

South Shore Charter Public School
Application for Renewal of a Public School Charter

South Shore Charter Public School
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July 31, 2019

Commissioner Jeffrey C. Riley
Massachusetts Department of Elementary and Secondary Education
350 Main Street
Malden, Massachusetts 02148

Dear Commissioner Riley,

The South Shore Charter Public School (SSCPS/the School) is pleased to submit its application for renewal as a Commonwealth charter school. This document will provide an overview of the School's faithfulness to its charter, the success of its academic program, its long-term viability, and areas of growth. As the School begins its 25th year of educating students throughout the south shore, we remain committed to the mission of inspiring every student to excel in academics, service, and life.

In the years since the last ESE charter renewal, the School has made significant strides toward improving our educational landscape. The School has recruited and retained outstanding faculty, new facilities have been acquired, older facilities have been renovated, the curriculum has been enhanced to offer students a greater variety of coursework and opportunity, and more students have moved off the waitlist and into our hallways and classrooms. Of particular note are the following milestones:

- In January 2016 the ESE granted a charter amendment which allowed the School to increase enrollment to 1,075 students
- Due to the student enrollment increase the School was able to improve Honors and Advanced Placement coursework offerings. Enrollment in these courses has increased each year
- The School was able to enter into a long-term lease providing a separate and newly renovated facility at 700 Longwater Drive for students in grades 9-12
- A new five-year Strategic Plan was drafted in FY19 to outline goals for the school community including faculty, curriculum, informational literacy, facilities, fundraising, communications, and alumni
- The School put a new administrative structure in place and established an Instructional Leadership Team to realign the curriculum with statewide standards and frameworks
- The School continues to attract students from 26 sending districts and has increased and retained its ELL and special needs student populations
- The School has become a full inclusion district and has served as a Model Demonstration School (MassCan) since 2016

The founders of SSCPS sought to provide students with a different type of education: one that combined project-based learning and a college preparatory curriculum. Although much has changed over the past decades, the School has remained committed to its mission. As with past charter renewal applications, the process has provided the SSCPS community with an opportunity to evaluate its achievements and challenges, and to plan for a future that continues to meet the high expectations of students, parents, teachers, and the Commonwealth. SSCPS continues to provide students from over 26 sending districts with a comprehensive and challenging curriculum which combines tradition and innovation, but most importantly, one that ensures academic achievement for every student. The South Shore Charter Public School community remains proud of who we are today, how far we have come, and the potential of the future.

Sincerely,



Edwin Rivera
Chair, Board of Trustees

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Introduction to the School

<i>South Shore Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Norwell, MA
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	1075	Current Enrollment (and date calculated)	941 as of 6/30/2019
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days Per School Year	180-184	Students on Waitlist (and date calculated)	711 as of 6/30/2019
School Hours	8:15am-3:00pm	Age of School	24 years
<p>Mission Statement <i>Inspiring every student to excel in academics, service, and life</i></p> <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.</p> <p>Students learn to be independent thinkers and problem solvers who can also work in groups. They develop their unique voices. They learn to listen and learn from one another. They develop a strong sense of ethical responsibility. An awareness of the environment permeates the curriculum, and it connects to learning about world cultures and other areas of academic study.</p> <p>Service learning and community service are central to the SSCPS experience and are required of every student at every grade level. Students accept the responsibility for their own learning and are active participants in their education. They collaborate in Exhibitions of Mastery, workshops, and various group learning projects. They are active citizens in the SSCPS community and beyond.</p>			

Faithfulness to Charter

Criterion I: Mission and Key Design Elements

A. Mission and Key Design Elements

South Shore Charter Public School (the School/SSCPS) received its charter in 1995 and opened as a K-12 college preparatory regional charter school in September 1995. Originally located in Hull, SSCPS moved to its current location in Norwell, Massachusetts in September 2004. In 2012 the School's charter was amended to increase student enrollment from 540 to 610. In 2016 the School's charter was amended to increase student enrollment to 1,075. The current enrollment is 941. The projected enrollment for August is 1,000. There are currently 711 students on the waiting list.

Diversity is the strength of the School. Each student is respected as an individual who brings something special and unique to every classroom. Over the past five years our school community has embraced an inclusive educational model. SSCPS now serves as a positive educational model for other public school districts. Our English Language Learner population is growing every year. The faculty and administration are working to increase support and provide all that is necessary to meet the needs of our linguistically diverse students.

The founders of the School established an instructional model based upon the premise that experiential and inquiry-based learning is an essential component of a meaningful education. Over the course of the past 24 years there have been modifications and institutional evolution to serve a larger and more diverse student population. Now more so than ever before, the South Shore Charter Public School maintains a school culture committed to student achievement, academic rigor, and project-based learning. As we look to the 25th anniversary of the School we identify the following five key design elements.

Key Design Element	Application	Strength	Area of Growth
Projects (K-8) and Workshops (9-12)	Classes that implement a project-based methodology whereby students take on a leadership role and are responsible for their own learning.	Provide exemplary opportunities for students that change lives and give meaning to the school day.	More definition is needed to support teachers struggling with less traditional methodologies. Increase incorporation of project-based learning in core academic classes.
Exhibition of Mastery (EoM)	A summative assessment allowing students to present to their peers on a topic of their choice after fully exploring the topic in detail.	Have successfully evolved with the school and have taken on many forms such as the science fair and wax museum.	Continue to use the K-12 model to allow students in the upper grades to guide and assist students in the lower grades.
Service Learning	Inherent in most Projects and Workshops, opportunities for students to serve others in the school and local communities. Community service is also an Exit Standard at each grade.	This central component of our mission allows for students to make meaningful contributions to the world around them. Service learning has often been the driving force behind student achievement.	Service learning will be codified in 2019-2020 to increase curriculum coherence and to keep it as a central component of our mission.
Inclusion	The pedagogical practice of keeping all students together in the same learning environment pushing in supports instead of pulling students out into substantially separate classes.	All students have greatly benefited from the classroom diversity inclusion brings. Targeted methodologies that assist students on IEPs, 504s, and who require SEI interventions have tremendously enhanced the learning environment.	Increase support for faculty and support staff to provide all that is necessary to meet the needs of linguistically diverse students.

College Preparatory Curriculum and Programming	Implementation based on the core belief of the founders of the school that all students deserve equal educational opportunity for successful life outcomes.	The School continues to attract students from twenty-six diverse sending districts who seek an academic setting with college and career readiness as a focus for all.	Alignment and development of the K-12 curriculum continues to be a primary focus of the School.
Social/Emotional Support	The school has expanded its curriculum from Open Circle and Town Meeting to include Advisory and Restorative Justice.	The faculty and staff have recognized the growing trend in the school and nationwide for increased socioemotional support for students. We have added staff and curriculum resources to increase support.	The need to support all students is ongoing. We will continue to pursue best practices and retain a high number of adjustment counselors and related staff to serve our student population.

The School is organized into learning communities or levels. Level I includes all students in Kindergarten and grades one and two. Level II includes grades three and four. Level III includes grades five and six. Level IV includes 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 which facilitates developmentally appropriate instruction. Exit Standards have been established on each level, are regularly revisited, and included in the Student Handbook. In addition to Exit Standards, each level has developed scoring rubrics and competencies to help the School achieve its goal of becoming a seamless single K-12 school with one mission and high academic expectations for all students.

Within core courses students develop skills and acquire knowledge outlined in the Massachusetts Curriculum Frameworks. Through Projects and Workshops students may thrive individually and learn collaboration working toward a common goal. Core subjects include English Language Arts, mathematics, history, science, and foreign language. Spanish is taught beginning in kindergarten and French will be offered at the high school beginning in August 2019.

Providing social and emotional support for all students has become a priority for all faculty and staff over the past five years. The measures we have taken to foster the emotional health and well-being of our students has expanded from Open Circle and Town Meetings to specific programming in Advisory and Restorative Justice. The School continues to place the same value on emotional health as we do academic achievement.

The South Shore Charter Public School remains committed to the social and emotional health needs of the students, faculty, and staff. This year student leaders in the *Game Change* program completed their third year of participation. Over the past three years a group of 30 high school students and 12 faculty members have been trained in anti-violence strategies. The focus of the training has been on domestic violence prevention and healthy relationships. Using the *Mentors in Violence Prevention* curriculum, students have worked hard over the past three years disseminating their work to students from grades 8 to 12. During a capstone meeting in October, students were presented with the *Game Change Leadership Award* by the Attorney General's Office.

The *Game Change Leadership Award* is just one example of how students at SSCPS take the lead to increase awareness of issues surrounding our students and the society in which they live. Throughout the school year students served as role models and developed educational programming and workshops for their peers. In November the Black Student Union (BSU) and the Gender Sexuality Alliance (GSA) ran presentations to all high school students as part of *Student Awareness Day*. In preparation for the day students designed nine 15 minute sessions addressing issues such as racial profiling, equal opportunity, stereotyping, gender inequality, relationship violence, and the weight of language. During these sessions students engaged their peers in exercises that pushed for others to take on alternative perspectives, careful analysis of situations, and the consideration of historical context and societal influence. The BSU and the GSA continued this work throughout the year on other Levels. In February the BSU presented to Levels II, III, IV, and to the high school faculty. In April the GSA presented to Level IV and participated in *Ally Week* which ended with the

Day of Silence on May 4, 2019. The work continued during Advisory where students engaged in essential conversations with faculty and with their peers.

Over the past three years there has been an increase in the number of new students, particularly at the middle and high school. Faculty and students continue to work together to help acclimate new members of the community to the school culture. Much of the Advisory program on Levels III, IV, and high school focuses on community expectations. This work is ongoing. New structures such as providing new students with mentors, a Focused Instructional Time group, focused on school culture.

The curriculum has been rewritten and realigned to further the School's mission, core values, academic expectations, and instructional practices that foster student growth 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. Students have multiple opportunities to access, practice and achieve learning objectives. The academic components 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.

This year the School welcomed the addition of four Curriculum Coordinators in ELA, math, science, and history. The Curriculum Coordinators worked with faculty to continually engage in writing and designing curricula that align with the Massachusetts Curriculum Frameworks. The implementation of new curricula reflects an unwavering commitment to serve the full array of students currently enrolled at the School, including students eligible for learning services and a 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. The Instructional Leadership Team (ILT) leads this work. 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.

B. Amendments

Date	Amendment Requested	Approved
7/31/2015	Significant Expansion	Yes
6/30/2016	Enrollment Policy and Application	Yes

Criterion 2: Access and Equity

A. Successes and Challenges of the Recruitment and Retention Plan

The student population of the South Shore Charter Public School continues to reflect the diversity of all twenty-six sending districts on the south shore. The School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School actively solicits prospective students from all designated sending districts, and has seen increasing interest and applications from students in Weymouth, Randolph, and Brockton.

Analyzing CHART data has enabled the School to determine which recruitment strategies have proven successful and how best to enhance what has worked. The South Shore Charter Public School continued and enhanced recruitment strategies that have proven effective in attracting a diverse student population. This year was the third year of the South Shore Charter Public School's enrollment expansion. This allowed the School to enroll more students at all grade levels, particularly in Kindergarten as well as grades seven, eight, and nine. The School has increased the use of social media and online strategies to reach out to communities and all learners. This past year the South Shore Charter Public School participated in aggressive recruitment at the two enrollment open houses by assisting families with the new online application process on the spot. Information was orally presented to families in English and Haitian Creole. The local media was used which included advertisements, calendar postings, and news articles. The School's website was updated to facilitate the application process. Applications are now completed on line with full translation capacity. There was an additional increase in community outreach during the school events including local volunteer and community service initiatives, the road race, art shows and theatre performances, as well as cultural evening celebrations. The School newsletter, the *Weekly Update*, was redesigned this year and made available to prospective families in multiple languages and posted on *Twitter*, *Facebook* and *Instagram*.

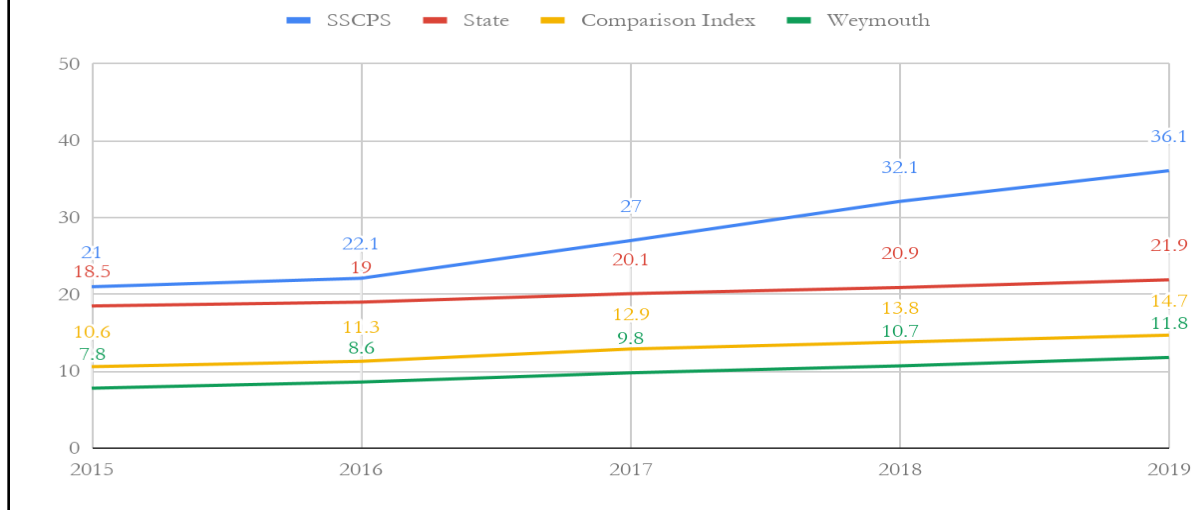
The School's educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.

General recruitment activities for the 2018-2019 academic school year include:

1. Two enrollment open houses (a Saturday in November and an evening in January)
2. Full use of local media including advertisements, calendar postings, and news articles
3. Promotions on social media and the school website
4. Community outreach events including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, theatrical productions and musical performances

Following this series of ongoing recruitment efforts, the total number of applications received in FY19 was 929. Weymouth was the top applicant district, followed by Randolph and Brockton. Randolph and Brockton remain the School's top sending districts with the highest ELL and FLNE student populations. The FY19 applicant pool has continued to grow the diversity of the student population.

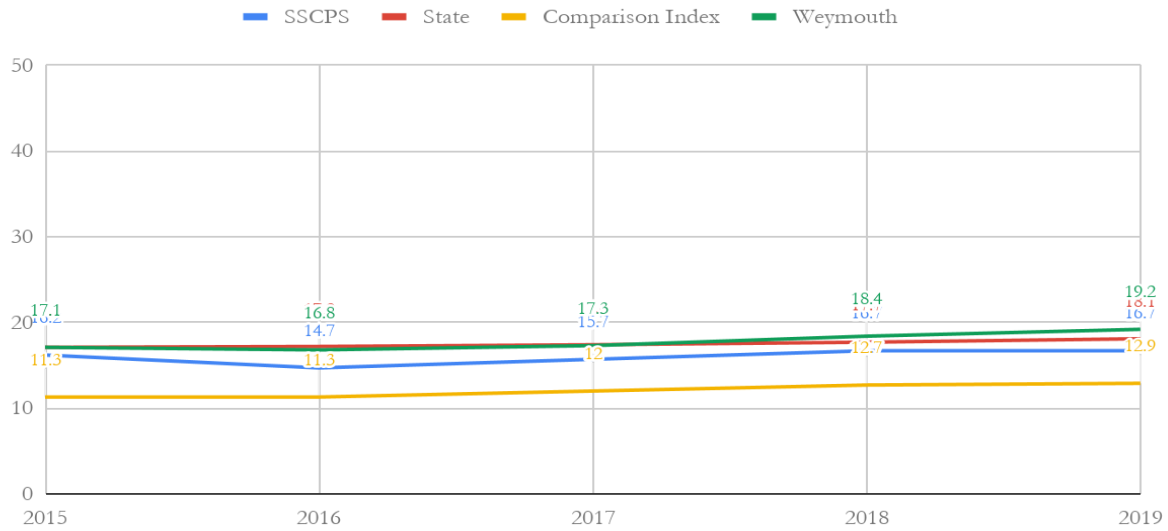
Figure 1: ELL and FLNE Student Enrollment



Enrollment demographics illuminate that the *First Language Not English* and *English Language Learner* student populations continue to show the most significant increases over a five-year trajectory. This increase is due to more accurate identification methods as well as increases in these populations. As ESE CHART data indicates, the SSCPS *ELL* and *First Language Not English* student population has increased from 21.0 in FY15 to 22.1 in FY16, 27.0 in FY17, to 32.1 in FY18, and 36.1 in FY19. Comparatively, statewide this specific student population has shown a smaller increase from 18.5 in FY15 to 19.0 in FY16, 20.1 in FY17, 20.9 in FY18 and 21.9 in FY19. The Comparison Index is 10.6 in FY15, to 11.3 in FY16, 12.9 in FY17, 13.8 in FY18, and 14.7 in FY19. Weymouth, currently the School's largest sending district, has an *ELL* and *First Language Not English* student population growth of 7.8 in FY15, to 8.6 in FY16, 9.8 in FY17, 10.7 in FY18 and 11.8 in FY19. Randolph, the School's second largest sending district with a higher number of students in the *First Language Not English* category, has a student population growth of 38.0 in FY12, to 35.5 in FY16, 36.6 in FY17, 37.5 in FY18 and dropping to 37.0 in FY19. These four comparative indicators demonstrate less growth in the *First Language Not English* student population than the South Shore Charter Public School.

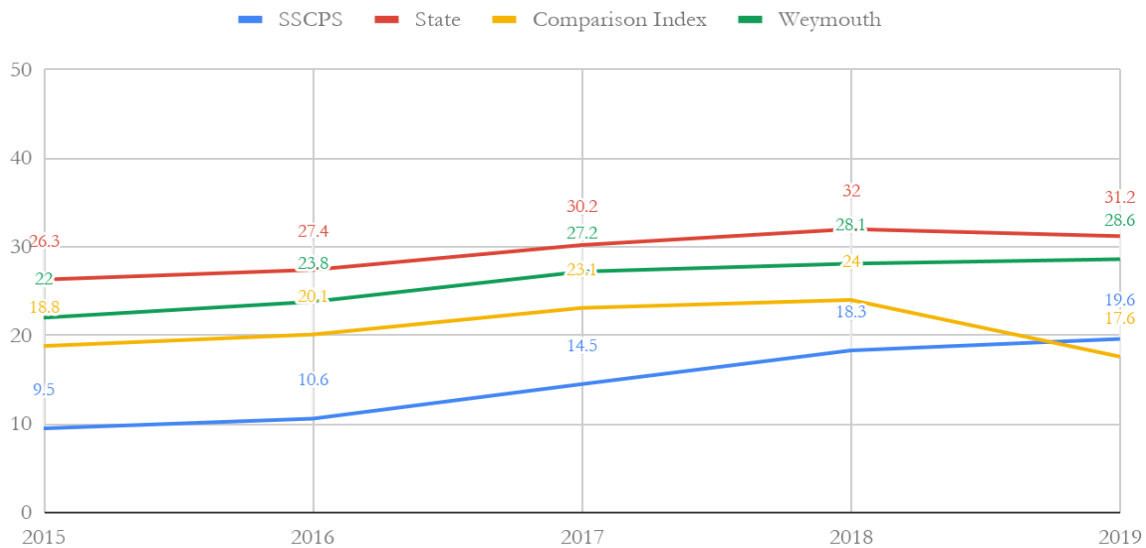
Similarly, the population of SSCPS students categorized as *English Language Learners* only has increased from 8.5 in FY15 to 10.1 in FY16, 15.8 in FY17, decreasing to 13.8 in FY18, and 12.2 in FY19. The slight decrease is due to students moving out of *ELL* services as determined by WIDA ACCESS scores. Comparatively, statewide this student population has had a smaller overall increase from 8.5 in FY15 to 9.0 in FY16, 9.5 in FY17, 10.2 in FY18 and 10.5 in FY19. The Comparison Index shows 4.5 in FY15 to 8.6 in FY16, dropping to 5.0 in FY17, 6.2 in FY18, and 6.3 in FY19. Weymouth has experienced a much smaller overall growth in the *English Language Learner* population, 3.1 in FY15 and FY16, 3.4 in FY17, 3.6 in FY18, and 3.8 in FY19. Randolph, the second highest sending district has experienced some growth, 14.2 in FY15, dropping to 12.7 in FY16, 12.2 in FY17, 15.7 in FY18, dropping to 15.3 in FY19.

Figure II: Students w/Disabilities Enrollment



The South Shore Charter Public School has experienced growth in the *Students with Disabilities* subgroup. This SSCPS subgroup was 12.2 in FY12 and has grown significantly reaching 16.2 in FY15. Following the FY15 surge, the School has experienced a slight decrease in students of that subgroup, 14.7 in FY16, 15.7 in FY17, and up again to 16.7 in FY18 and FY19. This number is greater than the Comparison Index of 11.3 in FY15 and FY16, 12.0 in FY17, 12.7 in FY18, and 12.9 in FY19.

Figure III: Economically Disadvantaged



In FY15 ESE reformulated the data point resulting in *Low Income* becoming reclassified to *Economically Disadvantaged*. According to CHART data, the School went from a 19.7 percent eligibility for *Free Lunch* and a 9.2 eligibility for *Reduced Lunch* to a 9.5 student classification in 2015 and a 10.6 percent student classification in 2016 called *Economically Disadvantaged*. In FY17 that indicator was 14.5 percent, in FY18 the indicator is up to 18.3, and in FY19 the indicator is 19.6. The statewide average was 26.3 percent in FY15, 27.4 percent in FY16, 30.2 percent in FY17, 32 percent in FY18, and 31.2 percent in FY19. The Comparison Index was 18.8

percent in FY15, 20.1 percent in FY16, 23.1 percent in FY17, 24 percent in FY18, and 23.3 percent in FY19. Weymouth shows this indicator at 22 percent in FY15, 23.8 percent in FY16, 27.2 percent in FY17, 28.1 percent in FY18, and 28.6 percent in FY19.

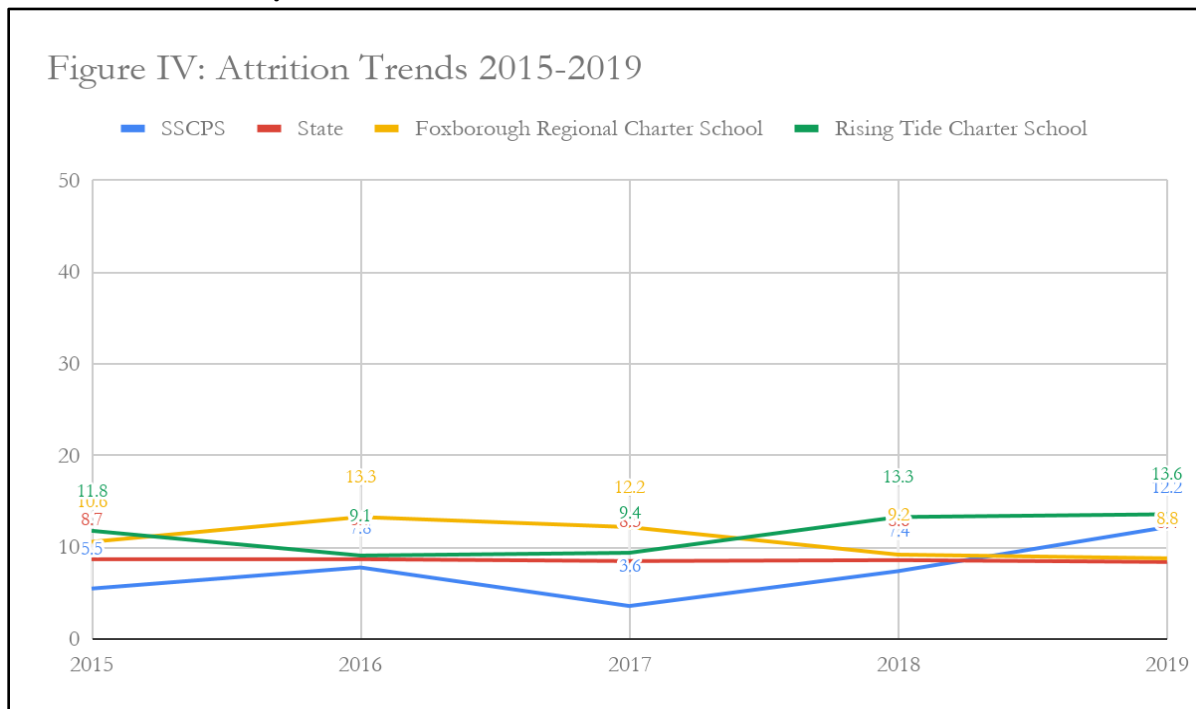
B. Information on Special Education and English Language Programming

The SSCPS website contains information about special education and English as a second language. This information can be found by clicking the *Academics* tab and then the *Learning Services* tab.

C. Translation of Information on the School's Website

There is a translation feature located on the lower right side of the School's website. Additionally, School weekly communications, the *Weekly Update*, have an embedded translation feature.

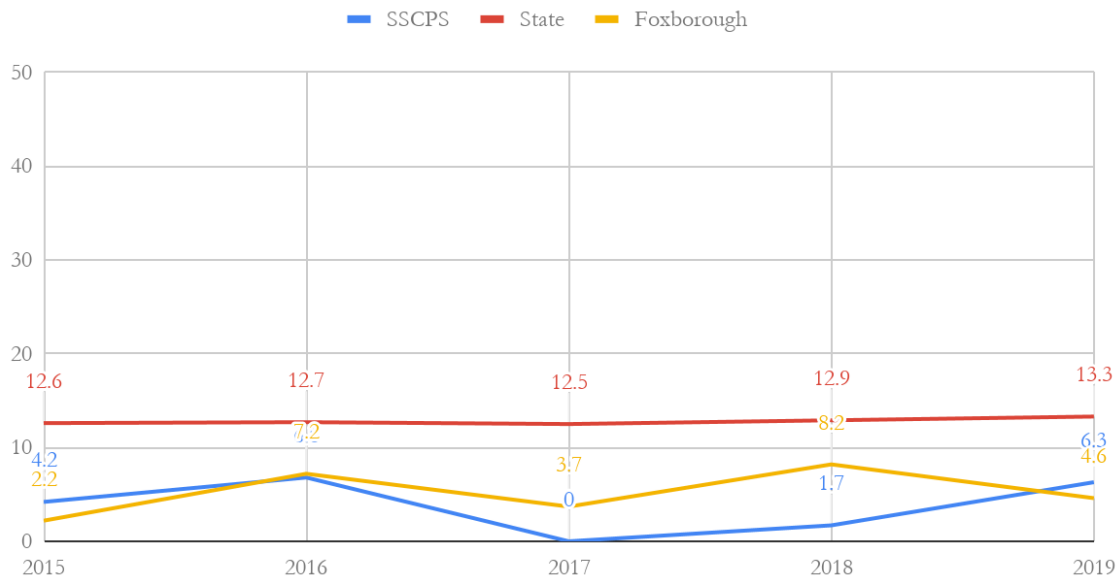
D. Attrition and Stability Rate Trends



The South Shore Charter Public School experienced an increased rate of attrition in 2019 from 7.4 percent in FY18 to 12.2 percent in FY19, as of October 1, 2018. The statewide average is 8.4 percent and includes both district and charter public schools. The School's 4.8 percent increase is attributed to some key factors. 1. New students who accepted an invitation, enrolled, but did not attend classes and instead remained in their sending school. 2. Families dissatisfied with the School's increased enrollment. 3. Disagreement amongst members of the Parents Association regarding their leadership in FY18. 4. Families concerned by the increased diversity of the school and/or the inclusion model.

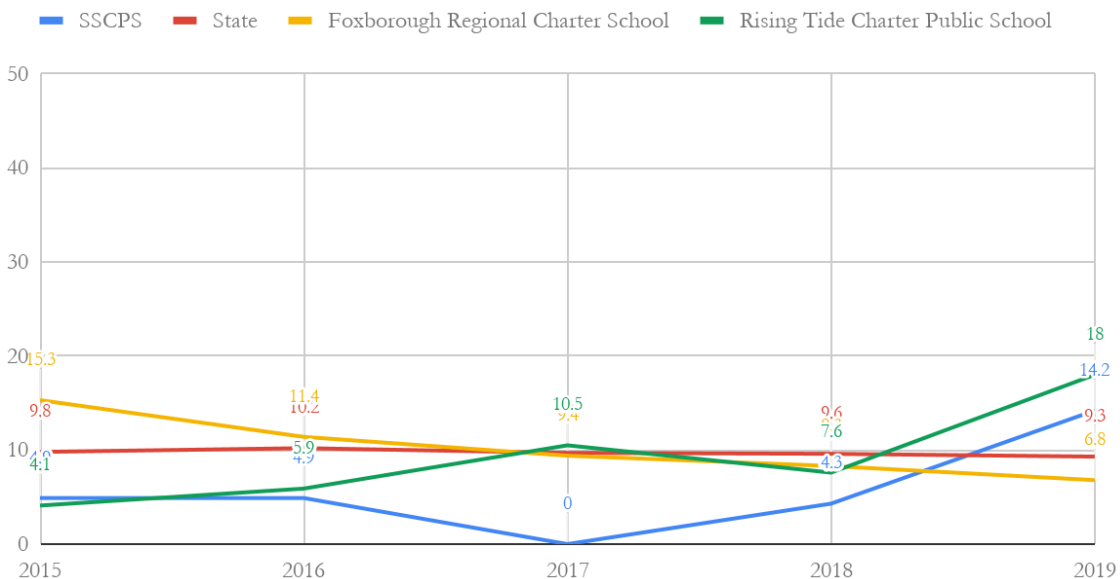
Upon review of comparison charter schools, it is evident that the attrition trend is not uncommon. Foxborough reached its highest attrition rate of 13.3% in FY16. Rising Tide Charter School, which serves students 5-12 reached its highest attrition rate of 13.6 in FY19. The School does not anticipate the rate of attrition it experienced in FY19 to continue as a trend. Instead, the School looks to CHART data taken from the past five years as an indicator of the School's retention.

Figure V: Attrition Trends 2015-2019 | ELL and FLNE

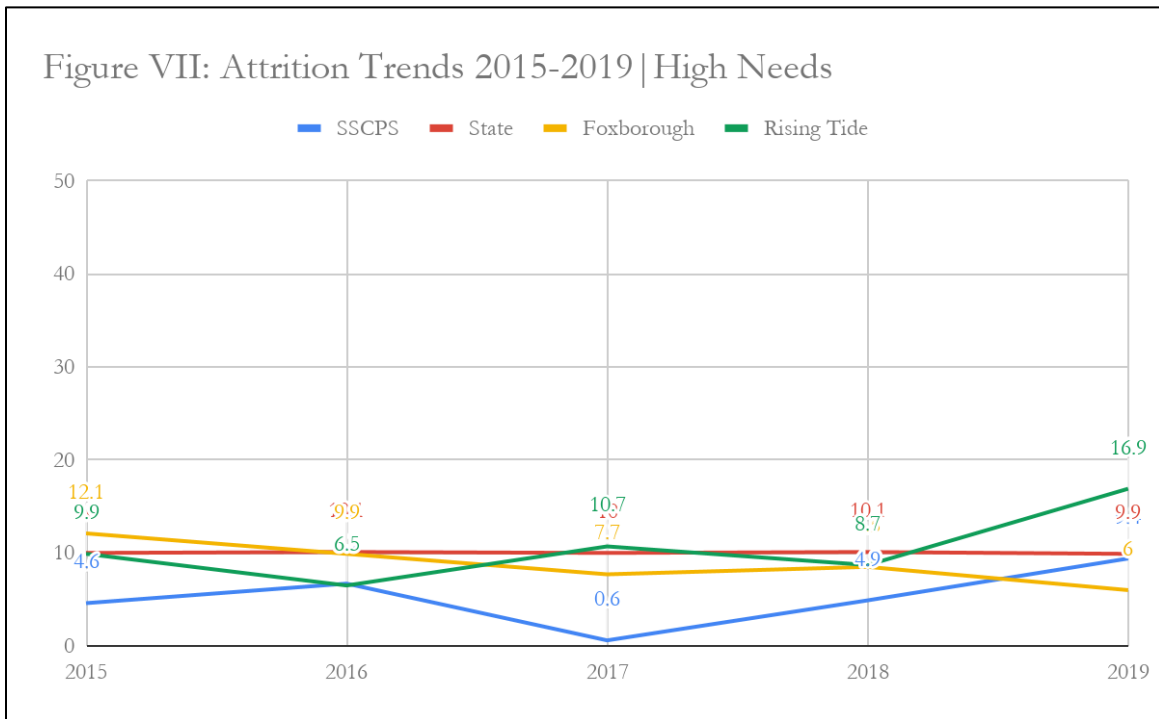


The current SSCPS retention rate is 87.8 percent. As CHART data indicates, the retention rate for most student subgroups is slightly higher. The retention rate for *English Language Learners* is 93.7 percent. This is higher than the statewide average retention rate of 86.7 percent.

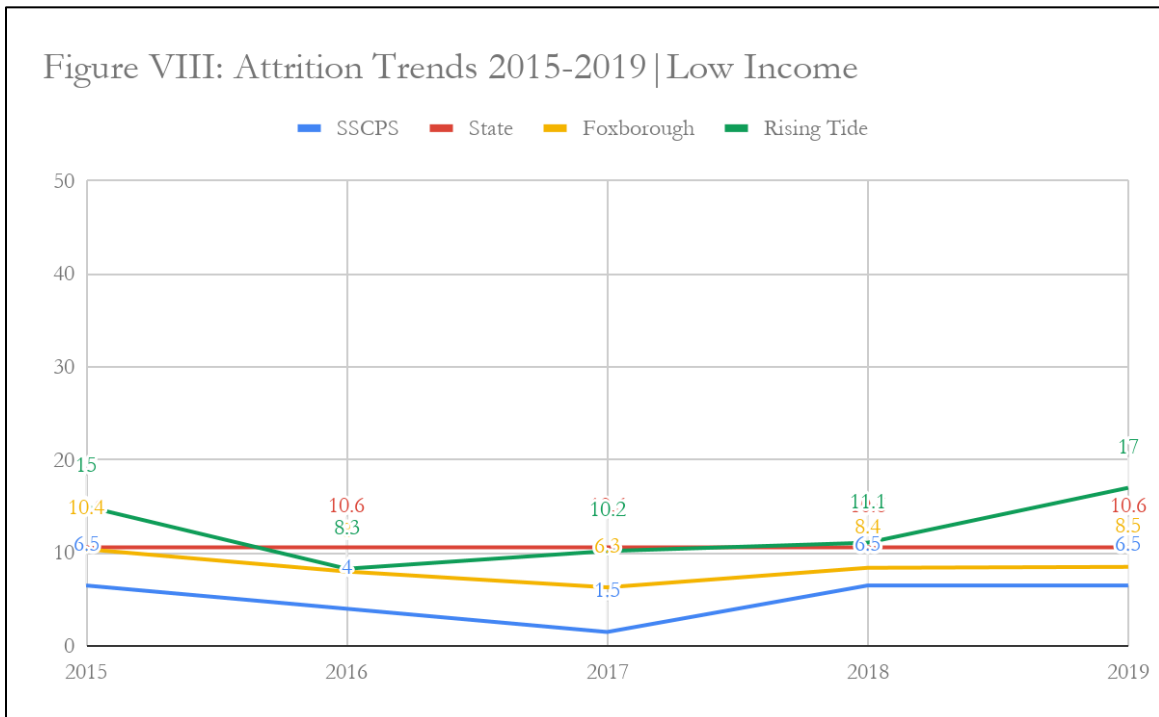
Figure VI: Attrition Trends 2015-2019 | Students w/Disabilities



With an attrition rate of 14.2%, the retention rate for *Students with Disabilities* is 85.8 percent in FY19. This is lower than the statewide average retention rate 90.7 percent. However, reviewing CHART data indicates FY19 is not the trend. SSCPS attrition rates for this subgroup have been lower than the statewide average and the comparison charter schools; 4.9% in FY15 and FY16, 0 in FY17, and 4.3% in FY18.



The School's retention rate for students in the *High Needs* category is 90.6 percent, higher than the statewide average rate of 90.1 percent.



The School's retention rate for students in the *Low Income* subgroup has remained the same at 93.5 percent, higher than the statewide average of 89.4 percent.

To encourage student retention, the School will continue to offer a wide variety of programming and extracurricular opportunities to engage all learners. Supplemental education services include before and after school tutorials, increased summer support services, free tutoring for students academically at-risk, and

extended day opportunities. Students continue to be able to participate in after school athletics and before school music programs.

The music and art programs have experienced their second year of significant growth, with more growth planned for 2019-2020. The School continues to enhance its unique model of experiential education which is inquiry-based and student driven. Projects and Workshops remain a means of high student engagement and deep exploration of areas of academic, artistic, or musical interest.

Faculty professional development this year was focused on social emotional health as well as curriculum planning and development with a focus on the English Language Arts curriculum *Wit & Wisdom* in grades K-6 and the third year of Eureka Math in grades K-6. This year the School implemented a new science curriculum for the lower grades (FOSS) and will continue with that implementation next year. Last year the School has been a leader and participant in the MCPSA Model School Initiative. This year the focus on targeted instruction for all students through the inclusion model has continued. Yearly professional development includes writing across the curriculum, course development for Projects and Workshops, curriculum alignment to the Massachusetts frameworks, looking at student work and data analysis, and individual, as well as group student goal setting.

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

E. Suspension, Emergency Removal, and Expulsion Data Trends

Over the course of the charter term, the percentage of students disciplined using in-school suspension ranged from a low of 0.2 percent to a high of 1.2 percent. The percentage of students disciplined using out of school suspension ranged from a low of 1.0 to a high of 2.4. Both percentages are below the state average that ranged from 1.7-1.8 percent for in-school suspension and from 2.8-2.9 percent for out of school suspension for the same period. Detailed suspension data can be found below.

Student Discipline data for the 2015-2016 school year:					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	618	12	0.2	1.8	0
EL	61	2			
Economically Disadvantaged	89	3			
Students with Disabilities	102	5			
High Needs	214	8	0.5	3.3	0
Female	306	2			
Male	312	10	0.3	2.9	0
American Indian or Alaska Native	0				
Asian	26	0			
African American/Black	152	5			

Hispanic/Latino	18	1			
Multi-race, Non-Hispanic/Latino	27	1			
Native Hawaiian or Pacific Islander	0				
White	395	5			

Student Discipline data for the 2016-2017 school year					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	766	14	0.8	1.4	0
EL	127	4			
Economically Disadvantaged	141	4			
Students with Disabilities	135	3			
High Needs	324	10	1.2	2.5	0
Female	380	3			
Male	386	11	1.6	2.1	0
American Indian or Alaska Native	2				
Asian	35	0			
African American/Black	192	7	1.0	2.6	0
Hispanic/Latino	22	1			
Multi-race, Non-Hispanic/Latino	35	1			
Native Hawaiian or Pacific Islander	1				
White	479	5			

Student Discipline data for the 2017-2018 school year:					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	951	25	0.6	2.4	0
EL	132	4			
Economically Disadvantaged	206	3			
Students with Disabilities	181	7	1.1	3.3	0
High Needs	450	15	0.9	3.1	0
Female	482	7	0.4	1.2	0
Male	469	18	0.9	3.6	0
American Indian or Alaska Native	4	0			
Asian	43	0			
African American/Black	252	6	1.2	2.0	0
Hispanic/Latino	25	0			
Multi-race, Non-Hispanic/Latino	62	2			
Native Hawaiian or Pacific Islander	1	0			
White	564	17	0.5	2.8	0

Student Discipline data for the 2018-2019 school year					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	940	19	1.2	1.0	0
EL	115	2			
Economically Disadvantaged	184	8	1.0	3.8	0
Students with Disabilities	157	6	3.8	0.6	0
High Needs	450	15	2.0	1.7	0
Female	468	4			

Male	470	15	1.7	1.7	0
American Indian or Alaska Native	4	0			
Asian	48	0			
African American/Black	275	6	0.4	1.0	0
Hispanic/Latino	36	1			
Multi-race, Non-Hispanic/Latino	64	0			
Native Hawaiian or Pacific Islander	9	0			
White	512	13	2.0	0.7	0

During the 2014-2015 school year South Shore Charter Public School made significant changes to the suspension process in line with the change in the law. Students subject to suspension began to participate in a hearing with the principal prior to the imposition of disciplinary consequences. Parents and guardians also participate in these hearings, which provide all parties with an opportunity to explain their concerns and present their point of view. These meetings have proven to be highly effective. During these hearings, administrators are able to discuss not only the incident in question but a variety of topics impacting the academic performance and social experience of the student. Often the result is not a suspension. For example, during the 2015-2016 school year, the principals conducted 18 suspension hearings. Only 11 of those hearings resulted in an internal or external suspension. During the 2016-2017 school year, the principals conducted 26 suspension hearings. Only 17 of those hearings resulted in an internal or external suspension. This trend has continued.

South Shore Charter Public School continues to work to keep the suspension rate low and has responded to trends in subgroup data. During the 2015-2016, 2016-2017, and 2017-2018 school years the suspension rate for high needs students rose above the overall average. In 2017-2018 the suspension rate for students with disabilities was higher than the total percentage. The 2017-2018 school year also saw a rise in the overall suspension rate. While the suspension rate remained fairly low, SSCPS aims to keep students in school. In response to this concern, the 5-8 assistant principal and the 9-12 assistant principal attended training on Restorative Justice practices in March of 2018. In the spring of 2018 Dr. Sheldon Loman from Portland State University worked with the 5-8 teaching team and the assistant principals to improve disciplinary practices in an effort to shift to a restorative approach. With Dr. Loman's guidance, the team developed a plan to take into the 2018-2019 school year.

During the 2018-2019 school year, SSCPS made progress in this area as the suspension rate dropped and the disparities between subgroups lessened. All SSCPS teachers, K-12, attended a Restorative practices workshop during our August professional development. Teachers and administrators from all levels of the school attended additional training on Restorative Justice practices through the Massachusetts Charter Public School Association early in the fall to support the change in disciplinary practices. The Assistant Principals created a Climate and Culture Committee that included teachers from every Level. The committee met monthly and supported the implementation of restorative circles in grades 3-12 in an effort to prevent the behaviors that lead to disciplinary consequences in the first place. Students and teachers reported that the circles were productive and effective. This work will continue in 2019-2020 as circles become the basis for Advisory programming in grades 5-12. This model is a natural transition from the Open Circle program used in our K-4 classrooms. The Climate and Culture Committee has also reviewed our disciplinary data. This analysis has helped to inform the changes the group is guiding.

Except for in the case of the most serious offenses, SSCPS has instituted alternative consequences for many infractions that once resulted in suspension. These consequences include Saturday detentions, education surrounding the harm caused by the infraction, and service to the community to repair the damage done by the infraction. When students are excluded from classes, SSCPS has shifted toward using in school suspension more frequently, despite the logistical difficulties.

F. Equal Rights and Access to Opportunity

The faculty is continually engaged in writing and designing curricula that align with the Massachusetts Curriculum Frameworks; 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. In this process of curriculum alignment, careful consideration is made to identify dated curriculum that holds simplistic and demeaning generalizations on the basis of race, limited English proficiency, disability, color, religion, sex, gender identity, national origin, housing status, and sexual orientation.

To accomplish this goal of curriculum alignment there is a cycle of curriculum review. This process is described in the School Improvement Plan. This review is led by Curriculum Coordinators. Curriculum Coordinators review curriculum with an eye towards biased, simplistic, and demeaning generalizations on the basis of race, limited English proficiency, disability, color, religion, sex, gender identity, national origin, housing status, and sexual orientation. Teachers complete reviews both individually and in groups that examine curricula within this framework.

SSCPS uses the model Massachusetts Model Evaluation process and in that process sets aside time for annual review of the following elements in the Teacher Rubric,

	Elements Demonstrating Proficiency (MA Teacher Rubric)
II – A – 3	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners
II – C – 1	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges
III – B – 2	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency
III – C – 2	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values

In this professional work teachers are told to ensure that appropriate activities, discussions and /or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

The administrative team at South Shore Charter Public School reviews all aspects of its program at the end of each school year. The review takes place to ensure that all students regardless of race, limited English proficiency, disability, color, religion, sex, gender identity, national origin, housing status, and sexual orientation, had equal access to all programs, including athletics and other extracurricular activities.

The team reviews all programs and aspects of programs consisting of but not limited to:

- Student placement in classrooms
- Selection of courses including workshops at high school level
- Special education programming
- Title 1 service
- English language learner programming
- FIT (Focused Instructional Time), students are placed in groups once a day to focus on areas needing support or re-instruction

- Advanced Placement Classes (High School)

The team also reviews our afterschool and athletic programming consisting of:

- High School Boys Basketball
- High School Girls Basketball
- Middle School Basketball
- High School Co-Ed Soccer
- Middle School Co-Ed Soccer
- Co-Ed Track and Field
- Co-Ed Cross-Country
- Debate Club (High School)
- After-school tutoring (all levels)
- National Honor Society (High School)
- Yearbook Club (High School)
- Middle School Band
- Volleyball (Girls)
- Softball
- Baseball
- Gender Sexuality Alliance
- Black Student Union
- Student Government

South Shore Charter Public School is confident that the School continues to afford equal access to all students regardless of race, limited English proficiency, disability, color, religion, sex, gender identity, national origin, housing status, and sexual orientation.

Criterion 3: Compliance

The South Shore Charter Public School remains in compliance with the terms of its charter and all applicable state laws and regulations, including the Statement of Assurances.

Criterion 4: Dissemination

Dissemination of best practices remains a priority for the School. Over the past five years the School has collaborated with area colleges and universities and local school districts on professional development and supporting grants. The strongest opportunity for dissemination over the past five year was with the Model School Demonstration Project. The School was able to share best and current inclusive practices with other charter schools through the Massachusetts Charter School Association.

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination	Charter School Performance Criterion or Key Indicator	Partners and Locations	Result of Dissemination
Shared best practices around inclusion and scheduling for special education related services personnel. Also discussed Key topics and legislature facing special education	Year-long monthly sessions during FY 2016.	Matthew Tondorf, Director of Learning Services	Support for diverse learners & building capacity	WestED and Massachusetts Department of Elementary and Secondary Education. 20 Special Education Directors with at 10 years of experience.	Presented inclusion best practices to 20 experienced Special Education Directors working in Massachusetts School.
Designing programming and providing service for low incidence students with disabilities	Hosted monthly sessions and met with representatives from the charter school office at SSCPS to build upon the work from the last two years. FY-2018	(8) 5&6 grade teachers (1) ELL teacher (1) Adjustment counselor (1) Director of Learning Services	Support for diverse learners Building capacity	Model School Demonstration Project (MassCan) from the Massachusetts Charter School Association	Developed a training plan for universal design
Building capacity to support diverse learners	Attended collaborative meetings hosted by the Massachusetts	Matthew Tondorf, Director of Learning	Support for diverse learners	Massachusetts Charter School Office	Development of professional development and

	Department of Education. FY 2016-FY 2018	Services			support systems to assist charter school to build capacity to support diverse learners
Designing programming and providing service for low incidence students with disabilities	Hosted monthly sessions and met with representatives from the charter school office at SSCPS to build upon the work from the last two years. FY-2017	(7) 3rd & 4th grade teachers (1) ELL teacher (1) Adjustment counselor (1) Director of Learning Services	Support for diverse learners Building capacity	Model School Demonstration Project (MassCan) from the Massachusetts Charter School Association	Developed a training plan for universal design
Designing programming and providing service for low incidence students with disabilities	Hosted monthly sessions and met with representatives from the charter school office at SSCPS to build upon the work from the last two years. FY-2016	Teachers representatives from all grade levels (K-6) (1) ELL teacher (1) Adjustment counselor (1) Director of Learning Services	Support for diverse learners Building capacity	Model School Demonstration Project (MassCan) from the Massachusetts Charter School Association	Developed a training plan for universal design
Supports charter schools in southeast area in building necessary supports for students with low incidence disabilities and ELL needs	Met monthly and was hosted by SSCPS Director of Learning Services. FY 2016-2018.	Matthew Tondorf, Director of Learning Services	Dissemination	Southeastern MA Cluster Partnership Group	Building and development of necessary staffing, fund allotment, and programming for students with low incidence disabilities and ELL needs
Best Practices	Attended and participated in Business Manager/CFO/COO & Business Manager COP meetings. FY 2017-2018	Kristine Bingham, Director of Finance/HR	Finance	Massachusetts Charter Public School Association CFO/COO & Business Manager COP	Networking and shared best practices with other charter school peers
Supports charter schools in southeast in building effective guidance programming	Met monthly and was hosted by the SSCPS Director of Guidance. FY 2016-2018	Mary Carter, Director of Guidance	Dissemination	Southeastern MA Charter School Guidance cluster	Development of programming across guidance departments to support effective practices
Identifies activities and supportive practices for educators in grades 1-3 which are aligned with age and grade appropriate indicators for each of the SEL	Attended one panel meeting. Addressed one of the five social emotional competencies; social and self-awareness, self-management, relationship skills, and responsible decision making. FY 2018	June Fontaine, Teacher, Grades 1 & 2	Curriculum Instruction	Program Quality Workgroup, Social Emotional Learning (SEL) Subcommittee ESE Office of Student and Family Support Center for	Collecting and creating activities and supportive practices for educators in grades 1-3 which are aligned with age and grade appropriate indicators for each of the SEL standards and competencies

standards and competencies				Educational Options Will attend two in the upcoming year	
Best Practices	Attended introductory professional development in an advisory role for the new Letterhead core curriculum reading program. FY 2017-2018	Beverly Bruce, Title I Reading Specialist	Support for diverse learners Access and Equity	Keys to Literacy	Evaluated new program and training materials
Play in Healthcare Environments and Issues for Classroom Teachers	Taught a course in childhood development for the Fall 2017 and the Spring 2018 semester	Beverly Bruce, Title I Reading Specialist	Access and Equity Family Engagement	Wheelock College	Facilitated undergraduate learning of essential issues for children in healthcare environments
Hiring Learning Services Personnel	Guest speaker to a class of 35 aspiring special education graduate students at Boston University this past spring. Fall of 2016, 2017 & 2018	Matthew Tondorf, Director of Learning Services	School leadership Professional Culture	Boston University	Spoke about how to prepare for interviews and the traits that Special Education Directors are looking for during the hiring process.
The future of Special Education in Public Education	Sat on a panel of four Special Education directors at Boston University. Fall of 2017 & 2018	Matthew Tondorf, Director of Learning Services	Professional climate	Boston University	Fielded questions about the direction of special education.
Family Engagement	Federal Grant Programs Panel Presentation during FY 2018	Sheina Prince, Teacher Grades 1 and 2	Family Engagement Access and Equity	Massachusetts Department of Elementary and Secondary Education	Shared family engagement strategies in panel presentation format to attending public school districts and charter schools.
Presented best practices for using alternative assessment	Presenter and part of a panel discussion	Alicia Savage, Executive Director	Support for diverse learners Access and Equity	MCPSA Educational Assembly	Presented best practices for using alternative assessment
Sheltered English Instruction	Taught a course in Sheltered English Instruction for the Fall 2016 semester	Alicia Savage, Executive Director	Access and Equity Instruction	South Shore Educational Collaborative, Fitchburg State University	Facilitated the SEI endorsement for teachers throughout the Southeast

Academic Program Success

Criterion 5: Student Performance

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 focused on identifying instructional strategies targeted to improved student performance in all categories. Within four years the percentage of students scoring *Proficient* or higher on the grade ten ELA MCAS has sustained from 95 percent in FY15, to 92 percent in FY16, 96 percent in FY17, and 92 percent in FY18. More challenges are evident in the grade 10 Math MCAS with the percent of students scoring *Proficient* or higher 86 percent in FY15, 77 percent in FY16, 78 percent in FY17, and 64 percent in FY18. The percent of students scoring *Proficient* or higher on the Grade 10 Science, Technology and Engineering MCAS was 64 percent in FY15, 80 percent in FY16, 77 percent in FY 17, and 64 percent in FY18.

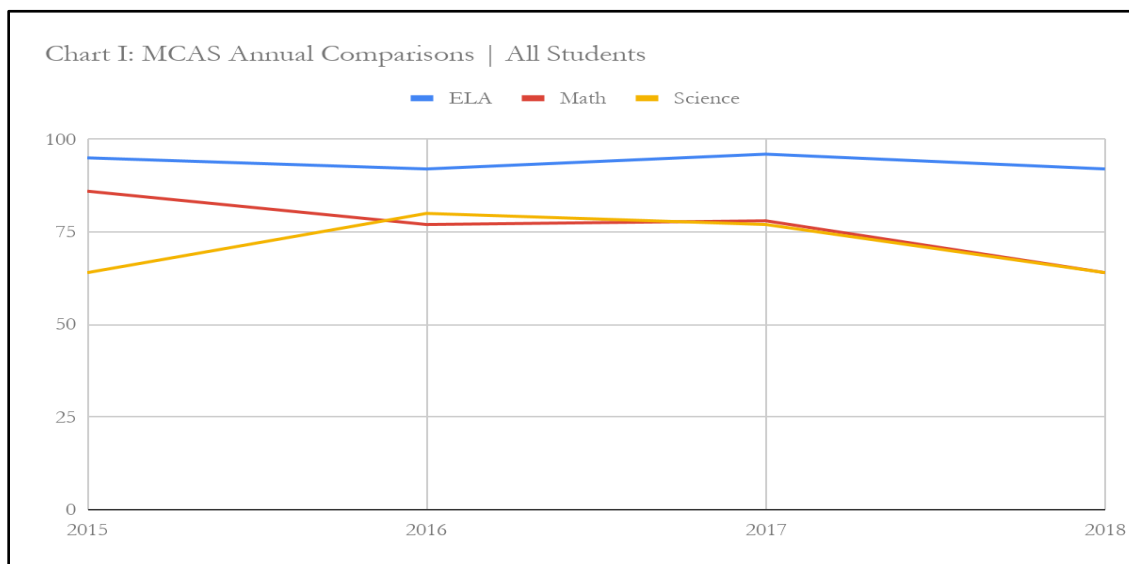
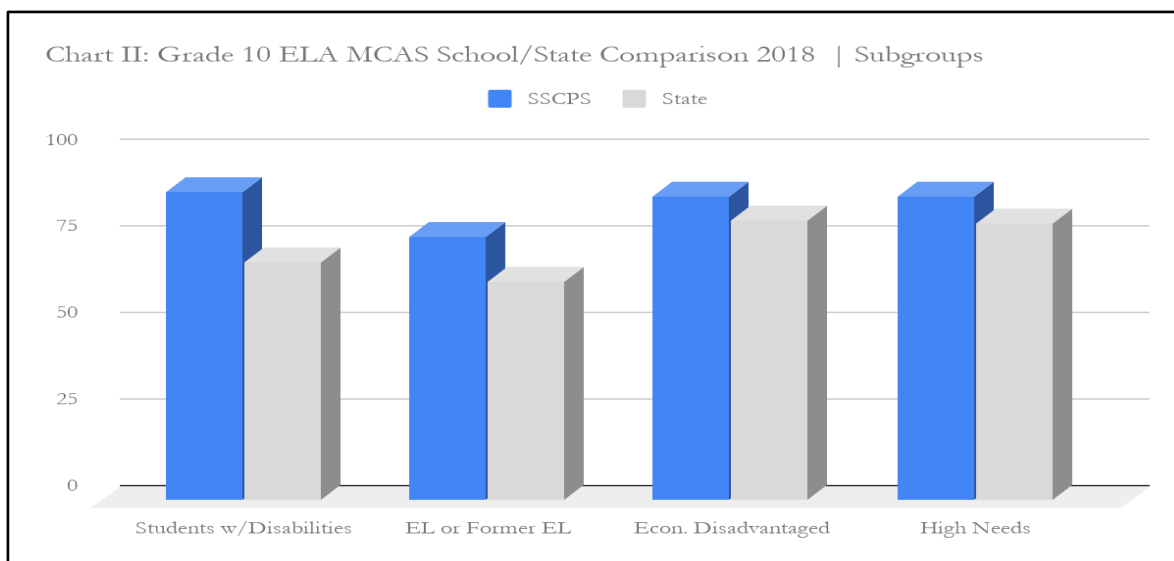
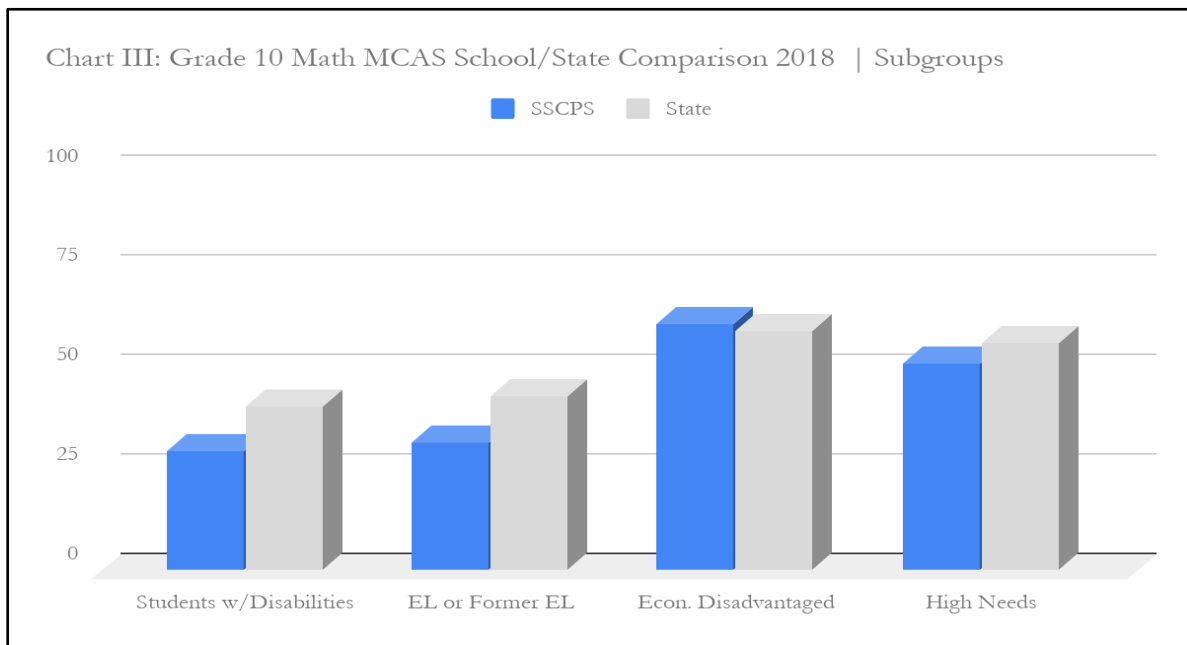
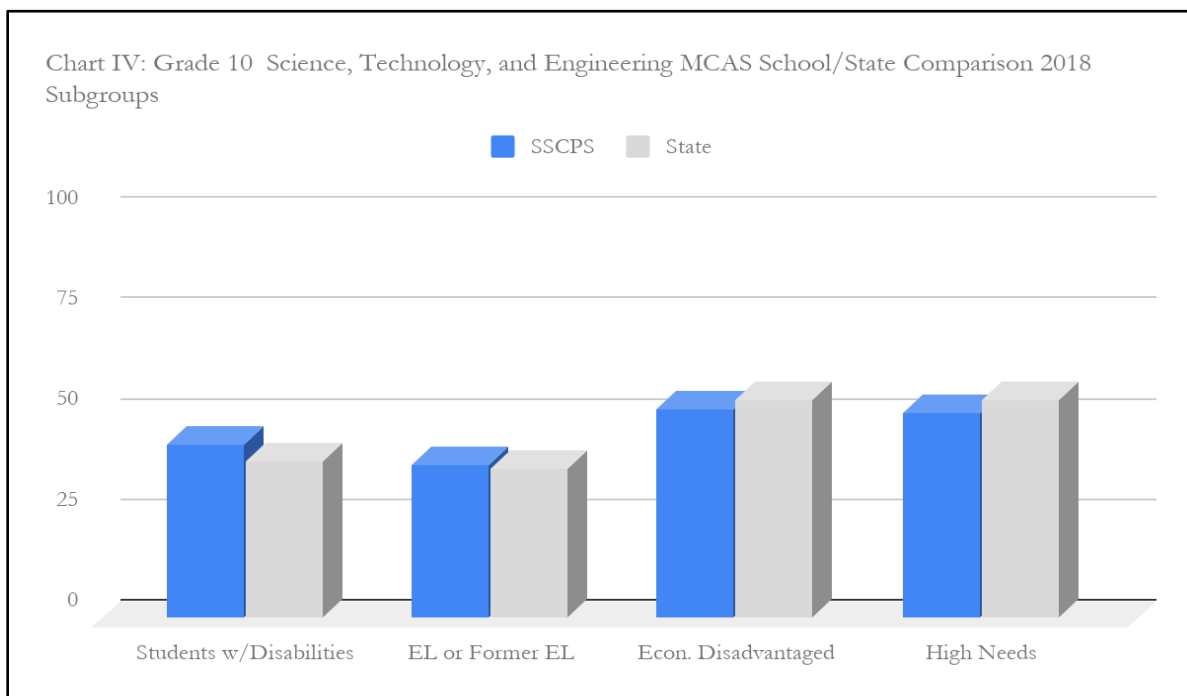


Chart I illustrates a four year timeframe for all tenth grade students. The percentage of students scoring *Proficient* or higher on the grade ten ELA MCAS has sustained from 95 percent in FY15, to 92 percent in FY16, 96 percent in FY17, and 92 percent in FY18.





More challenges are evident in the grade 10 Math MCAS with the percent of students scoring *Proficient* or higher 86 percent in FY15, 77 percent in FY16, 78 percent in FY17, and 64 percent in FY18.



The percent of students scoring *Proficient* or higher on the Grade 10 Science, Technology and Engineering MCAS was 64 percent in FY15, 80 percent in FY16, 77 percent in FY 17, and 64 percent in FY18. Although ELA scores remain above 90 percent, there is work to be done in Math and Science over the next three years.

Data gleaned from the Next Generation MCAS is indicative of similar trends. According to DART data, 53 percent of all students scored *Exceeding* or *Meeting Expectations* in 2017 and 43 percent met those indicators in 2018. This is comparable to the State average of 49 percent of all students in 2017 and 51percent in 2018. DART data indicates more growth needed in Mathematics; 43 percent of all students scored *Meeting or*

Exceeding Expectations in 2017 and 32 percent met those indicators in 2018 at SSCPS, while statewide those percentages are 48 percent for both 2017 and 2018. Upon review of the average scaled score, SSCPS remains in line with statewide trends for both ELA and Mathematics. Since this data has been made available, the school has established an Instructional Leadership Team and has put a new administrative structure into place. The Next Generation MCAS scores serve as a baseline for institutional growth and curriculum development.

The School remains committed to expanding the Honors and Advanced Placement programs for students in grades 9-12 and making that coursework available to all students. In FY19, 50 percent of students in the *High Needs* category were enrolled in Advanced Placement or Honors coursework, a 9 percent increase from the previous year. The School has increased its efforts in college and career placement for students. The School now has a dedicated College and Career center for students, guidance department staffing has tripled over the past three years, and the PSAT is now administered to students in grades 8-11. In FY19, students the aggregate students in grades 8, 9, and 10 performed above the national average. Student scores for eleventh graders were below both state and national averages, however, when those students took the SAT in the spring; their scores were 49 points higher than the state average and 7 points above the national average. FY19 was the first year the SATs were offered on site following school-based SAT preparation classes in Math and English.

Criterion 6: Program Delivery

A. Curriculum

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. Curriculum teams have devoted 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, 5) developing common assessments to determine the effectiveness of specific instructional strategies and curricula.

The ELA program at SSCPS delivers a curriculum that supports and challenges student progress in all aspects of literacy: listening, speaking, reading and writing. The teaching of skills in K-2 is based on a program of phonics and phonemic awareness delivered in lessons that combine rich practice activities with decodable readers. Students build skills progressively in a vertically aligned program so that moving up a grade is a transition done with a teacher who has a full picture of each child's reading abilities and struggles.

In K-8, the ELA classroom is horizontally aligned to deliver four modules annually. This program, *Wit & Wisdom*, comes from the Great Minds organization (as does the math program). In its third year of implementation, the curriculum is being adopted in the middle grades during the 2019-2020 school year with a slower transition for 5th grade students. Instead, 5th grade students will be reading some of the texts in some classes. Although the 5th grade students are not participating this year in the implementation of the *Wit & Wisdom* program, their skilled and experienced teachers teach all facets of literacy through reading and writing lessons based on high-quality texts that engage the intellects and imaginations of their students. Vertical alignment in the teaching of vocabulary improves outcomes for all students. The intended outcome is that 5th grade students will benefit from a more measured transition.

The ELA grade 10 scores indicate the School's longitudinal achievement in language development, literacy, and academic language. There are a few curriculum improvements to be made at all grade levels.

Each module of *Wit & Wisdom* has an overarching question that students answer progressively as their curiosity, skills, knowledge and understanding build. The horizontal alignment facilitates common planning, sharing of resources and mutual support among ELA teachers. Vertical alignment is achieved through a common structure of lesson/text progression:

1. Wonder: Engage student curiosity in text.
2. Organization: How is the text structured?
3. Reveal: What is the deeper underlying meaning of the text?
4. Distill: Extract the essential meaning of the text.
5. Know: Connect new student learning to prior knowledge.

This vertical framework of lessons has a predictability for students from one grade to the next that fosters learning. The High School curriculum is based on the Massachusetts State Frameworks and builds rigor in all literacy skills by thoughtful selection of texts for each grade that allow for skill mastery and student engagement.

Over the past four years, the South Shore Charter Public School has expanded the science department, as well as their focus on scheduled allotted time in teaching students science. All grade levels have adapted the 2016 Massachusetts Science and Technology/Engineering Curriculum Frameworks. The science curriculum focuses on engaging students, as well as focusing on the science and engineering practices, fostering an environment in which students learn through inquiry and higher level questioning. Teachers in grades K-4 supplement and support self-created lessons with the use of the science curriculum Full Option Science System (FOSS). FOSS focuses on learning through questioning, hands-on investigations and notebooking. Our middle school teachers have spent the past several years fine tuning curriculum maps. Grade 5 and 6 students create EOMs and participate in an annual science fair showcasing their science exhibits. In the high school, students follow the projected course schedule: 9th grade Biology, 10th grade Chemistry/Physical Science, 11th/12th grade Physics, Elective, or Advanced Placement coursework.

B. Instruction

High quality instruction comes from knowing student needs and how those needs are met within the educational program. Targeted methodologies have been developed in all subject areas. In English Language Arts and History K-8 instructional practices place an emphasis on questioning. Each lesson has a guiding question and students are encouraged to ask questions of each other and their instructor. High quality visual texts are peppered throughout the program and lend themselves to this instructional model. Think-pair-share as well as turn-and-talk practices integrate listening, talking and observing as described in the Massachusetts Frameworks. Posted objectives in classrooms prepare students for learning while a back and forth dialogue between teacher and student fosters engagement. By being in a classroom where objectives and learning summaries happen, students receive instruction that is focused on their learning. High school lessons that begin with a *Do Now* opening empower students, engage learning through writing and tailor instruction to all student needs.

As the school has grown, so has the opportunity for us to offer more AP's, honors and more student chosen electives. Students in grades 9-12 have the option to take an honors level designated course, as well as to take an AP level course from grades 10-12. The science AP program at SSCPS has grown tremendously to include AP Biology, AP Chemistry, AP Computer Science Principles, and AP Physics. AP classes are offered just like the elective courses, on an as needed basis and some courses being offered every other year. In the High School, our science elective courses for juniors and seniors are a non-leveled, inclusive classroom environment. Classes range from standard Physics to Marine Science, Human Biology, Engineering, Nutrition and Fitness and Topics in Science. Students learn science through hands-on investigations, teacher led discussions, group work, and individual projects. This atmosphere promotes students learning in which they are exposed to teachers delivering 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.

C. Assessment

Focused Instruction Time (FIT) is an opportunity for teachers to deliver core content curriculum to smaller groups of students. These groups are assembled on the basis of data from DIBELS (K-6), GRADE (K-6), MCAS (3-10), PSAT (8-11), and SAT (11) assessments as well as individual student interest. Questioning,

informal observations, and teacher to teacher dialogue serve as means of finding useful qualitative data on students. *Exhibitions of Mastery*, where students are asked to make researched presentations, give feedback on program effectiveness and student learning. The data feed into to get a complete picture of where individual student learning stands and how best to foster its growth.

Implementation of *Wit & Wisdom* was in its 3rd year this year for K-4. Teacher familiarity with the program was such that they developed assessments that addressed the program's effectiveness and the quality of the learning achieved by our students. The resulting backward design deepened understanding of the goals of the program and allowed teachers to tailor the program to meet the unique needs of our student population.

In science, data from formative and summative assessments are used to assist our teachers in their practices, as well as to provide data for extra supports, including that such as MCAS FITs, advanced science FITs, or STEAM focused educational FITs. Teachers in grades 5, 8, and 9 collaborate across the levels, as well as with the learning services department to promote optimal student performance. Grades 5, 8, and 9 are science MCAS years. The science department collaborates each year looking at student performance MCAS data, as well as PSATs and SATs to determine where areas of weakness are in our classrooms. Professional development focuses on using data to support instructional practices for optimal student in-class performance, as well as post-secondary success. Teachers are able to use data to differentiate lessons, provide necessary accommodations and interventions and support, including science support and MCAS prep FITs.

D. Supports for All Learners

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

The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting. One ELL teacher is seeking certification this summer, having worked the previous year under a waiver. One Learning Services teacher is completing their final MTEL and has worked this past year under the supervision of a licensed Special Education teacher. All other Learning Services staff and ancillary service providers are certified, licensed, and/or highly qualified in the State of Massachusetts.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department piloted the first after-school support program for Title III students and will continue with the first summer institute to provide additional support this summer. This past year the ELL department spent a great deal of time, starting summer 2018, in developing an ELL curriculum. The ELL teachers in grades K-4, took the new *Wit & Wisdom* curriculum and adapted it to provide support and instruction for our English Language Learners. They also piloted a new National Geographic Curriculum and grades 5-12 began working on *Language Live* as another tool to support student language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers work diligently to provide these supports during FIT time, for all students. This year the scheduling of the FIT block was changed to allow for K-12 service

provider to have time slots to service Special Education and ELL students during this block, reducing the amount of time these students spent away from general education coursework.

FY20 will focus on a new implementation of the Pre-AP curriculum. The Pre-AP frameworks, along with our SSCPS curriculum, will provide foundational knowledge and skills allowing for equitable access for all of our students. Classes will focus on quantitative skills, analytical reading and writing, and an emphasis on modeling. An emphasis on areas of shared principles across curricular areas is prevalent; observation and analysis, high-order questioning, academic conversations, and evidence-based writing. All of these principles are evident in some way in all of our science classrooms K-12, but will be emphasized in high school with the need to promote cross-curricular connections, essential real-life skills for success and college and career readiness.

Criterion 7: School and Family Engagement

South Shore Charter Public School strives to create an integrated K-12 academic program. The school provides students with many opportunities to work with students of different ages, taking advantage of the presence of all grades on campus. Systems are in place to foster mentoring relationships that support both academic achievement and social-emotional student needs. Cross-level work is integrated into the Project/Workshop model with students often leading instruction, putting on performances, and providing resources for one another in the context of their Project work. For example, kindergarten students created a movie with students from the Film Workshop, students from the high school Strings Workshop wrote a score for a book written by Level I students, and the Level III Theater Project put on a play for students on Level II.

With the expansion of the school into a third building, SSCPS put systems into place to ensure that this collaboration continued. The K-12 schedule aligns some Project/Workshop times so that teachers can plan to work together. A shuttle system is in place to provide transportation. Cross-level collaboration has grown and now extends far beyond the Project/Workshop model. Sixth-grade students working on their science fair projects and fifth-grade students researching for their annual wax museum presentations are all assigned high school mentors to help them prepare. High school advocacy groups such as the Black Students Union and the Gender Sexuality Alliance present annually to students in the middle school. Advanced Placement Biology students write children's books to address topics in the Level I science curriculum. A formal mentoring program organized through the Learning Services department provides students with special needs with social-emotional support from an older student. Many of these partnerships last many years.

Parents continue to be recognized as partners in their child's education. In addition to the Weekly Update, the School will maintain the website, and increase email communication to facilitate communication. The number of outreach events has remained high. This year, International Food Night was a tremendous success with over 250 attendees. The School's calendar is comprehensive and reflects the interests of all members of the school community. Parent volunteers donate over 3,000 hours of volunteer time annually.

The South Shore Charter Public School has established a clear 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 2019 SSCPS Annual Parent Satisfaction Survey (The Parent Satisfaction Survey) reports that 91.86 percent of participating parents feel that the school leadership team guides regular open communication through meetings, Updates, letters, web postings, open houses and individual conferences. 89.2 percent of those parents participating in the survey feel the Executive Director is open to school community suggestions for improvement. 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 88.37 percent of participating families agree or strongly agree with the statement *SSCPS provides meaningful opportunities for parents to participate in governance and volunteer.*

Organizational Viability

Criterion 8: Capacity

The Board of Trustees (the Board) has extended ongoing efforts to recruit and retain a consistent school leadership team. The Board and school leadership team hold a shared vision of recruiting, supporting, and retaining a highly qualified, diverse faculty and staff with a shared commitment to improved student learning and rigorous academic achievement for all learners. The Executive Director, members of the school administration, and instructional leadership team (ILT) 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 two additional days 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 and the ILT meet 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, instructional leaders 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 administrative and ILT teams formally convene 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, enrolling, and retaining a vibrant and diverse student body. The School seeks to be a school of choice by providing a stimulating and distinctive experience for students in and out of the classroom. SSCPS leadership, the Board, the Faculty and the entire SSCPS community reaffirm the School's commitment to fostering intellectual, social, ethical and emotional growth for all students throughout their years at SSCPS.

The School works hard to attract and retain 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 FY17 the School, via the Personnel Committee, successfully negotiated a three-year faculty salary schedule for employees that set salaries for the upcoming FY18-FY20 academic years. 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 social emotional needs of our students, ELL, Special Education, Literacy, Science, Technology, Engineering, Arts and Math (STEAM).

The School continues to support a two year mentoring program for new teachers. The School will continue to increase time and space allocations to provide adequate collaborative time for faculty to collaborate across levels and disciplines and with the ILT. And the school will 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.

Essential participants in the shared decision making model include board members, 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.

Criterion 9: Governance

The Board of Trustees (the Board) convenes seven times annually, including a daylong retreat or an extended meeting in July, to ensure that the Board meets its responsibilities pertaining to governance and the school's leadership structure. In FY19, 85.71 percent of families who completed the annual survey indicated that the School's Board of Trustees is a strong, stable, and guiding body. There are four committees; Development, Governance, Finance, Personnel, and three ad hoc committees; Facilities, Field Trips, and Strategic Planning. The Chairs of the committees comprise the Executive Committee which meets eleven times per year. 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. There is an elected student council representative who is a voting member of the Board. Committees meet from four to eight times per year. In 2012, the Board voted revisions to the bylaws which were approved by the ESE Commissioner on August 17, 2018.

Criterion 10: Finance

The South Shore Charter Public School has a history of deliberate conservative fiscal policy and continues to budget based on DESE tuition and facilities aid revenue projections determined by student enrollment. Each year the School's fiscal operational budget is focused upon School tuition trend analysis and on the economic forecast within the Federal and State governments, 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, Inc. (the Foundation), to grant \$75,000 annually to offset operating expenses. The School also receives federal and state competitive and entitlement grant funding that help to support a portion of some programming.

The DESE mandated annual audits have produced no significant negative findings over the last renewal period. However, it was noted in FY18 that the School made two late payments of employee contributions to the Massachusetts Teachers Retirement System (MTRS). This was due in part to the School changing payroll providers in FY18. In FY19, the School switched back to the former payroll provider and this issue was resolved in FY19 and to date there have been no late payments to the MTRS. 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 and has funded all capital improvements utilizing cash reserves.

The Board of Trustees and the Finance Committee oversees 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 the cost of academic programming and operational 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.

Internal Controls

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 reports the School's financials 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 Board member receives financial reports prior to each meeting. Included on each Board of Trustees meeting agenda is a financial statement presentation by the Finance Committee.

Plans for the Next Five Years

The South Shore Charter Public School has completed its new Strategic Plan to chart the course of the next five years. The planning process was comprehensive with active participation from representatives of the student, parent, faculty, staff, and trustees. Led by a member of the Board of Trustees, the strategic planning committee solicited contributions from all stakeholders in the school community. These efforts created the Strategic Plan and vision which will provide a compass to navigate the next five years.

The School has consistently worked to provide an enriched and challenging curriculum that will continue to meet the needs of all students enrolled. Targeted curriculum work will continue in the core academic areas. Over the next five years, we anticipate increased student achievement and that our ELL and special education populations will continue to grow and thrive. It is our diversity that is our greatest strength.

Project-based combined with traditional methodology will continue to be the cornerstone of the SSCPS curriculum. The School will continue to grow its Advanced Placement program, including an introduction of Pre-AP coursework at the high school. The School will continue to provide every student with an education that maximizes academic achievement. The School will continue to expand opportunities for interaction among students of all ages and grade levels. Student participation will continue to be inherent to the

governance of the school. Student government will continue to elect a student representative as a voting member of the Board of Trustees. At minimum, ninety-five percent of incoming ninth graders will graduate within five years. SSCPS will continue with college readiness by further developing the newly established College and Career Center which is now fully staffed. SSCPS will support students as they develop the academic talent and independence needed for success in college with the measurable goal of 50% of SSCPS graduates obtaining a bachelor's degree within six years of graduating from SSCPS.

The School remains committed to maintaining the current student-to-teacher ratios regardless of programming or space constraints. The School will continue to enhance its newly-acquired space at 700 Longwater Drive and maintain its K-8 building. The School will continue to offer faculty tuition reimbursement of \$2,000 per faculty member each year and seek coursework opportunities for faculty members. During the upcoming FASA negotiations, the School will continue to seek appropriate salaries and benefits for faculty and staff.

The South Shore Charter Public School will remain faithful to its charter and continue to share the strengths of its model with schools and educators throughout the country. The School remains dedicated to being a unified learning community committed to bringing out the best in every student as they reach for their goals. The faculty and administration remain committed to all students, their hopes, aspirations, and successful life outcomes. Each student is seen as an active learner. Every student participates in service learning and learns the importance of service to others. Every student is encouraged to use their voice to shape their education. Every student participates and flourishes in experiential, inquiry-based learning. As we approach our 25th year, South Shore Charter Public School remains committed to inspiring every student to excel in academics, service, and life.

Appendix A

Accountability Plan Performance

Faithfulness to Charter	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: SSCPS will provide students with rigorous academics across a broad curriculum combined with project-based learning.					
Measure: Each year a minimum of 95% of SSCPS students will successfully complete Project and Workshop requirements, Portfolio requirements, and the Exhibitions of Mastery.	Met	Met	Met	Met	Over the course of the charter term, SSCPS students have consistently completed Project/Workshop requirements, Portfolio requirements, and their Exhibitions of Mastery at a rate between 98 and 99 percent.
Measure: Annually, all high school students, including High Needs students, will have access to Honors and Advanced Placement coursework. One quarter of the DESE classified High Needs students will be in Honors and/or AP courses.	Met	Met	Met	Met	All high school students, including High Needs students, have access to Honors and Advanced Placement coursework. Over the course of the charter term the percentage of DESE classified High Needs students at the high school enrolled in Honors and Advanced Placement courses has steadily risen. During FY16 25.3% of high needs students were enrolled in advanced coursework. In FY17 the number rose to 32%. In FY18 the percentage was 41. During the 2018-2019 school year half of all high needs students were enrolled in these courses.
Measure: SSCPS will administer PSATs in grades 9-11 and 90 % of ninth grade students will take the PSAT. SSCPS students will score higher in the aggregate than their grade level peers at the state and national levels as indicated by The College Board data and comparative analysis.	Partially Met	Met	Met	Partially Met	SSCPS has consistently met the measure for student PSAT participation. Eighth grade students began taking the PSAT 8/9 during the 2016-2017 school year. SSCPS students outperformed their peers at the state and

					<p>national levels for two years of the charter term. In 2015-2016 10th grade students outperformed only their national peers. That same year 11th grade students performed below their state and national peers in the aggregate. During the 2018-2019 school year the grade 11 mean PSAT score was below both the state and national averages. SSCPS began administration of the SAT exam to all 11th grade students this year. Sixty-eight 11th grade students, or 92% participated in the spring SAT school day administration. The mean SAT score was 49 points above the state average and seven points above the national average.</p>
Objective: SSCPS will continue support the social emotional needs of all students.					
Measure: Annually, 90% of students report feeling physically and emotionally safe at school.	Met	Incomplete Data	Met	Met	<p>SSCPS met this measure during the three years when the school administered the survey to the entire student body. During the 2016-2017 school year only the high school was surveyed. That year 86% of students reported feeling physically and emotionally safe at school.</p>
Measure: Annually, 75% of new students, with particular focus on incoming students at the upper levels, report that SSCPS feels safer and more welcoming than their previous school.	Incomplete Data	Met	Not Met	Met	<p>The first year the school administered the survey it did not disaggregate data for students new to the school. No data is available for that school year. In FY17 76% of new secondary students reported that SSCPS felt safer and more welcoming than their previous school. During the 2017-2018 school year 74% reported that SSCPS was safer and</p>

					more welcoming and during the 2018-2019 school year the number was 75%. The number of students surveyed increased significantly over the second half of the charter term.
Objective: Annually, SSCPS students will all participate in age-appropriate levels of community service as set in the Exit Standards of the Student Handbook.					
Measure: Annually, 90% of all students will meet the community service requirement for each grade level (K-12) as outlined within the student handbook.	Met	Met	Met	Met	During the 2015-2016 school year 94% of students met the community service requirement. In the years since the number has risen to 95% and has held steady.

Academic Program Success	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: SSCPS will support college and career readiness through an internship program and community college dual enrollment opportunities.					
Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	Not Met	Met	Met	Met	During the 2015-2016 school year one student did not complete a Senior Internship Project during their Senior year. That student participated in the program the following year. During the remainder of the charter term all students completed Senior Internship Projects.
Measure: 100% of students will complete and achieve a grade of C or better in at least one college level course prior to graduation.	Met	Met	Met	Met	All students who have graduated from SSCPS during the charter term have taken and passed a college level course. Over the past two years six students had an IEP waiver for this requirement. Beginning in the 2016-2017 school year SSCPS began to offer college level courses on campus through Massasoit Community College. These courses include French, Sociology, Speech, and

					Psychology.
Objective: SSCPS will have an integrated K-12 academic program.					
Measure: The faculty will annually revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development. The faculty and administration will verify this alignment.	Met	Met	Met	Met	Over the course of the charter term the faculty annually revisited and revised the curriculum both horizontally and vertically. Evidence of this work is in the curricular documents that are locally shared to allow all staff members access. Teachers have done extensive work to ensure that the curriculum is both aligned to standards and that it builds to a culminating college level course. During the 2018-2019 school year SSCPS added four curriculum coordinators to the administrative staff in part to supervise this work. A fifth coordinator will be added in 2019-2020.
Measure: 25% of Projects and Workshops will engage in cross-grade level activities over the course of the school year.	Met	Met	Met	Met	Over the course of the charter term the percentage of Projects/Workshops that engaged in cross-level activities over the course of the school year ranged from 43% to 63%. Cross level collaboration remains a high priority for SSCPS as the school continues to expand. The highest percentage engaged in cross level work during the 2018-2019 school year.

Organizational Viability	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.					
Measure: At least five staff members per year will disseminate SSCPS’s model by presenting best practices at	Met	Met	Met	Partially Met	SSCPS staff members disseminated the SSCPS model through a variety of presentations at educational

educational consortiums and conferences.					consortiums, conferences, and institutions of higher learning. During FY16, FY17, and FY18 ten faculty members worked with the Model Demonstration School Project (MassCan). This allowed faculty members to share best practices with other charter schools as they worked to provide, service, and design programming for students with low incidence disabilities. During the 2018-2019 school year the Director of Learning Services presented to the Special Education Directors group through the North River Collaborative. The Reading Specialist presented at Wheelock College/Boston University.
Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts on at least four separate occasions to promote best practices for High Needs students throughout the school year.	Met	Met	Met	Met	SSCPS faculty members have collaborated with others in the charter school network and with district schools to promote best practices for High Needs students. This includes work with the Massachusetts Charter Public School Guidance, Finance, Special Education, and Guidance teams. Teachers have collaborated with the Hingham Public Schools in both the Spanish and English Language Arts Departments. Members of the Model Demonstration School team worked with teams from other schools to support the use of Universal Design to support students with disabilities.

Appendix B

General 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 and will not be accepted if it does not include 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 located at 100 Longwater Circle, Norwell, MA 02061 is true to the best of my knowledge and belief; and further, I certify that the school:

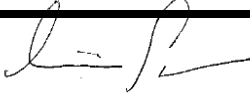
1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication 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 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section

504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English 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.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will 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 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature: 
Title: Executive Director
Date: August 1, 2019

Renewal Application Certification Statement

Name of School:	South Shore Charter Public School
Location:	Norwell

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



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

August 1, 2019

Date

Print/Type Name:	Edwin Rivera
Title (if designated):	Chair, South Shore Charter Public School Board of Trustees
Date of approval by board of trustees:	July 11, 2019

Appendix C Documents

Certificate of Occupancy – 100 Longwater Circle, Norwell, MA

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 School

located at 100 Longwater Drive, Circle 100 in the Town of Norwell

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
Main Level	63				

***Any combination of above not to exceed 100**

BY PLACE OF ASSEMBLY OR STRUCTURE	
Place of Assembly or Structure	Capacity

18-10 Certificate Number August 31, 2018 Date Certificate Issued

August 31, 2019 Date Certificate Expires

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

[Signature]
Building Official



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 School
located at 700 Longwater Drive in the Town of Norwell

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
Main Level	487						

*Any combination of above not to exceed 100

BY PLACE OF ASSEMBLY OR STRUCTURE

Place of Assembly or Structure	Capacity	Location	Place of Assembly or Structure	Capacity	Location

18-9
Certificate Number

August 31, 2018
Date Certificate Issued

August 31, 2019
Date Certificate Expires

[Signature]
Building Official

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



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 School
located at 104 Longwater Drive in the Town of Norwell

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
Main Level	100						

*Any combination of above not to exceed 100

BY PLACE OF ASSEMBLY OR STRUCTURE

Place of Assembly or Structure	Capacity	Location	Place of Assembly or Structure	Capacity	Location

18-11 18-11 August 31, 2018 August 31, 2019
Certificate Number Date Certificate Issued Date Certificate Expires

Timothy
Building Official

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

Fire Inspection Certificate and Building Safety Inspection
100 Longwater Circle, Norwell, MA



Thomas M. Barry, C.B.O.
Building Commissioner/
Zoning Enforcement Officer

TOWN OF NORWELL

BUILDING DEPARTMENT
345 MAIN STREET
NORWELL, MA 02061
(781) 659-8018

CERTIFICATE OF INSPECTION REPORT

Fee: 75

Certificate of Inspection Expiration Date: 8/15/18 Certificate # _____ Use _____

Name of Place of Assembly: South Shore Charter School Phone: _____

Address/Location: 100 Longwater Dr.

Proprietor/Contact: Mark Flanagan Phone: 508.789.5834

Owner(s) of Building: _____

No. of Units/Buildings: 1 No. of Levels: 1 Capacity (all levels) _____ No. Exits: 6

☒ APPLICABLE ☒ PASS ☒ FAIL COMMENTS:

Fire Protection Systems

<input checked="" type="checkbox"/>	Sprinkler System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Annul System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Alarm(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Extinguisher(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Smoke Detection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Ventilation System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____

Means of Egress

<input type="checkbox"/>	Stair and Stair Components	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Corridors/Halls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Doors and Door Hardware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Exit Signs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Emergency Lights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	Fire Escape(s)/Egress Balconies	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	5 year Fire Escape Affidavit	<input type="checkbox"/>	<input type="checkbox"/>	_____

Other/Misc.

<input type="checkbox"/>	Swimming Pool(s) (Health Insp. Req'd)	<input type="checkbox"/>	<input type="checkbox"/>	_____
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GENERAL COMMENTS: Passed

INSPECTOR: [Signature] 08-15-2018 DATE: 08-15-2018 OWNER/AGENT: [Signature] DATE: _____

Fire Inspection Certificate and Building Safety Inspection
700 Longwater Drive, Norwell, MA



Thomas M. Barry, C.B.O.
Building Commissioner/
Zoning Enforcement Officer

TOWN OF NORWELL

BUILDING DEPARTMENT
345 MAIN STREET
NORWELL, MA 02061
(781) 659-8018

CERTIFICATE OF INSPECTION REPORT

Fee: \$75

Certificate of Inspection Expiration Date: 8/25/18 Certificate # _____ Use _____

Name of Place of Assembly: South Shore Charter School Phone: _____

Address/Location: 700 Longwater Dr

Proprietor/Contact: Mark Flanagan Phone: 508 789 5834

Owner(s) of Building: _____

No. of Units/Buildings: 1 No. of Levels: 1 Capacity (all levels): 487 No. Exits: 4

☒ APPLICABLE ☒ PASS ☒ FAIL COMMENTS:

Fire Protection Systems

<input checked="" type="checkbox"/>	Sprinkler System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Annul System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Alarm(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Extinguisher(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Smoke Detection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Ventilation System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____

Means of Egress

<input type="checkbox"/>	Stair and Stair Components	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Corridors/Halls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Doors and Door Hardware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Exit Signs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Emergency Lights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	Fire Escape(s)/Egress Balconies	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	5 year Fire Escape Affidavit	<input type="checkbox"/>	<input type="checkbox"/>	_____

Other/Misc.

<input type="checkbox"/>	Swimming Pool(s) (Health Insp. Req'd)	<input type="checkbox"/>	<input type="checkbox"/>	_____
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GENERAL COMMENTS: Passed

INSPECTOR: DRD 08-15-2018 DATE: 08-15-2018 OWNER/AGENT: Mark Flanagan DATE: _____

Fire Inspection Certificate and Building Safety Inspection
104 Longwater Drive, Norwell, MA



Thomas M. Barry, C.B.O.
Building Commissioner/
Zoning Enforcement Officer

TOWN OF NORWELL

BUILDING DEPARTMENT
345 MAIN STREET
NORWELL, MA 02061
(781) 659-8018

CERTIFICATE OF INSPECTION REPORT

Fee: \$ 75

Certificate of Inspection Expiration Date: 8/25/18 Certificate # _____ Use _____

Name of Place of Assembly: South Shore Charter School Phone: _____

Address/Location: 104 Longwater Dr. Phone: _____

Proprietor/Contact: Mark Flanagan Phone: 508 789 5834

Owner(s) of Building: _____

No. of Units/Buildings: 1 No. of Levels: 1 Capacity (all levels): 1233 No. Exits: 7

☒ APPLICABLE ☒ PASS ☐ FAIL COMMENTS:

Fire Protection Systems

<input checked="" type="checkbox"/>	Sprinkler System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Annul System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Alarm(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Fire Extinguisher(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Smoke Detection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Ventilation System(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____

Means of Egress

<input type="checkbox"/>	Stair and Stair Components	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Corridors/Halls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Doors and Door Hardware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Exit Signs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input checked="" type="checkbox"/>	Emergency Lights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	Fire Escape(s)/Egress Balconies	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	5 year Fire Escape Affidavit	<input type="checkbox"/>	<input type="checkbox"/>	_____

Other/Misc.

<input type="checkbox"/>	Swimming Pool(s) (Health Insp. Req'd)	<input type="checkbox"/>	<input type="checkbox"/>	_____
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GENERAL COMMENTS: Passed

INSPECTOR: John V. J. 08/10/18 DATE: 08/10/18 OWNER/ AGENT: _____ DATE: _____

Health Inspection/Permits

Massachusetts Department of Public Health

Division of Food and Drugs

FOOD ESTABLISHMENT INSPECTION REPORT

Norwell Board of Health

345 Main Street
Norwell, MA 02061

Tel. (781) 659-8016 Fax (781) 659-2804

Name <i>Charter School #1</i>	Date <i>5/19/19</i>	Type of Operation(s) <input checked="" type="checkbox"/> Food Service <input type="checkbox"/> Retail <input type="checkbox"/> Residential Kitchen <input type="checkbox"/> Mobile <input type="checkbox"/> Temporary <input type="checkbox"/> Caterer <input type="checkbox"/> Bed & Breakfast	Type of Inspection <input checked="" type="checkbox"/> Routine <input type="checkbox"/> Re-inspection Previous Inspection Date: <i>12/03/18</i> <input type="checkbox"/> Pre-operation <input type="checkbox"/> Suspect Illness <input type="checkbox"/> General Complaint <input type="checkbox"/> HACCP <input type="checkbox"/> Other
Address <i>100 Long Water Drive</i>	Risk Level	Permit No. <i>8k</i>	
Telephone <i>781-852-4202</i>	HACCP Y/N		
Owner <i>High School District</i>	Time In: <i>11:05</i> Out: <i>AM</i>		
Person in Charge (PIC) <i>CHARLENE SHEPHERD</i>			
Inspector <i>Bob Griffin, CHH</i>			

Each violation checked requires an explanation on the narrative page(s) and a citation of specific provision(s) violated.

Violations Related to Foodborne Illness Interventions and Risk Factors

Violations marked may pose an imminent health hazard and require immediate corrective action as determined by the Board of Health.

Non-compliance with:

Anti-Choking 590.009 (E) ☐ Tobacco 590.009 (F) ☐
Allergy Awareness 590.009 (H) ☐ Trans Fat BOH Art. 17 ☐

FOOD PROTECTION MANAGEMENT

☐ 1. PIC Assigned / Knowledgeable / Duties

EMPLOYEE HEALTH

☐ 2. Reporting of Diseases by Food Employee and PIC

☐ 3. Personnel with Infections Restricted/Excluded

FOOD FROM APPROVED SOURCE

☐ 4. Food and Water from Approved Source

☐ 5. Receiving/Condition

☐ 6. Tags/Records/Accuracy of Ingredient Statements

☐ 7. Conformance with Approved Procedures/HACCP Plans

PROTECTION FROM CONTAMINATION

☐ 8. Separation/ Segregation/ Protection

☐ 9. Food Contact Surfaces Cleaning and Sanitizing

☐ 10. Proper Adequate Handwashing

☐ 11. Good Hygienic Practices

☐ 12. Prevention of Contamination from Hands

☐ 13. Handwash Facilities

PROTECTION FROM CHEMICALS

☐ 14. Approved Food or Color Additives

☐ 15. Toxic Chemicals

TIME/TEMPERATURE CONTROLS (Potentially Hazardous Foods)

☐ 16. Cooking Temperatures

☐ 17. Reheating

☐ 18. Cooling

☐ 19. Hot and Cold Holding

☐ 20. Time As a Public Health Control

REQUIREMENTS FOR HIGHLY SUSCEPTIBLE POPULATIONS (HSP)

☐ 21. Food and Food Preparation for HSP

CONSUMER ADVISORY

☐ 22. Posting of Consumer Advisories

Violations Related to Good Retail Practices (Blue Items)

Critical (C) violations marked must be corrected immediately or within 10 days as determined by the Board of Health. Non-critical (N) violations must be corrected immediately or within 90 days as determined by the Board of Health.

C	N

23. Management and Personnel (FC-2)(590.003)
24. Food and Food Protection (FC-3)(590.004)
25. Equipment and Utensils (FC-4)(590.005)
26. Water, Plumbing and Waste (FC-5)(590.006)
27. Physical Facility (FC-6)(590.007)
28. Poisonous or Toxic Materials (FC-7)(590.008)
29. Special Requirements (590.009)
30. Other




Number of Violated Provisions Related To Foodborne Illnesses Interventions and Risk Factors (Red Items 1-22):

Official Order for Correction: Based on an inspection today, the items checked indicate violations of 105 CMR 590.000/federal Food Code. This report, when signed below by a Board of Health member or its agent constitutes an order of the Board of Health. Failure to correct violations cited in this report may result in suspension or revocation of the food establishment permit and cessation of food establishment operations. If aggrieved by this order, you have a right to a hearing. Your request must be in writing and submitted to the Board of Health at the above address within 10 days of receipt of this order.

DATE OF RE-INSPECTION:

Inspector's Signature: <i>Bob Griffin</i>	Print: <i>Bob Griffin CHH</i>	Page 1 of 1 Pages
PIC's Signature: <i>CHARLENE SHEPHERD</i>	Print: <i>CHARLENE SHEPHERD, PIC</i>	

*Food also comes from Tully Catering, Hyde Park, Mass.
Hot food all checked upon arrival at the Fair Service Division.*

	
THE COMMONWEALTH OF MASSACHUSETTS TOWN OF NORWELL HEALTH DEPARTMENT 345 Main Street Norwell, Massachusetts 02061 TELEPHONE: (781) 659-8016 FAX: (781) 659-2804	
South Shore Charter Public School 700 Longwater Drive, Norwell, MA 02061	
This is to certify that:	
Is hereby granted the following License(s):	
FSE-18-24: Food Establishment	Fee: \$100.00
Total Fee(s): \$100.00	
In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws.	
Expiration Date December 31, 2018	Issue Date January 1, 2018
 Public Health Prevent. Promote. Protect. Norwell Board of Health	 Brian T. Flynn, R.S. Health Agent
TO BE POSTED IN A CONSPICUOUS PLACE NOT TO BE SOLD, ASSIGNED OR TRANSFERRED	

Health Inspections/Permits



OFFICE OF
BOARD OF HEALTH
(781) 659-8016
FAX (781) 659-2804

TOWN OF NORWELL

P.O. BOX 295
345 MAIN STREET
NORWELL, MA 02061

APPLICATION FOR LICENSE 2019

APPLICATION FOR: New () Renewal (X)

License/Permit Type	*Seats/Sq. Ft. / Fee	Critical Violations
Residential Kitchen		
Food Establishment	School \$100.00	
Retail Food Store		
Milk & Cream		
Tobacco Sales		
Catering Establishment		
Mobile Food Server		
Pasteurization of Milk		
		TOTAL DUE: \$100.00

***PLEASE SEE REVERSE FOR FEE SCHEDULE & # OF SEATS AND/OR Sq. Ft. IF APPLICABLE.**

Name of Business: South Shore Charter Public School
Address of Business: 100 Longwater Circle
Phone #: _____ Fax #: _____
Email: _____
Hours of Operation: _____ Seating Capacity: _____
24 Emergency Phone #: _____

Manager: _____ Telephone #: _____

Owner of Business: _____
Address: _____
Phone #: _____ Fax #: _____
Email: _____

Person to contact regarding Licensing: _____
Phone #: _____ Fax #: _____
Email: _____

In accordance with Massachusetts General Laws, Chapter 233, Section 35, the Commissioner of Revenue requires, as of August 1, 1983, that all cities and towns over 5,000 require the following statement before issuing the above license.

PURSUANT TO M.G.L., Ch. 62C, 49A, I certify under the penalties of perjury that I, to my best knowledge and belief, have filed all State tax returns and paid all State Taxes required under law.

Signature of Individual or Corporate Name

By:

Corporate Officer (If applicable)

Driver's License # or Federal I.D.#

Date

Health Inspections/Permits

FOOD SERVICE ESTABLISHMENT PERMIT FEE:

1 – 25 Seats	\$100.00 Annually
26 – 50 Seats	\$200.00 Annually
51 – 99 Seats	\$300.00 Annually
100+ Seats	\$400.00 Annually

RETAIL FOOD STORE PERMIT FEE:

Up to 1,000 Square Feet	\$100.00 Annually
Over 1,000 – 5,000 Square Feet	\$200.00 Annually
Over 5,000 – 10,000 Square Feet	\$300.00 Annually
Over 10,000 + Square Feet	\$400.00 Annually

RESIDENTIAL KITCHEN PERMIT	\$100.00 Annually
FOOD CATERING ESTABLISHMENT PERMIT	\$100.00 Annually
MILK & CREAM PERMIT	\$10.00 Annually
PASTEURIZATION OF MILK LICENSE	\$100.00 Annually
MOBILE FOOD SERVER PERMIT	\$50.00 per Vehicle
TOBACCO SALES PERMIT	\$100.00 Annually

CRITICAL VIOLATIONS	\$50.00 per Violation
RE-INSPECTIONS	\$50.00 per Inspection

THE COMMONWEALTH OF MASSACHUSETTS
TOWN OF NORWELL HEALTH DEPARTMENT

345 Main Street Norwell, Massachusetts 02061
TELEPHONE: (781) 659-8016 FAX: (781) 659-2804



This is to certify that:

South Shore Charter Public School
100 Longwater Circle, Norwell, MA 02061

Is hereby granted the following License(s):

FSE-18-25: Food Establishment

Fee: \$100.00

Total Fee(s): \$100.00

In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws.

Expiration Date
December 31, 2018

Issue Date
January 1, 2018



Public Health
Prevent. Promote. Protect.
Norwell Board of Health

TO BE POSTED IN A CONSPICUOUS PLACE
NOT TO BE SOLD, ASSIGNED OR TRANSFERRED

Brian Flynn
Brian T. Flynn, R.S.
Health Agent

Health Inspections/Permits



OFFICE OF
BOARD OF HEALTH
(781) 659-8016
FAX (781) 659-2804

TOWN OF NORWELL

P.O. BOX 295
345 MAIN STREET
NORWELL, MA 02061

APPLICATION FOR LICENSE 2019

APPLICATION FOR: New () Renewal (X)

License/Permit Type	*Seats/Sq. Ft. / Fee	Critical Violations
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Food Establishment	School \$100.00	
Retail Food Store		
Milk & Cream		
Tobacco Sales		
Catering Establishment		
Mobile Food Server		
Pasteurization of Milk		
		TOTAL DUE: \$100.00

*PLEASE SEE REVERSE FOR FEE SCHEDULE & # OF SEATS AND/OR Sq. Ft. IF APPLICABLE.

Name of Business: South Shore Charter Public School

Address of Business: 100 Longwater Circle

Phone #: _____ Fax #: _____

Email: _____

Hours of Operation: _____ Seating Capacity: _____

24 Emergency Phone #: _____

Manager: _____ Telephone #: _____

Owner of Business: _____

Address: _____

Phone #: _____ Fax #: _____

Email: _____

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Signature of Individual or Corporate Name

By: _____
Corporate Officer (If applicable)

Driver's License # or Federal I.D.#

Date

Health Inspections/Permits

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FOOD CATERING ESTABLISHMENT PERMIT	\$100.00 Annually
MILK & CREAM PERMIT	\$10.00 Annually
PASTEURIZATION OF MILK LICENSE	\$100.00 Annually
MOBILE FOOD SERVER PERMIT	\$50.00 per Vehicle
TOBACCO SALES PERMIT	\$100.00 Annually

CRITICAL VIOLATIONS	\$50.00 per Violation
RE-INSPECTIONS	\$50.00 per Inspection

Insurance Certificate



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/31/2019

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 have ADDITIONAL INSURED provisions or 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 Fred C. Church Insurance 41 Wellman Street Lowell MA 01851		CONTACT NAME: Joan Aucoin PHONE (A/C No. Ext): 800-225-1865 FAX (A/C No): 978-454-1865 E-MAIL ADDRESS: jaucoin@fredcchurch.com	
INSURED SOUTHSHO-02 South Shore Charter Public School 100 Longwater Circle Norwell MA 02061		INSURER A: Citizens Insurance Company of America INSURER B: Allmerica Financial Benefit Insurance Company INSURER C: Hanover Insurance Company INSURER D: Independence Casualty Insurance Company INSURER E: INSURER F:	NAIC # 31534 41840 22292 11984

COVERAGES

CERTIFICATE NUMBER: 172938633

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 LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVR	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (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 OTHER:			ZBNA984966	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AWN985324	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$			UHN984967	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 8,000,000 AGGREGATE \$ 8,000,000 \$
D	WORKERS COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WCID0125103	7/1/2019	7/1/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

Evidence Of Insurance	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

ACORD 25 (2016/03)

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Asbestos Inspection and AHERA Management Plan

CERTIFIED PERSONNEL INFORMATION

INSPECTOR INFORMATION

INSPECTOR NAME: Jason Becotte
CONSULTING FIRM: Universal Environmental Consultants
STATE OF ACCREDITATION: Massachusetts
ACCREDITATION NUMBER: AI-034963

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: March 9, 2018

MANAGEMENT PLANNER INFORMATION

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

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: March 14, 2018

Lead and Copper Checklist



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

Instructions:

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

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



A. General

South Shore Charter Public School
Name of School or Early Education and Care Facility (EEC)
South Shore Charter Public School
School District or EEC Headquarters
100 Longwater Cir
Street Address of School or EEC Facility
Norwell
City/Town
02061
Zip Code
Wayne Hever, Dir. of Facilities
Contact Person's Name at School, Program, or Facility (for LCA Program)
781 9824202 x 105
Phone #
Whever@SSCPS.org
Email Address

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

☒ YES

☐ NO

If yes, please provide the following information:

PEACE 104 Longwater Dr.
High School 700 Longwater Dr.
Name of off-site facility/building
Norwell
City/Town
02061
Zip Code

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

☐ YES

☒ NO

IF NO, SKIP TO SECTION C

B. Host Facility Information

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

Contact Person's Name

Phone #

Email Address

SKIP TO SECTION F

C. Public Water System

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

☒ YES

☐ NO

IF YES, SKIP TO SECTION E

D. Drinking Water Practices (2005-Present)

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

☐ YES

☐ NO

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

mm/dd/yyyy

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

☐ YES

☐ NO

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

mm/dd/yyyy

Lead and Copper Checklist



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

Beside your PWS samples, has your school/facility or another party hired by your facility taken lead & copper sample(s) in the last 12 months?

☐ YES

☐ NO

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

mm/dd/yyyy

If yes, who conducted the sampling?

Do you have a plumbing profile of your school or facility? (e.g. a map of all the plumbing lines and equipment with the type of material noted.)

☐ YES

☐ NO

Has your school or facility prepared a sampling plan showing all fixtures, their ID numbers, and the last date they were sampled for lead or copper?

☐ YES

☐ NO

Do you keep your lead & copper testing results and other records in a file onsite?

☐ YES

☐ NO

If no, where are the records kept?

Name of off-site facility/building

Street Address

City/Town

Zip Code

Has every LCCA fixture at the location been sampled for lead & copper at least once?

☐ YES

☐ NO

Did any samples exceed the Action Level for lead (0.015 ppm) or copper (1.3 ppm)

☐ YES

☐ NO

If yes, check all remediation actions taken:

☐ Fixtures Removed

☐ Retesting

☐ Re-piping

☐ Flushing

☐ Bottled Water (Temporary)

☐ Bottled Water (Permanent)

☐ Treatment Unit Installed

☐ Notice Sent to Parents

Does your school or facility use bottled water as your main source of drinking water for students?

☐ YES

☐ NO

If yes, are students required to bring bottled water with them to your school or facility?

☐ YES

☐ NO

Does your school or facility use bottled water as your main source of drinking water for staff?

☐ YES

☐ NO

Does your school or facility use bottled water as your main source of drinking water for visitors?

☐ YES

☐ NO

Does your facility have water coolers?

☐ YES

☐ NO

If yes, has your school or facility checked the bands and models of water coolers, and compared them to the listing of "banned" water coolers in Appendix E of the EPA 3Ts Toolkit.

☐ YES

☐ NO

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

☐ Disconnected and removed

☐ Disconnected but not removed

☐ Neither disconnected nor removed

☐ No "banned" water coolers found on site

Is the service line a "lead" service line? The service line is the pipe leading from the PWS main line in the street outside your facility into your facility.

☐ YES

☐ NO

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

Lead and Copper Checklist



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

E. Co-Located Facilities

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

☐ YES

☒ NO

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

Name of School, Program, or Facility


Contact Person's Name

Phone #

Email Address

F. Signature

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

 Kristine Bingham Dir. of Finance/HR 7/24/19
Signature Print Full Name Job Title Date
(mm/dd/yyyy)

Lead and Copper Checklist



Norwell Water



2018

Drinking Water Quality Report

Consumer Confidence Report

Public Water Supply ID #4219000

Public Water System Information

The Norwell Water Department is pleased to present our 2018 Drinking Water Quality Report. As required by the Environmental Protection Agency (EPA) and the Massachusetts Department of Environmental Protection (MassDEP), this annual report will detail where your water comes from, what it contains, and the risks our water testing and treatment techniques are designed to prevent. The Norwell Water Department is committed to providing you with the cleanest, safest, and most reliable water supply possible.

In 2018 we conducted more than 400 tests for over 100 drinking water contaminants. Eight regulated contaminants were detected in your drinking water in 2018, or during the most recent sampling period in the past five years. However, the levels of these regulated contaminants were well below EPA established maximum contaminant levels (MCL) or action levels (A.L.) and are listed in the Water Quality Testing table of this report.

Call us for more information about your water system. John McInnis is the Water Superintendent and he can be reached at 781-659-8076. Feel free to attend any of our regularly scheduled meetings. The Board of Water Commissioners and Superintendent meet on the first and third Thursday of each month at 4:30 pm in the Town Hall, Water Department Office, 345 Main Street.

Is my water treated?

The Norwell Water Department makes every effort to provide you with clean, safe drinking water. To improve the quality of the water we deliver to you, the following treatment practices are used:

- The South Street Well Field consists of Wells 1 and 6. This water is filtered at the South Street Treatment Plant to remove elevated

levels of iron, manganese and organic color. If not removed, these constituents would stain laundry and plumbing fixtures, cause discoloration of the water, and possibly cause the water to take on unpleasant tastes and odors. Further treatment conducted at South Street includes the addition of chlorine as a disinfectant against microbial contaminants, and the addition of potassium hydroxide for pH adjustment. The groundwater in Norwell is naturally corrosive; untreated water tends to corrode and dissolve metal piping. This not only damages the internal plumbing of your home but can also add harmful metals such as lead and copper to your water. By adding potassium hydroxide, we can raise the treated water pH to a non-corrosive level.

- The Grove Street Well Field consists of Wells 2, 3, 5, and 10. Treatment at Grove Street consists of pH adjustment with potassium hydroxide and disinfection with sodium hypochlorite.
- The Washington Street Well Field consists of Wells 4, 7, and 8. Treatment at Washington Street consists of pH adjustment with potassium hydroxide and disinfection with sodium hypochlorite.
- Well 9 is a low-yield source located off of Bowker Street. It is used infrequently due to its limited production capacity and elevated levels of iron. When used, water from this well is disinfected with sodium hypochlorite prior to entering the distribution system.

The water quality of our system is constantly monitored by the Water Department and MassDEP to determine the effectiveness of existing water treatment and to determine if any additional treatment is required.

Water System Improvements

To protect our public water resources, the Norwell Water Department has developed and implemented a four-tiered water restriction program. Tier 1 of this program is in effect year-round. Tier 1 limits the use of automated lawn irrigation systems and other unattended devices to two days per week, during certain hours of the day. Other tiers are more restrictive. The goal of the program is to maintain a sustainable groundwater withdrawal rate and provide clean, safe drinking water during periods of high demand. In the summer of 2018, the Board of Water Commissioners elected to implement Tier 3 restrictions. The restrictions returned to Tier 1 at the end of August. For more information regarding the tiered water restriction program, visit us on the web at <https://www.townofnorwell.net/water-department>.

In 2018, the Norwell Water Department conducted comprehensive inspections of our three water storage tanks. Based on the results of those inspections, the Norwell Water Department will undertake a project during the 2019 calendar year to renovate and repaint the tank located at Philip Drive. Other remedial work will be conducted at the Paradise Drive and Judges Hill tanks within the scope of the project.

The Norwell Water Department implemented a water main flushing program in the Fall of 2018 throughout the eastern part of Norwell. Flushing the water mains removes sediment that builds up in the pipes

Your Drinking Water Sources

Source Name	DEP Source ID Number	Source Type	Source Location
Well #1	4219000-01G	Groundwater	South Street
Well #2	4219000-02G	Groundwater	Grove Street
Well #3	4219000-03G	Groundwater	Grove Street
Well #4 (replacement)	4219000-13G	Groundwater	Washington Street
Well #5	4219000-05G	Groundwater	Grove Street
Well #6 (replacement)	4219000-12G	Groundwater	South Street
Well #7	4219000-08G	Groundwater	Washington Street
Well #8	4219000-09G	Groundwater	Washington Street
Well #9	4219000-10G	Groundwater	Bowker Street
Well #10	4219000-11G	Groundwater	Grove Street



Printed on recycled paper.

Lead and Copper Checklist

Water Quality Testing Results

The following table lists all the drinking water contaminants detected during calendar year 2017 or during the most recent sampling period within the past five years. The state requires us to monitor for certain contaminants less than once per year because the concentrations of these contaminants are not expected to vary significantly from year to year. In addition to the normal water quality testing required by MassDEP, the Norwell Water Department along with many other surrounding communities were required to perform additional sampling in 2013 as part of the EPA's Unregulated Contaminant Monitoring Rule 3 (UCMR 3). The UCMR 3 benefits the environment and public health by providing the EPA with data on the occurrence of contaminants suspected to be in drinking water, in order to determine if the EPA needs to introduce new regulatory standards to improve drinking water quality. Any UCMR 3 detections are shown in the data tables of the report. Please feel free to contact us for more information on this program. The presence of these contaminants in the water does not necessarily indicate the water poses a health risk. Definitions of the terms and abbreviations used in the table below can be found in the Important Definitions section of this report.

Regulated Contaminants						
Contaminant (Units)	Year Sampled	MCL	MCLG	Highest Detected Level	Range (Low – High)	Typical Source
Nitrate (ppm)	2018	10	10	3.05	0.68 – 3.05	Runoff from fertilizer use, leaching from septic tanks, sewage, erosion of natural deposits
Total Coliform	2018	More than one positive per month	0	ND	ND	Naturally present in the environment
Perchlorate (ppb)	2018	2.0	N/A	0.32	0.15 – 0.32	Rocket propellants, fireworks, munitions, flares, blasting agents
Disinfectants and Disinfectant By-Products ¹						
Contaminant (Units)	Year Sampled	MRDL	MRDLG	Highest Detected Level	Range (Low – High)	Typical Source
Total Trihalomethanes (ppb) ²	2018	80	N/A	38.0 (Highest Annual Quarterly Average)	1.1 – 38.0	By-product of drinking water chlorination
Halooxenic Acids (ppb) ²	2018	60	N/A	31 (Highest Annual Quarterly Average)	ND – 31	By-product of drinking water chlorination
Free Chlorine (ppm) ²	2018	4.0	4.0	0.74 (Quarterly Running Annual Avg.)	0.02 – 0.74	By-product of drinking water chlorination
Regulated at the Customer's Tap						
Contaminant (Units)	Year Sampled	Action Level	MCLG	90th Percentile Level	Homes Above Action Level	Typical Source
Lead (ppb) ³	2017	15	0	5	1	Corrosion of household plumbing systems
Copper (ppm) ³	2017	1.30	1.30	0.95	1	Corrosion of household plumbing systems
Unregulated Contaminants						
Contaminant (Units)	Year Sampled	ORSG	Average Detected Level	Range (Low – High)	Typical Source	
Sodium (ppm) ⁴	2018	20	40.2	26.1 – 68.3	Naturally present in the environment, roadway salt runoff	
Bromodichloromethane (ppb) ⁴	2018	—	4.05	ND – 12.6	By-product of drinking water chlorination	
Bromoform (ppb) ⁴	2018	—	0.118	ND – 1.0	By-product of drinking water chlorination	
Chlorodibromomethane (ppb) ⁴	2018	—	1.32	ND – 6.9	By-product of drinking water chlorination	
Chloroform (ppb) ⁴	2018	70	8.85	1.1 – 23.7	By-product of drinking water chlorination	
Secondary Contaminants						
Secondary Contaminant	Year Sampled	SMCL	Average Detected Level	Range (Low – High)	Typical Source	
Manganese (ppm)	2017	0.05	0.06	0 – 0.115	Erosion of natural deposits	

Notes:

1. The Norwell Water Department is required to monitor your drinking water for specific contaminants on a regular basis. Results of regular monitoring are an indicator of whether Norwell drinking water meets health standards. During quarter two of 2018, the Norwell Water Department did not complete monitoring or testing for Disinfectant Byproducts and therefore cannot be sure of the contaminant levels in the water during that time. The Norwell Water Department tested for Disinfectant Byproducts at the start of quarter three to return to compliance with MassDEP sampling requirements. Please share this information with all the other people who drink this water, especially those who may not have received this notice directly (for example, people in apartments, nursing homes, schools, and businesses). You can do this by posting this notice in a public place or distributing copies by hand or mail.
2. Disinfectant and disinfectant byproduct compliance is based on a quarterly running average of all samples collected. The maximum quarterly average detected is reported, as well as the range of all samples collected during the year.
3. Tap water samples for lead and copper analysis were collected from 46 residences throughout the distribution system in August of 2017. Compliance is based on the 90th percentile sample results for lead and copper being equal to or less than their respective Action Level (A.L.).
4. Unregulated Contaminants are those for which the EPA has not established drinking water standards. The purpose of unregulated contaminant monitoring is to assist EPA in determining their occurrence in drinking water and whether future regulation is warranted.

Lead and Copper Checklist

over time, improving water quality. The flushing program will be continued in 2019. Improvements for Well #2 were completed in September; the well and pumping station are completely renewed with a new well, submersible pumping unit, and a new structure at the site. These improvements allow for recovery of lost pumping capacity by increasing well yield and provide a new building which will serve the community for many years to come. Finally, in August, the Norwell Water Department completed the installation of a new 8" water main through King's Landing to provide municipal drinking water and fire protection services to King's Landing residents.

Our water system is routinely inspected by MassDEP. MassDEP inspects our system for its technical, financial, and managerial capacity to provide you with clean, safe drinking water. To ensure that the Norwell Water Department provides you with the highest quality water possible, your water system is operated by Massachusetts certified operators who oversee the routine operation of our treatment and distribution systems.

What Is a Cross Connection and What Can I Do About It?

A cross-connection is formed at any point where a drinking water line connects to equipment (boilers), systems containing chemicals (air conditioning systems, fire sprinkler systems, irrigation systems), or water sources of questionable quality. Cross-connection contamination can occur when the pressure in the equipment or system is greater than the pressure inside the drinking water line (backpressure). Contamination can also occur when the pressure in the drinking water line drops due to fairly routine occurrences (main breaks, heavy water demand), causing contaminants to be siphoned from the equipment and into the drinking water line (backsiphonage). Backflow prevention devices are installed where cross connections exist to protect the public water supply.

Outside water spigots and garden hoses tend to be the most common sources of cross-connection contamination at home. The garden hose creates a hazard when submerged in a swimming pool or when attached to a chemical sprayer for weed killing. Garden hoses that are left lying on the ground may be contaminated by fertilizers, cesspools, or garden chemicals. Improperly installed valves in your toilet could also be a source of cross-connection contamination. The Water Department recommends the installation of backflow prevention devices such as low cost hose bib vacuum breakers for all inside and outside hose connections. These can be readily purchased at a hardware or plumbing supply store.

For additional information on cross connections and the status of Norwell's cross connection control program, please contact Scott O'Keefe at 781-659-4371. You can also call the Safe Drinking Water Hotline at 800-426-4791.

Sources Water Assessment and Protection (SWAP)

The Source Water Assessment and Protection (SWAP) program, established under the Federal Safe Drinking Water Act, requires the Norwell Water Department to inventory land uses within the recharge areas of all public water supply sources, assess the susceptibility of drinking water sources to contamination from these land uses, and publicize the results to provide support for improved protection. The recharge areas for Norwell's wells consist primarily of forest and residential land use, with small areas of commercial and light industrial land uses. In addition, Norwell's wells are located in aquifers with high vulnerability to contamination due to the absence of hydrogeologic barriers that can prevent contaminant migration. As a result, Norwell's groundwater sources are considered highly susceptible (with the exception of Well #9, which is considered moderately susceptible) to contamination from a variety of sources such as petroleum products, industrial solvents, fertilizers, and microbial contaminants. Susceptibility is a measure of a water supply's **potential** to become contaminated due to land uses and activities within its recharge area and does not imply poor water quality.

The complete SWAP report is available at the Water Department Office and the Board of Health, both located on the lower level of the Town Hall. For more information, call John McInnis at 781-659-8076. In addition, the SWAP report is available on the MassDEP website at <http://mass.gov/eca/docs/dep/water/drinking/swap/sero/4219000.pdf>.

In the SWAP report, the MassDEP commended the Water Department for its work to date on promoting source protection. The Water Department will continue to protect your water sources by:

- Regularly inspecting land under the care and control of the Water Department.
- Acquiring additional lands for wellhead protection whenever possible.
- Working with other Town Boards to review and provide recommendations on proposed development within water supply protection areas.

Residents and businesses can do their part in protecting Norwell's groundwater sources by:

- Practicing good septic system maintenance.
- Supporting water supply protection initiatives at the next Town Meeting.
- Taking hazardous chemicals to hazardous materials collection centers.
- Disposing of waste oil and hazardous materials properly; never in storm drains, septic systems, or on the ground.
- Applying pesticides and fertilizers minimally and properly.

Important Definitions

- **Action Level (AL):** The concentration of a contaminant that, if exceeded, triggers treatment or other requirements, which a water system must follow.
- **Massachusetts DEP Office of Research and Standards Guidelines (ORSG):** This is the concentration of a chemical in drinking water, at or below which, adverse health effects are unlikely to occur after chronic (lifetime) exposure, with a margin of safety. If exceeded, it serves as an indicator of the potential need for further action or regulation.
- **Maximum Contaminant Level (MCL):** The highest level of a contaminant that is allowed in drinking water. The MCL is set as close to the MCLG (see below) as feasible using the best available treatment technology.
- **Maximum Contaminant Level Goal (MCLG):** The level of a contaminant in drinking water below which there is no known or expected risk to health. The MCLG allows for a margin of safety.
- **Maximum Residual Disinfectant Level (MRDL):** The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant (such as

chlorine, chloramines, or chlorine dioxide) is necessary for control of microbial contaminants.

- **Maximum Residual Disinfectant Level Goal (MRDLG):** The level of a drinking water disinfectant below which there is no known expected risk to health. An MRDLG does not reflect the benefits of the use of disinfectants to control microbial contaminants.
- **N/A:** Not applicable.
- **ND:** None detected.
- **90th Percentile:** Out of every 10 homes sampled, 9 are at or below this level.
- **Parts per billion (ppb):** Parts per billion, or micrograms per liter ($\mu\text{g/L}$)
- **Parts per million (ppm):** Parts per million, or milligrams per liter (mg/L)
- **pCi/L:** Picocuries per liter (a measure of radioactivity)
- **Secondary Maximum Contaminant Level (SMCL):** Non-enforceable federal limits set for contaminants included in the Secondary Drinking Water Standards. The purpose of these limits is to assist public water systems in managing their drinking water for aesthetic considerations.

Lead and Copper Checklist

Substances Found in Tap Water

Drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. The presence of contaminants does not necessarily indicate that the water poses a health risk. More information about contaminants and potential health effects can be obtained by calling the EPA's Safe Drinking Water Hotline (800-426-4791).

In order to ensure that tap water is safe to drink, the MassDEP and EPA prescribe regulations that limit the amount of certain contaminants in water provided by public water systems. The Food and Drug Administration (FDA) and the Massachusetts Department of Public Health (DPH) regulations establish limits for contaminants in bottled water that must provide the same protection for public health.

Some people may be more vulnerable to contaminants in drinking water than the general population. Immunocompromised persons such as persons with cancer undergoing chemotherapy, persons who have undergone organ transplants, people with HIV/AIDS or other immune system disorders, some elderly, and infants can be particularly at risk from infections. These people should seek advice from their health care providers. EPA/CDC guidelines on appropriate means to lessen the risk of infection by *Cryptosporidium* and other microbial contaminants are also available from the Safe Drinking Water Hotline (800-426-4791).

If present, elevated levels of lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with service lines and household plumbing. The Norwell Water Department is responsible for providing high quality drinking water, but cannot control the variety of materials used in plumbing components. When your water has been sitting for several hours, you can minimize the potential for lead exposure by flushing your tap for 30 seconds to 2 minutes before using water for drinking or cooking. If you are concerned about lead in your water, you may wish to have your water tested. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available from the Safe Drinking Water Hotline, 800-426-4791, or at <http://www.epa.gov/safewater/lead>.

Sources of drinking water and drinking water contaminants

Sources of drinking water (both tap water and bottled water) include rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of the land or through the ground, it dissolves naturally-occurring minerals, and, in some cases, radioactive material, and can pick up substances resulting from the presence of animals or from human activity.

Contaminants that may be present in sources of water

- **Microbial contaminants** such as viruses and bacteria, which may come from sewage treatment plants, septic systems, agricultural livestock operations, and wildlife.

- **Inorganic contaminants** such as salts and metals can be naturally occurring or result from urban stormwater runoff, industrial or domestic wastewater discharges, oil and gas production, mining, and farming.
- **Pesticides and herbicides** which may come from a variety of sources such as agriculture, urban storm water runoff, and residential uses.
- **Organic chemical contaminants**, including synthetic and volatile organic chemicals, which are by-products of industrial processes and petroleum production, and can also come from gas stations, urban storm water runoff, and septic systems.
- **Radioactive contaminants**, which can be naturally-occurring or be the result of oil and gas production and mining activities.

Water Conservation Tips

Water conservation begins with you. Here are suggestions that will help preserve your water supply and at the same time save you money on your water bill:

Indoor

- Run your washing machine and dishwasher only when they are full.
- Keep showers under 5 minutes.
- Fix leaking faucets, pipes, toilets, etc.
- Turn off the water while you shave and brush your teeth.
- Replace old dishwashers and clothes washers with energy efficient machines that use less water and electricity.

Outdoor

- Check your sprinkler system frequently and adjust sprinklers so only your lawn is watered and not the house, sidewalk, or street.
- Minimize evaporation by watering during the early morning hours, when temperatures are cooler and winds are lighter.
- Install a rain shut-off device on your automatic sprinklers to eliminate unnecessary watering.
- Plant during the spring or fall when watering requirements are lower.
- Use a layer of organic mulch around plants to reduce evaporation.
- Use a broom instead of a hose to clean your driveway or sidewalk.
- Adjust your lawn mower to a higher setting. Longer grass shades root systems and holds soil moisture better than a closely clipped lawn.

The Norwell Water Department is a participating member of the North and South River Watershed Association's "Greenscapes" program. Water conservation and landscaping advice can be found at their web site <http://www.greenscapes.org>.

The Internet has numerous other web sites offering water conservation tips. The EPA provides one such site that can be found at https://www3.epa.gov/region1/ecc/drinkwater/water_conservation_residents.html.

Norwell Water Customer

Drinking Water Information



BULK RATE
US POSTAGE
PAID
PERMIT NO. 6
NORWELL, MA

Evacuation Plan

EVACUATION PROCEDURE

THE TEACHER WILL:

- Exit through the nearest safe exit using all available doors
- Move to assigned evacuation locations. If exit is blocked, use the next closest exit situated away from the emergency
- Avoid downed power lines, open gas lines and other unsafe conditions
- Accompany students and stay with them
- Take student rosters, paper and pencil
- Take roll to determine if students are missing
- Report missing students to Principal or designee
- Report injuries and damage to Principal or designee
- Unattached students should report to the nearest teacher. Teachers should note student additions and send this information to the Principal or designee
- Wait for further instructions

Please note: In extreme cases, you may be advised by the Principal or designee to ignore fire alarms.

Medical Emergency Response Plan

Medical Emergency Response Plan

1. We currently have walkie talkies to communicate between buildings. This communication is with our Administration which then determines who is called for the emergency.

We also can communicate with announcements over the phones loud speakers to all our buildings and outside of each building where children may be playing.

We are currently working with All COMM to get a better communication system to communicate between buildings and the Norwell police department. This will be in place by September 2019.

2. The NPD has an SRO on site 4 days a week .We are 3- 4 minutes from the Police Department and Fire Department of Norwell.

3. When calling 911

Report:

Who: name of caller

Where: Name of school or location you are at (Field Trips or Sporting Events)

What: Explain the emergency situation

Entrance to use

Always hang up last

Dial 8 to ACCESS NUMBER OUTSIDE OF THE SCHOOL

Emergency MEDICAL SERVICE	911
Norwell Police Emergency	911
Business	781-659-7977
Norwell Fire -Emergency	911
Business	781-659-8158 or 8156
POISON CONTROL	1-800-682-9211
	1-800-232-2120
DEPARTMENT OF SOCIAL SERVICES	
Plymouth	1-508-732-6200
Brockton	1-508-894-3700
Weymouth	1-781-682-0800

BUS COMPANY

FCC Transportation - Sue Knineh 1-781-267-1246

Putney Transportation – Norma Laurent - nlaurent@putneytrans.com

Medical Response Plan

CALL AFTER 911

School Nurse at 100 -Darcie Edwards 781-982-4202 x 104

School Nurse at 700 - Susan Dupras 781-982-4202 x 182

Executive Director

Alicia Savage 781-982-4202 x 101

Mobile # 781-534-2255

Adjustment Counselor

100 Longwater Circle - Alicia Scafidi 781-982-4202 x206

700 Longwater Drive – Dan Costin 781-982-4202 x349

700 Longwater Drive – Ashley Morgan 781-982-4202 x387

Principal

Angie Pepin 781-982-4202 x 102

Director of Learning Services

Mathew Tondorf 781-982-4202 x 201

Director of Facilities

Wayne Heuer 781-982-4202 x 105 or mobile number 781-427-4695

4. After a 911 call Facilities is radioed/called so that they can meet the Emergency vehicles at the entrance to the buildings with another person signaling for them to come to the correct door of the building.
5. Classrooms are looked at each morning and throughout the day to ensure clean floors and other obstructions of areas and halls are clear for students, teachers and staff.
6. The School Nurse sets up training for teachers, coaches and school staff for CPR, AED training as well as First AID. A call list located in the back of our CRISIS book. This list includes all members that are certified for CPR and AED.
7. The AEDs are located by the school nurse's office on the wall and are portable. The school nurse will bring this with her when responding to a Medical emergency. Each building has one. 100 Longwater Circle. 104 Longwater Drive for our PE classes, as well as 700 Longwater Drive located in the Great Room of the High School. The nurse's office is 75 feet from this location in the High School. The AED cabinet includes NARCAN for emergencies.

Each classroom has an emergency bag with bandages, gauze pads, rubber gloves, stress ball, antiseptic towels and a First Aid Guide to help. Candy is also inside for those who may have diabetes.

A list of people certified in CPR and AED is located in the back of our CRISIS Handbook.

Appendix D Additional Information

Board of Trustees Turnover

School Year	Total Membership	Members Joining	Members Departing
2015-16	16	1	4
2016-17	15	2	1
2017-18	18	1	3
2018-19	17	3	5