South Shore Charter Public School seeks an amendment to its charter to increase student enrollment from 610 students to 1,500 students by FY2021.

The purpose of the proposed enrollment expansion is extensive. The School seeks to expand its programs and facilities for all current students in grades K-12. Increased enrollment will allow for the school to expand its course offerings and improve its facilities. Not only would the proposed amendment result in greater educational outcomes for the current student population, an enrollment increase would allow more students throughout the south shore to be able to access a meaningful and college preparatory education in a diverse and inclusive environment, regardless of socioeconomic status. This twofold purpose directly reflects the School's ongoing mission of and dedication to serving students throughout the south shore.

Mission and Key Design Elements

Inspiring every student to excel in academics, service, and life

South Shore Charter Public School is a rigorous college preparatory school that provides students in kindergarten through twelfth grade with a strong academic foundation. The school emphasizes innovative, differentiated teaching. Using a rich variety of instructional practices, teachers establish a learning environment that promotes intellectual curiosity, enables students to make interdisciplinary connections, and nurtures creativity. Students learn to be independent thinkers and problem solvers who can also work in groups. They develop their unique voices.

They learn to listen and learn from one another. They develop a strong sense of ethical responsibility. An awareness of the environment permeates the curriculum, and it connects to learning about world cultures and other areas of academic study. Service learning and community service are central to the SSCPS experience and are required of every student at every grade level.

Students accept the responsibility for their own learning and are active participants in their education. They collaborate in Exhibitions of Mastery, workshops, and various group learning projects. They are active citizens in the SSCPS community and beyond.

Twenty years ago the founders of the School sought to establish an instructional model based upon the premise that learning through experience is inherent to providing students with a well-rounded, in-depth education. As the School grew, extensive modifications to educational programs and curricula were implemented to improve the educational model and student achievement outcomes. This institutional evolution occurred while maintaining a school culture committed to student achievement, academic rigor, and project-based learning. An increase in enrollment will provide an opportunity for more variations in programming, including offering another world language at all grade levels, increasing

STEM opportunities for all learners, enhancing the humanities, and increases in art and music. Ultimately, the School seeks to provide its unique model of education to more families on the south shore, thereby reducing the number of students on the wait list.

The South Shore Charter Public School applied and received an enrollment increase in FY2013. This increase was applied to the high school to provide all students, including English language learners and students with special needs, the methodology and coursework needed to accelerate learning within the current high school. The reasons the School sought the increase in high school enrollment was to be able offer Advance Placement course offerings within the school, to increase the number of Honors course offerings for students; and to create more faculty and course options for students to more closely reflect a college or university setting. The enrollment increase was successful and continues to provide teachers with the resources needed to engage learners of all needs and abilities so that every student reaches full academic potential. The use of PSAT data and pre AP coursework has been targeted to meet the needs of the greatest number and range of learners.

The School has consistently worked to provide an enriched, challenging, and dynamic curriculum to meet the academic needs of every student enrolled. The School continues to attract and cultivates a diverse student body from numerous sending districts throughout the south shore. In FY2015 the South Shore Charter Public School went through its fourth renewal cycle. The findings of the site visit renewal team, the School's high performance and student achievement, and the opportunities the academic program provides for all students, resulted in the ESE awarding South Shore Charter Public School its fifth charter, renewed without conditions.

Access and Equity

Enrollment Increase Need and Stakeholder Support

The South Shore Charter Public School strives to provide an enriching, challenging, and dynamic curriculum that will meet the educational needs of every student enrolled. The School continues to attract and cultivate a student body from numerous sending districts throughout the south shore. In September of 2012 the Massachusetts Department of Elementary and Secondary Education approved an amendment to the charter of the South Shore Charter Public School to increase student enrollment from 540 to 610 over a period of four years. The request was sought to increase high school enrollment to 200 students with an annual graduating class of approximately 50 students. In order to directly address the challenges inherent to expansion of an educational program, a strategic plan was developed in the spring of 2013.

The strategic planning process was a comprehensive undertaking involving stakeholders and constituents of the school community. Led by a member of the Foundation and a member of the Board of Trustees, the strategic planning committee consisted of parents, faculty members, and school administration. The strategic planning committee solicited contributions from parents and families, faculty, administration, members of the Board of Trustees, members of the Foundation, and interested parties from the community over the course of one year. These efforts created the strategic plan and vision that has provided a compass by which the school has been navigating.

The School is seeking to increase enrollment in response to the ongoing demand illustrated within Chart I showing significant increases in the number of prospective students relegated to the wait list or wait pool over the last three years. Enrollment for the 2015-2016 academic school year was exceedingly competitive. As the School rapidly approaches the vision articulated within the Strategic Plan, reducing the number of children on the waitlist continues to be the greatest challenge of the South Shore Charter Public School.

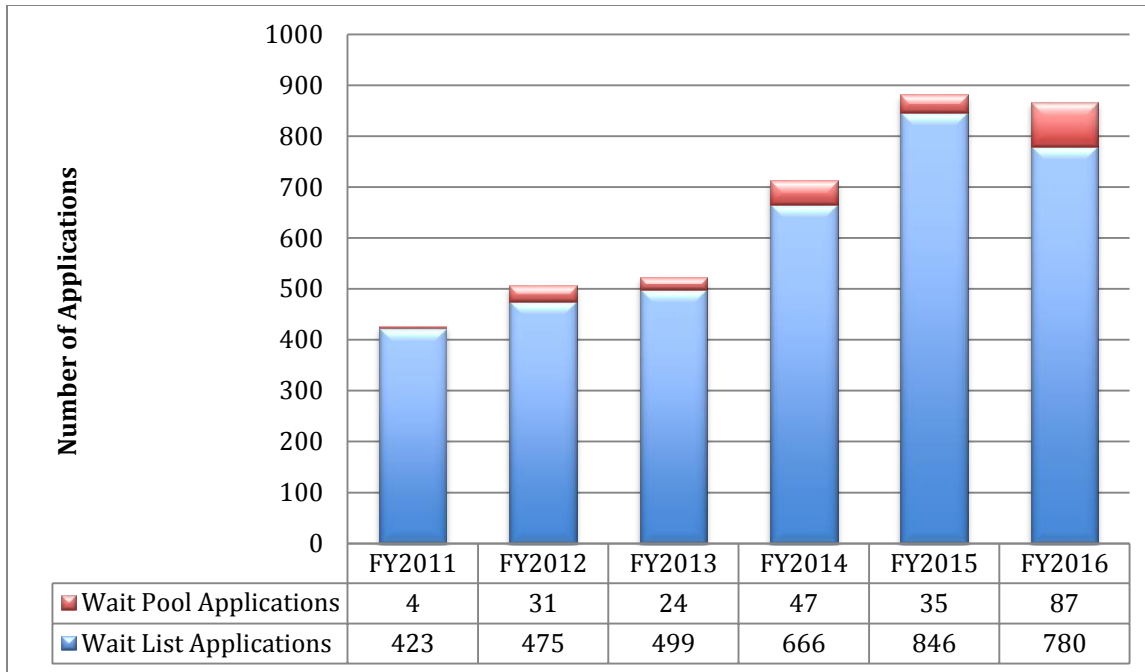


Chart 1: Students on Wait List and Wait Pool

Chart 1 illustrates the number of students unable to enroll at the South Shore Charter Public School over a six year period. Table I illustrates the number of applications received for each grade over the past six years.

Table I: Applications Received by Grade FY2011-FY2016

Grade	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
K	135	159	171	193	197	233
1	59	54	52	72	84	88
2	26	67	40	69	87	73
3	30	33	42	59	74	84
4	29	35	47	62	83	73
5	32	39	41	66	85	80
6	27	37	45	59	84	66
7	32	31	32	46	62	59
8	11	23	14	34	59	37
9	29	28	38	50	72	59
10	8	5	10	16	22	13
11	5	2	4	7	17	9
12	0	0	0	0	2	2
Total	423	513	536	733	928	876

Table II: Applications Received by Town

Town	Applications	Town	Applications
Abington	36	Kingston	8
Braintree	36	Marshfield	19
Brockton	92	Norwell	9
Cohasset	12	Pembroke	26
Duxbury	4	Plymouth	23
E. Bridgewater	6	Quincy	29
Halifax	5	Randolph	133
Hanover	20	Rockland	73
Hanson	8	Scituate	30
Hingham	15	Weymouth	213
Holbrook	20	Whitman	8
Hull	36	Out of District	15

The School has engaged many stakeholders in conversations regarding expansion in response to data presented within Chart I, and Tables I and II. The South Shore Charter Public School has determined that the growing number of student applications, resulting in the growing number of prospective students added to the wait list following the enrollment lottery, clearly demonstrates a significant need to increase enrollment at all grade levels. Data gleaned from the past six years illustrates the increase in the number of applications for all grade levels. At the enrollment lottery in February 2014, 938 applications were drawn resulting in 846 students remaining on the wait list throughout FY2015. The South Shore Charter Public School does not have a wait list that rolls from year to year. The FY2016 wait list number of 876 was generated from the enrollment lottery in February 2015 from a new list of applicants.

On June 19, 2014, the Board of Trustees voted to establish an ad hoc committee to study the possibilities surrounding school expansion. Comprised of parents, teachers, school administration, members of the Board, as well as members of the Foundation, the committee spent one year studying the current conditions of the School, the conditions surrounding the enrollment lottery, as well as possible outcomes including expansion. The committee reported to the Board of Trustees at every meeting of the FY2015 academic school year. The parent representative on the Board of Trustees reported to the Parents Association on any significant determinations regarding enrollment expansion.

Enrollment limitations are an impediment for many south shore families, including the School's current families whose children remain on the wait list. Another determiner of parent support for enrollment expansion is the number of siblings remaining on the School's wait list for a number of successive years. Following the FY2016 enrollment lottery, the number of siblings who applied was 48 and the number on the School's waitlist became 25 following the enrollment lottery.

The Board of Trustees and the South Shore Charter Educational Foundation consulted members of the ad hoc committee to review the question of enrollment expansion in June 2015. Following one year of continuous meetings to review options, possible outcomes, and the significant ramifications on both the current student population as well as the possible future student population, the Board engaged members of the committee in active dialogue and proposed multiple possibilities for expansion. Following an extensive review and numerous presentations to the Board of Trustees, Board voted in favor of applying for an amendment to the charter that would thereby increase the enrollment capacity for the South Shore Charter Public School.

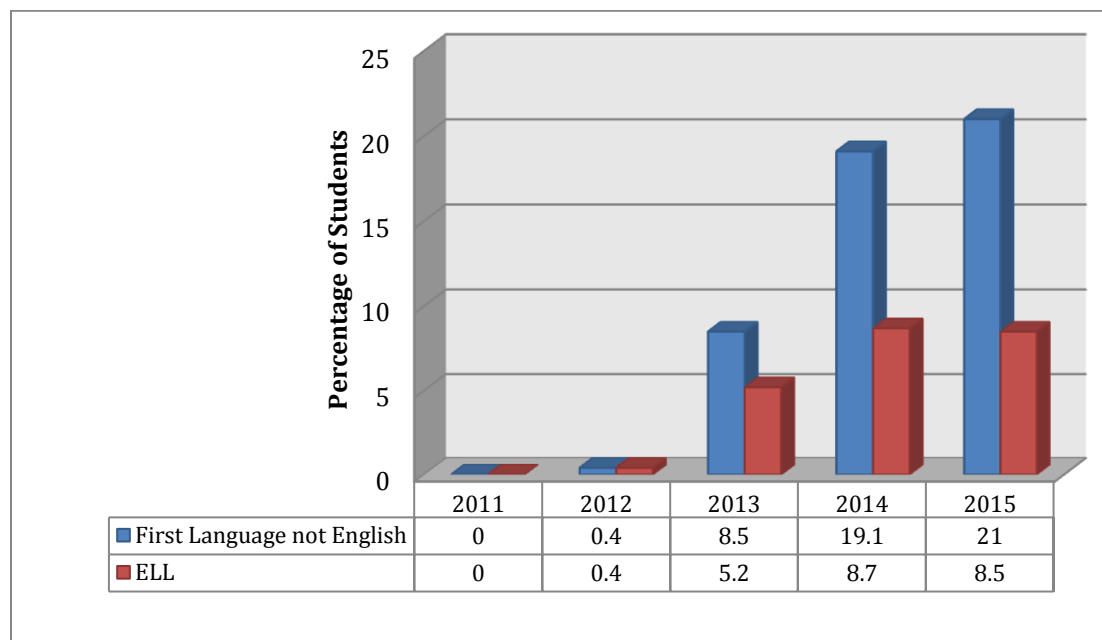
Access to Educational Programs

As stated within the Recruitment Plan for FY2015-2016, recruitment initiatives at the South Shore Charter Public School have been overwhelmingly successful during the FY2015 school year. From August to February the School actively solicited prospective students from twenty-six sending districts, bringing the current wait list number to 780 despite unprecedented challenging weather conditions. The School's student body remains diverse and continues to represent students from numerous socio-economic, linguistic, and racial backgrounds. Upon review of enrollment demographics,

the English Language Learner and the Low Income student populations continued to show the most significant increases over a five-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As ESE data indicates, the *English Language Learner* population has increased from 0.0 in FY10 to 8.5 in FY15. Students categorized as *First Language Not English* has increased from 0.0 in FY10 to 21.0 in FY2015. The *Low Income* student population has increased from 14.9 in FY10 to 28.9 in FY14. In FY15, the data point was reconfigured by ESE; from *Low Income* to *Economically Disadvantaged*. The School's pending percentage rate is now 9.1%. The *High Needs* student category has maintained from 39.4 in FY13, to 44.0 in FY14, to 31.9 in FY15.

The English Language Learner (ELL) population at the South Shore Charter Public School has increased significantly over the past five years. The School began to improve methods of identification of ELL students and first language not English families in the spring of 2011. Since that time, the School has demonstrated success with the ELL population, thereby increasing the number of applicants who speak a language other than English at home. To identify English Language Learners, the School assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. The language assessment team uses ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students.

Chart 2: English Language Learners Student Population Growth



Since the 2010 – 2011 school year, The School has experienced a 260% increase in the ELL population. In response to the increased number of First Language not English and ELL students, the School has increased the hours of English as a Second Language (ESL) instruction. In FY15 the School added a full time ESL teacher to the middle and high school, which allowed the preexisting full time ESL teacher to work comprehensively with students in the lower grade levels.

Due to the federal mandate requiring all teachers who have at least one ELL student in their class to receive Sheltered English Instruction (SEI) training, the School provided professional development for faculty who were in need of a Sheltered English Instruction endorsement. Prior to this, many faculty members had little or no coursework that addressed the unique linguistic and cognitive needs of this student population. Because the South Shore Charter Public School was reported as being a low incident district in FY 11 and FY 12 for ELL students, the Department of Education had determined that the School was a lower priority. SSCPS was scheduled to receive SEI training in three years. However, if the School were to wait to offer Sheltered English Instruction on the DESE timetable, teachers currently employed with the school with ELL students in their classrooms could place their recertification in jeopardy per federal mandate. The consequence of both the federal mandate and the timetable could have had negative ramifications on the students, the faculty, and the School. The South Shore Charter Public School decided to pursue Sheltered English Instruction opportunities. In October of 2013 an opportunity became available through The Education Alliance at Brown University operating under a Title III grant.

The intensive Sheltered English Instruction course ran at the South Shore Charter School from November until June 19, 2014. During classroom observations, all participating teachers employed strategies and identifying language objectives inherent to Sheltered English Instruction coursework. The intended outcome of the coursework was realized when twenty-four faculty members earned recertification under the new federal guidelines for fair and appropriate education for ELL students. The School has continued to provide additional support for faculty to differentiate instruction, recalibrate curriculum, and continue to expand learning and language objectives for ELL students through coaching and mentoring.

The South Shore Charter Public School is a full inclusion school. The growth of the students with disabilities student population has been steady. FY2015 experienced the largest increase in students with disabilities, particularly at the kindergarten level. The enrollment trend is illustrated within Chart 3.

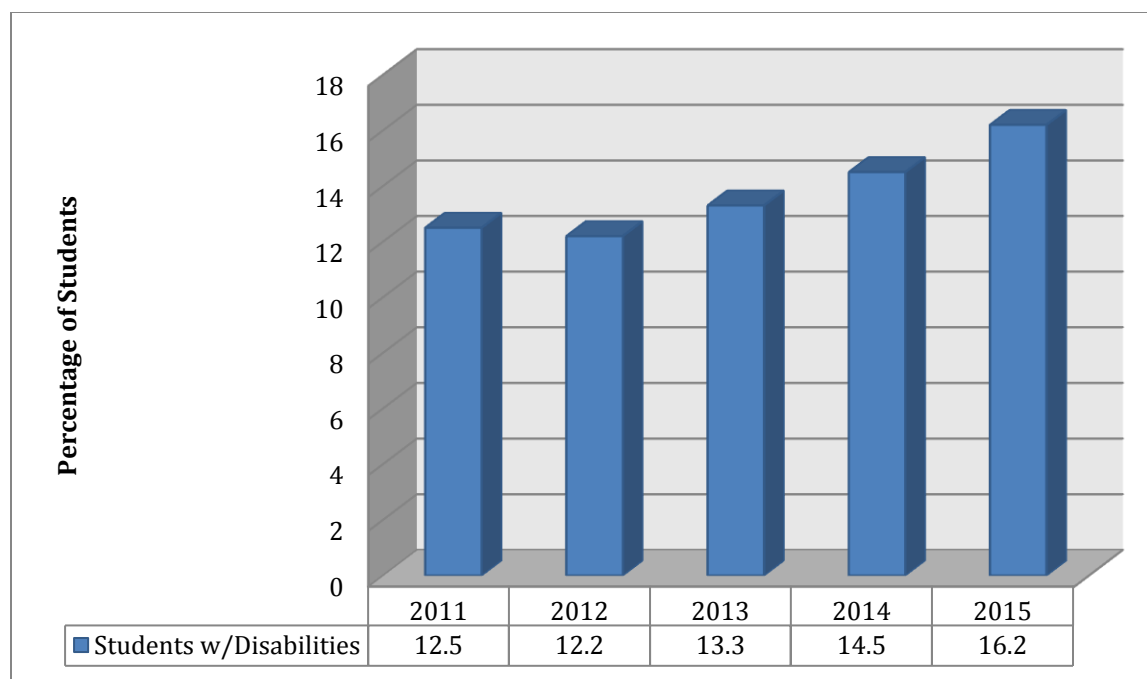


Chart 3: Students w/Disabilities Population Growth

It would be optimal to hypothesize that by analyzing this data, the School has been able to determine which recruitment strategies have proven successful, and which strategies are ineffective. However, because so few admissions seats are available at the time of the enrollment lottery, any determination of a successful recruitment strategy would be misleading. The reality is that because there are so many applications for so few openings, the recruitment plan has become a document of best practices with limited ramifications. A significant increase in enrollment would allow the recruitment plan to become the document it was intended to be.

Unlike the recruitment plan, the methodology that exists within the classroom does have ramifications on students with disabilities and how this population receives instruction within an inclusive classroom. There have been substantial modifications to subject area and content taught by specific faculty members beginning in the fall of 2011. In June of 2011 it was determined that the high school learning services department was in need of restructuring to improve student achievement for students with Individualized Education Plans. In order to provide students with the least restrictive educational environment, the School transitioned from a pull out model where the students met with a special education generalist, to a push in model where students were co-taught in regular education classrooms, with two subject area teachers, one teacher being dually certified in special education and the subject area. Using this model, many students continued to receive the pull out services as articulated in their educational plan, yet there was a significant increase in participation in mainstream classrooms. This model had a significant impact as student performance improved.

Over time, this model expanded into all levels of the school. Last year was the broadest year of inclusion as the School enrolled students with low incidence disabilities in kindergarten using the push in model for student services. The Learning Services department remains in compliance with all Federal and State Special Education laws and regulations and continues a commitment to meeting the individual needs of all students in the least restrictive setting. As of June 2015, over sixteen percent of 585 students required special education services, totaling 91 students. An additional 51 students receive accommodations under a 504-accommodation plan. Within the *Summary of Review*, issued by the ESE during the charter renewal cycle, the South Shore Charter Public School received a rating of *Exceeds* for the key indicator *Supports for Diverse Learners: The school provides supports to meet the academic needs of all students, including, but not limited to students with disabilities and English language learners.*

The School actively recruits limited English-proficient students through Title I outreach, despite the limited number of openings, by hosting events on campus to encourage parent involvement, and by providing neighborhood agencies with enrollment materials. The School has increased the use of social media and online strategies to reach out to communities and all learners. The School has increased the enrollment season, and in FY2016 applications will be due at the end of February, the enrollment lottery will be in March, thereby increasing the opportunity to submit applications by three weeks.

The South Shore Charter Public School did continue and enhance recruitment strategies that have been working to attract a diverse student population, even though there are few enrollment openings. During the 2014-2015 academic year the School held two open houses, increased advertising in the local media, began a social media enrollment campaign, posted informational films from the School, and expanded community outreach. Both Open Houses were well attended. The first, on a Saturday afternoon in November, the School received 383 visitors representing 140 families. At the second Open House in January, the School welcomed 271 visitors representing 113 families.

The South Shore Charter Public School practices recruitment strategies for each student demographic group as outlined within the recruitment plan. The School has experienced an increase in the number of students with low incidence disabilities over the past four years. This is greatly due to the learning services director and his community outreach and attendance at South Shore Special Education Administrative Council meetings. The School's learning services faculty and director have made informational presentations to both SPED PAC and the Parents Association. Additionally, the School's SPED PAC has addressed outreach and recruitment by making them specific agenda items at parent meetings. The learning services faculty and director attend both open houses and have a classroom dedicated to parents seeking information for prospective students. Families researching learning environments that are different from their home districts are doing so at all grade levels, not only at the entry point of kindergarten. In seeking this enrollment expansion, the School seeks to meet the needs of these families by offering more student openings at every grade level.

Indicator Trends

The South Shore Charter Public School consistently monitors progress in recruiting and retaining a diverse student population. As enrollment demographics increase in diversity each year, the School is consistently revisiting strategies to enroll, engage, and retain all learners. Reviewing CHART data over a four-year trajectory, the South Shore Charter Public School is able to review its progress by analyzing indicator trends. The School consistently compares CHART data with the top four sending districts Weymouth, Randolph, Brockton, and Rockland. The South Shore Charter Public School shares a high daily attendance rate with its sending districts.

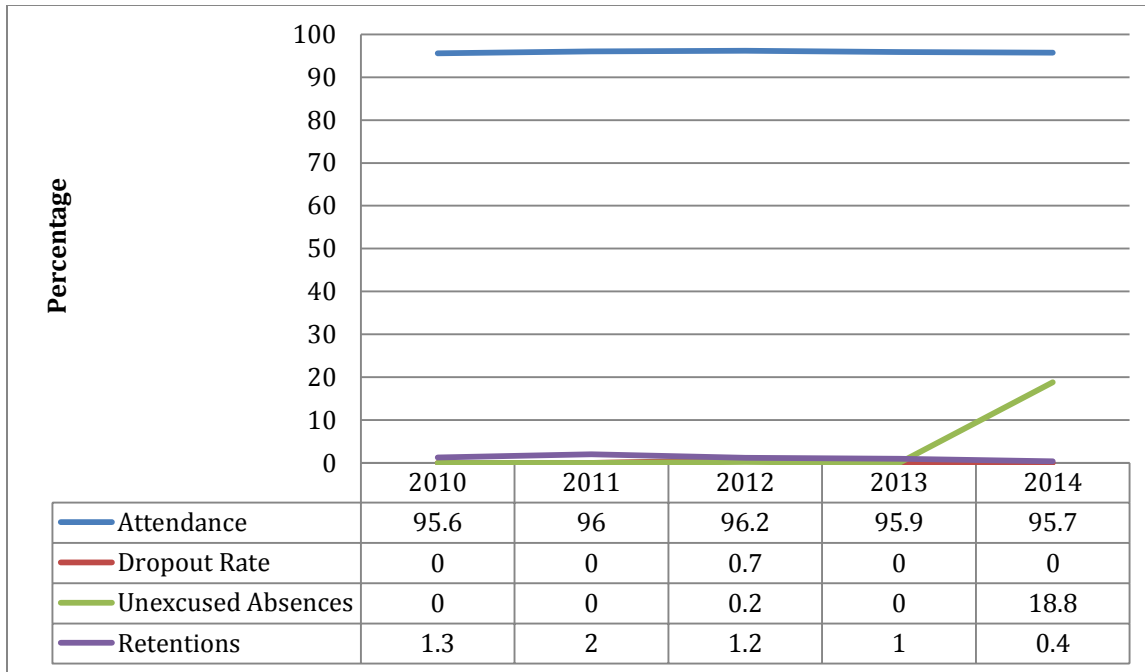


Chart 4: Attendance and Performance Indicators

As CHART data on the ESE website indicates, the School and its top four sending districts share a low unexcused absence percentage. Chart 4 shows the attendance and related performance indicators of the South Shore Charter Public School over a five-year trajectory. The School has maintained an exceedingly high daily attendance rate, and has been able to achieve a zero percentage drop out rate. The School’s grade retention rate is also low. The one exception to this trend is seen in 2014 when the School worked with two students who came from sending districts with a history of poor attendance. The School worked with the students to greatly improve attendance and increase student achievement.

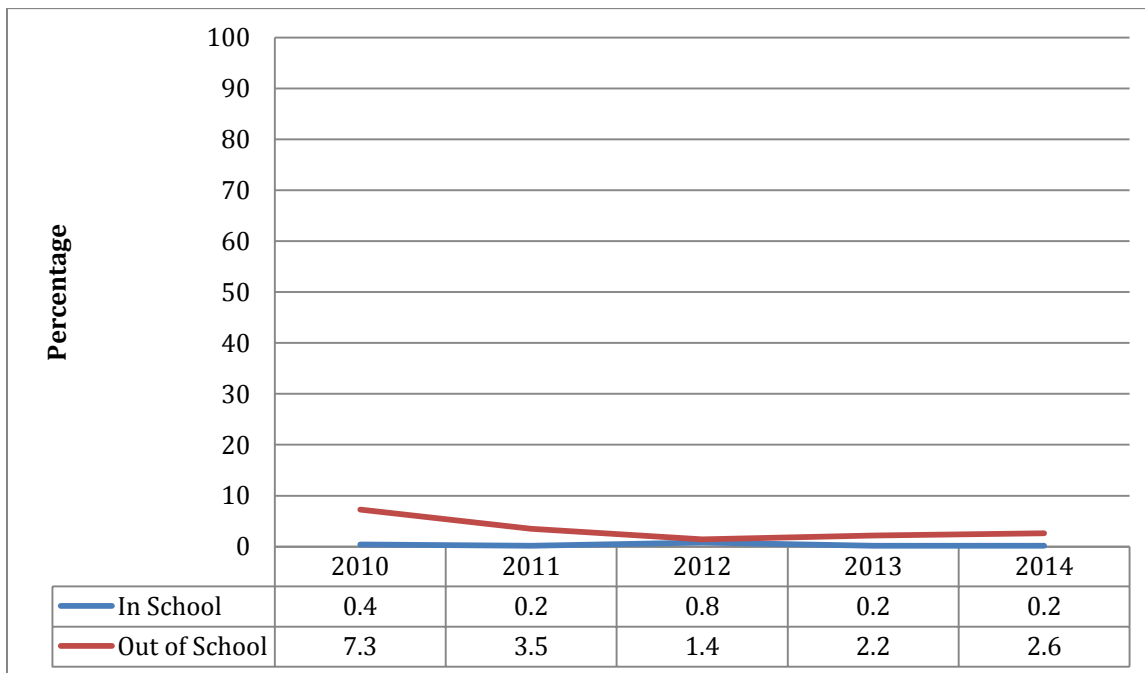


Chart 5: Student Suspensions

The South Shore Charter Public School has a very low rate of student suspensions both in and out of school. As indicated in CHART data on the ESE website, the School's suspension rate is lower than its four top sending districts. As indicated Chart 5, suspensions for the School have been on a downward trajectory since 2010. Additive curricula have been infused at all grade levels to support this trend. Students actively participate in rule setting and discipline. Students play an active role in creating updated statements of academic and social expectations or the conduct of all students. The Learning Services department has infused Social Thinking and the Zones of Regulation throughout the classrooms. In addition to the school wide language of the Learning Services faculty, the School uses Open Circle and Collaborative Problem Solving to discuss issues and concerns raised by students within the school community. These K-12 programs support students socially and emotionally thus decreasing incidents of code of conduct violations.

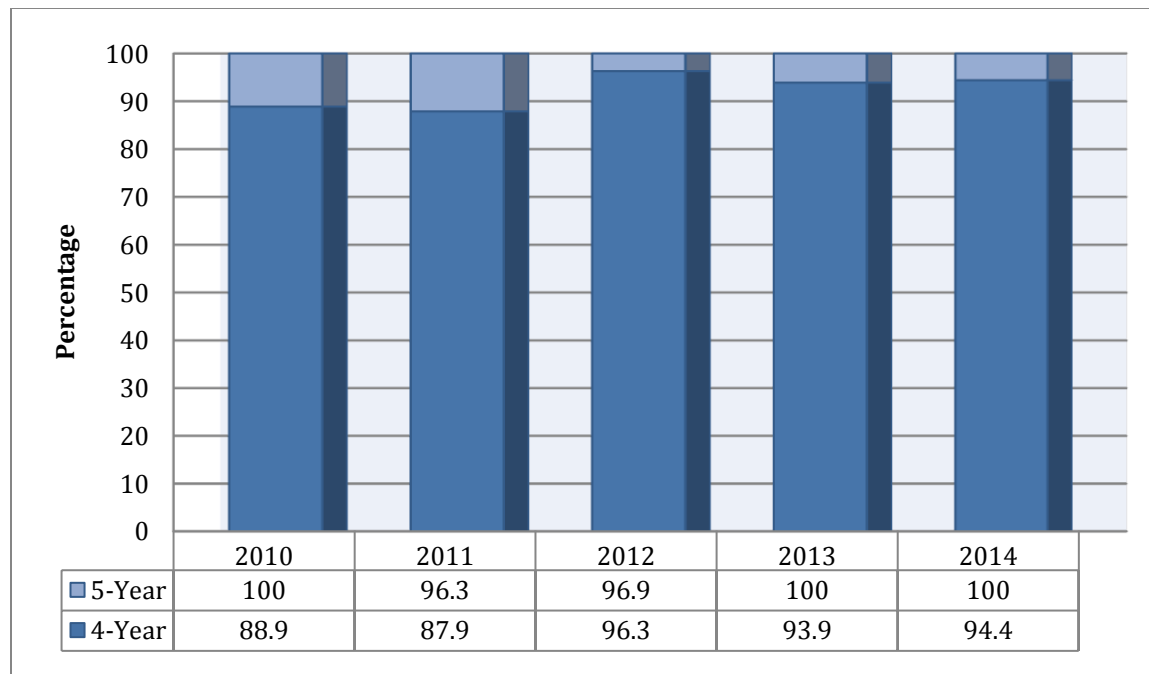


Chart 6: 4-and 5-Year Graduation Rate

True to the School's mission, the South Shore Charter Public School strives to achieve academic excellence for all students and this is directly reflected in the 4- and 5- year graduation rate. Chart 6 illustrates the consistent trend of student achievement as measured by students earning a high school diploma. The South Shore Charter Public School has a higher four and five-year graduation rate than its top four sending districts. The School also maintains a lower suspension rate, and the lowest dropout rate.

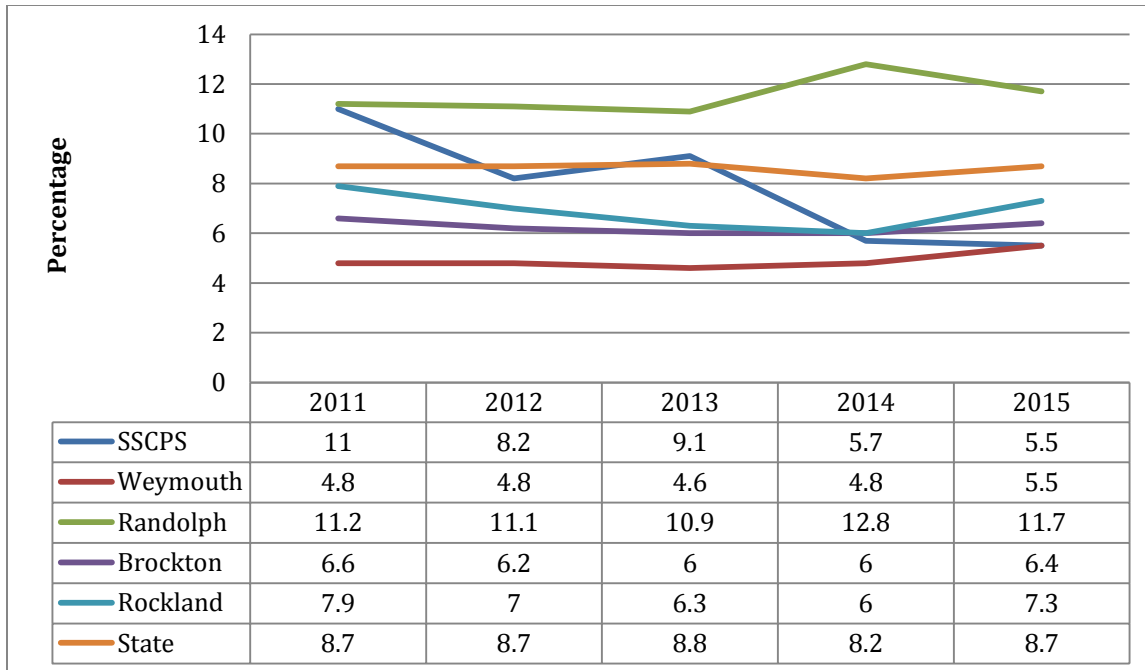


Chart 7: Attrition: All Students

Chart 7 indicates two significant pieces of data for the South Shore Charter Public School. Of highest importance, students are remaining enrolled at the School in greater numbers than in previous years. The attrition rate for the School has been on a downward trajectory since FY2011. In FY2015, the School tied with Weymouth for having the lowest attrition rate among the School's top sending districts. Data revealed in the charts below are demographic specific.

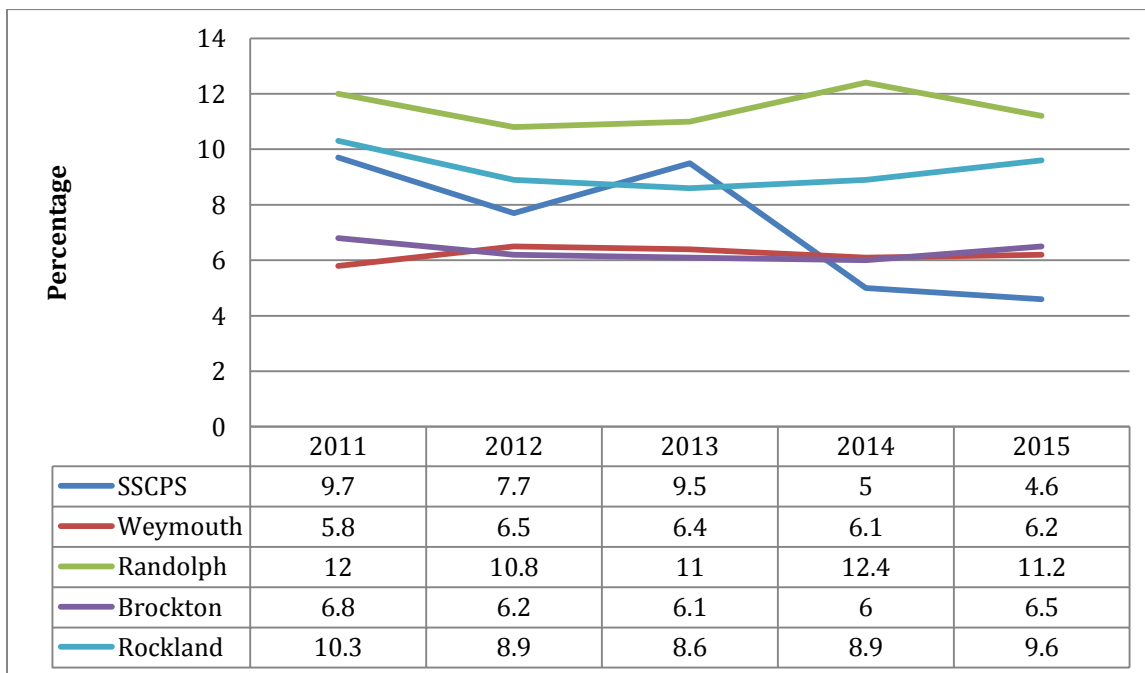


Chart 8: Attrition: High Needs

Chart 8 on page 10 illustrates the attrition rate for students in the High Needs category. Since 2011, the South Shore Charter Public School has experienced a steady decline in attrition for this subgroup. By FY15, the South Shore Charter School had the lowest attrition rate for this subgroup when compared to its top four sending districts.

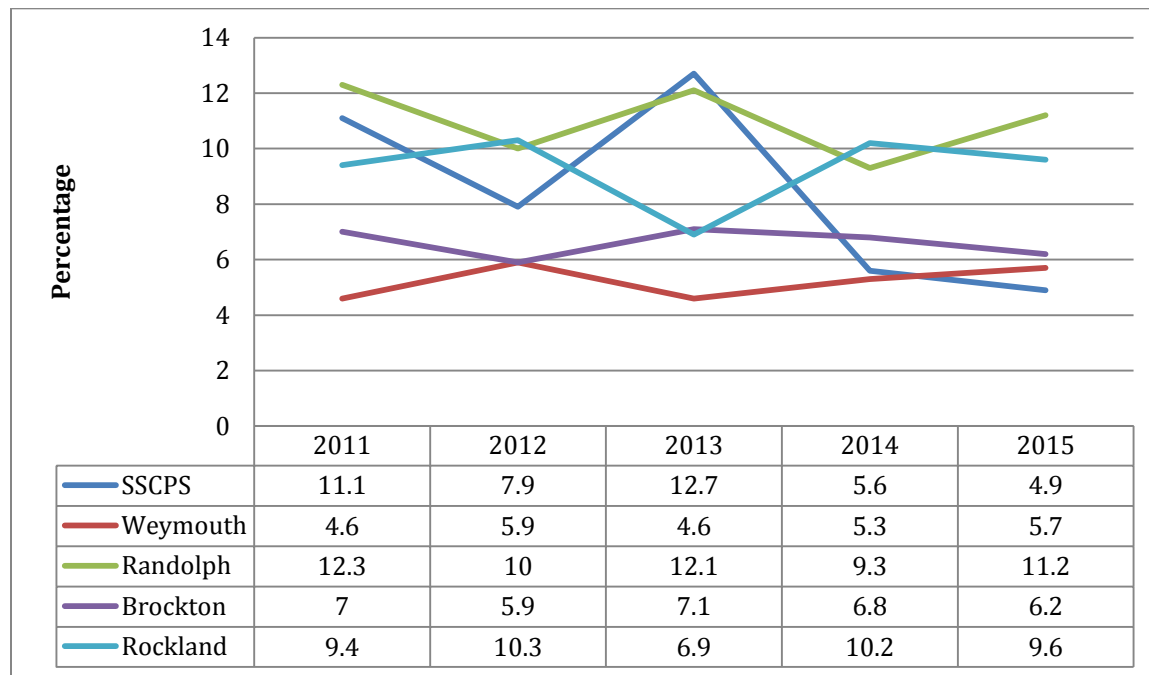


Chart 9: Attrition: Students w/Disabilities

Chart 9 illustrates the fact that the South Shore Charter Public School has the lowest attrition rate for students with disabilities when compared to its top four sending districts. This is a significant indication, not only are students with disabilities actively recruited, instructional methodology and effective educational programs are available for all students. In response to this, enrolled students from this subgroup have chosen to remain at the School in significant numbers.

Historical and Projected Enrollment

The School seeks an enrollment expansion at all grade levels. Due to the high number of applicants, and the few openings each year, currently the greatest opportunity for enrollment remains in kindergarten. Families who do not gain admission at that entry point may apply every year, however, as historical data has proven, the most likely point of entry following kindergarten is grade nine. This proposed expansion would directly benefit families seeking an alternative to a district school.

The South Shore Charter Public School seeks approval of an amendment to change the charter to increase student enrollment capacity from the current enrollment of 610 to 1,500. The increase in enrollment would impact enrollment in all grades. The South Shore Charter School is requesting the additional 890 student seats to expand the current educational programs, to enhance rigorous academic programming required to ensure college readiness and success, and to provide equal educational opportunity to those families who remain on the enrollment wait list.

Table III: Distribution of Enrolled Students in the Present Grade Span

	SSCPS Enrollment Plan	FY 15 Pre Enrollment	FY15 Enrollment as of 09/15/14	FY15 Enrollment as of 06/05/15	Projected Enrollment FY16
Level I	132	128	132	132	133
K	44	40	43	43	45
1	44	44	43	45	44
2	44	44	46	44	44
Level II	88	88	89	88	90
3	44	45	45	45	45
4	44	43	44	43	45
Level III	88	88	91	90	90
5	44	44	45	44	45
6	44	44	46	46	45
Level IV	88	88	89	90	90
7	44	44	45	45	45
8	44	45	44	45	45
High School	186	197	186	185	203
9	50	59	52	52	57
10	50	46	46	45	52
11	50	48	43	43	47
12	50	44	45	45	47
Total	596	590	587	585	606

Table IV reflects the implementation timeline projecting a five-year enrollment pattern. New students are indicated in parenthesis and would be evident at each grade level.

Table IV: Projected Distribution of New Students by Grade (Growth Plan)

	2017		2018		2019		2020		2021	
Level I	150		180		225		285		300	
K	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
1	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
2	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
Level II	100		120		150		190		200	
3	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
4	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
Level III	100		120		150		190		200	
5	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
6	(+5)	50	(+10)	60	(+15)	75	(+20)	95	(+5)	100
Level IV	130		155		170		190		200	
7	(+20)	65	(+20)	70	(+20)	80	(+20)	95	(+5)	100
8	(+20)	65	(+20)	85	(+20)	90	(+15)	95	(+5)	100
High School	262		367		502		582		600	
9	(+20)	70	(+30)	95	(+40)	125	(+50)	140	(+55)	150
10	(+20)	70	(+30)	100	(+40)	135	(+25)	150	(+0)	150
11	(+20)	70	(+30)	100	(+40)	140	(+15)	150	(+0)	150
12	(+2)	52	(+2)	72	(+2)	102	(+2)	142	(+0)	150
Total	742		942		1,197		1,437		1,500	

Enrollment Policy

The South Shore Charter Public School would continue to use the current enrollment policy to ensure that all grades are entry points for new students. Enrollment expansion will allow access for new students in all grade levels. The School will be enrolling a significant number of new students at the high school for grades 9-11. There will also be significant expansion in each grade from K-6 over the five-year trajectory. If by 2018, the high school expansion projections become burdensome to the School's infrastructure, the School will extend high school expansion over the course of seven years. The School's enrollment policy reads as follows:

INTRODUCTION

- a. South Shore Charter Public School (SSCPS) is a tuition free, public charter school enrolling students in grades Kindergarten to twelve. Applications are accepted from any school-aged student who is a resident of Massachusetts. Applicants for grades 11 and 12 generally are accepted only if there is evidence that they will be able to meet the graduation requirements (Exit Standards) prior to graduation. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1); 603 CMR 1.06(8)
- b. South Shore Charter Public School does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor does it set admission criteria that are intended to discriminate on any of these bases. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1)
- c. SSCPS will implement the student recruitment and retention plan as is written. The plan is available in the SSCPS Annual Report at www.sscps.org. M.G.L. Chapter 71, Section 89(f); CMR 603 1.05(f).

ENROLLMENT CRITERIA

- a. All new applicants to the school must be Massachusetts residents at the time of application.
- b. Proof of residency is required. Applicants need to submit a copy of a utility bill or lease with the application except in the case of homeless students.
- c. All applicants and their parents/guardians are encouraged to attend an informational open house. This is not a condition of enrollment. 603 CMR 1.06(2)
- d. SSCPS does not administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement. 603 CMR 1.06(2)
- e. Students entering Kindergarten must be five years old (5) but no older than seven years old (7) by October 31st of their Kindergarten year. 603 CMR 1.06(8)

ENROLLMENT PROCESS

- a. South Shore Charter Public School accepts applications at anytime however the formal enrollment process begins in the late fall and continues until the school is fully enrolled (a minimum of 30 days). An Enrollment Lottery will be held on or prior to the first Saturday of March each year if necessary. In any grade where there are more spaces than applicants, the applicant will be admitted without the Lottery. When there are more applicants than spaces in a grade an Enrollment Lottery is conducted. Those applicants not accepted in the Lottery will be placed on a Waitlist in the order their name was pulled and if an opening occurs at a later date they will be contacted by letter and telephone. Each applicant accepted at the Lottery must respond with an *Intent to Attend* form by March 5. If no *Intent to Attend* form is received by that date, the opening will be offered to the next applicant on the Waitlist. Enrollment preference is given to siblings of currently attending students, then to students living in the School's region, and then to students outside of the region but still residents of Massachusetts. Once a student is accepted he or she will not have to reapply annually as long as their attendance is consecutive. If an attending student moves to any other town the student may continue attending the school. If a student leaves the school then wishes to return, the student must go through the application process of any new applicant. Each newly accepted student and their family are encouraged to attend an official Enrollment Registration which may include Kindergarten and 1st Grade Screening, ELL Screening, Learning Services Questionnaire, and Diagnostic Assessment for all new students entering grades 7-11. All 9th

grade students and any new 10th or 11th grade students are encouraged to attend student orientation and parents are asked to attend a parent information night in the spring.

- b. Application deadlines will be advertised in *The Patriot Ledger* and other local papers at least one month prior to the deadline for applications. Completed applications for the Enrollment Lottery are due ten days prior to the Lottery at 5 PM. It is the responsibility of the applying family to be sure the application has been received by the school's office.
- c. Students accepted in the Lottery must indicate their intent to attend the school by April 5. Offers of enrollment not accepted by April 5 will be offered to students on the Waitlist. Students accepted off the Waitlist must give the school their letter of intent to attend. All accepted students must document (transcript, grade card, or letter from a school official) their successful completion of the previous grade to the one in which they will enroll at SSCPS.
- d. All information requested in the application is not intended and will not be used to discriminate. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(2)
- e. At the request of a student's local school district, SSCPS will provide home addresses to a third party mail house of students currently enrolled from the requesting sending district.
- f. Student information will be withheld per parent or guardian request.
- g. As previously stated, at the request of a student's local school district, SSCPS will provide home addresses to a third party mail house of students currently enrolled from the requesting sending district.

LOTTERY PROCEDURES

- a. SSCPS determines the spaces available in each grade based on the school's charter cap and the estimated number of returning students. Currently enrolled students are asked to notify the school of their intent to return for the succeeding year prior to the Lottery.
- b. Enrollment Lottery deadlines will be advertised in *The Patriot Ledger* and other local papers at least one month prior to the deadline for applications. 603 CMR 1.06(6)
- c. The Enrollment Lottery is a public meeting posted with the Town of Norwell. The Lottery is held on or before the first Saturday of March, in public, at 100 Longwater Circle, Norwell, MA 02061, and is conducted in plain view with all members of the community invited. 603 CMR 1.06(6)
- d. A person, having no relationship with the school personally, academically, in business, or financially will be asked to draw the names. The name of each applicant drawn is read aloud and given a numerical placement on the Acceptance/Waitlist. Applicants may opt out of having the name of their child(ren) read aloud by notifying the SSCPS enrollment office at 100 Longwater Circle, Norwell, MA 02061 in writing prior to the Lottery. 603 CMR 1.06(6).
- e. Siblings of students who are already in attendance are given preference and are drawn first. Sibling is defined as students who have the same biological or legal parent as a currently attending student. 603 CMR 1.06(4)(a)
- f. Non-sibling residents of the towns in the SSCPS region are drawn second. SSCPS region

Abington	Halifax	Kingston	Quincy
Braintree	Hanover	Marshfield	Randolph
Brockton	Hanson	Norwell	Rockland
Cohasset	Hingham	Pembroke	Scituate
Duxbury	Holbrook	Plymouth	Weymouth
East Bridgewater	Hull	Plympton	Whitman

Non-resident, non-siblings are drawn last. M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(4)(a)

- g. The School will not enroll more students from any town exceeding 9% on net school spending in each town. If however, a sibling of a student attending the school would put the enrollment for a town over 9%, the State may pay the additional tuition subject to appropriation of the legislature. M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(e)
- h. When there are more students than there are spaces, those students not being accepted at the time of the Lottery will be placed on the Waitlist. Each grade will have its own Waitlist. When enrollment in any grade goes below the target enrollment, students will be offered admission based solely on their numeric order on the Waitlist. Siblings are given preference to other Waitlist students. 603 CMR 1.06(4)(d)
- i. If the principal enrollment process fails to produce an adequate number of enrolled students, the Lottery process may be repeated if a waiting list does not exist and the required Lottery process is strictly followed, including public notification and deadlines. 603 CMR 1.06(5)
- j. Students applying after the Lottery application deadline are placed in a wait pool for that enrollment cycle. An additional Lottery may be held within an enrollment cycle if the school has an opening in a grade where there are no students on the Waitlist. The School will announce the new Lottery in its weekly newsletter and at the Norwell Town Offices at least one week prior to the Lottery being conducted. It will also notify all students with an application in the wait pool for that grade.

WAITING LIST

- a. If a student withdraws from SSCPS or declines an offer of admission, the student will be moved off the acceptance list and the next student on the waiting list will be offered the space. If at a later date that student wishes to enroll, the student will have to go through the stated enrollment process again. (M.G.L. Chapter 71, Section 89(n)).
- b. No student will be admitted ahead of other eligible students on the waiting list unless that said student is either a sibling of a previously enrolled student or a resident of the charter school district. 603 CMR 1.06(5)
- c. Students accepted off the Waitlist will be notified by telephone and will be followed up with a letter stating the offer and deadline for responding.
- d. If that student declines an offer of admission and at a later date that student wishes to enroll, the student will have to go through the stated enrollment process again.
- e. The school does not rollover its Waitlist. Each applicant on the Waitlist will be notified prior to the Annual Lottery that they must reapply for the succeeding year.
- f. SSCPS keeps accurate records of the Waitlist which contains the names, home addresses, telephone numbers, and grade levels of students who entered the Lottery but did not gain admission. 603 CMR 1.06(4)(f)
- g. If a space becomes available for any reason before February 15th in grades K – 5 SSCPS will fill that space with names from its waiting list. Any space that becomes available after February 15th will be filled in the subsequent grade at the start of the following year. 603 CMR 1.06(4)(d)
- h. A vacancy not filled by February 15th moves into the subsequent grade, to be filled the following September if such grade is not in the last half of the grades offered and is not grades 10, 11, or 12. (603 CMR 1.06(4)(d))

APPLICATION FOR ADMISSION

- a. The application does not require dual parent/guardian signature.
- b. The application is attached to the SSCPS Enrollment Policy.

Compliance

SSCPS has established internal controls to protect the School and the Foundation. The Director of Finance reports directly to the Executive Director. The Director of Finance is responsible for reporting on the School's finances, administering payroll, managing human resources and collaborates with the Director of Facilities to ensure facility upkeep and maintenance. The Director of Finance has MCCPO certification and serves as the public purchasing official for the School. The School employs a staff accountant that completes accounts payable, accounts receivable, and purchasing.

The Director of Finance presents prior financial statements to the Finance Committee and the Board of Trustees prior to and during each Board of Trustees meeting. These groups review the year-to-date profit and loss statement, current balance sheet, cash flow statement, student enrollment data, tuition revenue updates and budget versus actual revenue and expenditure reports. The Board of Trustees reviews a financial statement presentation by the Finance Committee at each meeting. Each reviews the year-to-date profit and loss statements, current balance sheets, cash flow statements, student enrollment information, tuition revenue updates and budget versus actual revenue and expenditure reports. Included on each Board of Trustees meeting agenda is a financial statement presentation by the Finance Committee.

Dissemination

The South Shore Charter Public School has worked collaboratively with area colleges and universities and local school districts on professional development and supporting grants. The School has remained an active member of the South Shore Collaborative and has shared methods of successful educator evaluation, Sheltered English Instruction, and inclusion with numerous professional development working groups.

The School has disseminated best practices on multiple occasions. In FY 2012 five staff members shared best practices at educational consortiums or conferences. A high school Physics teacher piloted the Green Building Curriculum from the Green Education Foundation in the Green Building Workshop. A middle school math teacher presented her work on eighth grade math curriculum at the University of Massachusetts Boston School of Education Symposium on June 1, 2012. A Level II teacher and her students made a presentation of her work at the Kids Consortium Student Summit, a regional conference of service learning, on May 23, 2012. The K-6 principal presented in a content session at the Core Knowledge National Conference on Core Knowledge Language Arts on November 11, 2011. The K-6 principal led a webinar for the Lutheran Schools of California, Nevada, and Hawaii on teaching reading. The executive director mentored a second graduate student from the Harvard Graduate School of Education in the charter school model.

In FY 2013 five staff members disseminated the School's model at educational consortiums or conferences. The high school principal presented *An Examination of Teacher Perceptions of Culturally Responsive Teaching* at the Bridgewater State University Graduate Research Symposium. The high school guidance counselor hosted visitors from Rising Tide Charter School in Plymouth, Massachusetts to disseminate best practices for high school advisory and college readiness programs. The K-6 principal hosted a group from the Bay State Reading Institute and Taunton Public Schools, to observe the integration of teaching history and science content within the English language arts curriculum. Level I faculty, led by the Level Coordinator, hosted Bay State Reading Institute visitors from Revere Public Schools to observe the integration of content knowledge from history and science into English language skills. The executive director was part of the team of superintendents and assistant superintendents who designed the South Shore Educational Collaborative Model System Educator Evaluation Professional Development Workshop in July of 2012. The executive director shared best practices regarding Educator Evaluation as a Race to the Top District with sending districts through the South Shore Educational Collaborative.

In FY 2014 six staff member disseminated the School's model at educational consortiums, conferences, or hosted educators from other schools and districts. Two elementary teachers submitted a proposal to and participated in the National Green School's Conference on sustainability. Both teachers were members of a panel discussion *Weaving Ecological Systems into School Design and Use*, where they discussed the new outdoor classroom, its school wide implications, and community outreach. The elementary school principal and Level I faculty hosted the Director of Curriculum from P.S. 291, Bronx, NY, who came to observe the Core Knowledge Language Arts curriculum. A Level I faculty member co-authored and assisted with the development and design of new model units for a science curriculum. A Title I faculty member was a guest lecturer at Wheelock College and gave the lecture, *Play in Health Care Environments and Issues for Classroom Teachers*, to undergraduate students in the fall and spring. The Executive Director was a panelist for a

discussion, *Discipline Practices: Alternatives to Suspension* at the DESE *Access, Equity, and Excellence: Charter School Leaders Fall Meeting* conference. The Executive Director also became a member of the PARCC Advisory Committee in the spring of 2014 and that work has continued to the present.

The School was selected to participate in the Model Demonstration School Project run by the Massachusetts Charter School Association in August 2014. Partnering with national experts from Landmark School Outreach and Portland State University, the purpose of this project is to work on refining the current SSCPS program and share best practices with other charter schools as to how to provide service, design programming, and build capacity to serve students with special needs, especially students with high needs. Four members of the School's faculty attended monthly sessions at the charter school office and members from the project spent two days observing on site at the School. This project will continue for the 2015-2016 school year.

The Director of Learning Service attended a year long Special Education Leadership Academy sponsored by WestEd and The Massachusetts Department of Elementary and Secondary Education. This academy was designed for Special Education Directors with more than ten years of experience to share best practices, receive professional development, and discuss key topics and legislature currently facing Special Education. The Director of Learning Service also attends the Special Education Directors and ELL Director Community of Practice sessions sponsored by the Massachusetts Charter Public School Association. These sessions are opportunities for charter school leaders and staff to share best practices, engage in ongoing professional development, build strong professional networks, and serve as a forum to discuss state policy issues that affect practice

Members of the Learning Services Team attend monthly meetings to discuss key topics and share best practices with other members in their fields. The Director of Learning Services is a member of the South Shore Special Education Administrative Counsel; the School Psychologist is a member of the South Shore School Psychologists Group, and the Occupational Therapist attends the South Shore School Occupational Therapists Special Interest Group.

Student Performance

The faculty and administration of the South Shore Charter Public School remain focused on the ongoing development and continual design of instructional strategies to serve all students. Over the past five years, the School's significant demographic shift has been directly addressed through multiple measures. Professional development hours have been designated to instructional strategies targeted to improve student performance in all categories. Although this has been ongoing, the School has consistently shown an increase in academic success over a five-year trajectory year. Within five years the number of students scoring *Proficient* or higher on the grade ten MCAS has gone up 43 percent in ELA and 36 percent in mathematics.

The academic program remains sequential and cumulative. The South Shore Charter Public School does not try to achieve short-term success on tests through intensive test preparation, but instead through the organization of student time and effort on building content knowledge and skills that will benefit learners over the long term. The best single indicator of the success of this principle of organizing student effort is the Cohort Data produced by DESE in Edwin Analytics. The two graduating classes for which this data is public are the classes of 2015 and 2016. On the following pages are four charts for student achievement on the ELA and Mathematics MCAS from the same group of students marking the group performance level from their third grade year to their tenth grade year. The students in these charts took every MCAS, many of them took all of the tests while SSCPS students, while others took some tests out of the district. These charts show how the same students who were failing early in their academic career are performing at very high levels as tenth graders. Particularly illustrative of the rigor of the SSCPS academic program are the high numbers of tenth graders who are scoring in the advanced category and the fact that none have failed.

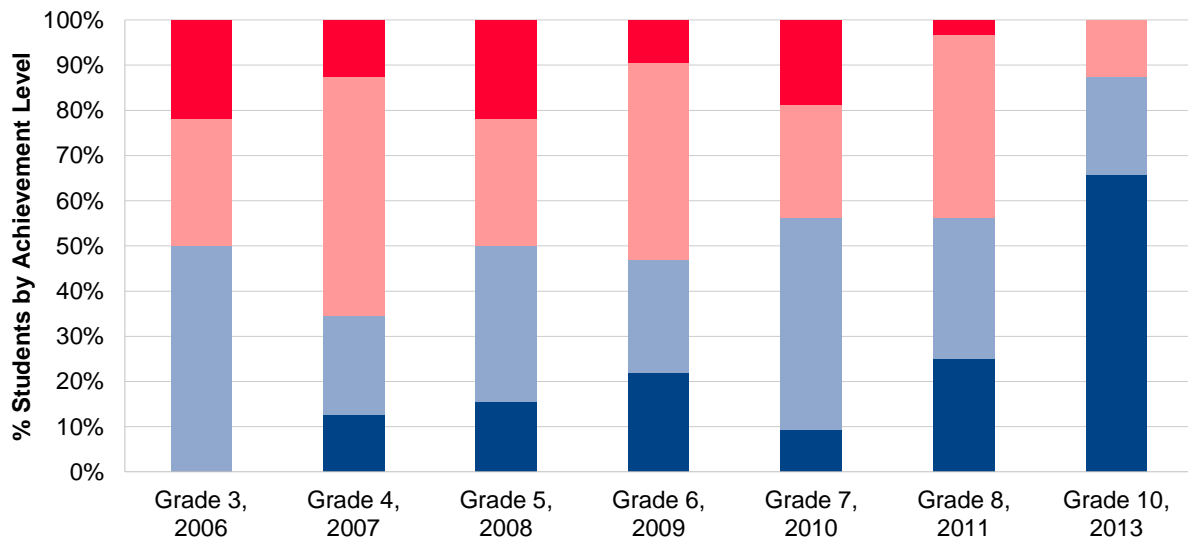
MCAS Cohort Achievement History Mathematics

School: South Shore Charter Public School

Cohort: Class of 2015

Source: SIMS Collection (latest*)

Students Included: Students who took all tests



	2006		2007		2008		2009		2010		2011		2013	
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced			4	13%	5	16%	7	22%	3	9%	8	25%	21	66%
Proficient	16	50%	7	22%	11	34%	8	25%	15	47%	10	31%	7	22%
Needs Improvement	9	28%	17	53%	9	28%	14	44%	8	25%	13	41%	4	13%
Warning/Failing	7	22%	4	13%	7	22%	3	9%	6	19%	1	3%		
Total	32		32		32		32		32		32		32	

Chart 10: Achievement History MCAS Mathematics

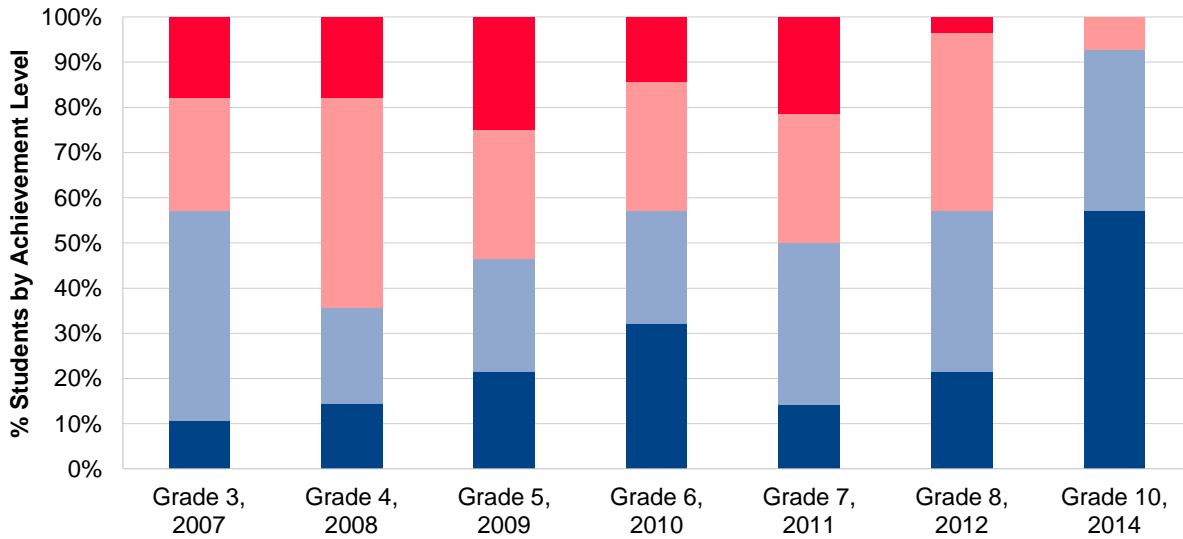
MCAS Cohort Achievement History Mathematics

School: South Shore Charter Public School

Cohort: Class of 2016

Source: SIMS Collection (latest*)

Students Included: Students who took all tests



	2007		2008		2009		2010		2011		2012		2014	
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	3	11%	4	14%	6	21%	9	32%	4	14%	6	21%	16	57%
Proficient	13	46%	6	21%	7	25%	7	25%	10	36%	10	36%	10	36%
Needs Improvement	7	25%	13	46%	8	29%	8	29%	8	29%	11	39%	2	7%
Warning/Failing	5	18%	5	18%	7	25%	4	14%	6	21%	1	4%		
Total	28		28		28		28		28		28		28	

Chart 11: Achievement History MCAS Mathematics

*Latest SIMS collection loaded is October 2014-2015.

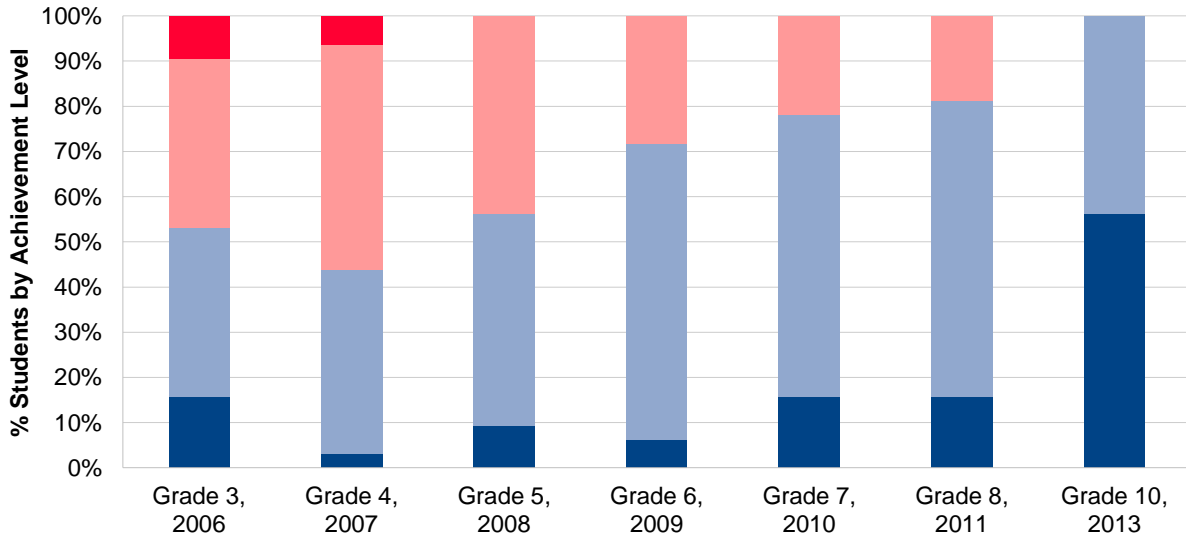
MCAS Cohort Achievement History English Language Arts

School: South Shore Charter Public School

Cohort: Class of 2015

Source: SIMS Collection (latest*)

Students Included: Students who took all tests



	2006		2007		2008		2009		2010		2011		2013	
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	5	16%	1	3%	3	9%	2	6%	5	16%	5	16%	18	56%
Proficient	12	38%	13	41%	15	47%	21	66%	20	63%	21	66%	14	44%
Needs Improvement	12	38%	16	50%	14	44%	9	28%	7	22%	6	19%		
Warning/Failing	3	9%	2	6%										
Total	32		32		32		32		32		32		32	

Chart 12: Achievement History MCAS ELA

*Latest SIMS collection loaded is October 2014-2015.

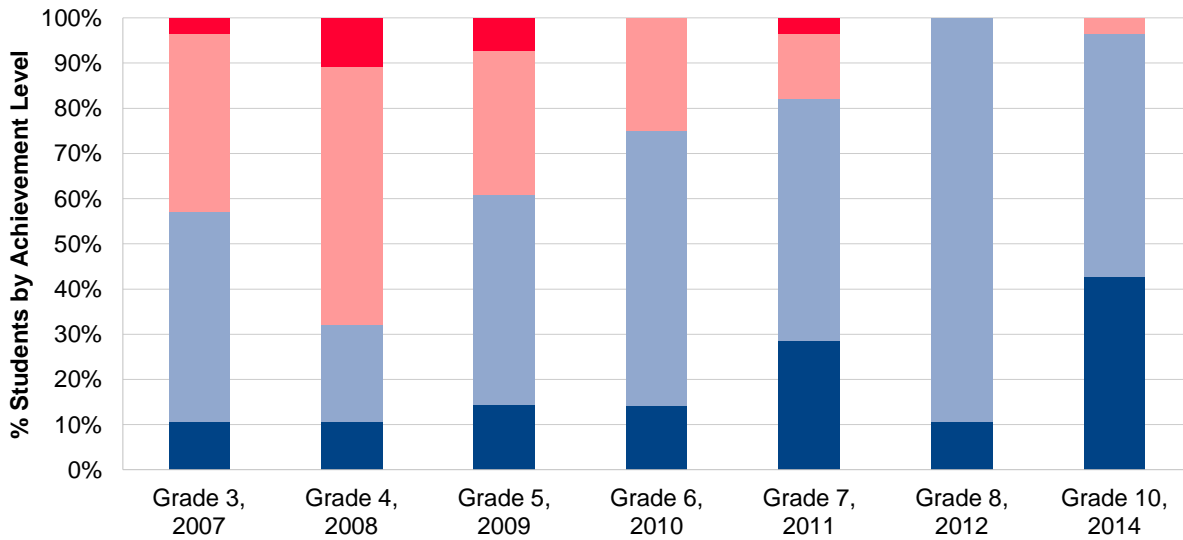
MCAS Cohort Achievement History English Language Arts

School: South Shore Charter Public School

Cohort: Class of 2016

Source: SIMS Collection (latest*)

Students Included: Students who took all tests



	2007		2008		2009		2010		2011		2012		2014	
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	3	11%	3	11%	4	14%	4	14%	8	29%	3	11%	12	43%
Proficient	13	46%	6	21%	13	46%	17	61%	15	54%	25	89%	15	54%
Needs Improvement	11	39%	16	57%	9	32%	7	25%	4	14%			1	4%
Warning/Failing	1	4%	3	11%	2	7%			1	4%				
Total	28		28		28		28		28		28		28	

Chart 13: Achievement History MCAS ELA

*Latest SIMS collection loaded is October 2014-2015

Cohort Data for Graduation Class of 2015, 2016, and 2017

Graduation year	3 rd %	4 th %	5 th %	6 th %	7 th %	8 th %	10 th %
'15 ELA all tests (n)32	16	3	9	6	15	16	56
'16 ELA all tests (n)28	11	11	14	14	29	11	43
'17 ELA all tests (n)32	9	12	12	16	3	9	69
'15 ELA any tests	(n)40	(n)41	(n)42	(n)42	(n)45	(n)43	(n)44
'15 ELA any tests	15	2	10	7	11	16	52
'16 ELA any tests	(n)31	(n)36	(n)37	(n)37	(n)38	(n)36	(n)42
'16 ELA any tests	10	8	14	14	24	8	40
'17 ELA any tests	(n)39	(n)41	(n)43	(n)42	(n)40	(n)43	(n)44
'17 ELA any tests	10	12	12	14	2	9	59
'15 Math all tests(n)32	0	12	16	22	9	25	66
'16 Math all tests(n)28	11	14	21	32	4	21	57
'15 Math any tests	(n)40	(n)41	(n)41	(n)42	(n)45	(n)44	(n)44
'15 Math any tests	0	10	17	19	7	23	57
'16 Math any tests	(n)31	(n)36	(n)37	(n)37	(n)38	(n)38	(n)41
'16 Math any tests	10	14	19	27	13	17	54

Table V: Students Scoring in the Advanced Category by Percentage

The South Shore Charter Public School has increased the number of Honors and Advanced Placement courses at the high school level over the past five years. The School will continue to provide academic opportunities to improve college readiness. The School has funded professional development opportunities for high school faculty wishing to enroll in professional development offered by *The College Board*. Members of the faculty have led achievement initiatives, including vertical and horizontal alignment of curricula, that have broadened the school wide focus from MCAS mastery as indicated in Table VI, to an increase in Advanced Placement and Honors course work. The school will continue to require high school students to take two and pass college level courses.

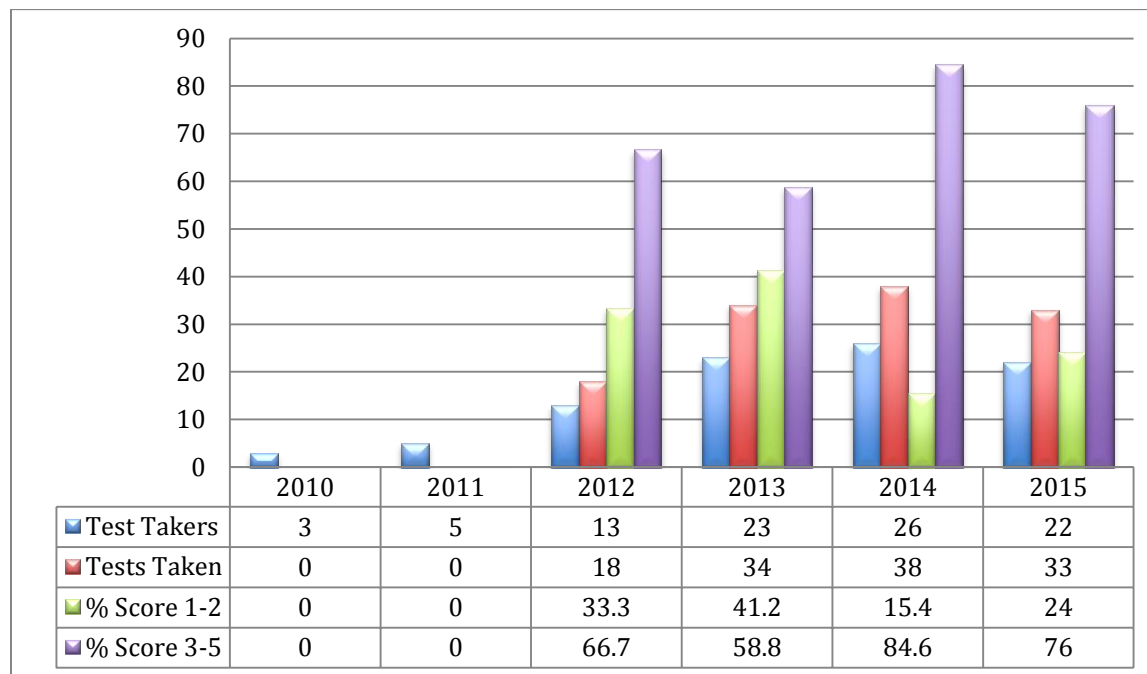


Chart 14: Advanced Placement Student Performance 2010-2015

The School had a total of 33 Advanced Placement course enrollments. Within four years, fifty percent of SSPCS graduates will have taken at least one AP Level course; this would include students newly enrolled due to expansion.

Program Delivery

The School is organized into learning communities or Levels. Level I is comprised of Kindergarten and grades one and two, Level II is comprised of grades three and four, Level III is comprised of grades five and six, Level IV is comprised of grades seven and eight. The high school serves students in grades nine through twelve. This institutional organization allows for multi-age grouping and small group instruction allowing for developmentally appropriate instruction. Each Level has developed scoring rubrics, competencies and exit standards that additionally incorporate ongoing vertical alignment across levels to help the school achieve the goal of becoming a seamless K-12 school with one mission and high academic expectations for all students. There is a community service requirement at every grade level.

The faculty and administration of the South Shore Charter Public School are acutely focused on the continual development and design of improved instructional strategies to service all students. Over the past five years, the School's significant demographic shift has been directly addressed through multiple measures. The School's professional development has focused on Sheltered English Instruction, inclusive education, and developing and implementing inquiry based curricula that align to instructional standards. Additionally, professional development hours have been greatly focused upon the exploration of instructional strategies targeted to improved student performance for all learners. Two years ago, the School ran the federally mandated Sheltered English Instruction course for all eligible teachers. Twenty-six teachers were able to receive their SEI endorsement through this professional development. The School will begin an intensive professional development program on inquiry-based learning and service learning to enhance and codify all Projects and Workshops, the hallmarks of the School's educational model over the past twenty years.

The curriculum has been designed to link the School's mission, beliefs, expectations, and instructional practices with student growth and development and high academic achievement. The learning expectations outlined within the Mission Statement as well as in the school-wide expectations for student learning are embedded in the content area curriculum and students have multiple opportunities to access, practice and achieve learning objectives. The academic portions of the Mission Statement are made performable and measurable through five academic expectations for student learning: reading, writing, problem solving, computation, and exhibition. Each of these five academic expectations is measurable through performance-based assessments. In addition to the core subjects, English/language arts, math, history, and science, Spanish is taught beginning in Kindergarten. This foreign language opportunity beginning in Kindergarten is unique to public schools on the south shore of Massachusetts.

Level teams devote significant time throughout the year honing specific instructional strategy items which include: 1) looking at student work and discussing implications for instruction based on the analyses; 2) observing other content area teachers and sharing constructive feedback post-observation to improve instruction; 3) collaborating with faculty in other content area to develop cross-curricular instructional strategies; 4) participating in external professional development offerings to gain exposure to new instructional strategies; and 5) developing common assessments to determine effectiveness of specific instructional strategies and curricula.

The South Shore Charter Public School continues to strive to be a fully inclusive school for all students and believe that students learn in a variety of modalities. SSCPS 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. Instruction is differentiated to meet the diverse learning styles and needs of our students. The use of multi-sensory instruction and the Social Thinking curriculum is embedded into the classrooms.

The Learning Services staff throughout the day supports general education teachers, helping adapt the curriculum to meet the individual needs to the students. The Speech and Language Therapist, Occupational Therapist, Pupil Adjustment Counselors, School Psychologist, Physical Therapist, and Learning Services teachers spend hours in the classrooms supporting student in the inclusive setting. This upcoming school year we are adding the support of a behavior specialist to support the needs of several of our students. All students on Individual Education Programs are assigned a liaison that monitors the student plans, consults with the teachers and parents, and collects data on their progress.

Teachers have received professional development for meeting the needs of diverse learners and twenty-three of SSCPS teachers completed a year long Sheltered English Instruction Training last year. Teachers that participated in that

training learned instructional strategies to support instruction of English Language Learners. Teachers at SSCPS post objectives, including language objectives, to help guide their classroom instruction. Teachers use targeted SEI strategies to improve literacy for all learners. Including but not limited to, close reading of the text, targeted tiered vocabulary, quick write strategies, partner reading, strategic grouping, and think aloud strategies.

All students at SSCPS participate in Focused Instruction Time (FIT). FIT is built in class time where all students can get additional support in their area of need. FIT are smaller group of students that change throughout the school year to meets the individual needs of students. Examples of types support are; math support, writing support, reading comprehension support, organizational support, MCAS support, SAT prep, social skills groups, language support.

There continues to be two Student Support Teams (SST); one for Levels I, II and III and the other for Level IV and the High School. Both groups meet regularly to discuss students who are struggling academically. These teams work collaboratively with teachers and families to put in place strategies to assist students in the classroom.

The School designates professional development and planning time on the design, implementation and analysis of ongoing formative assessments, benchmark assessments, and student work portfolios to sustain instruction, support student growth, and implement decision-making driven by data. Ongoing planning and use of all data is essential to ensure that the academic environment is not one of incessant testing that would interfere with instructional time. Improved use of technology has facilitated data collection practices and allows the School to monitor student progress on learning objectives.

Culture and Family Engagement

One of the founding principles of the South Shore Charter Public School is to foster a close working relationship among all stakeholders, students, teachers, and parents. Through individual goal setting meetings, college counseling sessions, and parent workshops, teachers collaborate to keep parents involved and informed. Parents are key stakeholders; there are currently seven parents or grandparents serving on the Board of Trustees. Teachers communicate with parents and families on an ongoing basis to insure student success. Formal meetings occur at the beginning of the year to create individualized academic social-emotional and academic goals. Teachers are available via telephone and email and provide feedback to parents throughout the school year.

Opportunities to develop relationships among students of all ages exist in cross level grade collaborations. High School students lead physical education Focused Instructional Time classes for seventh and eighth graders; first and second graders benefit from spending time with their older book buddies; a seventh grader offers after-school remedial Spanish tutoring to fifth and sixth graders. Within the multi-age levels, students support and nurture each other through shared activities such as the Exhibitions of Mastery and small group work. There are real opportunities for student leadership in the school community. Students serve on the Board of Trustees and the Parents Association and are included in important ad-hoc committees that determine field trips.

The South Shore Charter Public School maintains a clear and well-understood system for decision-making and communication processes among all members of the school community. There is a school wide culture of participation and ownership pervades the South Shore Charter Public School community. The 2015 SSCPS Annual Parent Satisfaction Survey (The Parent Satisfaction Survey) reported that 97.4% of all parents feel that the school leadership team guides regular open communication through meetings, Updates, letters, web postings, open houses and individual conferences. Meaningful roles in the decision-making process are accorded to students, parents and all members of the school staff to promote an atmosphere of participation, responsibility and ownership. The Parent Satisfaction Survey reports that 95% agree or strongly agree with the statement *SSCPS provides meaningful opportunities for parents to participate in governance and volunteer.*

Capacity

The Board of Trustees (the Board) has extended ongoing efforts to recruit and retain a consistent school leadership team. The Board and school leadership team hold a shared vision of recruiting, supporting, and retaining a highly qualified, diverse faculty and staff with a shared commitment to improved student learning and rigorous academic achievement for all learners. The Executive Director, members of the school leadership team, and teacher leaders set decisions and policies to impact teaching and learning at the South Shore Charter Public School. In accordance with the mission and vision of the School, the focus of inquiry-based learning and its correlation to academic achievement, The Board, the leadership team, the faculty and members of the parent community provide leadership in the school community through a clearly defined mission statement and student achievement goals.

The leadership team has remained focused on celebrating student achievement while concurrently encouraging student and faculty innovation. The scope of this work is accomplished by the planned use of professional development to improve the School's learning environment. Each year, prior to the School's opening in August, the School hosts two days of intensive professional development, and one additional day for new faculty members. Professional development focuses on the means by which the School's mission and vision will be addressed, using multiple means including statewide mandates such as the Accountability Plan and the Educator Evaluation system.

The administrative team meets with faculty and assists in outlining the major goals of teaching and learning for the upcoming school year, measured both by individual teachers, and by teacher teams. Through the goal setting process, areas of gains and improvements are identified as well as areas in need of support and development. Working collaboratively, faculty and administration identify student achievement trends, analyze these trends, and use the data to plan instruction for the upcoming school year. These processes, begun each August, are ongoing throughout the school year as professional development, planning and development time are delineated for this specific purpose.

The leadership team formally convenes once a week and informally throughout the week to ensure effective implementation of content curriculum and to support the mission and goals of the School. Inclusive to this is assuring that inquiry-based teaching and learning practices are bearing documented results in student achievement and resulting in data to be used to inform instruction.

As stated within the Strategic Plan, the School remains committed to attracting and retaining an excellent faculty, and will vigorously support its continuing education and professional development. The school will provide competitive compensation and career-ladder opportunities to attract newcomers and to provide incentives for present faculty to remain at the school. The school will continue to maintain a competitive salary scale and benefits package to ensure that both remain competitive with other charter schools and local districts, including large urban districts where teacher salaries trend higher. Over the next five years, the School will continue to identify priorities for recruitment of new faculty and design strategies that attract teachers who reflect those priorities.

In FY 2015 the School, via the Personnel Committee, negotiated a two-year faculty salary scale for employees. The School seeks to maintain a competitive salary-scale and benefits package to ensure that the School will remain competitive with charter schools and local districts. The School will continue to offer faculty tuition reimbursement of \$2,000 for each faculty member per year, and seek coursework opportunities for faculty members. The School will continue to seek and support faculty development in literacy, science, technology, engineering, and math (STEM). The School will continue to provide access to and training in innovative technology, electronic resources, and digital information for all faculty members as outlined in the Technology Plan. The South Shore Charter School will continue to seek appropriate benefits for all faculty and staff.

Essential participants in the shared decision making model include students, parents, members of the community, faculty and alumni. Support staff members are also afforded opportunities to participate in meaningful decision-making processes through all school meetings and an open door policy from the administrative team. The Board provides a tangible example of the School's commitment to value the participation of all community members. It is clearly stated in the by-laws that a member from both the Parents Association, two members of the faculty, and one student must be provided an opportunity to hold a position on the Board of Trustees.

Governance

The Board of Trustees (the Board) convenes nine times annually, including a daylong retreat or an extended meeting, to ensure that the Board meets its responsibilities pertaining to governance and the school's leadership structure. There are five committees; Development, Governance, Facilities, Finance, and Personnel. The Chairs of the five committees comprise the Executive Committee. In November of 2008, the school community voted a bylaw change to make it possible for any member of the school community to serve on one of the five Board Committees. The President of the Parents Association serves as a voting member of the Board of Trustees. The PA meets monthly and the President serves as the representative of the Board at the monthly meeting. All committees meet from four to eight times per year. In 2012, the Board voted revisions to the current bylaws.

Finance

The South Shore Charter Public School has a history of deliberate conservative fiscal policy and continues to budget based on DESE tuition and facilities aid revenue projections determined by student enrollment. Each year the School's fiscal operation budget is focused upon School tuition trend analysis and on the economic forecast within the Federal and State government, as well as the local sending districts. The School remains informed of district revenue levels as well as annual legislative changes that directly impact the funding formula.

The Finance Committee and the administrative team work collaboratively with faculty, staff and the Board in preparation of the annual operating budget. The School considers academic programming, the legislative climate, enrollment trends, and the operating requirements of the School in order to prepare a balanced budget and meet the needs of all students. The School relies on the supporting foundation, the South Shore Educational Foundation (the Foundation), to grant \$50,000 annually to offset operating expenses. The School also receives federal and state competitive and entitlement grant funds that help to support a portion of selected programming.

In June 2013 the Foundation and the School refinanced the existing \$6.3 million dollars by amending the existing bond with the lender Boston Private Bank and Trust to lower the mortgage interest rate. The School and the Foundation were able to lock into a lower fixed interest rate of 4.32 percent compared to 4.8 percent. The new mortgage payment began on July 1, 2013. The School has used the difference between the current mortgage payment and the former mortgage payment to pay down the bond principal. The final balloon payment due on April 30, 2028 would have been \$2,244,314. However, with the additional principal of \$1,755 per month, the balloon payment decreases to \$1,802,026.

The DESE Mandated annual audits have produced no significant negative findings over the last renewal period. The current debt agreement continues to require the school to set aside \$750,000 at all times in order to meet loan covenants. These funds remain in Certificate of Deposit and money market accounts earning interest. The School has successfully met the loan requirement and has reserved enough for cash flow purposes.

The Board of Trustees and the finance committee oversee the School's finances throughout each fiscal year and assists with fiscal planning, managing and ongoing stewardship. The Board approves the annual budget in May and reviews financial statements, variances, and annual audited statements. The Board of Trustees is aware of the fiscal limitations of all fundraising initiatives; consequently the School and the Foundation remain non-dependent on fundraising. All funds gleaned from fundraising are additive funds used to enhance programming, facilities, and technology.

The School remains fiscally conservative and utilizes consistent internal controls to protect the School and its supporting Foundation. The fiscal planning, managing, and ongoing stewardship of the School is led by the Board of Trustees and the Executive Director. Integral to this is the role of the Director of Finance. The Director of Finance supports school administration through the annual budgeting process by determining academic programming needs. The Director of Finance drafts the initial budget by reviewing current and expected expenses, revenue, assets, and cash flow reports. The Director of Finance coordinates the annual audits and prepares reports to the Board, the Finance Committee and the Foundation. In addition to budgeting initiatives, the Director of Finance oversees payroll, human resources and serves as the School's public purchasing official and has MCCPO certification.

The South Shore Charter Public School is a financially sound public charter school. This amendment request will allow the School to educate an additional 890 students. The additional revenues generated from the increase of students will come in the form of state tuition, entitlement grants, local grants, and program fees. This will assist the funding of the expansion into a second location. The projected revenues and program costs are summarized in the attached FY17-

FY21 Expansion Financial Projection. The School plans on hiring 98 additional faculty and staff in the course of five years as well as expanding current course offerings. The School will continue to budget conservatively to cover all operating costs and will make adjustments annually based on tuition projections and program needs.

The School's revenues and expenditures are projected based on utilizing prior year trend analyses, DESE projections, and factors in instructional program needs. The School projects tuition to increase annually by 2%. This does not include the facility aide component of the tuition payment. During FY17-FY21, the School plans on employing 98 additional staff and services 890 additional students. The School expects that purchase and/or lease a new building as a second campus to accommodate this expansion. Based on the expansion financial projections, the School is financially able to fund the program expansion. The purchase of a new facility, renovations and acquiring of land for playing fields will be financed by acquiring a loan from the bank. The School has been discussing the possibility of an expansion and purchase of a second campus with lending institutions over the past few years and banks have expressed interest in working with the School to secure financial arrangements.

The School has actively been searching for a new building and is interested in purchasing an additional 54,000-80,000 square foot building, to be retrofitted into a school. The School would also like to purchase some acreage to use as a playing field for our athletic and physical education programs. A new facility will be accessible to all individuals. At this time, there is a building that the School is interested in purchasing/leasing located in Norwell. The School has begun discussions about the building and will conduct a feasibility study to see if the building meets the needs of the School.

The South Shore Charter Public School does not provide transportation to and from school. Students who live in the Town of Norwell are provided transportation by the town. There is one school bus providing transportation to students who live in Brockton and Randolph. This service is privately funded by South Shore Charter Public School families.

The School along with our supporting foundation, SSCEF, will work with financial institutions to secure financing for a new facility and land for fields. During this process, the existing debt on our current facility may be restructured and or consolidated. The School will utilize some additional funding from the increase in students to finance the additional costs with purchasing this new facility. Additional staffing and programming needs will be funded by the increase in program revenues. The School will work annually to conservatively budget and will make programming adjustments based on need and funding.

The South Shore Charter Public School remains dedicated to being a unified learning community committed to bring out the best in every student as they reach for their individual goals. The faculty and administration remain committed to the students, their hopes and aspirations, and their successful life outcomes. Students at the South Shore Charter Public School remain supported to set their goals high, and then work hard in building the foundation of those aspirations. An amendment to expand enrollment would bring new heights of opportunity to more students throughout the south shore. Every student should have the opportunity to be an active learner. Every student should experience each day as another step of developmental growth and academic achievement. Every student should experience the natural growth that comes with serving others. Every student should have a voice in their education and feel the strength of participation each day. By expanding enrollment the South Shore Charter Public School will expand the scope of its mission and continue to inspire every student to excel in academics, service, and life.

**South Shore Charter Public
School Expansion Budget**

Revenues:	FY17	FY18	FY19	FY20	FY21
# square foot	110,200	110,200	110,200	110,200	110,200
# Students	742	942	1,197	1,437	1,500
\$Per Pupil Tuition	12,050	12,291	12,537	12,787	13,043
\$Per Facility Aide	893	893	893	893	893
Subtotal \$Per Pupil Revenue	12,943	13,184	13,430	13,680	13,936
Subtotal Total Revenue	9,603,706	12,419,328	16,075,710	19,658,160	20,904,000
Program & Grant Revenue	445,200	565,200	718,200	862,200	900,000
<i>Total Estimated Revenue</i>	\$10,048,906	\$12,984,528	\$16,793,910	\$20,520,360	\$21,804,000

Operating Expenditures:	FY17	FY18	FY19	FY20	FY21
Administration	902,624	978,423	1,035,526	1,066,592	1,098,590
Instructional Services	5,779,285	6,871,199	8,440,334	9,964,494	10,526,178
Other Student Services	373,241	461,389	555,481	652,395	688,018
Occupancy Costs (includes new facility rent)	1,653,000	1,702,590	1,753,282	1,806,178	1,859,074
Other Fixed Costs	1,298,500	1,731,396	2,309,013	2,855,319	3,129,000
<i>Subtotal Operating Expenses</i>	\$10,006,650	\$11,744,997	\$14,093,636	\$16,344,978	\$17,300,860

Capital Expenses	FY17	FY18	FY19	FY20	FY21
Misc.Furn	20,000	100,000	100,000	100,000	25,000
New Tech	20,000	150,000	200,000	250,000	100,000
Renovation	-	250,000	250,000	250,000	100,000
<i>Subtotal Capital Expenses</i>	40,000	500,000	550,000	600,000	225,000

Net Profit/Loss	<u>\$2,256</u>	<u>\$739,531</u>	<u>\$2,150,274</u>	<u>\$3,575,382</u>	<u>\$4,278,140</u>
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STAFFING	FY16	FY17	DIFF	NEW	FY18	DIFF	NEW	FY19	DIFF	NEW	FY20	DIFF	NEW	FY21	DIFF	NEW
Administrative (Professional)	1.00	1.00	-	-	1.00	0.00	-	1.00	0.00	-	1.00	0.00	-	1.00	0.00	-
Administrative (Support/Clerical)	2.25	3.25	1.00	37,000	3.25	0.00	-	4.00	0.75	27,750	4.00	0.00	-	4.00	0.00	-
Instructional: Teachers	55.77	62.80	7.00	374,500	73.50	10.70	572,450	93.00	19.50	1,043,250	111.50	18.50	989,750	115.00	3.50	187,250
Instructional: Other (Professional)	9.40	11.50	2.00	107,000	14.60	3.10	165,850	18.60	4.00	214,000	22.30	3.70	197,950	23.30	1.00	53,500
Instructional: Paraprofessionals	8.72	10.70	2.00	50,000	13.60	2.90	72,500	17.25	3.65	91,250	20.70	3.45	86,250	21.60	0.90	25,000
Instructional: Salaries - Support/Clerical	2.00	3.00	1.00	37,000	3.00	0.00	-	3.50	0.50	17,500	3.50	0.00	-	3.50	0.00	-
Other Student Services	3.76	4.50	0.75	40,125	6.00	1.50	80,250	7.50	1.50	80,250	9.00	1.50	80,250	9.30	0.30	16,050
Business Office	1.88	1.88	-	-	2.00	0.12	5,000	2.00	0.00	-	2.00	0.00	-	2.00	0.00	-
Human Resources	-	0.50	0.50	18,720	1.00	0.50	18,720	1.00	0.00	-	1.00	0.00	-	1.00	0.00	-
Technology	2.00	3.00	1.00	35,000	3.00	0.00	-	3.00	0.00	-	3.00	0.00	-	3.00	0.00	-
Operations & Maintenance	2.75	3.75	1.00	31,200	3.75	0.00	-	3.75	0.00	-	3.75	0.00	-	3.75	0.00	-
Development	1.00	1.00	-	-	1.88	0.88	25,000	1.88	0.00	-	1.88	0.00	-	1.88	0.00	-
Total FTE	90.53	106.88	16.25	730,545	126.58	19.70	939,770	156.48	29.90	1,474,000	183.63	27.15	1,354,200	189.33	5.70	281,800

