

# Codman Academy Charter School



School Site: 637 Washington Street, Dorchester MA 02124

## **Final Application**

*Submitted to*

Massachusetts Department of Education  
Charter School Office

*Submitted by*

Codman Academy Charter School Committee

**13 December, 2000**

# Codman Academy Charter School

*“To Learn, to Lead and to Serve”*

## Executive Summary

Codman Academy Charter School’s mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

Codman Academy Charter School will provide technology-supported courses both on-site and on-line, athletics, arts, counseling, and internships in community service and work apprenticeship in the surrounding communities. The Academy adheres to the ten principles and five core practices of Expeditionary Learning Outward Bound ([www.elob.org](http://www.elob.org)), a New American Schools design, and works in collaboration with Concord Consortium’s Virtual High School ([vhs.concord.org](http://vhs.concord.org)), which offers over 200 courses on-line. On-site learning expeditions will be consistent with the Student Content and Performance Standards developed by the New Standards Project of the National Center on Education and the Economy. The combined academic program will meet the Massachusetts State Curriculum Standards.

While our core mission is the education of our students and their families, we also aspire to serve as an innovative laboratory for rethinking urban secondary education, particularly for new small high schools that are affiliated with community-based organizations. To the best of our knowledge, there is no existing small urban community based high school which provides a serious academic and character development program through a combination of on-line courses, academic learning expeditions and intensive family and community partnerships. Codman Academy Charter School’s unique design is a template for replication by other community-based organizations which are exploring starting charter schools and by existing districts seeking bold alternatives. As part of our commitment to continuous improvement, Codman Academy Charter School also plans to develop a professional development center for the preparation of new urban teachers.

The school will open in September 2001 at 637 Washington Street in Dorchester in a newly constructed facility owned by Codman Square Health Center (CSHC; [www.codman.org](http://www.codman.org)). The school will also utilize other spaces owned by CSHC: 450 Washington Street, a recently renovated Community Technology Center and 6 Norfolk Street, an auditorium, The Great Hall, which holds 400 people. Nearby, the 20,000 square-foot Codman Square Branch Library and Dorchester YMCA pool and fitness facilities are also viewed as part of our Dorchester campus. Partnerships, such as the one currently developed for our ninth graders with Huntington Theater whereby our students will be studying at the theater twice per month, extend our campus in exciting ways.

The Founding Board is George Brackett, Ph.D., Director Educational Technology at Codman Square Health Center, previously Director, Technology in Education Program at HGSE; Meg Campbell, Lecturer, Harvard Graduate School of Education (HGSE) and previously founding Executive Director, Expeditionary Learning Outward Bound; and William Walczak, founding Director of Codman Square Health Center.

# Codman Academy Charter School

*“To learn, to lead and to serve.”*

## **I. Is the school faithful to the terms of its charter?**

### **A. Charter School Mission Statement**

Codman Academy Charter School’s mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation and access to further education, the skills and vision to undertake a rewarding career, and the motivation and character needed to engage deeply and productively in community life. We view parents and community members as integral partners in this endeavor.

Codman Academy Charter School will provide a serious educational program, including challenging technology-supported courses both on-site and on-line, athletics, arts, counseling, and internships in community service and work apprenticeship in the surrounding communities. We adhere to the ten principles and five core practices of Expeditionary Learning Outward Bound (ELOB) ([www.elob.org](http://www.elob.org)), a New American Schools design, and will work in collaboration with Concord Consortium’s Virtual High School ([vhs.concord.org](http://vhs.concord.org)), which offers over 200 courses on-line. The school will be housed at 637 Washington Street in a newly constructed building owned by the Codman Square Health Center (CSHC; [www.codman.org](http://www.codman.org)) and will also use space at 450 Washington Street, a new Youth and Technology Center run by CSHC.

Time outside of school is as powerful an influence on our students’ learning as time within school, we believe. Therefore we want to enlist and support families in a shared effort to enrich their children’s educational opportunities at home, at school and in the wider community.

We will admit students and their families to our school to an extent that has never before been undertaken in an urban community with this age group. We know that parent involvement traditionally drops dramatically as students get older; we also know that schools with a strong college preparatory orientation have sometimes implicitly asked their students to cross an opportunity divide and leave their families and communities behind when they enroll. We view families as vital partners in the education of their adolescents and their families, and in turn, we want to help our students become champions for learning within their own families and community. We want the extraordinary learning resources in Boston available to all our students as well as to their families.

While our core mission is the education of our students and their families, we also aspire to serve as an inventive laboratory for urban community based secondary education. We plan to be a professional development center for the preparation of new urban teachers working in community-based schools.

## **II. Is the school an academic success?**

### **A. Academic Standards**

“The completion of a solid academic core was more strongly correlated with a bachelor’s degree than high school test scores, grade point averages, or class rank. Moreover, an intensive academic curriculum in high school had the strongest positive effect for African-American and Latino students.. The report, “Answers in the Tool Book, “ by Clifford Adelman, a senior research analyst with the U.S. Department of Education’s office of educational research and improvement, is based on data from a national cohort of students who were

followed from the time they entered 10<sup>th</sup> grade in 1980 until roughly age 33 in 1993.” *Education Week*, June 2, 1999

### Core Curriculum Requirements

“Answers in the Toolbox,” a report by the U.S. Department of Education notes that particularly for African American and Latino students, a strong academic curriculum is the most significant predictor of success in college. A strong academic curriculum is more significant than class rank, test scores, grade point average or socio-economic status. Based on these research findings, we intend to require our students to fulfill the following requirements or their equivalent for graduation credit:

#### **A Strong Academic Curriculum Defined**

- More than one Advanced Placement course
- More than three years of English
- More than three years of Math (including Math beyond Algebra 2)
- A minimum of two years of laboratory science
- A minimum of two years of foreign languages
- A minimum of two years of history
- No remedial Math or English courses

- “*Answers in the Tool Box*”  
*U.S. Department of Education, June 1999*

All Codman Academy Charter School students must complete these core academic requirements by demonstrating their mastery of content through portfolios, exhibitions and passing MCAS tests. Learning expeditions and on-line courses will be consistent with Massachusetts Curriculum State Frameworks for the secondary level. Students may substitute a passing grade in two college level courses for the two AP courses. They will also have annual arts, service, co-op and physical fitness requirements to fulfill. Finally, they must complete two summers of approved enrichment programs prior to graduation.

#### B. Educational Program

- *Describe the design of the school’s educational program in terms of its:  
Curriculum design and sources  
Methods of teaching*

We will offer our students the best of two worlds: Project-based learning drawing on field sites in Boston, and distance learning on the internet. We will adopt and adapt Expeditionary Learning’s approach to curriculum design and teaching for the courses we offer on-site. (See [www.elob.org](http://www.elob.org) and Appendix). Our teachers will design their own learning expeditions consistent with Massachusetts Curricular Frameworks and Student Content and Performance Standards developed by the New Standards Project (See [www.ncee.org/ourproducts/standardsPage.html](http://www.ncee.org/ourproducts/standardsPage.html)).

We will also offer our students on-line courses through Virtual High School (See [vhs.concord.org](http://vhs.concord.org) and Appendix). Since distance learning requires study skills, organization and motivation, we anticipate our students gradually learning how to become distance learners. In the first year, our plan is for our students to take one

mathematics or science distance-learning course which will be supported by our faculty. By their senior year, students might be taking two distance-learning courses per semester with little support, as well as courses at area colleges and an English learning expedition based at our Washington Street learning hub.

Our approach to the use of educational technologies recognizes them as means rather than ends. Over time, we will develop all students' technical skills to the point where the decision to use or not use technology in the learning process can be made solely on pedagogical grounds: will the use of technology significantly improve learning and teaching in this instance, or not? We also interpret "technology" in a broad sense, and intend to develop students' understandings of both traditional technologies (e.g., type on paper, audio recordings) and new technologies (networked computers, digital imaging and video) so that they can use either with confidence to develop and express their ideas.

In the sections that follow, we cite several examples illustrating our approach.

### Example: History and Social Sciences Syllabus

The syllabus for this series of learning expeditions fulfils two purposes - firstly, to provide a rich and complex study of human experience as it has been, and continues to be, lived through the focus of the city. Secondly, it was framed to resemble the Massachusetts History and Social Science Curriculum Framework as closely as possible, given the special focus at Codman Academy Charter School on urban skills and interests. The **core concept** of the syllabus is identical to that of the Massachusetts framework, namely - "to enable students to acquire knowledge, skills, and judgement so as to continue to learn for themselves, participate intelligently in civic life, and avail themselves of historical and cultural resources - historic sites, museums, parks, libraries, multimedia information sources - wherever they may live or travel." <sup>1</sup>

To this end, the **learning standards** in this area also correspond to a great extent with those of the Massachusetts Department of Education. Codman Academy Charter School intends to adopt all six of the Learning standards for History:

1. Chronology and Cause
2. Historical Understanding
3. Research, Evidence, Point of View
4. Society, Diversity, Commonality, the Individual
5. Interdisciplinary Learning : Religion, Ethics, Philosophy, and Literature
6. Interdisciplinary Learning : Natural Science, Mathematics, Technology<sup>2</sup>

In addition, two learning standards from Geography (8. Places, Regions of the World and 10. Human Alteration of Environments<sup>3</sup>) and one learning standard from Economics (13. American and Massachusetts Economic History<sup>4</sup>) will be adopted and fully explored.

The learning standards embody a set of skills that each student will be expected to exhibit competently by the end of his or her time at Codman Academy. As such skills can only be learnt through detailed examination, however, the choice of what to examine is also important.

**Subject matter** has been chosen to expand students' awareness and understanding of the urban environments in which they live, and to facilitate their investigations of city life and behavior. Topics to be covered in the four years are given on the following page.

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<sup>1</sup> p1, *History and Social Sciences Curriculum Framework* , (Massachusetts Department of Education)

<sup>2</sup> fuller definitions are given pp 64 - 65, *as above*

<sup>3</sup> p67, *as above*

<sup>4</sup> p70, *as above*

**Assessment** of these topics will be by a mixture of portfolio creation, internal written examination and, perhaps most importantly, public examination. For example, at the end of the school year, the 9<sup>th</sup> graders will publicly present their findings/research on the city to first-year Masters students at Harvard Graduate School of Design who are undertaking the Masters of Architecture in Urban Design (a 2 year course). (These same students will pair up with the exhibitors in the 10<sup>th</sup> grade to complete an urban design project).

History and Social Science Syllabus				
Grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Subject area for the year	Boston	Massachusetts	The US	The world
Year Title	Creating a city	Feeding the city	Dreaming the city	Remaking the city
Learning expedition focus	What makes a city?	Transportation	City image	Sacred Cities Machu Pichu
Unit titles	The Evolution of Cities	People	Utopias	City States
	The <i>polis</i>	Commuter Travel	Architecture	Florence
	Medieval Cities	Social Migration	Photography and Film	The City of London
	The Great Towns	Sub-urbanization	Literature	Nairobi
	Planned and/or Company Towns	Politics of travel (e.g., the 'T')	Theatre	HongKong and Singapore
	Cities as Historical Stages	Food	Fine Art	The Megalopolis
	Segregated Cities	Water	Cultural marketing	Homo urbanus
	The North End		Music	The Technoburbs
	ChinaTown		Fashion	The Inner City

Example: Connecting to Higher Education - A Field Based Approach

Students who are first-generation in their families to pursue higher education need extensive field experience with what college education is and can offer. Students need to be able to envision themselves as successful scholars on a college campus and to have a clear picture of what they must do to be prepared, to be accepted, and to flourish upon admittance. Students and their families need to become knowledgeable about the range of higher education options available, and about the nuts and bolts of financing their dreams. They need to know the differences between two and four year colleges, rural/urban/suburban locations, large research universities and small liberal arts colleges, state, private and religious schools and specialty schools such as women colleges, art conservatories, co-op model and historically Black colleges.

Our approach to ensuring further higher education is immersion and extensive scaffolding for students and their families, beginning in the ninth grade and extending until graduation and beyond. To guarantee opportunity of access to higher education, our students need background knowledge and experiences and the chance to rehearse the components of the college application process well in advance of their requisite performance senior year. High expectations for students spark their dreams and ambition, which in turn engenders hard work. We want to assist our students and their families in making explicit what their educational aspirations are and what they might become. Furthermore, we are committed to helping them develop a realistic plan for realization of their educational dreams.

Our connection with Codman Square Health Center will offer our students the opportunity to learn first-hand about the many health-care professions which require higher education. We believe informal mentoring relationships between the many graduate students in social work, dentistry, medicine, public health and nursing who rotate through the Health Center will put a face on an abstract goal of pursuing higher education.

The Dean of Enrichment will oversee the Higher Education strand. Each student will keep a Higher Education journal documenting and reflecting upon his or her visits to college campuses over the course of four years.

Guiding questions for this four year learning expedition are:

- What is my dream for my future?
- What is my plan for my future?
- Which kind of post-secondary institution would best support my dream?
- How can learning about higher education serve my family and community now?

Students will write and share their reflections on these questions each year. Students will complete the Common Application for College each year. The following paragraphs describe this field-based approach year by year.

9<sup>th</sup> grade(Visit 11 colleges) As part of their twenty days on site at Huntington Theater, students will also meet students and attend small concerts at New England Conservatory. They will also use the library and visit classes and other facilities at Northeastern University. Studio art requirements will be fulfilled by successful completion of a Saturday course for high school students offered by Massachusetts College of Art. Spring track at Reggie Lewis Center will include a visit to Roxbury Community College. Students will also participate in MIT's Saturday Splash program.

There will also be six on-site visits to area institutions of higher education organized entirely by students with the support of the Dean of Enrichment. Each crew of 4-5 students will have responsibility for planning, organizing and carrying out this one-day visit for the entire class of 30 students. Likely visits include Boston University, University of Massachusetts at Boston, University of Massachusetts at Lowell, Wellesley College and Brown University. Brown University in Providence is included because of our desire to have our students explore another city and to meet their new



president, Dr. Adele Simmons, the first African-American head of an Ivy League school and the daughter of sharecroppers.

Each visit shall include a standard college tour of facilities as well as a visit to pre-selected classes and extracurricular activities as organized by the hosting crew. Students will have complete responsibility for this day, including arranging tours, transportation, plans for lunch on campus, and meeting with professors and coaches. Students will be responsible for bringing back informational materials (posters, brochures, etc) for display in our reception area. Any videos provided by colleges will be donated to our branch library for families and community residents to borrow.

Entries on each visit will be made to each student's Higher Education journal. Students will also complete a common application on line including their projected course of study, writing a personal statement, identifying their extracurricular activities, and identifying someone outside of school to write a character reference.

As part of twice-yearly school wide exhibitions, crews will prepare presentations on their college visits to family and community members.

10<sup>th</sup> grade (Visits to 10 colleges) Crews will once again plan, organize and carry out one day visits for the entire class to the following campuses: North Adams State College (with visit to Museum of Contemporary Art) Brandeis University, Tufts University, Emerson, Harvard, and the five colleges: University of Massachusetts at Amherst, Hampshire College, Amherst, Smith and Mount Holyoke.

Students will spend time at the ACCESS center at Copley Public Library and will generate a list of colleges they may be interested in visiting junior year.

Students will complete a common application online including a peer character reference written by a crew member. Each student will have a practice college interview which shall be videotaped and critiqued by the student, interviewer and Dean of Enrichment.

All students will take PSATs.

11<sup>th</sup> grade (Visit to 1 college overnight, in-depth learning about 5 others, and organizing college fair with at least 15 college representatives) Crews will select a college they would like to visit as a crew including staying overnight with the responsibility to bring back information about the school for the rest of the class. Students will plan these visits and each member will have an on campus interview. Students will complete the application for the college they visit and will also complete FAFSA forms with their parents or guardians.

Students will organize and host a winter college fair for at least 15 colleges for the rest of the school and community. The college fair will include opportunities to meet with area college representatives and assistance in completing FAFSA forms. Colleges which have free tuition such as Berea College, Big Springs, and Cooper Union will be included. Colleges who serve non-traditional, older and returning students, such as Cambridge College and Wellesley Davis Scholars shall also be included so that adults in the community will come to view the Codman Academy Community Annual College Fair as much for them as for secondary students. The College Fair will be publicized in Dorchester, Roxbury, and Mattapan as well as Boston papers. Students will create an experience binder for next year's class for assistance in organizing this annual event.

Successful completion of eleventh grade shall include a college essay ready to be submitted in the fall with applications. Students shall also generate a list of colleges they are interested in attending. Summer visits will be arranged as needed.

All students will take SAT and appropriate achievement tests.

12<sup>th</sup> grade (Visits to 6 professional schools) When Codman Academy Charter School seniors sit down to complete their college applications, they will have visited at least 22 different college campuses, have learned from their peers about another five colleges



and have had the opportunity to meet at least 15 additional college representatives at the college fair they organized themselves. They will have practiced completing three common applications including soliciting references. They will have completed one final essay for their senior application.

- Fall: SATs and achievement tests, AP tests. Submit college applications. College interviews on campus and visits as needed.
- Winter/Spring: Crews will each organize and carry out a visit to a graduate school for the entire class to visit. These may include visiting Simmons Graduate Schools of Library Science and Physical Therapy and Wheelock Graduate School of Education; Tufts Veterinary School; Harvard Business School; MIT Engineering; Boston University School of Communications, Social Work and Divinity; Northeastern School of Nursing and Law Schools; Harvard Medical School.

In the spring, seniors will also each complete an application to a graduate school they may be interested in attending so that they understand the process of preparing for and applying for professional schools.

Each year, alumni will be invited to return to campus to attend the annual college fair and to share and celebrate their college experiences. As part of our high school graduation each year, we will also honor Codman Academy Charter School alumni who have successfully graduated from institutions of higher education. We will create a permanent commemoration recognizing their accomplishments. For example, each college graduate may have his or her school banner or flag hung at Codman Academy Charter School.

We will maintain relationships with alumni during and after college in order to create a strong network of support on campuses for our current students.

#### Example: Immersion Cycle

The longstanding educational response to students who are unprepared for studies at their grade level has been remediation. We will utilize a different approach: immersion, acceleration and strategic academic coaching.

Immersion jump-starts motivation and engagement, which are necessary prerequisites for serious study. Our plan is each year for each class to participate in an experiential residential course. We plan for ninth graders to begin their year with an Outward Bound sailing expedition off the coast of Maine for five days, conducted by Hurricane Island Outward Bound. Students and faculty will learn to sail and also explore Expeditionary Learning's ten design principles through teamwork and group and individual challenges. Ninth graders will therefore begin their year long study of Boston and the Idea of the City by retreating to a wilderness setting where they have the opportunity for reflection, and by entering their city once again with this fresh perspective.

Junior year, while studying United States history, our students will participate in the well-regarded Close-Up program, a week long residential course in Washington D.C. which introduces adolescents to the workings of the three federal branches: judiciary, executive and legislative.

Senior year, students turn their studies to international issues and culminate their four years of learning about the AIDS epidemic in Africa with a service project focusing on AIDS orphans in Africa. Senior spring has long been a time of disconnection from studies for many public school students; our seniors will be going to Africa to serve and to learn.

#### Example: Microenterprise Development

Immersion programs as described are expensive and usually the privilege of private school students. Our students will launch and run enterprises, and the profits will be used to finance these class extended field experiences.

Recognizing that our school is located in an economically depressed area where many of our students do not have experience from their homes in running businesses, we will employ a model used in developing nations of targeted microenterprise development. In time, each class will be responsible for running one of these businesses, which will initially operate on Saturday mornings. The profits generated will accrue to their class accounts to support travel to Washington D.C. during junior year and to Africa during their senior year. Depending on the success of these microenterprises, students may hire community members to assist them in the ongoing operation of the business in order to offer extended hours. CyberShop, a new printing and web publishing project based at 450 Washington Street will partner with us to introduce students to various aspect of business and new media design.

Microenterprises under consideration include:

- Multicultural Children's Bookstall There are no children's bookstores in Dorchester, Mattapan, Roxbury or South Boston. This bookstall would strengthen our students' literacy and knowledge of mutlicultural children's literature because they would be responsible for ordering books and selling them. Rhythm and Muse bookstore in Jamaica Plain has offered to mentor our students in learning the basics of book ordering and selling.
- Healthy Breads A specialty bakery cart would offer area residents whole grain freshly baked breads once a week. Any unsold items would be used for snacks by students during the week. We plan to partner with Haley House, a residence for homeless guests in the South End which operates a bakery, and Community Bakery in Little Rock, Arkansas, a very successful inner-city bakery and coffeehouse.
- Tools for the Mind would feature quality stationery, art supplies and software. No store currently offers these goods in our neighborhood.

These businesses would have a web presence so that customers could order goods ahead of time, and inventory would be closely matched to orders thereby keeping capitalization very low.

All students would rotate through each of the microenterprises, giving them a broad overview of the necessary organizational, mathematical, communication and marketing skills necessary for a successful business.

#### Example: Saturdays

Students will have a choice of credit options on Saturday mornings:

- Art studio: Massachusetts College of Art offers free Saturday studio classes. Facilities are extensive and include sculpture, illustration, drawing, and computer art. Our students must complete reviewed portfolios in at least two studio art courses to graduate
- Athletics: Participation in team competitions.
- Internships & Service: Arranged by the Dean of Enrichment, students must complete 20-hour internships in Science/Math/Health, Humanities/Arts internship Business and Service prior to graduation.

For students unable to attend Saturdays due to religious observances documented by their minister or rabbi, alternate hours of internship, studio art and service will be arranged.

#### Example: Health and Fitness

As part of our close affiliation with Codman Square Health Center, we will be able to offer our students and their families an impressive array of medical, dental and mental health services on site. We will have a psychiatric nurse/social worker working part-time with us from the first year, and working full-time when we reach 90 students. We recognize that many students may need additional emotional and psychological support to realize their full intellectual potential.

Mental and physical fitness complement each other and therefore we will require our students to exercise vigorously at least three times per week. We plan to provide every family with a family membership to the Dorchester YMCA, which offers an array of fitness activities. Through partnerships with Dorchester YMCA (swimming, basketball, spinning and aerobic classes), and those we plan to develop with Reggie Lewis Track Center (track, fitness facilities), Sportsmen's Center (tennis), Franklin Park Golf and cross-country courses, and Community Sailing, we will be able eventually to offer a wide selection of sports. In our first year, we intend to offer the following sports: cross country, basketball, track, swimming and martial arts.

#### Example: Sample Electives

Students may elect to participate in a theatre troupe "Know the Law" sponsored by Huntington Theater and Roxbury Defenders of the Youth Advocacy Project, which will meet on site weekly. The other Huntington Theatre after-school programs, Young Critics Institute, The Mirror Performance Project and Drama as Discovery will also be open to Codman Academy Charter School students.

- *Describe the design of the school's educational program in terms of its:  
Organization of students and faculty*

Each grade level of 30 students will be organized into 6-7 single sex crews of 4-5 students each and four co-ed table groups consisting of 7-8 students each. Crews and table groups will be the primary units of organization for discussions, study and project work. Classes will generally be 15 students each (two table groups) although there will also be whole grade level instruction as appropriate.

Table groups will each have a faculty advisor who will meet with them three days per week. Crews will meet four days per week, and will have a range of rotating responsibilities for the maintenance of the school, including college visit days. Crews will be organized by gender in order to build into four days of the week a time for girls to be with girls only and boys to be with boys only.

Students will stay in their respective crews and table groups for one year. These are their main academic study and project groups – in the private sector, these would be their work teams.

All faculty members will teach a writing workshop two-to-three days per week. Students will cycle through these workshops, which will emphasize different genres of essays including scientific, persuasive, critical and creative essay writing.

#### *School schedule and calendar*

Our school year will be September – June with two summers of required approved enrichment programs offered off-campus, including programs offered at Codman Square Health Center. These two summers must be documented in order to graduate. Our Dean of Enrichment will work with students and their families to find the most appropriate placement, which may include a work internship, wilderness course, summer

courses, camp or foreign study. We will establish partnerships with selected programs to ensure scholarship access for our students each year.

Our school day will be Monday-Friday 8:30 a.m. – 4:30 p.m. and Saturday 9 a.m. – noon. Beyond these hours, students and their families will have access with library cards and family memberships to:

- Codman Square Library: Mon and Thursday until 8 p.m., Tuesday and Wednesday until 6 p.m. and Saturday until 5 p.m.
- Dorchester YMCA: Monday – Friday 5 a.m. – 9 p.m., Saturday 7 a.m. – 6 p.m. and Sunday 8 a.m. – 2 p.m.

Monday through Wednesday and Fridays school will begin at 450 Washington. Lunch and afternoons will utilize our learning hub at 637 Washington as well as Dorchester YMCA, Codman Square Library and CSHC Great Hall. All facilities are within walking distance. We will have access to a van for students with physical disabilities.

Thursdays will be field experience days off-site. Twice per month, ninth graders will spend the day at Huntington Theatre, studying the current play in production and serving as apprentices. They will also hear a concert by a New England Conservatory student. Thursdays are also when college campus visits organized by our students each year will occur. Alternate Thursdays not used for college visits will be spent at either Franklin Park Zoo or New England Aquarium.

The off-campus day for each grade level will be different, so that at full capacity, when we have 120 students, we will only have 90 on campus in two learning hubs. Friday afternoons we will gather in a community circle for a town meeting, guest speaker or performance.

A sample ninth-grade schedule appears on the following page.

Sample Ninth Grade Schedule						
	Mon	Tues	Wed	Thurs	Friday	Saturday
8:30	CCircle	Advisory	Advisory	English	Advisory	Studio Art
9:00	Math	Math	Math		Math	
10:00	Science	Science	Science		Science	
11:00	Lab	Lab	Lab		Lab	
12:00	Lunch and Crew Meetings					Adjourn
1:00	History	History	Elective	Music	Elective	
2:00			Writing	Drama	Writing	
3:00	Fitness	Fitness	Fitness	English	Community Circle	
4:00						
4:30	Adjourn					

*Note:* The schedule is flexible but students’ time is structured. Students have clear expectations about what they are working on at any given time. Math might be a distance-learning course at the Technology Center. English on Thursdays would be the day of study and apprenticeship at Huntington Theater. Lab might be a web design lab or a science project. Studio Art may be at Massachusetts College of Art.

- *Describe the educational theory and/or approach that will guide the educational program and how it aligns with the school’s mission.*

We have chosen to adopt Expeditionary Learning Outward Bound’s educational philosophy as embodied in its ten design principles and five core practices. This approach aligns with our school mission and our beliefs about how students best learn, and fosters a school culture where intellectual and character development are equally valued. (See Appendix).

We believe too little has been asked of or expected from most adolescents intellectually, physically, creatively or as citizens today. The extracurricular activities of many urban students are limited to watching television, “hanging” with friends, talking on the phone and listening to music. Searching history, we are reminded that in many cultures, fifteen year-olds have or have long had major life responsibilities. We do not believe in a return to child labor or a sentimental recasting of our past, but we do believe secondary students can assume greater initiative and responsibility to learn, lead and serve by improving their own lives, and the lives of their families and communities. We need our students’ energy, hard work and help to improve our entire community. We view students as emerging leaders in their families and communities and therefore we intend to give students significant responsibility, as well as support for their own

learning, sustaining our learning community and making a positive contribution to humanity. Students will learn to pose questions of deep concern to themselves and their community and will also learn to pursue answers and solutions to those questions and issues. Codman Square and Four Corners neighborhoods will be better communities because of the contributions made by our students.

*An example of our educational philosophy in operation:*

Service and Compassion is one of Expeditionary Learning's design principles. How might we demonstrate our commitment to that principle?

Inspired by the work tradition of Berea College, a no-tuition four-year liberal arts college admitting only low-income students who work in every facet of the Kentucky college including running a hotel and restaurant, our students will take on increasing responsibility for running our school and microenterprises. We will institute this over time as students mature and earn greater responsibility to contribute greater service.

Service, study and leadership are intertwined. We view leadership as a function rather than a designated title, and therefore we are committed to developing leadership in all our students. All our students will learn to speak in public and will have extensive practice doing so. All students will learn how to run democratic meetings, keep accurate financial reports, record minutes, and prepare proposals for consideration by the entire group. Students will work in a project-based fashion as much as possible, but will rotate through these ongoing projects such as maintaining our school web page or providing tours to prospective students and other visitors.

The entire school will have as an ongoing learning and service expedition the study of the AIDS epidemic in Africa, particularly as it impacts orphans. We hope to partner with the Harvard AIDS Institute at the Harvard School of Public Health ([www.aids.harvard.edu](http://www.aids.harvard.edu)), and work with them to identify needed work that our students could do to help this most devastating public health challenge of our time.

Ninth graders will be responsible for hosting three speakers for the community on the AIDS epidemic. They will select the speakers, invite them, organize publicity, and introduce the speakers at this public event held in the Great Hall at Codman Square Health Center.

Sophomores will organize a statewide student leadership conference on "What Students Can Do to Help Fight AIDS in the U.S. and Africa." This one day leadership conference will be organized by our students and will be open by invitation only to sophomores. It may be held at the Harvard School of Public Health or John F. Kennedy Library.

Juniors will create their own speaker's bureau or theatrical troupe to educate community groups and schools about the AIDS crisis in Africa, particularly as it affects AIDS orphans. They will begin planning their senior service project in Africa.

Seniors will travel to Africa in the spring to volunteer their services in an orphanage, school or other community based organization serving AIDS orphans.

- *Indicate how the curriculum will be aligned with the Massachusetts Curriculum Frameworks and how students will be prepared for the Massachusetts Comprehensive Assessment Test (MCAS).*

Faculty members will develop learning expeditions consistent with the Massachusetts Curriculum Frameworks. For example, ninth grade English will use as texts the five plays performed by Huntington Theatre each year. (See Appendix: Partners).

Students will be prepared for the MCAS through the application of skills and knowledge in a wide variety of settings prior to taking the test. For example, our

students will each write one essay each week. They will work on the essay in writing workshop three times per week in groups of 8 students each. By the time they take the MCAS writing test, they will be experienced essay writers.

- *Explain how students with special needs, those who cannot speak English proficiently, and those who are physically challenged will be served in accordance with state and federal law.*

We will hire a full-time, experienced Special Education Supervisor beginning in our first year to ensure that our students are able to have their needs met in an inclusion model. Our two main learning hubs are physically accessible, as is the Codman Square Library and Dorchester YMCA and Huntington Theater. For students with limited English proficiency, we will offer additional individual assistance from the Director of Special Education.

- *Describe the process for the development, supervision, coordination, continual assessment, and revisions of the educational program.*

We will follow the process for conducting an annual school review developed by Expeditionary Learning Outward Bound. We will review ourselves against benchmarks in the five core practice areas: Learning expeditions, Critique and Reflection, School Culture, Structures and School Review. (See Appendix).

- *Describe the activities beyond a traditional academic day that will be offered, if any.*

We will offer an extended day and Saturday morning program. We will also require students to complete at least two summers of approved enrichment programs which we will assist them in arranging.

- *Describe the culture or ethos that will be developed in the school.*

We aspire to be a school where each one of us lives out Expeditionary Learning's ten design principles daily in work and relationships. For example, we seek to create a vibrant culture where intimacy and caring are abundantly evident in the kindness and respect students and adults accord to each other's ideas, emotions and physical presence. We intend to create a school where emotional and physical safety are guaranteed and protected. We will frequently reflect on our efforts and develop ways to strengthen our school culture. Character values will be made explicit.

- *Summarize the school's discipline policy or code of conduct.*

We believe when students are accorded consistent, unconditional regard and high expectations for their character and intellect, they grow and learn. We will hold our students and ourselves to a high level of respect and courtesy.

Our discipline policy will be proactive and prevention-oriented. Our focus will be on building strong relationships with students and their families and nurturing and maintaining open and honest communication including thoughtful feedback. We believe if we attend to this mission, then our discipline issues will be greatly reduced. We will have structures in place to monitor students' daily, checking in with them in morning advisory, and meeting with them as needed. We will have access to mental health services on site. The usual triggers for generating discipline problems will not be present: there will be no corridors to hang in or locker doors to bang, no large classes



to cut and no cafeteria to disrupt. No student will be able to say, “No one knows or cares about me here.”

We intend to develop a discipline policy or code of conduct based on a review of best practices developed by charter, independent and small urban district high schools, including Francis W. Parker Charter School and Academy of the Pacific Rim Charter School. We expect to include a mechanism for student participation in disciplinary review.

- *If the proposed school intends to use any systemic reform design and/or curricular materials, include a letter of support that indicates approval of the use of the organization’s name and materials as an attachment.*

We will partner with Expeditionary Learning Outward Bound (See Appendix).

### C. Performance Standards

- *Clearly articulate standards for student performance and the consequences when those standards are not achieved.*

We plan to adopt the Student Content and Performance Standards developed by the New Standards Project (See [www.ncee.org/ourproducts/standardsPage.html](http://www.ncee.org/ourproducts/standardsPage.html)). Students will earn credits for courses they have demonstrated satisfactory mastery in. No credit will be given below a C grade; instead an Incomplete will be recorded on the transcript until the student passes the course.

We will model our promotion policy on the one most often used in colleges. When one has earned a sufficient number of credits, one earns sophomore standing, and so on. The most motivated and capable students could earn additional credits through taking additional on-line courses with Virtual High School. Those who are struggling, on the other hand, will receive extra support and an individualized plan so that they can fulfill what the U.S. Department of Education has identified as a “strong academic curriculum” for success in college.

We will research how other schools and colleges which utilize portfolios and a coop/internship model design these requirements and the accompanying documentation. We anticipate that our students’ internships will afford them the opportunity of building a work resume prior to graduation.

We take the Expeditionary Learning design principle “Responsibility for Learning” seriously. When standards are not achieved, students will receive tutoring and develop a plan of action in consultation with their parents or guardian. The plan will include a self-assessment by the student on his or her analysis of the area of difficulty: lack of engagement, effort and/or understanding as well as a students’ recommendation for remedy. Because courses will also be offered on-line, students will be able to continue with their studies over the summer for enrichment or to earn necessary credits for advancement.

- *Clearly articulate standards for staff performance and consequences when those standards are not achieved.*

The purpose of evaluation is to improve performance, to get better as a teacher or administrator and to be held accountable for reaching explicit goals. In our proposed school, however, we will be asking teachers to take on expanded roles and to teach in new ways. We will have to build a new evaluation system to reflect this.

We will research and review best practices in place by exemplary charter schools as we develop our own standards for staff performance and consequences when those

standards are not achieved. We envision including some form of peer and self-review as part of the evaluation process. All staff will have annual contracts the first year, and will be eligible for two-year contracts upon exemplary completion of an annual review. Less than exemplary will continue with one year contracts and reviews.

- *Describe what incentives students and staff will have to reach the standards.*

“Your playing small does not serve the world. Who are you not to be great?”  
-Nelson Mandela

Purposeful, deep engagement is the most powerful and sustaining incentive. It is what Outward Bound’s founder, Kurt Hahn, called “grande passion”. We intend to access this incentive for students and faculty by creating a learning community where every person and his or her ideas, imagination and grand passion are valued.

We will engage students with their own dreams of greatness by planting ideas for ambitious projects in their minds, and then offering them encouragement, skills and technical assistance to realize them. Our ninth grade crews organizing college visits entirely on their own for the class is an example of an incentive for studying in high school so that one is able to go to college. Students running microenterprises to earn money for their class service expedition to Africa is another instance of our approach to incentives.

Our main faculty incentive is to demonstrate our respect for teachers by offering them professional working conditions including sufficient planning time and paying them comparably to Boston Public Schools. We will offer faculty memberships to the Dorchester YMCA to support their own fitness. We will also engage faculty in pursuing their own professional development and personal dreams through such means as (a) free graduate coursework at the Harvard Graduate School of Education (gained through vouchers exchanged for internship and teacher-training opportunities) and (b) the chance to teach a specialized subject to both on-site and on-line students through the Virtual High School.

- *Describe the proposed school’s policies and standards for promoting students to the next grade, achievement level, or grouping level.*

We will work with our faculty to finalize our policies and standards for promoting students to the next achievement level. We will make standards clear to students and parents. In order to earn academic standing at the next semester, students will have to have satisfactorily completed the course. As in college, students could be in their third year enrolled with us, but have academic standing as second semester sophomores. While it is our intent to have students complete their course of study in four years, we recognize that some students may need five years in order to complete this college preparatory program.

- *Clarify the standards a student must meet in order to be eligible for graduation from the school.*

We plan on enlisting faculty in the design of our final graduation requirements, but at a minimum they will meet those recommended by the U.S. Department of Education in “Answers in the Toolbox” report. ( See II.C. Academic Standards) as well as distribution requirements we will set in Arts, Fitness, Internships and Service.

#### D. Assessment System

- *Describe how baseline achievement data will be collected. Indicate in which subject areas it will be collected and which instruments will be used.*

We will obtain all available student records including 8<sup>th</sup> grade MCAS scores through releases on application forms. We will follow this up with school visits if necessary.

Additionally, we will collect baseline data of MCAS scores on any other siblings in the family which we will also obtain with permission of the parent or guardian when applying to the school.

We will also collect other baseline data which will give us information about where students' are beginning with us and where we stand as a community. Examples of the kind of data we intend to collect include:

- Student's attendance rate in grade 8.
- Number of volumes checked out of Codman Square Library May 2001.
- Number of times parents have visited students 8<sup>th</sup> grade school.
- Average number of hours family views television per week.
- Number of daily periodicals in the home.
- Number of visits family members have made to library in past year.
- Number of visits family members have made to fitness center.
- Number of visits family members have made to other educational or cultural institutions in past year.
- Number of books checked out from the library by the student in previous year.

- *Describe which standardized tests will be administered in order to measure student progress. Explain why these particular tests were selected for the targeted student population.*

Students will take MCAS tests because they must pass them to graduate. Students will also take PSAT and SAT tests, and Achievement tests as appropriate, for college applications.

- *Describe how the administered tests and consequent data will be useful in demonstrating student achievement in the targeted student population. Include how assessment and achievement information will be reported. Indicate which audiences will receive this information and how often.*

We will publicize our MCAS and SAT scores in our school materials, including our web site. We will also publicize other data we have collected, such as number of volumes checked out of Codman Square branch library and other indicators which help give a picture of the state of learning in our community.

- *Describe how assessment information will be used to improve instruction and student learning. Explain how it will be used to plan staff development that will support the goal of improved student learning.*

Faculty will review each student's 8<sup>th</sup> grade MCAS scores and develop a plan for addressing areas of weakness. We will determine patterns school-wide and plan staff development accordingly. For example, we are anticipating that many incoming students will have performed poorly on the 8<sup>th</sup> grade MCAS writing and math tests. We intend to focus our attentions there in the first year.

- *Describe how the school will work with students who are not reaching, or perhaps exceeding, the stated performance standards.*

Our low faculty-to-student ratio means that we can develop tutorials for students who need additional help. All students will have the opportunity to take additional courses on-line and, when they have junior or senior academic standing, at area colleges and universities.

- *Describe the steps the school will take to intervene before students become dependent on remediation or fail completely.*

Close monitoring of student progress will be the primary responsibility of each advisor working closely with the Supervisor of Special Education. When students begin having difficulty, we will intervene with additional supports as needed.

“Success and Failure” is one of Expeditionary Learning’s ten design principles. We will support students, but we will not shield them from failure or the consequences of not passing a course. Sometimes they may fail. We will work with them to understand why and how they failed so they can learn from the experience as well as learn the material. But they won’t have D’s or F’s on their transcripts; they will have an incomplete recorded until the work is completed to a satisfactory level. We believe all of students are capable of meeting the requirements; some may need extra support to do so.

#### E. Support for Learning

- *Parent Involvement. Describe how the school plans to build family-school partnerships that focus on strengthening support for student learning.*

Each year every family will receive a subscription to strengthen literacy at home. They will also receive family passes to different cultural and scientific institutions. Incoming families will also receive an attractive educational presentation book, such as the catalog of sculptures by Sargent Johnson, African-American modernist, published by the San Francisco Museum of Modern Art. (Johnson studied and lived in Boston in the 1920’s.) We will purchase quality paperback books for students to keep in order to build home libraries for themselves and their families. All students will receive Student Press Club passes for free admission for themselves and one other guest to all Huntington Theater performances until the students reach the age of 21 years.

Families will be invited to twice yearly public exhibitions of student work. They will also be invited to the annual college fair organized by students. We will have class family potlucks, including one in the spring prior to students entering ninth grade.

Parents or guardians will meet faculty for an annual review of student’s progress and performance as presented by the student.

Codman Academy Charter School will sponsor talks and concerts which will be open to families and the public. For parents or guardians interested in pursuing further education or vocational training, we will provide consultation in developing an appropriate plan.

Our parents association will identify topics of interest to them and invite speakers in to address these issues which may range from “Understanding your adolescent” to “Financing a college education.”

#### 8<sup>th</sup> grade spring and summer:

Every family will receive a home visit. The goals of this home visit are to:

- establish a relationship with parents or guardian as allies in the student's education
- learn what the parent or guardian's dream is for the student's education and background information about the student's earlier schooling
- review expectations and consequences for Codman Academy Charter School students
- assess the student's current level of literacy and numeracy
- identify where the student will study on computer at home
- assess siblings' current level of literacy and numeracy
- identify appropriate summer programming for student
- identify any needed services provided by Codman Square Health Center

Additionally, the home visitor will review resources provided free to first year students and their families. Parents will sign up for Technology Goes Home classes (through which each family lacking a computer at home will receive 40 hours of training and a free computer, color printer and one year of high-speed internet access) at this time.

All families will be assisted in receiving library cards for every family member. We will also plan on providing every family with a family membership to the Dorchester YMCA every year.

9<sup>th</sup> grade families will receive:

- *The Boston Globe* daily subscriptions and visit to offices, tour of plant.
- Family pass to Children's Museum
- Family pass to Computer Museum
- Participation in the "Technology Goes Home" program.

10<sup>th</sup> grade families will receive:

- *Christian Science Monitor* weekly subscription and visit to offices.
- Family pass to Museum of Science

11<sup>th</sup> grade families will receive:

- *Atlantic Monthly* subscription and visit to offices.
- Family passes for entrance to sites on Freedom Trail, including Paul Revere House, U.S.S. Constitution, etc.
- Family pass to J.F. Kennedy Library.

12<sup>th</sup> grade families will receive:

- Family pass to Museum of of Afro-American History
- Family pass to Museum of Fine Arts

- *Describe a dress code, if any.*

Codman Academy Charter School students will be required to wear uniforms: khaki slacks or skirts, comfortable walking shoes and a white collared shirt with sleeves. School colors of gold and green jackets match Huntington Theatre Company colors. Green or gold long-sleeved sweatshirts and sweaters may also be worn.

For our students, school will be their job. We want them to come to school ready to work and concentrate. We also want them in comfortable clothes suitable for extensive walking, which we will be doing daily.

City Year volunteers have demonstrated the value of a easily-recognizable uniform for young people who are out and about the city. Since our campus extends well beyond the walls of a single building, we have a similar interest in having our students

recognizable. We want our students to know they represent the entire school community in public; we want the public to recognize Codman Academy Charter School students at a glance.

Uniforms are less expensive than buying a high school wardrobe. Many of our students are low-income, and we believe requiring uniforms greatly reduces this pressure for consumer purchases.

Our focus is on learning, leading and serving. We can do that without or without uniforms, but we believe it will be easier to do with them. Uniforms set a more purposeful tone, and that is what we are seeking.

- *Community participation. Describe the relationship the school intends to build with community agencies and organizations that support the school's educational program and serve the youth who attend the school. Discuss any commitments the school has for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school.*

The school's ability and success to teach and reach all its students and their families is based on strong community partnerships. Our commitment is so strong we are creating a position in the first year, Dean of Enrichment, who will develop these partnerships. We plan on a wide array of partnerships from the local florist in Codman Square to the Museum of Science and Boston Symphony Orchestra. Chief among these partnerships will be a deep relationship with the Codman Square Health Center, our host. Because of its history as a platform for community development (See Appendix), the Health Center can provide ready access to a network of allied community organizations and groups.

Given that our main curricular and teaching approach is expeditionary in nature, we plan on developing strong partnerships with other institutions to deepen and extend learning by our students and their families.

- *Professional development. Describe plans for providing access for teachers, administrators, and other school staff to professional development activities that link directly to the mission of the school and will expand the knowledge, skills, and other competencies they will need in order for the proposed charter school to serve its students well.*

We will design a professional development plan in consultation with Expeditionary Learning Outward Bound which links directly to our mission (See Appendix). This will include a five day summer institute to develop appropriate learning expeditions consistent with Massachusetts State Curriculum Frameworks. Through vouchers provided in return for internship and teacher-training opportunities, we will also offer free coursework at the Harvard Graduate School of Education. Our relationship with the Virtual High School will also provide opportunities for staff to teach favorite subjects to a combination of on-site and on-line students.

### **III. Is the school a viable organization?**

#### **A. Statement of Need**

- *Explain why this particular proposed school is needed in this particular proposed community.*

Codman Square/Four Corners is a mixed income, largely residential area home to approximately 50,000 Boston residents. Sixty-eight percent of the residents are Black, 20 percent White, 10 percent Latino, and 2 percent Southeast Asian. Caribbean immigrants comprise one-third of the population. These include Creole-speaking Haitians, and Spanish-speaking Dominicans and Puerto Ricans.

About a third of Codman Square's residents are under the age of 18, which is higher than the citywide average. At least 5,000 are youngsters between the ages of nine and seventeen. The unemployment rate of 14% is over 5 times the city average, and the rate of enrollment in public assistance programs is 50% higher than the Boston average. Over 60% of homes are headed by a single parent, and over 75% of children in poverty live in single parent homes. The rate of teen pregnancy is 50% higher than the Boston average. Public school youth generally have inadequate academic skills. Our youth also face complicated home situations; thus Codman Academy Charter School must hold high expectations while recognizing challenges (whether social, academic, psychological) stemming from disadvantaged lives. Prevalent clinical conditions include asthma, hypertension, heart disease, diabetes, breast cancer, and HIV.

The area is served by Dorchester High School and Jeremiah Burke High School. There is no charter high school in the area. As illustrated by the following chart of MCAS scores from 1998 and 1999, both schools are failing, even relative to the district as a whole, to prepare their students for higher education.

<b>MCAS Scores for All Students</b>			
<b>Percent Failing of Students Tested (Students Absent)</b>			
Subject	District	Dorchester High	Jeremiah Burke
English (98)	49 (8)	74 (0)	74 (16)
English (99)	50 (5)	77 (11)	72 (0)
Math (98)	68 (8)	87 (0)	76 (17)
Math (99)	63 (10)	81 (16)	71 (15)
Science & Technology	63 (8)	82 (0)	77 (17)
Science & Technology	58 (10)	70 (19)	65 (19)

- *Clarify why a Commonwealth Charter is necessary in order for this school to exist or succeed.*

The spirit and intent of charters is to create and demonstrate new approaches to education in order to achieve better results. The flexibility a charter offers opens the possibility of an extraordinarily deep partnership with a community-based organization, Codman Square Health Center.

- *Provide evidence that there is sufficient demand for the proposed school and associated educational program.*

Parents want their children to go to small, safe schools where they will be prepared to pursue higher education if they so choose. The two public high schools which serve our community, Dorchester High School and Jeremiah Burke, are among the lowest performing in the district and state. The principal of a local public middle school estimates that half of his graduating eighth grade class would be interested in attending our charter because their other options are undesirable to them or their families.



## B. Capacity

- *Briefly explain how the founding group came together to form this school.*

Meg Campbell approached Bill Walczak and George Brackett to explore the feasibility of starting a small Expeditionary Learning and technology rich charter high school on the site of and in close collaboration with Codman Square Health Center. The potential of immediate occupancy in a visionary community-based organization was a critical community asset. Leadership committed to utilizing the potential of technology on behalf of an urban community, as well proximity to other community resources such as a branch library, auditorium and fitness facilities, were key factors as well. Meg Campbell and Bill Walczak have worked together on other civic projects as Dorchester neighbors for years. George Brackett had recently left HGSE, where Meg Campbell teaches, to go to CSHC as Director of Educational Technology. The opportunity to work together in partnership with Codman Square Health Center, Expeditionary Learning and Virtual High School, held significant appeal.

- *Summarize each founders experience and qualifications.*

George Brackett, Ph.D. University of California, Berkeley, is Director of Educational Technology at Codman Square Health Center (CSHC). George Brackett is also Principal of George Brackett Associates, an educational software development firm located in Cambridge MA. Graduated as a solid-state physicist, he completed postdoctoral studies of self-paced, peer-tutored science instruction at Berkeley, and later designed and developed multi-media college courses for distance learning in subjects ranging from Japanese history to small business management. From 1991 to 2000 Dr. Brackett taught educational software and web design at the Harvard Graduate School of Education, where he also directed the school's Technology in Education Program. Dr. Brackett develops computer-based tools that help teachers and students learn through exploring and making things. He is designer and programmer of a number of award-winning programs, including Super Story Tree, Slide Shop and HyperScreen for the Apple II, and the Macintosh versions of The Bank Street Writer and Geography Search. His most recent development work has ranged from software tools for an NSF-sponsored curriculum in middle-school mathematics to prototypes of web-based authoring tools for teachers. At CSHC, Dr. Brackett is currently directing projects in patient education using web-accessible waiting-room kiosks, parenting education of teen mothers using networked laptops carried by home visitors, and developing community-oriented technology courses and web-based resources.

Meg Campbell, Lecturer, Harvard Graduate School of Education, was founding Executive Director of Expeditionary Learning Outward Bound 1992 -2000. She has worked as an administrator and teacher in Boston and Chelsea Public Schools and as Research Director for the Massachusetts Senate Health Care Committee. A 1974 honors graduate in English and American History and Literature, Radcliffe College, Meg has taught pre-school to graduate school and has extensive experience as a community organizer and neighborhood and public school parent activist. She has a Master's degree from Wheelock College and a C.A.S. from Harvard Graduate School of Education. She founded the Boston Women's Heritage Trail in 1989 and continues to serve as a board member. She also serves on the boards of The Harbor Pilot School in Dorchester, Uphams Corner Main Street and the Boston Cultural Council. She previously served on the boards of Dorchester YMCA and CityTerm and as President of Boston Ballet School Parents Association and Chair of Rafael Hernandez School Parent Council. She plans on continuing to teach her current course at HGSE,

“Experience in Education: Building a Curriculum” and linking her HGSE students with Codman Academy Charter School students. Meg is editor of *Guide to Planning a Learning Expedition* (Kendall Hunt, 1998) and *Literacy All Day Long* (Kendall Hunt 2000) as well as author of *Solo Crossing* (Midmarch Arts Press 1999, third printing 2000), a collection of poems, and editor of *Split Verse: Poems to Heal Your Heart* (Midmarch Arts Press 2000). She has lived with her daughters in Dorchester since 1983 and worked part-time at HGSE since 1991.

Bill Walczak is most closely associated with the Codman Square Health Center, which he co-founded in the 1970s, and has been CEO there since 1980. Bill is past president of the Codman Square Neighborhood Council. He serves as President of the Center for Community Health Education, Research and Service at Northeastern University, and President of Boston HealthNet, which links health centers with Boston Medical Center in a health care delivery system. He is a Trustee of Codman Square Community Associates, which developed 58 units of housing in the former Latin Academy Building in Codman Square, and sits on the Board of Directors of STRIVE, Inc., a job training program in Codman Square, and of Federated Dorchester Neighborhood Houses. He was on the Mayor’s Welfare Reform Commission, and is a board member of Boston 2000. He is currently a fellow in the Eureka Fellowship, and is a member of Lead Boston Class of 1999. He lives in Dorchester with his wife and children.

- *Describe what role each person will play and why he or she has chosen to support the application.*

Meg Campbell will be Head of School. Heading an urban public school with a strong academic, family and community mission has been her dream since 1971. A single parent, she wanted to have her own daughters (now 20 and 22) launched before taking on the special responsibilities of founding and heading a school serving urban youth.

George Brackett will be a Trustee. As Director of Educational Technology at Codman Square Health Center he will advise the school on developing and utilizing technology so that it becomes a ubiquitous learning tool for students and families. His commitment to address the serious equity issues associated with technology prompted him to offer his expertise to the new Technology and Youth Center at CSHC. Codman Academy Charter School is a natural outgrowth of his vision to ensure full access to technology for our entire community.

Bill Walczak will be a Trustee. As Director of Codman Square Health Center, he will be the primary liaison to CSHC experience and expertise. Noted for his social entrepreneurship, he has been an enthusiastic supporter of charter schools and an avid proponent for creating a small urban high school with close ties to Codman Square Health Center.

- *Provide an alphabetical list of organizations that will partner with your school. Include accompanying letters of support in your attachments.*

Codman Square Health Center  
Codman Square Branch Library  
Concord Consortium, Virtual High School  
Dorchester YMCA  
Educational Development Center Ancient Nubia Project  
Expeditionary Learning Outward Bound  
Harvard Graduate School of Education  
Huntington Theater

Martha's Vineyard Cerebral Palsy Camp, Camp Jabberwocky

C. Leadership and Governance

**1. Organizational structure**

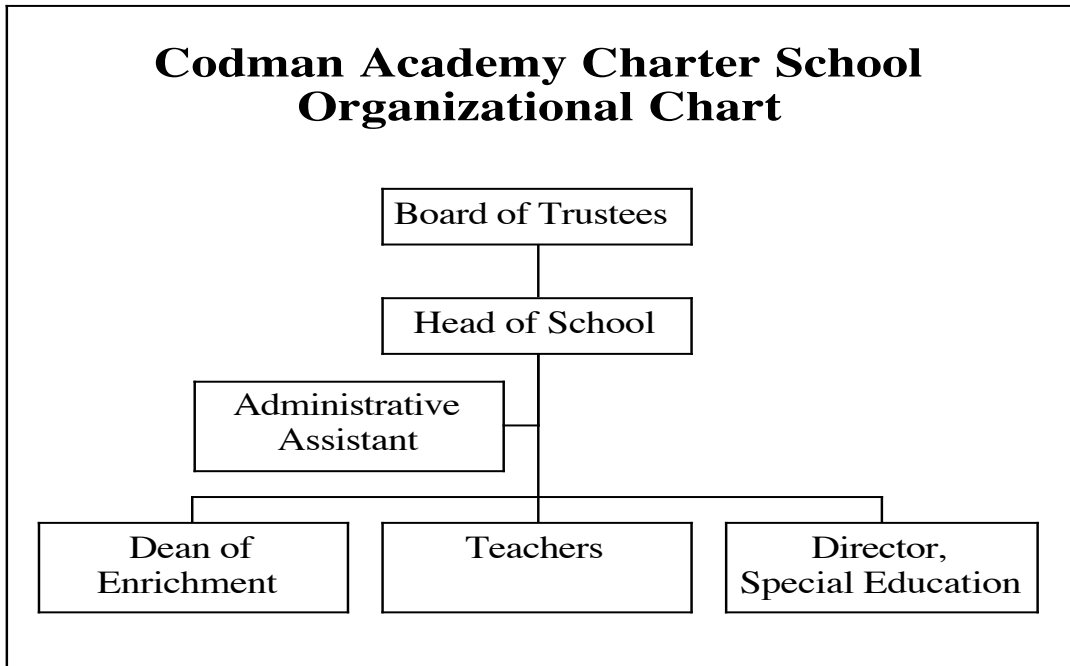
- *Describe how the school will be governed.*

The Board of Trustees will hire the Head of School who will have primary responsibility for fulfilling the school's mission. The Board of Trustees will meet six times per year.

- *Describe what the administrative structure will be.*

The Head of School will oversee all faculty and administrative staff. The small size of the school offers us the feasibility of having a simple administrative structure

- *Include an organizational chart that reflects the text. Be sure the chart clarifies the proposed reporting structure of the Board and all other administrative positions.*



- *Indicate how many people will serve on the Board and what the terms of office will be.*

Seven to fifteen persons will comprise the Board. Officers will serve for two years. Members will serve three year terms, staggered so that one third of the board is elected each year.

- *In organizing the Board, clarify what expertise will be represented in the membership.*

We will be seeking the following expertise: legal, resource development, finance, education, health, technology and community. The Board’s membership shall reflect diverse demographics.

- *Briefly list and describe the Board’s subcommittees. Clarify what their roles and responsibilities will be.*

Four standing committees will meet between Board meetings and report at Board meetings. These will be

- Executive Committee
- Development Committee
- Committee on Trustees
- Finance Committee

- *Describe the relationship of the Board to the school’s leader, administrative staff, parents and students.*

The Board will hire the Head of School, who will be responsible for day to day management of staff and working with parents and students.

## **2. Roles and Responsibilities**

- *Describe the roles and responsibilities of the school's leader, other key personnel, and the Board.*

Board: Provides continuing direction for planning, operation and evaluation of all Codman Academy Charter School programs consistent with the articles of incorporation. Appoints the Head of School. Approves all actions of the appropriate committees that are taken in the name of the board between its meetings. The Board delegates all day to day management and operations to the Head of School.

The Head of School is responsible for fulfilling the educational mission of the school, its daily operations, fundraising and hiring, evaluating and firing, if necessary, any faculty..

There will be a Special Needs Supervisor in recognition of the fact that charter schools in our state tend to attract a higher than average percentage of special needs students. The Special Needs Supervisor will co-teach the Humanities Learning Expeditions.

There will be a Dean of Enrichment who is responsible for the Higher Education strand, Family strand, advisories, Saturday programs, summer programs and developing and managing the various partnerships with area organizations and institutions.

- *Describe the criteria the founders will use to choose the school's leader.*

The Head of School will be accountable for the school's performance. Criteria for selection includes: Ability to fulfill the school's mission with its focus on intellectual achievement and character development consistent with Expeditionary Learning's design principles and core practices; Demonstrated knowledge of curriculum and instruction; Strong track record in start-ups, resource development, communication, fiscal oversight, marketing and developing partnerships.

- *Describe how the school leader will be evaluated.*

The Board will evaluate the School Leader based on an instrument developed after reviewing best practices in place by other charter schools. This review will include an opportunity to solicit feedback from parents and community partners and a portfolio component.

- *Describe how the Board will seek to avert conflicts between themselves and the school leader that may threaten organizational viability.*

We will adopt the following code of ethics which all Board Trustees and ex officio members of the Board will affirm on an annual basis.

## Board Member Code of Ethics

As a member of the board I will:

- Listen carefully to my fellow board members.
- Respect the opinion of my fellow board members.
- Respect and support the majority decisions of the board.
- Recognize that all authority is vested in the full board only when it meets in legal session.
- Participate actively in board meetings and actions.
- Keep well-informed of developments relevant to issues that may come before the Board.
- Bring to the attention of the board any issues that I believe will have an adverse effect on the organization or population it serves.
- Attempt to interpret the needs of those we serve to the organization and interpret the actions of the organization to those we serve.
- Refer complaints to the proper level on the chain of command.
- Recognize that my job is to ensure that the organization is well-managed, not to manage the organization.
- Consider myself a “trustee” of the school and do my best to ensure that it is well maintained, financially secure, growing and always operating in the best interest of those we serve.
- Always work to learn how to do my job better.
- Declare conflicts of interest between my personal life and position on the board, and abstain from voting when appropriate.
- Protect and enhance the image and reputation of the Codman Academy Charter School at all times.

As a member I will not:

- Criticize fellow board members or their opinions in or out of the board room.
- Use the organization for my personal advantage or that of my friends or relatives.
- Discuss the confidential proceedings of the board outside of the board room.
- Promise how I will vote on any issue before a meeting.
- Interfere with the duties of the administration or undermine their authority with staff members.

- *Indicate if legal counsel has or has not been obtained. If not, describe what plans there are to do so.*

We have not yet obtained legal counsel but we are currently investigating options for doing so.

### 3. Policy development

- *Describe the process by which the Board will develop policies and make decisions.*

Board members will work in committees to develop policies and make recommendations to the entire Board. The full board must adopt any policies through a majority vote of those present in a legal session.

- *Describe the plan for seeking parent and community input, involvement and feedback in regard to policy setting.*

We will solicit and involve parents and community in many aspects of the school, including recommendations for policy setting. There will be opportunities for written and oral feedback by parents and community at various school sponsored events including the twice annual student exhibitions of portfolios.

- *Describe how the school's purposes and objectives will be made clear and thoroughly understood by those connected with the school – governing body, professional staff, students and parents.*

We will develop a School/Family Handbook where the school's purposes and objectives shall be clearly stated. Parents or guardians, students, professional staff and governing body will give evidence of review of this Handbook annually.

- *Briefly describe what the school's complaint procedure will be. Be sure to base the answer on the charter school statute and include lines of authority and timeframe for responses.*

We will adapt the Codman Square Health Center incident report. (See Appendix). Complaints will first be reported to the Head of School. If there is no satisfactory resolution by the parties within 15 days, the complaint may be brought before the Board of Trustees who will review the matter at their next regularly scheduled Board meeting and make written response thereafter within 10 working days. If there is still no resolution, the party may submit their complaint to the Board of Education which shall investigate such complaint and make formal response.

- *Include a few sample by-laws that the Board may follow.*

## Section I General Provisions

- **Charter.** The name and purposes of the school shall be as set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Board of Trustees, and all matters concerning the conduct and regulation and affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.
- **Location.** The principal office of the School shall be located at 637 Washington Street. Until such time as a Board has been convened, members of the Founding Coalition shall coordinate all start-up activities.
- **Fiscal Year.** Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall end on the last day of June in each year.

### **4. Board development**

- *Describe the process that will be utilized for continual evaluation and development of the Board and the organization.*



We will have an annual school quality review based on Expeditionary Learning’s School Review benchmarks. This review is predicated on a continuous evaluation. (See Appendix).

D. Recruiting and marketing

- *Indicate how many students will be enrolled each year over the five years of the charter.*

Fiscal Year	# Students	Grades
FY 02	30	9
FY 03	60	9,10
FY 04	90	9, 10, 11
FY 05	120	9, 10, 11, 12
FY 06	120	9, 10, 11, 12

- *Describe how student applicants will be recruited.*

In addition to drawing on the contacts of our partners which offer youth programs, such as Codman Square Health Center, and Dorchester YMCA, we will recruit from area schools with graduating 8<sup>th</sup> grade students, including Neighborhood House Charter School, Harbor Middle School, Rafael Hernandez, Cleveland, Lewenberg and King Middle Schools. We will also recruit in after-school programs including Citizen Schools. We will also host informational sessions on site during an evening and weekend time to accommodate working parents’ schedules.

- *Describe how the school and its program will be publicized throughout the community the school plans to serve.*

We will publicize the school through local papers in Dorchester, Roxbury, Mattapan and South Boston. *Dorchester Community Reporter*, for example, has already approached us about writing a feature if we are selected to receive a charter. We will distribute fliers at area libraries, cafes, music stores and all stores in Codman Square and Four Corners areas. We will also contact local ministers for assistance in identifying eligible youth.

- *Describe the proposed enrollment process, including a plan for a lottery.*

Our lottery will be open to all students who are residents of Boston and who will have completed 8<sup>th</sup> grade by summer 2001. Completed applications are due by March 28. Students and parents/guardians must meet with a school official as part of the application process.

On the application and during the interview, parents or guardian will agree to:

- Release school and health records for applicant student.
- Release school and health records for any other students under 18 who reside in the home.

- Participate in free training at Technology Center in order to receive a computer with free internet access unless they already have a working home computer with internet access.
- Participate in an annual student/teacher/parent conference.
- Support their student's success including daily attendance Monday – Friday 8:30 a.m. – 4:30 p.m, Saturday mornings 9 a.m. – noon and two summers of approved enrichment programs.
- Attend at least one student exhibition annually.

Our lottery will be held at the Youth and Technology Center on Friday, March 30 at 6 p.m. We will invite an area minister to pick the names. All names shall be drawn and recorded in sequential order, with the first 30 names offered a seat in the first class. In subsequent years, students applying with a sibling enrolled in the school shall be given preference.

- *Describe the school's plans to track students' attendance and the reasons for their retention or turnover.*

Daily attendance will be taken and recorded. Unexcused absence will trigger a meeting with Head of School and if continuing, a referral to the psychiatric nurse/social worker. Students who choose to leave the school with permission of their parent or guardian will have an exit interview with the Head of School and psychiatric nurse/social worker prior to release of their records.

- *Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.*

As a small school committed to a full family partnership, we will be in frequent communication with parents or guardians. Every parent of a new student will receive a phone call from a student's advisor at least once per month and at that time, will be asked for feedback on the school. These monthly feedback forms, as well as feedback entered at the school's website, will be recorded, and the results circulated to faculty and board to address areas for improvement. We will publish in print and on the web an annual report highlighting these findings and our plan for growth. Returning parents will be asked to complete an annual survey as well.

- *Describe plans to disseminate best practices of the charter school to the local district and/or more broadly to other schools. This may include, but is not limited to, workshops, conferences, organized visits, teacher exchanges, web site development and/or a newsletter.*

We view our first two years as critical incubation period and we will be careful about any influx of visitors. Beginning in our third year of enrollment, we will open our Community Based Urban Educators Center, inspired by the Regional Teachers Center at The Francis Parker Charter School. We will model our center on their successful practice of school visits, teacher exchanges and publication by our faculty in educational journals.

Furthermore, we envision our web site as a vital means of communication with a national network of small urban community based high schools and those schools in Expeditionary Learning's growing network.

## E. Facilities and Student Transportation

- *Describe the viable options for a facility for this school and explain why these sites were chosen as possibilities.*

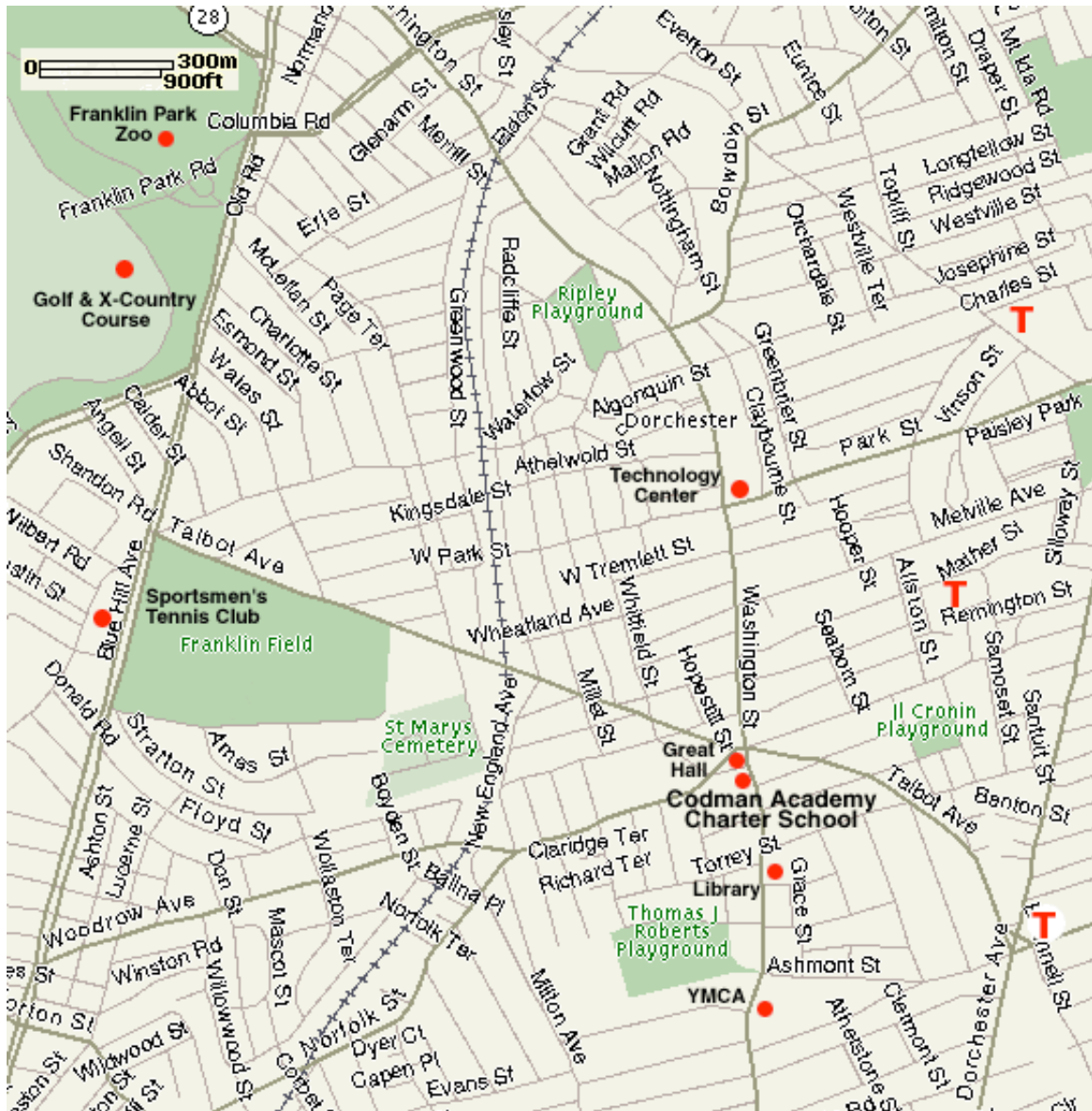
“Location, location, location”  
Realtors’ mantra

“Your disability is your opportunity”  
Kurt Hahn, founder Outward Bound

As a family and community based model, we have the opportunity and responsibility to utilize existing community learning and fitness resources, particularly those which may be underutilized during the hours of a traditional school day. Fortunately, Codman Square/Four Corners, despite its economic challenges, has sufficient resources developed or in development to support the kind of small, flexible high school we envision. Recognizing that most charter schools draw students predominately from their geographic area, we demonstrate our commitment to our immediate community by securing space in it. This will ensure our viability at this location, and also positions our school to become a contributor to the continuing revitalization of the area.

First, we step away from traditional ideas of school facilities. We are not thinking in terms of numbers of classrooms, or corridors with lockers. Instead, we envision learning spaces more akin to the new conception of work spaces for the 21<sup>st</sup> century which include a hub where workers convene, flexible individual and group work spaces, home office and café. In each place, learning is supported and technology is accessible, whether on a lap top in a café or at home with a family computer.

Frederick Law Olmsted spoke of designing landscapes to unleash the “genius of local place”. It is this idea we embrace in designing our entire campus. While our students will navigate cyberspace and the city of Boston, as well as travel far beyond, their learning hubs will physically be located in Codman Square/Four Corners area. This Codman Academy Charter School “campus” is illustrated by the map below:



We have already identified available space recently built or renovated to CMR building code that we will lease from Codman Square Health Center. We have also identified expansion space we will lease from Codman Square Health Center to accommodate our full capacity of 120 students in year four. Codman Square Health Center owns two lots adjacent to its main facility where one of our hubs will already be located. They plan on building a four story building on this site.

In the first two years we will lease 2100 square feet of space that is handicapped accessible on the ground level of the Codman Square Health Center at 637 Washington Street, which was newly constructed in 1999. This location is pictured on the title page on the lower right of the CSHC clinical building, and is identified in the campus map as Codman Academy Charter School. We will renovate the space to create a flexible learning environment to support sixty students. The space has windows on two sides and handicapped-accessible toilet facilities. Its location and foot traffic to the Health Center make it also ideally suited for the microenterprise we intend to help students develop and run.

### Learning Hub: Space at Codman Square Health Center 637 Washington Street

The proposed 2100 square foot site occupies the northeast corner of the ground floor of the health center. Facing the parking area on the front and Epping Street on the north side, the unfinished space has full length windows running along each face, each of which has an entrance/exit to a small landscaped plaza which is handicapped accessible. Crash bars can be readily installed on the doors. Gas and electric services are stubbed out to allow separately metered service; the health's center HVAC air circulation system is also stubbed out. The space is sprinklered and covered by the Health Center's alarm company. Exit signs are in place over each door; others may needed depending on future design of space. Emergency lighting will need to be included in the lighting plan. Two unisex bathrooms, one of which is handicapped accessible, are fully fitted out.

#### *Build-out Needs*

To make the space useful for our school, the following work will need to occur:

- Design of space layout and utilities, including HVAC, electricity and data lines and fixtures, and any additional plumbing needs.
- Construction of space as designed.
- Separate metering of utility services.
- Installation of any needed fire safety features, such as additional lights and panic bars on exit doors.
- Installation of a security system.

### Learning Hub: Technology Labs at 450 Washington Street

This one story concrete block building houses offices and the Youth and Technology programs of the health center ([www.tech4us.org](http://www.tech4us.org)). The charter school proposes to use the tech center during part of the day. At present, this 5,000 square-foot space, reconstructed in accordance with Massachusetts and Boston building codes over the past year, contains a Mac lab, a PC lab and a hardware lab as well as an additional conference or classroom area. Each space is capable of accommodating about 20 students. Two women's and 2 men's rooms with 2 stalls each are within and adjacent to the tech center. There are two means of egress from all areas of the tech center, which has smoke detectors, sprinklers, alarms and beacons connected to and monitored by the Health Center's fire and security company. Emergency and exit lighting are in place.

When we grow to 90 and 120 students in years three and four respectively, we will lease additional space adjacent to 637 Washington in the planned new four story structure for this site.

Additional current campus spaces for all students:

**Great Hall**, ([www.codman.org/greathall.html](http://www.codman.org/greathall.html)) located across the street from our primary learning hub, this turn-of-the-century former reading room of the branch library has been restored to its original elegance. The Hall seats 100 persons at tables,

or 400 in chairs. The Great Hall has a grand piano and raised platform stage. We will meet here for community meetings, guest speakers, performances and chorus.

**Codman Square Branch Library** ([www.bpl.org](http://www.bpl.org)), located at 690 Washington will serve as our primary library for students and their families, although students will also make frequent use of the Central Library at 700 Boylston Street. Codman Square Branch Library hours are Monday 12-8, Tues – Wed 10 a.m. – 6 p.m., Thursday 12 –8 p.m. Friday 9 a.m, - 5 p.m. and Saturday 9 a.m. – 5 p.m..

**Dorchester Family YMCA** ([www.dotymca.org](http://www.dotymca.org)) at 776 Washington Street will serve as our fitness center for our students and their families. Here students will swim, work-out, play basketball, study martial arts and use lockers for cross country practice. The building is open Monday- Friday 5 a.m. – 9 p.m., Saturday 7 a.m. – 6 p.m. and Sundays 8 a.m. – 2 p.m.

**Other potential campus sites** include the Sportsmen’s Tennis Club, the Golf Course and cross-country trails of Franklin Park, and the Franklin Park Zoo (see campus map).

Sample additional campus spaces which will vary by grade level:

9<sup>th</sup> grade

**Huntington Theater**, access to facilities, classroom and rehearsal space two days per month.

**Children’s Museum.** Every family will receive a one year family pass.

**Home offices:** Every student’s family will be required to have a home computer which will be provided with training from Technology Goes Home Project. We will assist families in setting up a corner at home where students can study and continue their distance-learning courses. We view the “home office” as an important part of our students’ campus for learning. If family circumstances mitigate against this possibility, we will work to find alternate solutions for evening and weekend study.

- *Indicate an estimated timeline for identifying possible locations and securing financing options.*

Codman Square Health Center has been involved in the design and mission creation of the school from its inception. The key to the school’s existence and vitality lies in the unique location. We could open our doors tomorrow to serve 30 students; the facilities are in place.

Currently, CSHC is working with us to develop our leasing relationship and the allocation of facility space while we are in session. As the Health Center looks into the future of renovating and building, it has the school as a primary tenant. This allows for them to move forward with proposed facility plans knowing that there is a clear community need for the space.

Finally, because the space already exists and requires minimal alteration to meet state codes, the school is able to maximize its efforts in building the curriculum infrastructure, establish community and city wide partnerships, creating the core professional team, and readying itself for the first day of classes in the fall of 2001.

- *Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) and any necessary renovations for a facility.*

Capital costs are focused on leasing space that already exists at CSHC and minimal refurbishment. Because the school matches the Health Center's mission of serving the community as a whole, the school's costs in relation to facilities is kept a minimal level. Unlike other charters that are having to start from scratch, CACS is able to begin immediately utilizing existing space that is code-ready and can handle the enrollment of students in the first year. The faculty, community, outside partnerships, and the project-based learning will allow for the school to create a dynamic use of space across the campus, community and city.

- *Describe the transportation services that the school will provide to eligible students.*

While it is expected that the majority of students will come from the surrounding community and could walk to school, since we want our students frequently accessing the larger community, we will provide monthly T passes to all students for ten months of the year. This will allow the students and teachers to take advantage of events, educational partnerships, internships, and the full range of the city's offerings throughout the school year. Because this school is uniquely designed to use the city as part of its classroom, the T-pass is integral to our curriculum

There are current bus stops in front of the Codman Square Health Center and the Youth and Technology Center. Students commuting to the school from other parts of the city will also be able to use the Red line to Ashmont. This stop is a 10-minute walk to the campus and health center (see the campus map).

In addition, we plan to partner with "Bikes not Bombs," a non-profit organization that offer each student the opportunity to earn his or her own bicycle, helmet and lock through an apprenticeship at their center in Roxbury. We will expect all students who are physically able to do so to earn their own bikes. We also have access to a van for students who may need this support. Our "bicycle requirement" aligns with our belief in creating an atmosphere that supports healthy lifestyles and frequent physical exercise.

- *Explain how students who are physically challenged will be served in accordance with state and federal law.*

Our learning hubs are both handicapped accessible. Codman Square Library, Dorchester Family YMCA and Huntington Theater. are also in compliance with ADA. We will offer van support as needed. Our Supervisor of Special Education will assist us in further designing our program to meet individual students' special needs.

#### F. Budget and Budget Narrative

- *Using the attached budget template, please indicate the school's estimated costs and revenues from the school's startup phase through its third year of operation.*

See the budget spreadsheet on a following page. Revenues are estimated as follows:

- Tuition: \$9180 per student for all years based on FY 01 allocation for Boston.
- Private Funds: We have extensive fundraising experience. For the start-up and first year of operation, we have begun conversations with major foundations interested in supporting charter schools. We will also seek corporate and individual donations.
- Other: In FY 04 and FY 05 we will raise modest additional funds to launch our Urban Teachers Center for new and experienced practitioners.

- *Describe in detail expense projections and show the calculations of each line item in the budget.*



### Professional Salaries

- We are budgeting for teachers at the rate of \$40,000 average salary, which is higher than starting salary because we want to hire teachers with experience.
- All salaries increase at 4% each year after FY 02. All benefits and payroll taxes are at the rate of 18%.
- The Director/Head and Dean of Enrichment will also teach part-time.
- The Supervisor Special Education will teach in an inclusive model.
- (Additional) Teachers (FT): FY 02 =1, FY 03 =3, FY 04 = 5, FY 05 = 7
- Psychiatric social worker/nurse is part-time until 90 students in FY 04.
- Teacher Interns receive a \$10,000 stipend.

### Administrative Staff

- Salary increases at 4% each year after FY 02.
- Benefits/payroll taxes at 18%.
- Custodial is included in rent.

### Facility

- Rent: FY 02 – FY 05 calculated at \$15 per square foot for designated Codman Academy Charter School space plus \$6,000 rental fee per 30 students annually for use of technology center and tech support. In-kind contribution on space available basis of Great Hall and other meeting rooms owned by Codman Square Health Center.
- Renovation/Construction: FY 02 – 2100 square feet “learning hub” to be designed in newly built space ground floor of CSHC.

### Other Costs

- Contracted Services: Include fees to partners providing services such as Dorchester YMCA, Virtual High School, Expeditionary Learning Outward Bound and Huntington Theater.
- Transportation: T passes for each student at \$11 per month.
- Food Service: We are anticipating that almost all our students will be eligible for free meals and therefore we expect our food program to be fully reimbursed.

## Codman Academy Charter School Budget

	<u>Start-up Phase</u> (1-6/2001)	<u>FY 02 (30</u> <u>students)</u>	<u>FY 03 (60</u> <u>students)</u>	<u>FY 04 (90</u> <u>students)</u>	<u>FY 05 (120</u> <u>students)</u>
<b>I. Revenues</b>					
Tuition	0.00	275,520.00	551,040.00	826,560.00	1,102,080.00
State Grants	175,000.00		20,000.00	15,000.00	15,000.00
Federal Grants				25,000.00	
Private Funds	150,000.00	160,000.00	75,000.00	100,000.00	60,000.00
Other (Explain)				25,000.00	25,000.00
<b>Total Revenues</b>	<b>325,000.00</b>	<b>435,520.00</b>	<b>646,040.00</b>	<b>991,560.00</b>	<b>1,202,080.00</b>
<b>II. Expenditures</b>					
<u>Professional Salaries</u>					
Director/Head	45,000.00	90,000.00	93,600.00	97,344.00	101,237.76
Supervisor Special Education	3,000.00	62,000.00	64,480.00	67,059.20	69,741.57
Dean of Enrichment	20,000.00	40,000.00	41,600.00	43,264.00	44,994.56
Teachers (FT)		40,000.00	124,800.00	216,000.00	313,600.00
Teachers (PT)		20,000.00	30,000.00	40,000.00	40,000.00
Psychiatric Social Worker/Nurse		10,000.00	20,000.00	50,000.00	50,000.00
Teacher Interns		0.00	0.00	10,000.00	20,000.00
Payroll taxes/Benefits	12,240.00	47,160.00	67,406.40	83,460.10	102,523.30
<b>Total Professional Salaries</b>	<b>80,240.00</b>	<b>309,160.00</b>	<b>441,886.40</b>	<b>607,127.30</b>	<b>742,097.19</b>
<u>Administrative Staff</u>					
Clerical	15,000.00	25,000.00	26,000.00	27,040.00	28,121.60
Custodial			0.00	0.00	0.00
Consultants	10,000.00				
Benefits					
<b>Total Administrative Staff</b>		<b>25,000.00</b>	<b>26,000.00</b>	<b>27,040.00</b>	<b>28,121.60</b>
<u>Facility</u>					
Rent	10,000.00	37,500.00	43,500.00	108,000.00	114,000.00
Renovation/Construction	125,000.00	500.00		76,103.00	0.00
Debt Service	0.00	0	0	0	0
<b>Total Facility</b>	<b>135,000.00</b>	<b>38,000.00</b>	<b>43,500.00</b>	<b>184,103.00</b>	<b>114,000.00</b>

Materials/Supplies

Textbooks	7,500.00		6,000.00	6,000.00	7,500.00
Instruc tional Equipment	10,000.00		4,610.00	10,000.00	20,000.00
Office/Classroom Technology	12,000.00	1,460.00	5,000.00	10,000.00	100,000.00
Library	3,000.00	0.00	3,200.00	3,000.00	9,000.00
Office Furniture	3,000.00	0.00	1,600.00	3,000.00	3,099.32
Classroom Furniture	10,000.00	3,000.00		15,000.00	
Other Equipment/Materials	10,000.00	4,460.00	9,000.00	14,000.20	15,000.00
<b>Total Materials/Supplies</b>	<b>55,500.00</b>	<b>8,920.00</b>	<b>29,410.00</b>	<b>61,000.20</b>	<b>154,599.32</b>

Other Costs

Contracted Services	15,000.00	10,000.00	46,000.00	46,000.00	64,000.00
Business Services	12,500.00	25,000.00	28,000.00	32,000.00	50,000.00
Insurance		10,000.00	12,000.00	14,000.00	16,000.00
Marketing/Development	5,000.00	1,140.00	2,000.00	2,089.50	5,061.89
Staff Development/Training	3,000.00	5,000.00	10,643.60	8,300.00	15,000.00
Transportation	0.00	3,300.00	6,600.00	9,900.00	13,200.00
Food Service	0.00			0.00	
<b>Total Other Costs</b>	<b>35,500.00</b>	<b>54,440.00</b>	<b>105,243.60</b>	<b>112,289.50</b>	<b>163,261.89</b>

Other Start-up Costs Only

Curriculum Development	7,750.00				
Printing and Copying	2,000.00				
Student and Staff Recruitment	1,000.00				
Travel/Transportation	3,000.00				
Telephone/Fax/Postage	2,010.00				
Consultants	3,000.00				
<b>Total Start-Up Costs</b>	<b>18,760.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	

<b>Total Revenues</b>	<b>\$325,000.00</b>	<b>\$435,520.00</b>	<b>\$646,040.00</b>	<b>\$991,560.00</b>	<b>\$1,202,080.00</b>
<b>Total Expenditures</b>	<b>\$325,000.00</b>	<b>\$435,520.00</b>	<b>\$646,040.00</b>	<b>\$991,560.00</b>	<b>\$1,202,080.00</b>
<b>Balance</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

- *Summarize financial forecasts from the school's start-up phase through its third year of operation, using the budget plan from the application. Define and give support for assumptions behind projections.*

Most charter schools must spend a great deal of time, energy and money locating a site, financing, purchasing and renovating it. Many begin with an idea to serve one community but are forced to locate their school in another because they are unable to find suitable space.

We have chosen our site and our partners by design. We are launching our school informed by the leadership, infrastructure, organizational history and viability of a well-regarded community-based organization because we believe this community and family-based approach is an exciting new option for urban high-school students.

Another key assumption we are making is the decision to staff our school with experienced educators. Because many charter schools must commit significant sums to building costs and debt reduction, they cannot afford experienced teachers. In our third year of enrollment, when we have 90 students, we will also open our Urban Teachers Center and will accept interns for a year long clinical apprenticeship. We have a commitment to new teachers entering our profession, but our first commitment is to provide our students, many of whom are likely to arrive with less than robust academic careers, with outstanding professional teachers. These will be teachers who know their content and their craft and have demonstrated success forming strong relationships with urban youth and assisting them in reaching high levels of academic achievement.

In the start-up phase we will raise \$325,000 in revenue including a state grant of \$175,000. In Year one (FY 02) when we have 30 students, we will raise \$160,000 beyond our projected tuition of \$275,520. In Year Two (FY 03) when we have 60 students with a tuition forecast of \$551,040, we will raise an additional \$95,000 in state and private funds. At full enrollment of 120 students, our tuition will be \$1,102,080 and our need for ongoing additional funds will be about \$100,000 per year. This would be less than \$770 per student per year, which could be partially met by an increase in tuition revenues. Charter schools in our area have been raising up to \$4,000 per student beyond tuition to meet their operation and programmatic expenses.

- *Briefly describe any planned fundraising efforts and who will lead and coordinate these efforts.*

Meg Campbell, Head of School, will have primary responsibility for fundraising and coordination, drawing on over 35 years of successfully raising private and public funds for non-profits, schools and school districts. She will collaborate closely with Bill Walczak, CSHC Director, Henry Goodrow, CSHC Director of Institutional Advancement, and George Brackett, Director of Educational Technology. Fundraising efforts will include seeking public and foundation grants as well as funds from corporate and individual donors.

#### G. Fiscal Management

- *Explain who will manage the school's finances and how.*

We will contract with Codman Square Health Center for financial services according to generally accepted accounting principles. These services will include payroll and all other expenses incurred by the school. Our fiscal year begins July 1. We will file a separate audit in accordance with state law.

- *Describe the fiscal controls and financial management policies the school will employ to track finances in its daily business operations in order to maintain needed cash flow.*

The Codman Square Health Center uses the Solomon Financial Accounting System which will provide an excellent tool to manage cash flow.

#### H. Human Resources

- *Indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teacher and staff.*

We will contract our financial services and psychiatric nurse/social worker services to Codman Square Health Center.

In the first year, we will hire a Head of School who will have full responsibility for hiring additional staff. These include:

- Supervisor of Special Education ( also will teach Humanities)
- Dean of Enrichment
- Math teacher
- Half-time Science teacher
- Administrative Assistant/Secretary

Teachers hiring criteria: Demonstrated experience in content area, preferably minimum of three years urban teaching experience at secondary level. Strong interpersonal skills, deep commitment to mission of our school, willingness to learn, lead and serve as a model for our students.

- *Describe how job positions, roles and responsibilities will be determined.*

The Head of School shall have responsibility for determining the job positions, roles and responsibilities consistent with the approved budget.

- *Briefly describe the teaching program of typical teachers. Indicate approximately how many hours they will be in class, how many classes they will teach, how much time they will have for planning purposes and any other school related responsibilities.*

Teachers will work 8:30 – 4:30 Monday – Friday with the equivalent of two hours planning each day. Their schedules may vary significantly, though. For example, the Special Education Supervisor/Humanities teacher and Head of School may be at Huntington Theater on Thursdays while the Science and Math teachers have a full day of planning. All professional staff will teach Writing Workshop four days per week for 45 minutes. Teachers will work with students in various configurations: one on one, small group and larger group instruction.

The Dean of Enrichment will work Tuesday-Saturday.

- *Indicate what the salary range and benefits for teachers and administrators will be. Clarify how individuals' salaries and related increases will be determined.*

Our goal is to offer a comparable pay scale for teachers' as that offered within Boston Public Schools. We will base our pay scale on years of teaching experience and Master's and Doctorate degrees. Cost of living increases of 4% are estimated for all employees.

Head of School salary is based on a review of what other charter school heads are making with comparable education and experience. These range from \$75,000 – over \$100,000, with additional bonuses and stock options in some cases.

- *Explain how the school leader, faculty and administrators will be evaluated.*

We will research what other charter schools are doing with an eye towards best practice in this domain, particularly The Francis Parker School which has a portfolio approach. The Head of School will be evaluated by the Board of Trustees on an annual basis. Designing and instituting a system which fosters feedback and continuous growth for all staff is a high priority for us. We anticipate adapting several models already in place to meet our own needs.

- *Describe what the school's plan will be for staff recruitment, advancement, retention and professional development.*

At full capacity, our staff will be small, numbering only 14 persons, including 8 teachers and 2 teacher interns. Teachers are eager to work in small schools where the emphasis is on teaching, learning and relationship-building with students and their families. There are many more applicants for such positions than current openings, if we look to the experiences of City of a Hill Charter School or Boston Arts Academy, a Boston Public Schools pilot. The two areas that have shortages are special education and math/science. However, our commitment to hire more experienced educators and pay them accordingly we believe will address this issue.

Advancement, retention and professional development are interwoven for us. The appeal of teaching in such a small school is partly its potential to influence others. Teachers will advance in the profession by becoming Mentor teachers to Teacher Interns, as well as launching their own schools in other community-based organizations. Professional development will be ongoing, initially developed in partnership with Expeditionary Learning Outward Bound.

- *If the school plans to use volunteers, describe their possible roles. Briefly indicate how they will be trained and how will their work contribute to the ability of the school to achieve its goals.*

We anticipate recruiting volunteers to assist with everything from resource development to individual tutoring. Our Dean of Enrichment will oversee our volunteer program, which will include a required orientation patterned after the volunteer program at Spaulding Rehabilitation Hospital.

Harvard Graduate School of Education students enrolled in T-132: Experience in Education taught by Meg Campbell, will work with an individual CACS student and his or her family over the course of the year. HGSE students will work in consultation with the Dean of Enrichment to assist each family to support academic achievement of all children in the family.

#### I. School Management Contracts

We do not intend to enter into a school management contract.

#### J. Action Plan

**Codman Academy Charter School Work Plan and Time Line**

<b>Objective</b>	<b>Time Frame</b>	<b>Lead Person</b>
<u>Site Issues</u>		
Identification of site	December	Head of school
Financing Secured	Jan - April	"
Preliminary inspection made	March	"
Signed lease agreement	April	"
Issuance/awards of bid for renovation	early May	"
Final Inspection and occupancy certificate	late May	"
Completion of renovations	early August	"
Acquisition of furniture and materials	mid-August	"
<u>Admissions</u>		
Hold informational meetings	Feb- March	Dean of Enrichment
Implement recruiting and marketing campaign	Jan- March	"
Establish a lottery procedure with impartial picker	February	Head of School
Conduct enrollment lottery	late March	Head of School
Send admissions letters	late-March	Dean of Enrichmentt
Establish a wait list or repeat lottery if necessary	late-March	"
Send EOE an enrollment report	mid-April	Head of School
Confirm acceptances	early April	Dean of Enrichment
Request student records	early April	Head of School
Receive student records	early June	Head of School
Home visits/assessments	May	Head of School
<u>Staffing</u>		
Advertise/Spread job descriptions of W-of-M	Jan- March	Head of School
Develop hiring policies and procedures	January	"

Develop contract or at will arrangements	January	"
Design benefit packages, including retirement	January	"
Determine need for staff who are multilingual	On going	"
Hire administrator	January	"
Hire other staff	March-May	"
Make arrangements for SPED administrator	March-May	"
Develop Professional Development Plans	January - April	"
Hold staff orientation	June-July	"
Develop staff handbook	June-July	"
Design and implement evaluation of staff	July-August	"
<u>Board Organization and Procedures</u>		
Develop by-laws	January	CSHC Director
Develop governance strategy, I.e.:	January	"
-Define role of Board members	January	"
-Define relationship of Board and school head	January	"
-Define communication methods	January	"
- Define decision-making processes	January	"
- Approve policies	January	"
Determine how to keep continuity btwn founders/board	January	"
Arrange board liability (insurance)	January	"
<u>Financial Management</u>		
Identify Check Signers (2-3)	December	Head of School
Identify a Check Writer (1)	December	"
Signature Policies ( 2 sign.>\$10 K)	December	"
Appoint Treasurer	December	"
Reports (Budget v. Actual)	December	"
Forms (P.O's Expense Forms)	December - January	"
Segregation of Funds (Pub. V Private)	January	"



Auditor/Preparer Identified	April - June	"
Schedule of Board Financial Reviews	January	"
Contract for CFO services	January	"
Establish payroll	March	"
Arrange insurance	January	"
<u>Special Education Services</u>		
Identifying students with IEP	May- August	Sped Director
Acquire records	May- August	"
Form teams	June - August	"
Develop alternative IEPs	June - August	"
Get parent approvals	June - August	"
Contact with SPED Admin. From previous district	May- June	"
Define Service requirements (for all SPED students)	June	"
Hire/Contract with providers	June	"
Identify resources (internal/external)	May	"
<u>Food Service</u>		
Will lunch be offered?	January	Head of School
Identify free/reduced lunch students (contact DOE)	June	"
Identify legal req. (free/reduced lunch)	March	"
Define requirements	March	"
Issue RFP	April	"
Select vendor	May	"
Draft contract	June	"
Sign contract	June	"
<u>Transportation</u>		
Arrange for T passes	June	Head of School
<u>Health and Safety</u>		

Acquire Medical Forms	May	Head of School
Give to parents during home visit	May	"
Check for completeness	May-June	"
Record keeping	July- August	"
File	July- August	"
Develop policy for non-compliance by parents	July- August	"
Report to State	August - September	"
Identify doctor/nurse resources	January	"
First aid resources	January	"
Staff First Aid training	August	"
Fire Inspection	July- August	"
Building Inspection	July- August	"
Drinking water test (Board of Health)	July- August	"
Pre-Inspection	July- August	"
Health & Safety Policy/Handbook	July- August	"
Fire Drill policy/schedule/route	July- August	"
Traffic Management (drop-off pick-up)	July- August	"
<u>Administration/Policies</u>		
Plan to transition from informal to formal board	January -March	Director CSHC
Finalize bylaws	January -March	"
Student Orientation	May - August	Dean of Enrichment
Development/PR	on-going	Head of School
Curriculum	January - August	Head of School
Develop assessment procedures	January - August	Head of School
Legal	January - August	Director CSHC
School policies (documentation)	January - August	Head of School
Initiate School-site councils/parent council	June-July	Dean of Enrichment
Develop database for student reporting	June-July	Head of School

Student handbook and code of conduct	June-July	Dean of Enrichment
Develop board calendar	May	Director CSHC
Parent orientation	May - August	Dean of Enrichment

#### IV. Draft Accountability Plan

We want our Accountability Plan to inform our thinking and performance, and to be referenced often by Trustees, students, families and faculty. We will post it on our school web site. It will clearly state our performance goals for student learning, the instruments and data that will be used to evaluate the goals and to apply the same accountability to our organizational viability. Approval of the Accountability Plan will be the responsibility of our Board of Trustees, who will review it every year to see if we are meeting our goals, and to take necessary steps in the event we are not.

Drafting our accountability plan will be a major piece of our work from issuance of our charter until the end of our first year. We will solicit ideas and feedback from Trustees, parents, students, community members and other friends to the school. We will visit other charter schools to learn about their Accountability Plans and the ways in which they have successfully developed them as tools for reflection and improvement.

- *A description of three performance goals for student learning, the instruments and data that will be used to evaluate these goals, and the level of proficiency the school hopes students will achieve during their time in the school. These goals should relate to student academic performance.*

1. Each student shall read at least 25 books each year, including at least five books from a reading list prepared by the school. Students shall read from several genres. Reading shall be of greater complexity over time.

*Instrument:* Reading log with peer and parent documentation of books read.

*Data:* Students will compile individual, crew and class data to track progress toward goal. 100% students shall complete goal.

2. Each student shall complete with a satisfactory grade or higher at least one approved on-line course for credit per year and shall document use of study on home computer.

*Instrument:* On-line logs of participation in threaded discussion.

*Data:* Successful completion of on-line course by completing project and/or tests and receiving satisfactory grade and credit. 100% of students shall complete goal.

3. Each student shall complete with a satisfactory self-evaluation and supervisor's evaluation an internship of at least 20 hours each year. Prior to graduation, students shall meet distribution requirements for internships including at least one internship each in Math/Science, Arts/Humanities, Business and Service.

*Instrument:* Submission of Internship Report in loose-leaf notebook. Report shall include:

- Summary of the Facts: Brief profile of the agency, company or organization where student worked. Organizational chart of where student worked. Type of business, number of employees, geographic location, etc.
- Narrative of what student did and learned. May be either chronological by project or kinds of tasks performed. Describe chores/duties in detail.

- Self-Evaluation: Student takes a good hard look at the experience and tells the good and bad of it. Writing is specific and detailed in describing experience.
  - Appendix: Include samples of the work at the internship. If nothing to include here, narrative should explain why this is so.
  - Evaluation by Intern's Supervisor with recommended Passing/Not Passing.
- (Adapted in part from Boston University College of Communications CM 471 Internship Report Format)

*Data:* 100% of students shall complete Internship Reports at a satisfactory level.

- *A description of two or three school performance goals for organizational viability and the instruments and data that will be used to evaluate these goals.*

1. The school shall raise necessary funds and manage cash flow to meet expenses.

*Instrument:* Solomon Financial Tracking system.

*Data:* Budget reports to Board of Trustees.

*Goal:* The school shall meet all expenses with revenues.

2. The school shall open in September 2001 in space to be renovated at 637 Washington Street September 2001, and existing space at 450 Washington Street, Dorchester.

*Instrument:* Contract for renovations with deadline for completion August 15, 2001.

*Data:* Certificate of Occupancy approved by Boston City Building Inspector.

## **V. Attachments**

Codman Square Health Center

Expeditionary Learning Outward Bound

Concord Consortium's Virtual High School

Partners