



SOUTH SHORE CHARTER PUBLIC SCHOOL
APPLICATION FOR RENEWAL OF A PUBLIC SCHOOL CHARTER

South Shore Charter Public School
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Application approved by the SSCPS Board of Trustees July 15, 2014
Submitted to the Massachusetts Department of Elementary and Secondary Education July 28, 2014

July 25, 2014

Commissioner Mitchell Chester
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

Dear Commissioner Chester,

South Shore Charter Public School (SSCPS) is pleased to submit to the Department of Education its application for renewal as a charter school in the Commonwealth of Massachusetts. This document will provide a solid overview of SSCPS's faithfulness to its charter, the success of SSCPS's academic program, and the long-term viability of our organization. The story of SSCPS attests to the commitment of our school community to the flourishing of our mission of inspiring every student to excel in academics, career, and life.

Next year SSCPS will begin its 20th year as a K-12 school, serving twenty-six sending districts in southeastern Massachusetts. This exciting milestone will be celebrated through a number of community events and school wide efforts. This is a noteworthy occasion not just for SSCPS, but also for the Commonwealth and its leadership in providing all children with high quality education.

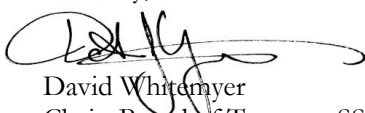
In the years since our last charter renewal, we have made significant strides in the enhancement of our entire educational landscape, to our faculty and facility, and to our curriculum and community connections. Of particular note, but not even close to being exhaustive, are the following examples:

- A 5-year Strategic Plan, developed in 2013, outlines goals for SSCPS's faculty, curriculum, informational literacy, facilities, fundraising, and communications
- The DESE granted a charter amendment, enabling us to increase enrollment from 540 students to 610
- Nearly one-third of our graduating classes, the last few years, have received the John and Abigail Adams Scholarship, while an even higher number were inducted into the National Honor Society
- We have increased our Advanced Placement course offerings, and enrollment in them has skyrocketed
- During the 2013-2014 school year 185 volunteers devoted over 3,500 hours of time to SSCPS
- As part of a national competition, in 2010 SSCPS was named America's Greenest School
- We installed a new roof, new flooring, and have resourcefully reconfigured our high school footprint

The founders of SSCPS had a vision of an educational model that provided project-based learning combined with the rigors of a competitive college preparatory program. SSCPS's comprehensive and challenging curriculum combines tradition and innovation, ensuring solid academic achievement for all of our students. We are proud of who we are today, and of how far we've come; and we are ready to embrace the opportunities of the future.

As with our past charter renewal applications, the process of preparing this document has provided the SSCPS community an opportunity to evaluate its successes and challenges, and to plan for a future that continues to meet the high expectations of students, parents, teachers, and the Commonwealth.

Sincerely,



David Whittemyer
Chair, Board of Trustees, SSCPS

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Introduction to the School

Name of School: South Shore Charter Public School			
Type of Charter	Commonwealth	Location	Norwell
Regional or Non-Regional	Regional	Districts in Region	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 Renewed	2010
Maximum Enrollment	610	Current Enrollment	564
Chartered Grade Span	K-12	Current Grade Span	K-12
Instructional Days per School Year	180-184	Students on Waitlist	846
School Hours	8:15-3:00	Age of School	19 Years
Mission Statement <i>Inspiring every student to excel in academics, service, and life</i>			
<p>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.</p> <p>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.</p> <p>Service learning and community service are central to the SSCPS experience and are required of every student at every grade level.</p> <p>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.</p>			

Faithfulness to Charter

Mission and Key Design Elements: Criterion I

South Shore Charter Public School (SSCPS or the School) received its charter in 1995 and opened as a K-12 college preparatory regional charter school in September 1995. Originally located in Hull, Massachusetts, the School moved to its current location in Norwell, Massachusetts in September of 2004. In 2012 the School's charter was amended to increase student enrollment from 540 to 610. The current enrollment is 564. The projected enrollment for September 2014 is 590. At the time of the initial enrollment lottery, February 2014, 938 students were placed on the waiting list. There are currently 846 students on the waiting list.

The founders of the School established an instructional model based upon the premise that learning through experience is the key to providing students with a well-rounded, in-depth education. With some modifications and institutional evolution South Shore Charter Public School maintains a school culture committed to student achievement, academic rigor, and project-based learning. Within core courses students develop the skills and acquire knowledge outlined by the Common Core Standards. Through Projects and Workshops students thrive individually and learn collaboration working toward a common goal. In addition to the core subjects, English/language arts, math, history, and science, Spanish is taught beginning in Kindergarten.

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.

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.

The faculty are continually engaged in writing and designing curricula that align with the newly implemented Common Core Standards; ensuring all students are given the support and opportunities necessary to succeed. The curriculum reflects an unwavering commitment to serve the full array of students currently enrolled at the School, including students eligible for learning services and the growing population of English Language Learners. As a K-12 school, the faculty works to meet ambitious learning goals that require scheduling structures to support a program of effective instruction.

In order to sustain rigorous instruction and data based decision-making, the School designates professional development and planning time on the design, implementation and analysis of ongoing formative assessments, benchmark assessments, and student work portfolios. Assiduous planning and use of 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.

There are 184 days for students in each academic school year. This number has been reduced to 180 school days in FY13 and FY14 because of school closings as a result of inclement weather. The calendar year for FY15 has 184 days scheduled for students and 191 days scheduled for faculty. The school day is 6.45 hours long, from 8:15am to 3:00pm, and students are encouraged to enroll in before or after school activities.

Dissemination: Criterion 4

Dissemination of best practices remains a priority for the School. Over the past five years, the School has worked collaboratively with area colleges and universities and local school districts on professional development and supporting grants. The School is an active member of the South Shore Collaborative and has shared methods of successful educator evaluation, Sheltered English Instruction, and inclusion with the professional development working group.

In FY 11 five staff members disseminated the School's model at educational consortiums or conferences. A high school science teacher and her students led a workshop at the 2011 Massachusetts Statewide-Service Learning Conference on May 3, 2011. The K-6 principal delivered the Keynote address, *Why Schools, Why Public Schools, Why Public Charter Schools* at the New Hampshire Charter Public School Associations Statewide Professional Development Day on March 18, 2011 where he also led a workshop on *Traditions in Schools* to charter school teachers in New Hampshire. The high school principal led a workshop on the Massachusetts new bullying law at the Principal Excellence Group at the Massachusetts Center for Charter School Excellence (MCCPSE), in Boston on December 15, 2010. A member of the Level II faculty and her students made a presentation to all of the attendees of the 2011 Massachusetts Statewide Service-Learning Conference on May 3, 2011. This presentation was repeated at Bowdoin College at the Kids Consortium Student Summit, a regional conference of service learning on May 24, 2011. The Executive Director mentored a graduate student from the Harvard Graduate School of Education and the School became the location of a site visit for HGSE students studying the charter school model.

In FY 12 five staff members disseminated the School's model 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 three session 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 13 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 14 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.

Academic Program Success

Student Performance: Criterion 5

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 four years, the School's significant demographic shift has been directly addressed through multiple measures. Professional development hours have been greatly focused upon the exploration of instructional strategies targeted to improved student performance in all categories. 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.

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.

In the FY11-FY15 Accountability Plan, there are two longitudinal measures; the Group Reading Assessment Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment Diagnostic Evaluation (GMADE), as well as student performance grades on coursework. The median score on the GRADE and the GMADE for tested students in grades 2-8, who have been at SSCPS for a year or more, will meet or exceed the 60th percentile with improved annual performance for each cohort.

Table I: Group Reading Assessment Diagnostic Evaluation (GRADE)

Grade	FY 11	FY 12	FY 13	FY 14
2	81	81	81	81
3	81	73	76	64
4	83	72.5	79	79
5	80	85	78	79
6	69	72	81	77
7	71	71	76	81
8	68	72	77	79

Table I illustrates the four year period general Language Arts achievement as measured by the GRADE that has remained stable for second, fourth and fifth grades. Over that same period the performance of the third graders has dropped; while the performance of the sixth, seventh, and eighth grade students has improved.

Table II: Longitudinal GRADE Scores

2 nd FY 11 - 5 th FY 14	81	73	79	79
3 rd FY 11 - 6 th FY 14	81	72.5	78	77
4 th FY 11 - 7 th FY 14	83	85	81	81
5 th FY 11 - 8 th FY 14	80	72	76	79

Table II illuminates the performance of a single group of students over time. These are not true cohorts as there has been no filtering for students who have come and gone over those years. The performance of these groups of students has been stable over time.

Table III: Group Mathematics Assessment Diagnostic Evaluation (GMADE)

Grade	FY 11	FY 12	FY 13	FY 14
2	70	79	73	58
3	79	76	78	69
4	90	73.5	73	70
5	70	86	80	70
6	81.5	82	77	*
7	56	68	68	69
8	73	50	66	68

*Data not available.

Table III illustrates that over the four-year time period general mathematics achievement as measured by the GMADE has weakened for the second, third and fourth graders. It has fluctuated for the fifth and eighth grade students and improved for the seventh grade students. There is incomplete data for the sixth grade.

Table IV: Longitudinal GMADE Scores

2nd FY 11 - 5th FY 14	70	76	73	70
3rd FY 11 - 6th FY 14	79	73.5	80	*
4th FY 11 - 7th FY 14	90	86	77	69
5th FY 11 - 8th FY 14	70	82	68	68

*Data not available.

Table IV depicts the three groups tested all four years of which two have shown fluctuating results and one has declined. The three groups are not true cohorts as there has been no filtering for students who have come and gone over those years.

Table V: Objective/Internal Measures of Student Achievement

Measure	FY 11	FY 12	FY 13	FY 14
95% of SSCPS students will successfully complete and pass all courses.	91.4% Did not Meet	95.1% Met	97.6% Met	96.5% Met

Measure	FY 11	FY 12	FY 13	FY 14
At least 80% of SSCPS students will achieve a final grade of 80% or more in both English and math courses.	78% above 80% in ELA 74% above 80% in Math Did not Meet	80% above 80% in ELA 75% above 80% in Math Did not Meet	77% passed with a grade of 80% or higher in ELA and Math Did not Meet	77.6% passed with a grade of 80% or higher in ELA and Math Did not Meet

Table V illustrates data on the above measures showing the number of students passing all of their classes and students achieving above 80 percent in both math and ELA performance at the School has shown some improvement. There was almost a fifty percent decrease in the number of students failing a class. We believe that this is an important achievement as students are more consistent in completing their work and learning the material taught in school. In none of the four years did SSCPS meet the goal of having 80% of the students achieving an 80 percent above in ELA and mathematics. However, in FY14 82 percent of the students achieved a score of 78 percent or higher in both of their ELA and math classes.

As evidenced in Figure 1, 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 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. Within five years, fifty percent of SSPCS graduates will have taken at least one AP Level course.

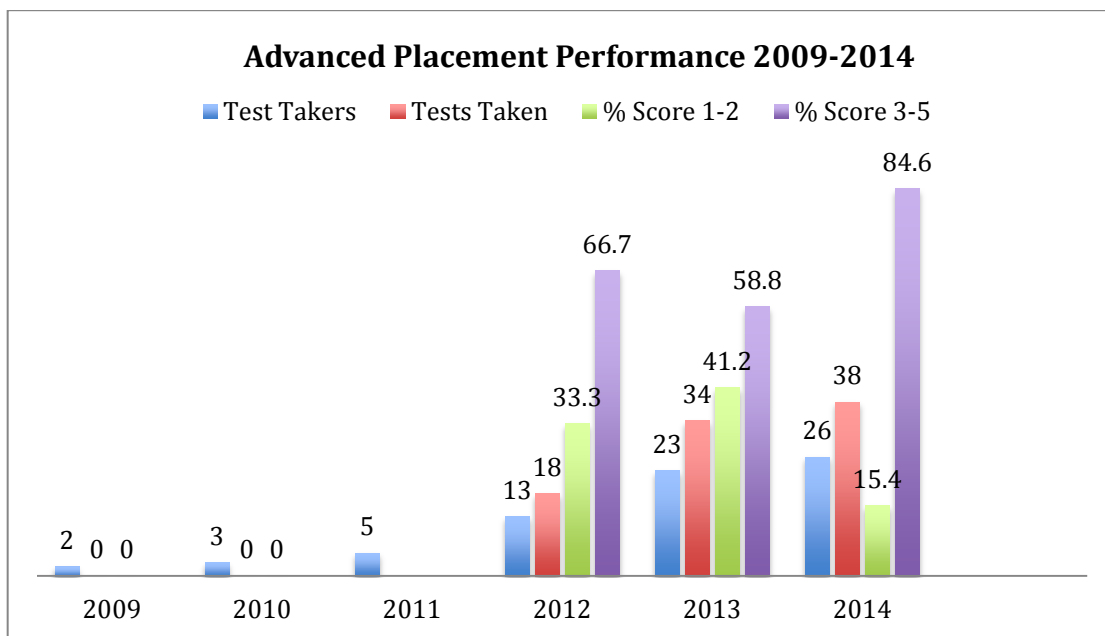


Figure 1: SSCPS Advanced Placement Performance

Additionally, faculty will continue to use PSAT/NMSQT data to determine student achievement on SAT student scores. Reporting data will demonstrate a sustaining and/or increase in scores in Reading, Writing, and Math for all student populations. Data gleaned from these assessments is depicted in Figures 2-4.

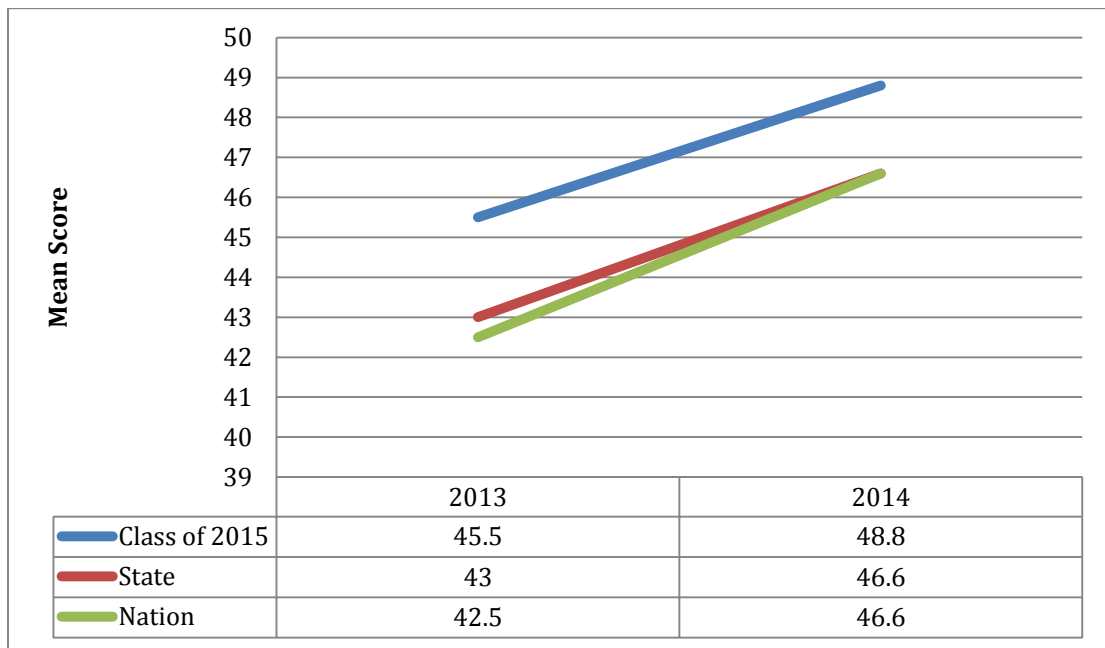


Figure 2: SSCPS Comparative Scores / Critical Reading



Figure 3: SSCPS Comparative Scores/Mathematics

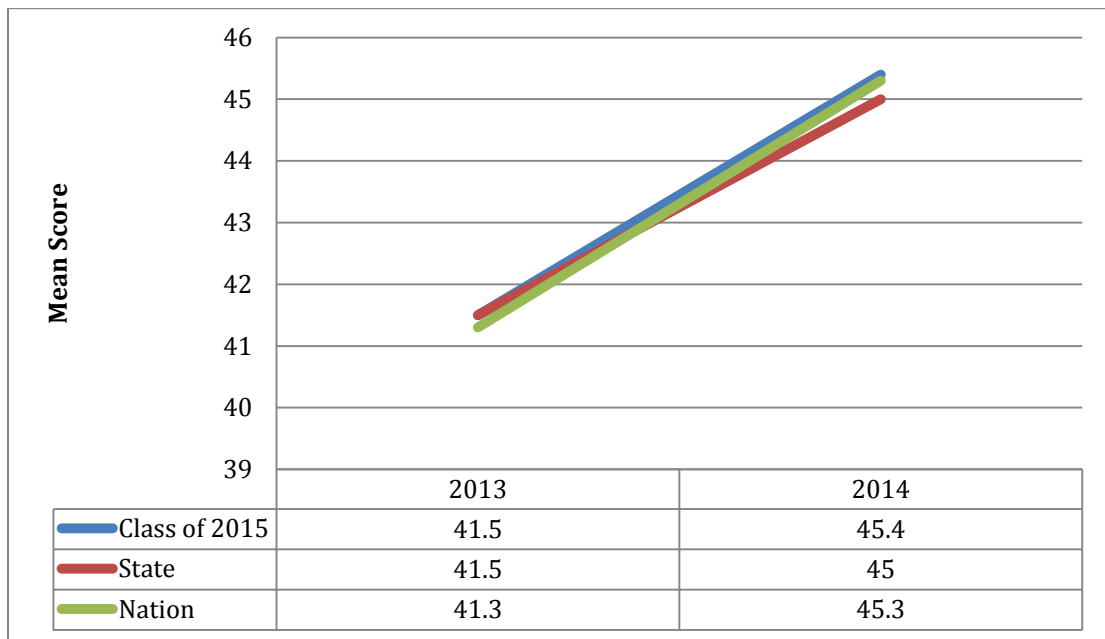


Figure 4: SSCPS Comparative Scores/Writing Skills

The PSAT has been designed by *The College Board* to determine readiness for the SAT, the ACT, Advanced Placement coursework, and most recently, the PARCC assessments. The PSAT has not been aligned to the MCAS. Figures 2 – 4 illustrate the mean score increase for Critical Reading, Mathematics and Writing at the South Shore Charter Public School, the state and the nation.

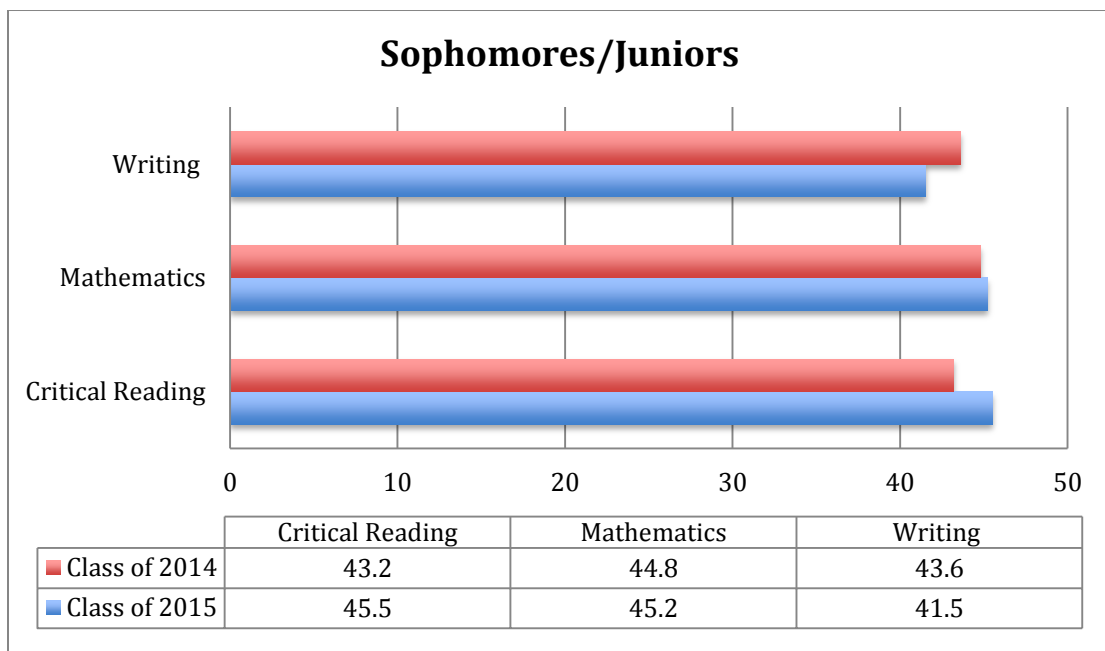


Figure 5: Yearly Class Comparisons/ All Subjects 2012-2013

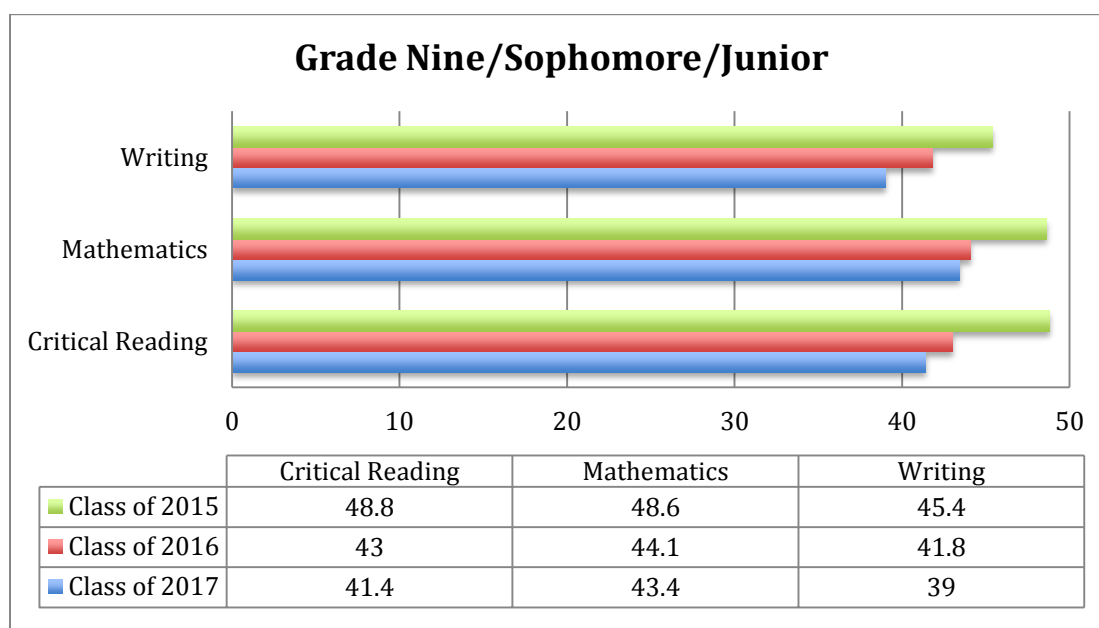


Figure 6: Yearly Class Comparisons/All Subjects 2013-2014

Figures 5 and 6 illustrate how each class has performed on Critical Reading, Mathematics and Writing during the academic year.

The South Shore Charter Public School will continue to support students to provide necessary practice and familiarity with standardized tests to ensure that the scores earned by SSCPS students match school performance and are twenty percent higher than scores earned at sending district schools measured using a three year rolling average. The school will continue to develop a continuing sequence of college planning workshops for parents and students beginning in grade seven to educate families about the college process. The program will assist college choices, admission requirements, financial planning, timetables and other topics inherent to the college admissions process. The school will maintain the current eighty percent or greater of acceptance rate into four-year colleges and universities.

Program Delivery: Criterion 6

Instructional strategies at the South Shore Charter Public School are consistent with the School's mission statement and expectations for student learning. Members of the faculty of the South Shore Charter Public School have developed instructional strategies that are sequential to the curriculum and cognitively developmental to the student population. Teachers have extensively designed and planned instructional methodology based on the needs of the student population and current research. Targeted instruction is applied within classrooms following data analysis conducted within professional development. Data gleaned from formative and summative assessments are used to inform instruction and curriculum design.

Teachers deliver the curriculum using differentiated instruction techniques to ensure that all students are able to access and learn the content and skills inherent to each subject area. By presenting the material using strategic methodologies, teachers can tap into the learning strengths of every student. The 2013 South Shore Charter Public School Annual Report states, "SSCPS believes 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."

The School's philosophy is to provide educational support services through inclusion in a regular classroom as much as possible. Similarly, advanced learners benefit from in-classroom opportunities to peer mentor and present independent study projects to the class. This philosophy reduces any negative social impact

surrounding the need for support services or accelerated learning. All students benefit from learning in classrooms with a rich diversity of learners lending their unique voices to discussion and group work.

The adoption of Focused Instructional Time (FIT) into the school schedule has been a successful and innovative technique to allow time for the delivery of support services that cannot be presented in a regular classroom. During these 45-minute, daily time-blocks, students are placed in groups ranging from remedial to advanced for specific subjects, as appropriate. Many students are offered a variety of enrichment opportunities during FIT time.

The twice-yearly Exhibitions of Mastery combine the challenge of independent study with the benefits of peer teaching. With guidance and regular check-ins with a teacher, each student K-12 chooses a topic of interest, conducts research, prepares visual aids, and delivers a presentation to the class. From Grade 2 students must also write a paper on their topic. This allows students the freedom to explore areas of academic interest and to conduct academic work at their own pace and depth of understanding. By exhibiting mastery in their area of choice, students gain confidence, earn the respect of their fellow class members, and develop public-speaking skills necessary for success in college and the workplace.

Projects and Workshops have been a central feature of the SSCPS curriculum from the School's founding. The K-8, student-led, multi-disciplinary Projects, and the master/apprentice style 9-12 Workshops led by an expert teacher, offer diverse learning opportunities for students to learn in multiple ways, and at a pace and depth appropriate to each one's intellectual capacity. The South Shore Charter Public School has been working on a vertically aligned K-12 curriculum in environmental education with a continuing focus on sustainability. Most coursework is offered within Projects and Workshops. The school continues to infuse environmental themes into major content areas as well as Projects and Workshops when programming opportunities arise. The school has continued the work of developing rubrics and varied forms of assessment for Projects, Workshops, and Exhibitions of Mastery.

The schedule for Grades 7-12 rotates on a daily basis throughout the week, thus ensuring that students do not always have the same classes at the same time each day. Other initiatives that enhance the High School academic program are the availability of standard, honors, and AP classes for core subjects; the availability of electives through the Virtual High School program; and the inclusion of dual-enrollment college classes as a graduation requirement for all students.

There have been some modifications to subject area and content taught by specific members of the faculty beginning in FY12. At the end of FY11, 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 these students with the least restrictive educational environment, the School moved from a pull out model where 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 still received pull out services as articulated within their educational plan, yet there was a significant increase in participation in the mainstream classrooms. This model had a significant impact as student performance improved.

The following year faculty from grades three to grade six followed a similar trajectory. Because of the increased focus on common planning time, small group instruction, and team teaching, teachers at those levels no longer maintained a generalist schedule, instead the focus became one or two subjects with students moving to another classroom for a different subject area. Teachers at those grade levels are now able to focus their instruction on one or two content areas, becoming exceedingly proficient in teaching those subject areas. As teachers became more content specific, student achievement improved and vertical alignment for core subject areas has been strengthened.

Over the past four years, the English Language Learner (ELL) population at the South Shore Charter Public School has increased significantly. The reasons for this are twofold; first, the School improved methods of identification of ELL students and first language not English families; and second, the School has demonstrated success with the ELL population, thereby increasing the number of applicants who speak another language other than English at home.

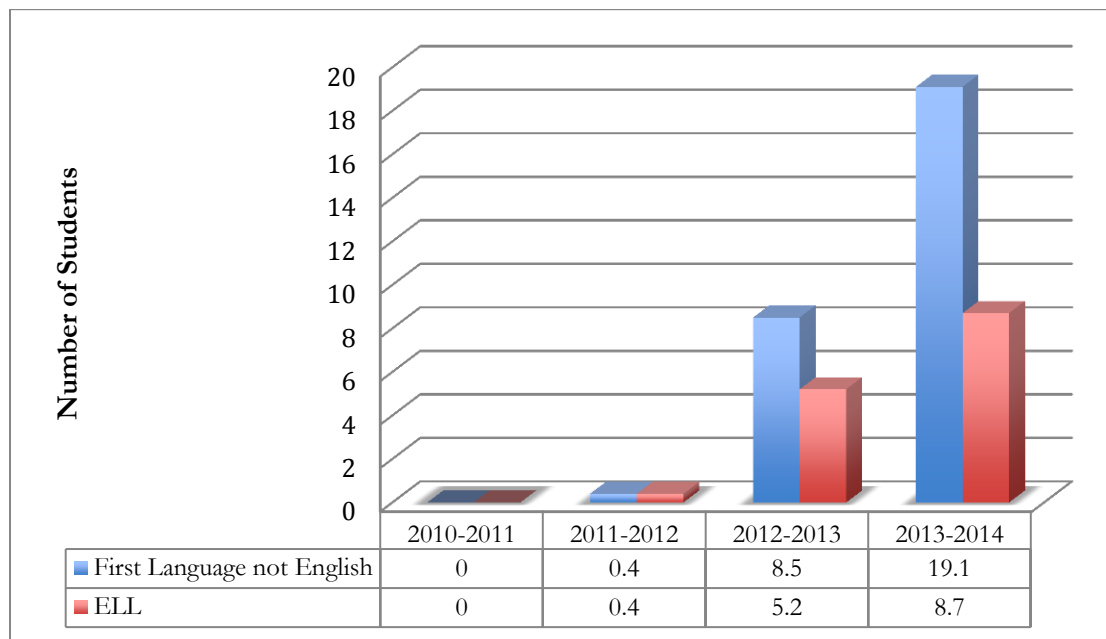


Figure 7: South Shore Charter Public School ELL Student Population 2010-2014

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 will be adding a full time ESL teacher to the middle and high school, which will allow the current ESL teacher to work comprehensively in the lower levels.

Additionally, 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 has provided significant professional development for faculty who have had little or no coursework that addresses 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. Therefore, the South Shore Charter Public School decided to pursue Sheltered English Instruction opportunities beginning this year. 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 were using strategies and identifying language objectives inherent to Sheltered English Instruction coursework. The intended outcome of the coursework has been realized, twenty-four faculty members are now eligible for recertification under the new federal guidelines for fair and appropriate education for ELL students. The School will continue to provide additional support for faculty to differentiate instruction, recalibrate curriculum, and continue to expand learning and language objectives for ELL students.

Culture and Family Engagement: Criterion 7

SSCPS is family centered, organized around principles of mutual respect and a shared goal of inspiring children to succeed – as students, as citizens, and as individuals. This leads to an atmosphere where educators are truly invested in the social-emotional wellbeing of every student. There is collective responsibility for the happiness of every student, and that begins with the acceptance of each person as a unique individual. Teachers are given the freedom to develop their own style as educators, while still conforming to the requirements of the curriculum. Students are encouraged to see their own quirks and foibles as an essential part of individuality, and to not only tolerate differences in others, but to accept each other unconditionally. At ease with their own sense of self, students are more relaxed and receptive to the material being taught in class.

Teachers and Administrators are accessible to the students and are addressed by their first names. They are always willing to listen, support, and help students – often providing supports and accommodations not formalized in IEPs or 504Plans. Multi-age levels allow teachers to forge stronger emotional bonds with students and the K-12 model allows them to follow students as they progress through the grades, culminating with Graduation. Students often maintain a relationship with a favorite teacher long after they have moved on from their direct tutelage, checking in after school or at special events, and sharing milestones.

Bonds are also forged between students of different ages. Cross-level K-12 collaborations continue to build the family atmosphere. 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. Sharing the same K-12 building moderates the interactions and behaviors of older students as they feel a shared responsibility to maintain a positive environment for students of all ages. Within the multi-age levels, students support and nurture each other through shared activities such as the Exhibitions of Mastery and small group work and they make their voice heard through level meetings where they can express opinions to teachers and administrators with regards to how each level is run. This culture of strong individuality, coupled with a deep commitment to service to society, encourages students to become broad thinkers and confident leaders. Recent student-led initiatives in the school have included the addition of baseball/softball to the Athletics program, and the creation of student clubs. Students serve on the Board of Trustees and the Parents Association and are included in important ad-hoc groups such as Charter Renewal.

The classroom environments are also designed to foster collaboration. Students sit at shared tables rather than individual desks. With smaller numbers of students in the classrooms, these tables can easily be rearranged for small group work with teachers, paraprofessionals/tutors, and other support staff providing guidance and individualized attention. Neither the building as a whole, nor any of the classrooms, feels like an institution.

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 make themselves available via telephone and email and provide feedback to parents throughout the school year.

Families are brought directly into the SSCPS learning community through volunteer efforts in the classrooms – either helping out with specific projects or as instructors of FIT classes in subjects as diverse as Architecture, Keyboarding, Creative Writing, Photography, Sewing, or Conversational Spanish. In addition, the Parents Association coordinates volunteer efforts in the school, helps to disseminate important information throughout the community, and organizes community-building and fundraising events. Family members also serve on the School Council, the Board of Trustees, and on important ad-hoc groups such as Strategic Planning and Charter renewal.

Organizational Viability

Capacity: Criterion 8

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 13 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. Following state-mandated SEI Teacher Endorsement Training, the School will fund and support faculty development in literacy, Science, Technology, Engineering and Math (STEM).

In FY 14 the School codified and supported a formal mentoring program for new teachers in their first three years at the school. The School will continue to increase time and space allocations to provide adequate collaborative time for faculty to collaborate across levels and disciplines. The School will additionally

enhance and establish opportunities for faculty to work with other charter schools, professional associations and universities through advanced study, summer institutes, and regional and national meetings.

The South Shore Charter Public School continues with 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 2014 SSCPS Annual Parent Satisfaction Survey (The Parent Satisfaction Survey) reports that 93.3% 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 95.7% agree or strongly agree with the statement *SSCPS provides meaningful opportunities for parents to participate in governance and volunteer.*

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: Criterion 9

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. Two members of the current Board of Trustees served as chair and co-chair of the Strategic Planning Committee in 2013. In 2012, the Board voted revisions to the current bylaws.

Finance: Criterion 10

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.

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.

Future Plans

Vision

By the year 2018, the South Shore Charter Public School aims to be the school of choice for families on the South Shore who seek an academically rigorous and distinctive education for their children in grades kindergarten through twelve. While maintaining a small school culture, SSCPS plans to grow modestly over the next five years. We envision a vibrant and creative community of students and educators who work together to produce an exciting and rigorous educational experience for each and every student.

The South Shore Charter Public School has consistently worked to provide an enriched, challenging, and dynamic curriculum that will meet the educational needs of every student enrolled. Over the next five years, the School will continue to attract and cultivate a student body from numerous sending districts throughout the south shore. The School is currently exploring options for increasing enrollment in response to the ongoing demand evidenced by an increasing waitlist.

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 expanding student enrollment from 540 to 610 over the next 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 solicited contributions from parents and families, faculty, administration, members of the Board of Trustees, members of the Foundation, and interested parties from the community. These efforts created the strategic plan and vision that has provided a compass by which the school will navigate the upcoming five years.

As enrollment for the 2014-2015 academic school year was exceedingly competitive, the School is rapidly approaching the vision articulated within the Strategic Plan. This year, the School held two open houses resulting in over 650 visitors. At the most recent enrollment lottery held on February 8, 2014, 928 applicants competed for 62 openings. The South Shore Charter Public School has a waitlist of 846 applicants as of June 30, 2014. Figure 7 illustrates the growth in student applications over the past five years. Reducing the number of children on the waitlist continues to be the greatest challenge of the South Shore Charter Public School.

Figure 8: SSCPS Applications Received FY11-FY15

Grade	FY11	FY12	FY13	FY14	FY15
K	135	159	171	193	197
1	59	54	52	72	84
2	26	67	40	69	87
3	30	33	42	59	74
4	29	35	47	62	83
5	32	39	41	66	85
6	27	37	45	59	84
7	32	31	32	46	62
8	11	23	14	34	59
9	29	28	38	50	72
10	8	5	10	16	22
11	5	2	4	7	17
12	0	0	0	0	2
Total	423	513	536	733	928

Project-based learning and traditional classes will continue to be the cornerstones of the SSCPS curriculum. The School will continue to provide every student an education that maximizes his or her achievement. This includes enhancing the athletic program for students in grades 7-12, including a statement of goals and values for physical education, health and team sports. The School will continue to develop educational programming that will expand opportunities for interaction between and among students of all ages and grade levels. The School will continue to fund opportunities for after school tutoring and homework assistance for K-8 students.

Student participation will continue to be inherent to the governance of the school. Students play an active role in creating updated statements of academic and social expectations for the conduct of students following extensive, formalized consultation among faculty, parents, students, and interested community members. Student Government will continue the practice of all 7-12 grade students electing a student annual for a one-year term as a voting member of the Board of Trustees and Parents Association Representative. At minimum, ninety percent of incoming ninth graders will graduate within five years. SSCPS will help students develop the academic skills and independence needed for success in college with the measurable goal of fifty percent of SSCPS graduates obtaining a bachelor's degree within six years of graduating from SSCPS.

The South Shore Charter Public School is committed to maintaining the current student-to-teacher ratios when planning for programming or facilities changes. The School will continue the outdoor spaces campaign, which began in Fall of 2013 with the addition of an outdoor classroom, to develop land for athletic fields, improved play spaces, and additional parking.

The South Shore Charter Public School will continue to offer faculty tuition reimbursement of \$2,000 for each faculty member per year, and seek coursework opportunities for a significant number of 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 Public School will continue to seek appropriate benefits for faculty and staff. This includes non-teaching staff being allowed to participate in the state's pension system, an initiative beginning in the spring of 2013 and the recruitment practice of permitting children of faculty and staff to be able to enroll at the South Shore Charter Public School, an initiative that began in 2010. The School will continue to target identified priorities for faculty recruitment.

As outlined in the Technology Plan, the School will continue to align and enhance technology to meet all requirements as outlined in the Common Core State Standards including, "the use of technology to conduct research as well as to create, refine, and collaborate on writing." The School continues to improve reliable access to electronic resources and innovative technology throughout the school allowing all students to "gather relevant information from multiple print and digital resources as outlined in the Common Core State Standards.

The South Shore Charter Public School will improve information literacy and access to information resources across all grades. The School seeks to enhance and expand the current library/technology media spaces to foster discovery, reading, critical and creative thinking, and learning in an engaging setting. The School will increase book collections and expand online resources while seeking to improve the physical space of the library. In addition to that which is outlined in the Common Core Standards, database research instruction will be integrated into the K-12 curriculum. By 2015 the School will recruit either an ALA credentialed consultant or an Integrated Technology Specialist to work with the faculty to develop an ongoing plan to ensure that the library and information literacy are designed as an integral part of teaching and learning in all content areas.

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. Each student is seen as an active learner, advancing toward developmental growth and academic achievement. Every student learns the beneficial value of serving others. Every student is given the opportunity to have a voice in his or her education. Every student is able to participate in experiential, inquiry-based learning. Entering into its twentieth year, the School will remain faithful to its charter and continue to share the strengths of the model with schools and educators throughout the country.

Appendix A

Accountability Plan Performance

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: The School is faithful to the mission, vision, and educational philosophy defined in its charter application and any subsequent approved amendment(s).					
Measure: A minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements and the Exhibitions of Mastery that are evaluated based upon the rubrics for their Level.	MET	MET	MET	MET	In FY14 99.8% of students successfully completed Project and Workshop requirements to earn a passing grade. 98.3% met Portfolio requirements. 99.8% completed Exhibitions of Mastery done twice per year.
Measure: 100% of our students will be accepted to attend two or four year post-secondary institutions.	MET	MET	NOT MET	MET	In three out of four years, all of our graduating students were accepted to attend two or four year post-secondary institutions.

Academic Program Success

	Charter Term Performance (Met/Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: MCAS Performance Students demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) in all subject areas and at all grade levels tested for accountability purposes.					
Measure: The School shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistical subgroups.	MET	MET	MET	PART MET	All CPI data may be reviewed on the ESE website under <i>Accountability</i> by reviewing the annual report cards.
Measure: The School shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS in ELA and mathematics in the aggregate and for all statistically significant subgroups by at least 10%.	PART MET	MET	MET	NOT MET	MCAS data may be reviewed on the ESE website under <i>Accountability</i> by reviewing the annual report cards.
Objective: MCAS Growth The School achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.					
Measure: Each year, the median student growth percentile is 50 or higher in the aggregate and in all statistically significant subgroups in all subject areas tested for accountability purposes.	MET	MET	MET	PART MET	All growth percentiles may be reviewed on the ESE website under <i>Accountability</i> by reviewing the annual report cards.
Measure: Each year the School's cumulative PPI will be above 75 and the School will maintain Level I status.	-----	-----	MET	MET	ESE began using PPI data in 2012-2013. All data may be reviewed on the ESE website under <i>Accountability</i> by reviewing two annual report cards from 2012-2014.
Objective: AYP The School makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in English language arts and mathematics. The School does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring.					
Measure: Each year, the school makes AYP in the	NOT	MET	-----	-----	ESE discontinued the use of AYP,

aggregate and for all statistically significant subgroups in English language arts and mathematics.	MET				replacing AYP with PPI in 2012-2013. All AYP data may be reviewed on the ESE website under <i>Accountability</i> .
Measure: The School either does not have a status for accountability purposes of Improvement, Corrective Action, or Restructuring or has made the possible improvements and has met AYP for the school year.	NOT MET	N/A	-----	-----	ESE discontinued the use of AYP, replacing AYP with PPI in 2012-2013. All AYP data may be reviewed on the ESE website under <i>Accountability</i> .
Objective: External Assessments of Student Achievement If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.					
Measure: The median score on the Group Reading Assessment Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment Diagnostic Evaluation (GMADE) for tested students in grades 2-8, who have been at SSCPS for one year or more, will meet or exceed the 60 th percentile with improved annual performance for each cohort.	PART MET	PART MET	PART MET	PART MET	By 2012-2013 every group was above the 60 th percentile and 50% of the cohort groups improved performance. However, in 2013-2014 scores of second grade students declined in math. The median scores on GRADE ranges from a low of 64 th percentile in the third grade to a high of the 81 st percentile in the second and seventh grades. GMADE median scores ranged from a low of 58 th percentile in the second grade to a high of 70 th percentile in the fourth and fifth grades.
Objective: Internal Assessments of Student Achievement Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.					
Measure: A minimum of 95% of SSCPS students will successfully complete and pass all courses.	NOT MET	MET	MET	MET	Following a year on Not Met, faculty and parents worked together to ensure a safety net system to increase academic support. Changes include extensive use of Focused Instructional Time (FIT) and an enhanced advisory program. By Year 4, 96.5% of students successfully completed all courses.
Measure: At least 80% of SSCPS students will achieve a final grade of 80% or more in English and all math courses. 95% of students will pass all courses with a minimum grade of 80% in ELA and math and a 70% in other courses.	NOT MET	PART MET	NOT MET	NOT MET	SSCPS has yet to meet this measure and is in discussion as to whether or not this should measure should be a target.

Organizational Viability

	Charter Term Performance (Met/Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: Solvency and Stability 1. The School develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 2. The School demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. 3. The School’s annual independent audit is free of material or repeated findings.					
Measure: The School’s annual budget is sustained by its enrollment.	MET	MET	MET	MET	The School developed all operating budgets based on projected tuition revenues based upon per pupil budgeted enrollment.
Measure: Each year the School demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	MET	MET	MET	MET	Each operating year the School tailors its budget to the revenues gleaned from per capita tuition. As this varies per year, the School adjusts accordingly.

Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	MET	MET	MET	MET	All independent financial audits have been free of material or repeated audit findings.
Objective: Enrollment The School implements the student recruitment, retention, and enrollment process intended in the charter, in the School's recruitment and retention plans, and as defined by statute and regulations.					
Measure: SSCPS will maintain a waiting list of at least 30% of the total school enrollment after the annual lottery for one year until the next enrollment lottery when a new list is generated.	MET	MET	MET	MET	The South Shore Charter Public School has experienced a significant increase in applications each year. Currently the wait list is 144 % of the total school enrollment.
Objective: Family Engagement The School involves parents/guardians as partners in the education of their children. Families and students are satisfied with the School's program.					
Measure: The Annual Parent Survey will have a 25% parent response rate. The satisfaction rate on all surveyed categories will be 85% or higher.	MET	MET	NOT MET/MET	MET	Data gleaned from the Annual Parent Survey is used to evaluate school programming. When the response rate was lower than anticipated, the date of the survey was moved up the following year. Each year has shown a high satisfaction rate from those parents participating in the survey.
Measure: 60% or more of the families will volunteer for a minimum of 5 hours a year. Volunteer hours will be logged and measured.	MET	MET	MET	MET	Parent involvement and participation continues to be exceedingly prevalent at the South Shore Charter Public School
Objective: Dissemination The School has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices					
Measure: Annually SSCPS will send a team either to the state, regional, or the National Charter School Conference and other educational conferences. The school will submit proposals to present workshops on its best practices on these conferences.	MET	MET	MET	MET	The School has participated in a number of conferences, including such topics as environmental sustainability, Educator Evaluation, the charter school model, and project-based learning.
Measure: At least four staff members per year will disseminate SSCPS's model by presenting best practices at educational consortiums and conferences.	MET	MET	MET	MET	Faculty and administration have presented at numerous educational consortiums and conferences. The School also hosts visitors from districts within Massachusetts as well as out-of-state.

Appendix B

Statement of Assurances and Certifications

Statement of Assurances

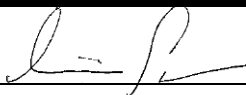
This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete if it is not accompanied by the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for South Shore Charter Public School (name of school) located at 100 Longwater Circle, Norwell, Massachusetts, is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an Accountability Plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).


24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).
25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).
28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).
30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

Signature: 
Title: Executive Director
Date: July 25, 2014

Renewal Application Certification Statement

Name of School:	South Shore Charter Public School
Location:	100 Longwater Circle, Norwell, 02061

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



Signature: Chair of Board of Trustees (or designated signatory authority)

July 25, 2014
Date

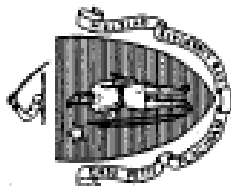
Print/Type Name:	David Whitemyer
Title (if designated):	Chair of Board of Trustees
Date of approval by board of trustees:	July 15, 2013

Appendix C

Compliance Documents

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements. Please attach the following as a part of Appendix C:

- ☐ Up-to-date Certificate of Occupancy
- ☐ Up-to-date Fire Inspection Certificate
- ☐ Up-to-date Building Safety Inspection
- ☐ Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- ☐ Up-to-date Health Inspection
- ☐ Up-to-date Insurance Certificate(s)
- ☐ Asbestos Inspection and Management Plan (if applicable)
- ☐ Lead Paint Inspection (if applicable)



The Commonwealth of Massachusetts

CITY/TOWN OF NORWELL

In accordance with the Massachusetts State Building Code, Section 108.5.1, this

CERTIFICATE OF INSPECTION

is issued to SOUTH SHORE CHARTER SCHOOL.....

I Certify that I have inspected the.....SCHOOL.....known as SOUTH SHORE CHARTER...
located at 100 LONGWATER CIRCLE.....in the TOWN of NORWELL SCHOOL
County of..PLYMOUTH.....Commonwealth of Massachusetts. The means of egress are sufficient for the following

number of persons:

BY STORY

Story	Capacity	Story	Capacity	Story	Capacity	Story	Capacity
1	550 Students	..	..	..	..	..	..

BY PLACE OF ASSEMBLY OR STRUCTURE

Place of Assembly or Structure	Capacity	Location	Place of Assembly or Structure	Capacity	Location
13-10	September 1, 2013	..	..	..	..

Certificate Number 13-10 Date Certificate Issued September 1, 2014 Date Certificate Expires
Building Official

The building official shall be notified within (10) days of any changes in the above information.



NORWELL FIRE DEPARTMENT

300 Washington Street
P.O. Box 865
Norwell, Massachusetts 02061
(781) 659-8156 • (781) 659-8158 • Fax (781) 659-0010

T. Andrew Reardon, Fire Chief

April 18, 2014

South Shore Charter School
100 Longwater Circle
Norwell, MA 02061

To whom it may concern,

The South Shore Charter School is up to date on annual and quarterly fire inspections. There are no outstanding fire code issues.



Jeff Simpson, Captain

A handwritten signature in black ink, appearing to read "Jeff Simpson", written over a horizontal line.

Code Enforcement

Norwell Fire Department

Establishment Name: So. Sh. Charter School Date: 6/3/14 Town of Norwell Board of Health
100 Longwater Cir. 781-659-8016

Item No.	Code Reference	G - Critical Item R - Red Item	DESCRIPTION OF VIOLATION / PLAN OF CORRECTION PLEASE PRINT CLEARLY	Date Verified	
			No violations		
			Approved to operate food service		
			* Provide working thermometer for inside milk box.		
			Lunch delivered by Caterer at 11:30, Temp checked at arrival and prior to last lunch at 12:30.		
			Milk cooler - temps observed in mid 30's		
			Food Temp in fall Bob Griffin		
Discussion With Person in Charge:			Corrective Action Required:		
  Facilities Dir. Mark Hanagan			<input type="checkbox"/> Voluntary Compliance	<input type="checkbox"/> No	<input type="checkbox"/> Yes
			<input type="checkbox"/> Re-inspection Scheduled	<input type="checkbox"/> Employee Restriction / Exclusion	<input type="checkbox"/> Emergency Suspension
			<input type="checkbox"/> Embargo	<input type="checkbox"/> Emergency Closure	
			<input type="checkbox"/> Voluntary Disposal	<input type="checkbox"/> Other:	


781-982-4202 X 105

BOILER/FIRED PRESSURE VESSEL - REPORT OF INSPECTION

The Hartford Steam Boiler Inspection and Insurance Co.

Hartford, Connecticut 06102

Standard Form For Jurisdictions Operating Under The ASME Code

				Policy 1001228	Location 03735	Designating Number 4	
1	Date Inspected 10/11/2013	Cert Exp Date 09/13/2014	Certificate Posted <input type="radio"/> Yes <input checked="" type="radio"/> No	Owner Number	Jurisdiction Number MA176351	National Board Number NB231313	
2	Owner Name S SHORE CHARTER PUBLIC SCHOOL			Nature of Business SCHOOLS (NO COLLEGE)		Kind Of Inspection <input type="checkbox"/> Internal <input checked="" type="checkbox"/> External	Cert. Inspection <input type="radio"/> Yes <input checked="" type="radio"/> No
2	Owner Street Address 100 LONG WATER CIRCLE			Owners City NORWELL		State MA	Zip Code 02061
3	Users Name at Object Location S SHORE CHARTER PUBLIC SCHOOL			Specific Location in Plant BLRM		Object Location - County PLYMOUTH	
3	Users Street Address 100 LONG WATER CIRCLE			Users City NORWELL		State MA	Zip Code 02061
4	Type <input type="radio"/> FT <input type="radio"/> WT <input type="radio"/> CI <input checked="" type="radio"/> Other			Year Built 2012	Manufacturer GIANNONI		
5	Use <input type="radio"/> Power <input type="radio"/> Process <input type="radio"/> Steam <input checked="" type="radio"/> HWH <input type="radio"/> HWS <input type="radio"/> Other			HWH	Fuel Natural Gas, Burner	Method of Firing	Pressure Gage Test <input type="radio"/> Yes <input checked="" type="radio"/> No
6	Pressure Allowed This Inspection: 160		Previous Inspection: 160	Safety Relief Valves Set At 75		Explain If Pressure Changed	
7	Is Condition Of Object Such That a Certificate May Be Issued? <input checked="" type="radio"/> Yes <input type="radio"/> No (If NO, explain fully under conditions)			Hydro Test <input type="radio"/> Yes <input checked="" type="radio"/> No	PSI:	Date:	
8	Conditions: No adverse conditions found. ASME stamping=H New ASME type expansion tank installed Sept 2013						
9	Requirements: None.						
10	Name and Title of Person To Whom Requirements Were Explained MARK FLANAGAN, (781) 982-4202						
I hereby Certify this is a true report of my inspection:							
Signature of Inspector  Steven Pappas			Identification No 1459		Employed by The Hartford Steam Boiler Inspection and Insurance Co.		Ident. No

963 REV. 08/02 (ENG)



CERTIFICATE OF LIABILITY INSURANCE

SSCHART001

TSHIELDS

DATE (MM/DD/YYYY)
7/1/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Knapp, Schwack & Company Insurance Agency, Inc. One India Street Suite 204 Boston, MA 02109	CONTACT NAME PHONE (617) 742-3366 FAX (617) 742-2832 E-MAIL ADDRESS
INSURED South Shore Charter Public School 100 Longwater Circle Norwell, MA 02061	INSURANCE(S) AFFORDING COVERAGE INSURER A - Argonaut Insurance Company INSURER B - Indemnity Insurance Corp, RRG 12018 INSURER C - Hartford Insurance Company INSURER D - INSURER E - INSURER F -

COVERAGES	CERTIFICATE NUMBER:	REVISION NUMBER:				
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
INSR LTK	TYPE OF INSURANCE	ADDL INSR NO. LTK	POLICY NO.	POLICY EFFECT DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO- JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		SGL700077005	07/07/2014	07/07/2015	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ex occurrence) \$ 100,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADULTERY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - CONSUM. AGG \$ 3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> AUT. AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		SBAT00077005	07/07/2014	07/07/2015	COMBINED SINGLE LIMIT (Ex occurrence) \$ 1,000,000 BODILY INJURY (Per person) \$ 1,000,000 BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB. EXCESS LIAB. OVER <input checked="" type="checkbox"/> RETENTION \$ 10,000	<input checked="" type="checkbox"/> OCCUR CLAIMS-MADE	N10840818001	07/07/2014	07/07/2015	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ \$ 5,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/OWNER EXCLUDED? (Mandatory in MA) If yes, describe the operations below	Y/N <input type="checkbox"/> N/A	08WECM9711	07/01/2014	07/01/2015	PER STATUTE \$ EL, EACH ACCIDENT \$ 500,000 EL, DISABE - EL EMPLOYEE \$ 500,000 EL, DISABE - POLICY LIMIT \$ 500,000
A	Educators Legal Liab		SSB700077004	07/07/2014	07/07/2015	See Below
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES: (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) Educators Legal Liability (claims made): \$3,000,000 Aggregate and \$1,000,000 Each Wrongful Act - \$15,000 deductible Employment Practices Liability (claims made): \$3,000,000 Aggregate and \$1,000,000 Each Wrongful Act - \$15,000 deductible						

CERTIFICATE HOLDER Massachusetts Department of Education 75 Pleasant Street Malden, MA 02148	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
---	---

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ACORD 25 (2014/01)

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SOUTH SHORE CHARTER SCHOOL

Memo to: Principals, Faculty and Parents

From: Mark Flanagan (781) 962-4207
Designated Person

Reference: Asbestos Hazard Emergency Response Act (AHERA)

On October 22, 1986, President Reagan signed into law an amendment to the Toxic Substance Control Act requiring schools to determine the presence of asbestos containing building materials in all school buildings. That amendment, called the Asbestos Hazard Emergency Response Act (AHERA) required that all school buildings be visually inspected by accredited inspectors and that bulk samples of suspected materials are taken where the material was not assumed to be asbestos. It further required that management plans be created for each individual building and that the maintenance and custodial personnel receive training. The plan must be implemented and the training must be completed by July 9, 1989. This document is the Asbestos Management Plan which provides the means and the methods to effectively deal with asbestos containing building materials.

All phases of asbestos inspection and management planning are reported in this plan including: response action strategy, priorities, scheduling of abatement activities coordination of personnel and evaluation of results. The plan has an additional function as a reporting document to that State. At the local level, the plan must be made available for general review by school district.

The South Shore Charter School has recently completed the 2014 3rd year re-inspections and reports are available for review.

Please feel free to call me if you have any question regarding this memo.

**INSTITUTE FOR ENVIRONMENTAL
EDUCATION, INC.**

16 Upton Drive, Wilmington, MA 01887
(Phone) 978.658.5272

IEE

IEE

This is to certify that
Mark Flanagan

has attended the 8-hour course

Asbestos Coordinator/ LEA Designated Person

June 22, 2009

Course Date

Course Location

Institute for Environmental Education

16 Upton Drive

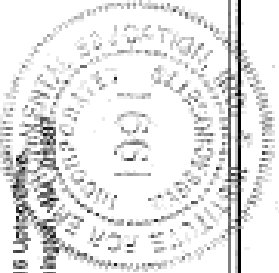
Wilmington, MA 01887

09-3906-107-240532

Certificate Number

Wentworth

Training Director



**2014
AHERA THREE-YEAR
RE-INSPECTION REPORT
FOR THE
SOUTH SHORE CHARTER SCHOOL
100 LONGWATER CIRCLE
NORWELL, MA 02061**

UNIVERSAL ENVIRONMENTAL CONSULTANTS
12 Brewster Road
Framingham, MA 01702

CERTIFIED PERSONNEL INFORMATION

INSPECTOR INFORMATION

INSPECTOR NAME: Leonard J. Busa
CONSULTING FIRM: Universal Environmental Consultants
STATE OF ACCREDITATION: Massachusetts
ACCREDITATION NUMBER: AI-030673 Expiration 5/2014

I certify as an inspector that I have re-inspected the said building in accordance with AHERA regulations 40 CFR Part 763 Section 763.88.

INSPECTOR SIGNATURE:



DATE: April 22, 2014

MANAGEMENT PLANNER INFORMATION

MANAGEMENT PLANNER NAME: Leonard Busa
CONSULTING FIRM: Universal Environmental Consultants
STATE OF ACCREDITATION: Massachusetts
ACCREDITATION NUMBER: AP-030673 Expiration 5/2014

I certify as a Management Planner that I have reviewed this re-inspection report for the said building in accordance with AHERA regulations 40 CFR Part 763 Section 763.88.

MANAGEMENT PLANNER SIGNATURE:



DATE: April 25, 2014

DESIGNATED PERSON INFORMATION

NAME:

Mark Flanagan

ADDRESS:

100 Longwater Cir. Norwell MA. 02061

PHONE:

781 982 9202 x105

TRAINING FACILITY:

Institute for Environmental Education

DATE OF TRAINING:

June 22, 2009

Signature of Designated Person

DESIGNATED PERSON (DP) ASSURANCES

In accordance with 40 CFR § 763.93(f) of the Environmental Protection Agency (EPA) Asbestos Containing Building Material (ACBM) in Schools regulation, the undersigned Local Education Agency (LEA) Designated Person (DP) hereby certifies that the following general responsibilities of the LEA under 40 CFR § 763.84 have been or will be met:

1. Ensure that the activities of any person, who perform inspections, re-inspections, and periodic surveillance, develop and update management plans, and develop and implement response actions, including operations and maintenance, are carried out in accordance with Part 763, Subpart E.
2. Ensure that all custodial and maintenance employees are properly trained as required by Part 763, Subpart E and other applicable Federal and/or State regulations (e.g., the Occupational Safety and Health Administration asbestos standard for construction, the EPA worker protection rule, or applicable State regulations).
3. Ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic re-inspection and surveillance activities that are planned or in progress.
4. Ensure that short-term workers (e.g., telephone repair workers, utility workers, or exterminators) who may come in contact with asbestos in a school are provided information regarding the locations for ACBM and suspected ACBM assumed to be Asbestos Containing Materials (ACM).
5. Ensure that warning labels are posted in accordance with § 40 CFR 763.95.
6. Ensure that management plans are available for inspection and notification of such availability has been provided as specified in the management plan under § 40 CFR 763.93(g).
7. Designate a person to ensure that requirements under § 763.84 are properly implemented and ensure that the designated person receives adequate training to perform duties assigned under § 763.84. Such training shall provide, as necessary, basic knowledge of: health effects of asbestos; detection, identification, and assessment of ACM; options for controlling ACBM; asbestos management programs; relevant Federal and State regulations concerning asbestos, including those in Part 763, Subpart E and those of the Occupational Safety and Health Administration and the U.S. Environmental Protection Agency.
8. Consider whether any conflict of interest may arise from the inter-relationship among accredited personnel and whether that should influence the selection of accredited personnel to perform activities under Part 763, Subpart E.

1.0 INTRODUCTION:

On October 22, 1986, President Reagan signed into law an amendment to the Toxic Substance Control Act requiring schools to determine the presence of asbestos containing building materials in all school buildings. That amendment, called the Asbestos Hazard Emergency Response Act (AHERA) required that all school buildings be visually inspected by accredited inspectors and that bulk samples of suspected materials are taken where the material was not assumed to be asbestos. It further required that management plans be created for each individual building and that the maintenance and custodial personnel receive training. The plan must be implemented and the training must be completed by July 9, 1989. This document is the Asbestos Management Plan, which provides the means and the methods to effectively deal with asbestos containing building materials.

The AHERA regulation also requires that each school building be re-inspected every three years encompassing the following actions:

1. Visually re-inspect, and reassess, under 40 CFR Part 763 Section 763.88, the condition of all friable known or assumed ACBM.
2. Visually inspect material that was previously considered non-friable ACBM and touch the material to determine whether it has become friable since the last inspection or re-inspection.
3. Identify any homogeneous areas with material that has become friable since the last inspection or re-inspection.
4. For each homogeneous area of newly friable material that is already assumed to be ACBM, bulk samples may be collected and submitted for analysis in accordance with 40 CFR Part 763 Section 763.86 and 40 CFR Part 763 Section 763.87.
5. Assess, under 40 CFR Part 763 Section 763.88, the condition of the newly friable material in areas where samples are collected and newly friable materials in areas that are assumed to be ACBM.
6. Reassess, under 40 CFR Part 763 Section 763.88, the condition of friable known or assumed ACBM previously identified.

All findings in this re-inspection report must be included in the original AHERA Management Plan.

2.0 SUMMARY:

A. Inspection:

All known or assumed to be ACBM homogeneous areas were taken from the existing Management Plans and previous re-inspection reports or obtained during the inspection. Each of the ACBM homogeneous¹ areas found in the existing Management Plans were reviewed and reassessed by the accredited inspector licensed in the State of Massachusetts. The reassessment was conducted by physically examining the ACBM or suspect materials to determine friability and level of damage. These assessments can be found in the Inspection Spread Sheets, which also includes ACBM, which found to be physically damaged that might requires corrective actions.

B. Inspection Spread Sheets of Asbestos Containing Materials:

The assessment chart contains homogeneous areas¹, type of material, location of material, classification of ACBM, friability and AHERA Assessment as follows:

AHERA ASSESSMENT CATEGORIES

CATEGORY 1	Damaged or significantly damaged thermal system insulation ACM
CATEGORY 2	Damaged friable surfacing ACM
CATEGORY 3	Significantly damaged friable surfacing ACM
CATEGORY 4	Damaged or significantly damaged friable miscellaneous ACM
CATEGORY 5	ACBM with potential for damage
CATEGORY 6	ACBM with potential for significant damage
CATEGORY 7	Any remaining friable ACBM or friable suspected ACBM

C. LEA Responsibilities:

The following requirements must be implemented as part of the EPA AHERA regulations.

- The LEA must designate a person who will be responsible of all AHERA requirements. The DP must have the required training (8 hours) that has to be performed at an EPA approved training provider.
- All custodians must have required training (2 hours).
- Surveillance inspections of all Schools must be performed every six months by either a licensed asbestos inspector or the DP.
- All Schools must be inspected every three years and the Management Plans updated by a licensed asbestos inspector.
- Parents and teachers must be notified on a yearly basis of the presence of the AHERA Management Plans.
- Three year inspections of all Schools must be performed by a licensed asbestos inspector.

¹ Homogeneous Area: Classification type for materials of similar appearance and texture. That is, materials throughout the facility that appear to be the same are grouped as one homogeneous area.

3.0 GLOSSARY OF TERMS

<u>ABIH</u>	American Board of Industrial Hygiene
<u>Abatement</u>	Any work done to minimize asbestos hazards including removal, encapsulation, and enclosure
<u>Acoustical Insulation</u>	Insulation used for the control of sound
<u>Acoustical Tile</u>	A finishing material in a building usually found in the ceiling or walls for the purpose of noise control.
<u>AIHA Accredited Laboratory</u>	A certification given by the AIHA to an analytical laboratory that has successfully participated in the "Proficiency Analytical Testing" program for quality control as established by the National Institute for Occupational Safety and Health
<u>Airborne Asbestos Analysis</u>	Determination of the amount of asbestos fibers suspended in a given amount of air
<u>Air Monitoring</u>	The process of measuring the airborne fiber concentration of a specific quantity of air over a given amount of time
<u>Air Plenum</u>	Any space used to convey air in a building or structure, the space above a suspended ceiling is often used as an air plenum.
<u>Air Sample</u>	Sample of air taken for the purpose of determining a quantity of material found in the air.
<u>Ambient Air</u>	The surrounding air or atmosphere in a given area under normal conditions.
<u>Approved Landfill</u>	A site for the disposal of asbestos containing and other hazardous materials that are being removed
<u>Asbestos</u>	A generic name given to a number of naturally occurring hydrated mineral silicates that possess a unique crystalline structure, are incombustible in air, and are separable into fibers. Asbestos includes the Asbestiform varieties of Chrysotile (serpentine); Crocidolite (riebeckite); Amosite (cummingtonite-grunerite); Anthophyllite; and Actinolite.
<u>Asbestos Abatement</u>	Procedures to control fiber release from asbestos-containing materials in buildings.
<u>Asbestos Exposure Assessment System</u>	A decision tool which can be used to determine the extent of the asbestos hazard that exists in a building, and which can also be used to develop corrective actions.

<u>Asbestos Fibers</u>	Fibers greater than 5 microns long and a length to width ratio of at least 3:1, generated from an asbestos containing material.
<u>Asbestos Standard</u>	Refer to the OSHA requirements in the general industry standards regarding asbestos exposure (29 CFR 1910.1001), and EPA National Emission Standard for Hazardous Air Pollutants (NESHAP) (40 CFR 61, subpart 14) or Asbestos Abatement Projects (40 CFR Part 763) applicable for public employees
<u>Asbestosis</u>	A non-malignant, progressive, irreversible lung disease caused by the inhalation of asbestos dust and characterized by diffuse fibrosis. This disease usually occurs after high level exposures.
<u>Atmosphere Supplying Respirators</u>	Respiratory protection devices which exclude workplace air altogether and provide clean air from some independent source.
<u>Bid</u>	A statement of the price at which a contractor will complete a given project
<u>Bulk Sample</u>	Physical sample of the material (i.e., piece of covering or ceiling material). This is in contrast to an air sample where the air itself is sampled for fibers. Bulk samples are taken to determine if a material contains asbestos
<u>Cancer</u>	A cellular tumor which normally leads to premature death of its host unless controlled.
<u>Ceiling Concentration</u>	The maximum allowable level of toxic material that can be present at any given point in time
<u>CFM</u>	Cubic feet per minute
<u>Clean Area</u>	The first stage of the decontamination enclosure system in which workers prepared to enter the work area.
<u>Contract Specifications</u>	A set of guidelines that a contractor must follow when conducting an asbestos abatement job.
<u>DEP</u>	Department of Environmental Protection
<u>Dirty Area</u>	Any area in which the concentration of airborne asbestos fibers exceeds 0.01-f/cc, or where there is visible asbestos residue.
<u>DLS</u>	Department of Labor Standards
<u>Electron Microscopy</u>	A method of asbestos sample analysis which utilizes an electron beam to differentiate between fibers.

EPA

Environmental Protection Agency (Federal Agency)

FCG

Fibers per cubic centimeters of air (a cubic centimeter is about the size of a sugar cube).

Friable Asbestos

Any materials that contain more than 1% asbestos by weight and can be crumbled, pulverized, or reduced to powder by hand pressure (i.e., asbestos pipe coverings, boiler casings, I-beam spray-on).

Glove bag

Plastic bag-type enclosure placed around asbestos-containing pipe lagging so that it may be removed without generating airborne fibers into the atmosphere.

HEPA

High Efficiency Particulate Air (Filter)

MSDS

Material Safety Data Sheet

Negative Pressure

An atmosphere created in a work area enclosure such that airborne fibers will tend to be drawn through the filtration system rather than leak out into the surrounding areas. The air pressure inside the work area is less than that outside the work area.

Non-friable Asbestos

Materials which contain mostly binder and do not generate dust under normal conditions. Note: non friable materials can become friable if cut, ground, sanded, etc. (i.e. floor tiles).

Operations & Maintenance Plan

Specific procedures and practices developed for the interim control of asbestos containing materials in buildings until it is removed.

OSHA

The Occupational Safety and Health Administration which was created by the Occupational Safety and Health Act of 1970; serves as the enforcement agency for safety and health in the workplace environment.

Transmission Electron Microscopy (TEM)

A method of microscopic analysis which utilizes an electron beam that is focused onto a thin sample. As the beam penetrates (transmits) through the sample, the difference in densities produces an image on a fluorescent screen from which samples can be identified and counted.

SOURCE:

Asbestos Policy & Procedure Manual, "Guidelines for Management and Maintenance Personnel" Massachusetts Division of Occupational Hygiene Asbestos Program

4.0 RESOURCES REQUIRED FOR THE LEA

The following are estimated costs required to carry out re-inspections, operation and maintenance, periodic surveillance and training and all related costs.

The annual estimated cost is \$450.00.

5.0 RESOURCES REQUIRED TO-COMPLETE RESPONSE ACTIONS:

The following are estimated costs to properly remove and dispose of all ACBM, to properly remove or repair and dispose of damaged ACBM in the building in accordance with federal and state regulations. All abatement activities will be performed by Massachusetts licensed asbestos abatement contractors under the supervision of Massachusetts licensed asbestos project monitor. All asbestos abatement activities must be designed by a Massachusetts licensed asbestos designer. The estimated costs do not include replacement.

An EPA NESHAP regulation inspection must be performed should renovations or demolitions takes place. The listed costs do not apply since additional ACBM might be found on the exterior of the building and in concealed locations.

Various activities might be performed by in house trained personnel. Refer to the O&M Plan.

The estimated cost to remove and dispose of all accessible ACBM in the building is \$25,000.00. The estimated cost for design, construction monitoring and air sampling is \$8,500.00.

The estimated cost to remove/or repair and dispose of damaged ACBM in the building is \$0.00. The estimated cost for design, construction monitoring and air sampling is \$0.00

6.0 OBSERVATIONS AND RECOMMENDATIONS:

A Massachusetts licensed asbestos inspector was on site to perform the AHERA Third Year Re-Inspection. Please refer to this page in conjunction with the spreadsheets located in section two of this report for information regarding the location, condition, and recommended response actions for ACBM located throughout the building. Refer to O&M Program for preventive measures.

- All ACBM was found to be in good condition.
- Refer to the original management plan and previous inspection reports for suspect materials previously sampled.

7.0 DATES FOR RECOMMENDED RESPONSE ACTIONS:

ACBM in the building were found to be in good condition. Continue O&M activities and insure that no ACBM is being disturbed. Remove ACBM as needed.

Appendix D

Additional Information

Charter Renewal Community Participants

Students:

Abigail Dalton
Amelia Dalton
Neil Feeney
Nella Harting
Van Harting

Parents:

Leslie Alden
Mickey Ciambriello
Kim Dalton
Denise Demaggio
Gema Gray
Lisa Harvey-Mone
Steve Hillson
Cheri McGuinness

Strategic Planning Committee

Chair

Jacqueline Liebergott, President Emeritus, Emerson College
SSCPS Board of Trustees

Co-Chair

Jonathan Slater, Headmaster (Ret.), Shady Hill School
South Shore Charter Educational Foundation

Committee Members

Edward Dormady, Faculty, High School Mathematics
June Fontaine, Faculty, Level I
Gema Gray, Parent, High School
Lawrence Marchese, Parent, Level II
Lizanne Moffat, Parent, Level III
Elyse Tengstrand, Faculty, Level IV Learning Services
Matthew Tondorf, Director of Learning Services

Ex Officio

Alicia Savage, Executive Director

External Assessments

Using the External Assessments table below, list all external assessments (other than MCAS) that the school has used during the current charter period. Provide a description of achievement trends for each assessment during the charter term. Reproduce the table to provide information for each external assessment administered during the charter term. Attach any aggregate data as needed.

Assessment Name: DIBELS	Grades Assessed: K-6
Date Implemented: 2007	Date Discontinued: na
Description of Achievement Trends: In 2007 the School began the use of DIBELS three times per year to assess basic early literacy skills. DIBELS is used as a screening tool to better target instruction and to give added support to students in the at-risk and some-risk categories. Starting at the end of first grade DIBELS measures reading fluency and the percentage of students scoring in the highest category has remained consistent over this five-year span.	

Assessment Name: GRADE	Grades Assessed: 2-8
Date Implemented: 2009	Date Discontinued: na
Description of Achievement Trends: The GRADE is used to provide longitudinal data to measure student growth over time using the normal curve equivalent scores (NCE). Information from individual student reports is used to improve instruction for each student with particular focus on students who score below average on national norms. Both the GRADE and the GMADE are used as measures in the criteria for selection of students for Title I and after school tutoring. The School uses item analysis to highlight weaknesses in the curriculum or the instruction that may not be captured through MCAS item analysis. By 2012-2013 every group was above the 60 th percentile and 50% of the cohort groups improved performance. The median scores on GRADE ranges from a low of 64 th percentile in the third grade to a high of the 81 st percentile in the second and seventh grades.	

Assessment Name: GMADE	Grades Assessed: 2-8
Date Implemented: 2009	Date Discontinued: na
Description of Achievement Trends: The GMADE is used to provide longitudinal data to measure student growth over time using the normal curve equivalent scores (NCE). Information from individual student reports is used to improve instruction for each student with particular focus on students who score below average on national norms. Both the GRADE and the GMADE are used as measures in the criteria for selection of students for Title I and after school tutoring. The School uses item analysis to highlight weaknesses in the curriculum or the instruction that may not be captured through MCAS item analysis. By 2012-2013 every group was above the 60 th percentile and 50% of the cohort groups improved performance. However, in 2013-2014 scores of second grade students declined in math. GMADE median scores ranged from a low of 58 th percentile in the second grade to a high of 70 th percentile in the fourth and fifth grades.	

Assessment Name: Advanced Placement Tests	Grades Assessed: 11-12
Date Implemented: 2012	Date Discontinued: na
<p>Description of Achievement Trends:</p> <p>Over the past six years, the number of students participating in the Advanced Placement Program has increased from two students in 2009 to 26 students in 2014. Prior to 2011-2012, students were only able to take Advanced Placement courses virtually. The School has undertaken a major initiative in improving college readiness by enhancing the Advanced Placement program, supporting faculty enrollment in summer Advanced Placement professional development, and increasing the high school enrollment to support these changes logistically. The School has also undertaken significant vertical alignment of curriculum, designed and implemented by faculty in those academic areas, to improve student readiness for rigorous coursework. Student achievement has increased not only by the number of students enrolled in the courses, but also on the scores students received on the Advanced Placement Exams in the spring. In 2014 84.6% of students enrolled in Advanced Placement coursework received a score of 3-5 on the exam.</p>	

Assessment Name: PSAT	Grades Assessed: 9, 10, 11
Date Implemented: 2004	Date Discontinued: na
<p>Description of Achievement Trends:</p> <p><i>The College Board</i> has designed the PSAT to determine readiness for the SAT, the ACT, Advanced Placement coursework, and most recently the PARCC assessments. Two years ago, the School began to purchase data gleaned from student participation in the PSAT in order to support the college readiness initiative at the high school. Not only are members of the faculty able to analyze data that compares the SSCPS student to students around the state and county, but faculty are now able to look at data gleaned from test item analysis to determine individual, class and institutional strengths and weaknesses. In looking at mean comparative scores, the School is performing above the state and nation in critical reading, mathematics, and writing. Student performance is consistent with the state and nation as it is currently on an upward trajectory.</p>	

Board of Trustees Turnover

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2013-2014	14	4	3
2012-2013	16	3	1
2011-2012	17	3	2
2010-2011	16	4	2
2009-2010	17	4	3

Staffing and Staff Turnover

Using the Staffing and Staff Turnover table below, list the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual number and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

	2009 – 2010	2010 – 2011	2011 – 2012	2012 -2013	2013-2014
Administrators					
Number and FTEs	6/ 4.5	5/ 5	7/ 7	7/ 7	6/ 6
Departures during school year	1/ 1.0	0	0	0	1/ 1.0
Departures at end of school year	1/ 1.0	1/ 1.0	0	1/ 1.0	0
Teachers					
Number and FTEs	44 / 40.8	52 / 46.0	53 / 45.5	50 / 48.6	54/ 50.4
Departures during school year	1/ 1.0	1/ 1.0	0	0	0
Departures at end of school year	5/ 4.4	2/ 2.0	9/ 8.5	2/ 1.6	1/ 1.0
Other Staff					
Number and FTEs	25/ 23.9	28/ 23.8	28/ 20.8	29/ 21.1	29/ 25.0
Departures during school year	1/ 1.0	3/ 3.0	1/ 1.0	1/ 1.0	0
Departures at end of school year	4/ 3.7	2/ 2.0	0	1/ 1.88	3/ 2.06

Explanation of Staff Turnover
<p>The South Shore Charter Public School has experienced low staff turnover over the past four years. Faculty members who have chosen to leave have done so due to individual circumstances, not institutional dissatisfaction. This high retention rate may be attributed to the leadership roles assumed by faculty, and their importance in the decision making process that occurs during the daily operations of a public charter school. As stated within the School's Strategic Plan, SSCPS remains committed to attracting and retaining an excellent faculty, and has vigorously supported continuing education and professional development initiatives. The School is also committed to providing competitive compensation and career ladder opportunities to attract newcomers and to provide incentives for present faculty to remain at SSCPS.</p>

Appendix E

Application Content Checklist

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

- ☐ Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - ☐ School name
 - ☐ School address
 - ☐ School contact information: name, title, telephone, and email address
 - ☐ Date of Application approval by the school’s board of trustees
 - ☐ Application submission date
- ☐ Cover letter (optional)
- ☐ Table of contents listing all major sections and appendices
- ☐ Performance and plans section (not to exceed 25 pages)
 - ☐ Faithfulness to Charter
 - ☐ Accountability Plan Objectives and Measures Relating to Faithfulness to Charter
 - ☐ Charter School Performance Criteria – Faithfulness to Charter
 - ☐ Academic Program Success
 - ☐ Accountability Plan Objectives and Measures Relating to Academic Program Success
 - ☐ Charter School Performance Criteria – Academic Program Success
 - ☐ Organizational Viability
 - ☐ Accountability Plan Objectives and Measures Relating to Organizational Viability
 - ☐ Charter School Performance Criteria – Organizational Viability
- ☐ Plans for the Next Five Years
- ☐ Appendices
 - ☐ A. Accountability Plan Evidence Template
 - ☐ B. Statement of Assurances and Certifications
 - ☐ Statement of Assurances
 - ☐ Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
 - ☐ Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)

- ☐ C. Documentation of compliance with all building, health, safety, and insurance requirements:
 - ☐ Up-to-date Certificate of Occupancy
 - ☐ Up-to-date Fire Inspection Certificate
 - ☐ Up-to-date Building Safety Inspection
 - ☐ Up-to-date Flammable compounds and Liquids Certificate (if applicable)
 - ☐ Up-to-date Health Inspection
 - ☐ Up-to-date Insurance Certificate(s)
 - ☐ Asbestos Inspection and Management Plan (if applicable)
 - ☐ Lead Paint Inspection (if applicable)
- ☐ D. Additional Information, as required in these *Guidelines*
 - ☐ External assessments (attach data as needed)
 - ☐ Board of trustees turnover
 - ☐ Staffing and staff turnover