Codman Academy Charter Public School
Application for Renewal of a Public Charter School
“To Learn, to Lead, and to Serve”

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Faithfulness to Charter

Goal 1: The academic program will reflect Expeditionary Learning design principles, philosophy, and core practices.

Measures/Outcomes:

1. Codman Academy will receive a positive annual implementation review by Expeditionary Learning Schools. The school has met this measure. Codman has received a positive annual implementation review from Expeditionary Learning Schools (ELS) for each year it has been evaluated (four out of the five past years). For one year (2007-2008), Codman chose to step away from its contract with ELS in order to work closely with former EL school designer, John D’Anieri. During this year, D’Anieri completed a similar review in lieu of Expeditionary Schools. In 2008-2009, the school reestablished its contract with ELS. The purpose of the ELS review is to assess the level of implementation of ELS’s core practices in Codman’s day-to-day operations and evaluate progress towards the goals the school set with its EL school designer at the beginning of the year. Assessment Practices, Culture and Character, Leadership and School Structures were noted as areas of strength in our 2009-2010 review. A growth in Learning Expedition benchmarks was also noted. Next year, the school will focus specifically on teaching literacy across disciplines. As part of the school’s contract with ELS, ELS provided fourteen days of on-site professional development. On-site coaching included time devoted to developing consistent assessment and grading practices, creating rich fieldwork experiences with embedded literacy, and improving math instruction. Strong work across the school was accomplished on consistent grading in writing by looking at rubrics and student work. Teachers commented on the helpfulness of that work in year end professional development surveys.

2. Codman Academy will post at least one learning expedition to its web site annually. The school has met this measure. In 2004-2005, the school posted three of its most successful and developed learning expeditions to its public website (www.codmanacademy.org). Since then, 10 additional expeditions have been posted. Expeditions include a summary, walk through, classroom materials, examples of student work, and assessment tools. Most recently, two learning expeditions were posted in 2009-2010, one in chemistry and one in humanities. The humanities expedition is a trimester long investigation in which students learn about methods of historiography by studying the complex history of the Columbus encounter with the Taíno Arawaks. In this expedition, the teacher documents how writing is taught within the 9th grade Justice/Injustice curriculum. The second expedition, entitled Chemistry and Cooking, investigates the major concepts of chemistry and the scientific process through a yearlong expedition on the chemistry of cooking. In accord with Expeditionary Learning values, both classes spent extensive time off site conducting fieldwork relating to the learning expedition.

Goal 2: Students and alumni will demonstrate character, leadership, service, and commitment to social justice.

Measures/Outcomes

1. Students shall meet graduation requirements for senior talk/apologia. The school has met this measure. For the past six years, all 12th grade students have written and delivered their own senior talk/apologia. Abbreviated versions of each senior’s apologia are incorporated into our graduation ceremony. A booklet of all senior talks is published each summer. The Boston Globe featured our Senior Talk tradition in an article entitled “Know Thyself” on February 10, 2008.
2. **Students shall meet graduation requirements for the social justice project. The school has met this measure.** All graduating seniors have completed a social justice project as part of their senior Humanities curriculum. This service learning assignment, which breaks students into teams of 4-5 and asks that they choose, research, and design a social justice project to benefit the community, was started in 2005. Recent topics include the media’s portrayal of race during the Haiti disaster, domestic violence in the community, and the impact of HIV/AIDS in the community. Additionally, Codman students in the studio art Saturday class recently created the Hope for Haiti exhibit in Codman Square, a public art installation honoring Haitian history and culture.

3. **Average daily attendance will be 97% or higher. The school has met this measure.** Average daily attendance for the 2009-2010 school year was 97%. The daily attendance rate for the past five years has averaged 96.2%. This summer the school reviewed historical attendance data and created a new intervention plan in order to better support the small group of students/families who have attendance/tardiness issues.

4. **Using a software program we built to reinforce positive behavior, citizenship status for each student is tracked daily. Over time, we aim to show improved citizenship status for individual students as well as improved citizenship averages for each grade. The school has met this measure.** In 2004-2005 the school launched its Citizenship behavior management system, developed by co-founder and board member Dr. George Brackett. Citizenship charts all students conduct throughout the day, awarding positive points (labeled kudos) and negative points (labeled deltas). This internet-based application is live; students, parents, and staff can check on a student’s status at anytime. The system also enables the school to track conduct by grade, gender, and other data points.

   Our citizenship program, administered by the Dean of Students, fosters a strong learning environment through higher behavioral expectations, increased school-wide consistency, quick administrative follow through, and public recognition and rewarding of positive behavior.

   Citizenship data was gathered in several key areas and results are presented below.

   ![Chart 1: The number of exemplary students in Citizenship has consistently increased for the past three years](chart)

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*Chart 1: The number of exemplary students in Citizenship has consistently increased for the past three years*
Chart 2: The number of students in detention each week has consistently decreased for the past three years.

Chart 3: Students are attending and completing detention at higher rates than previous years.
As evidenced by Chart 1, on average, more Codman students are behaving better than in years past. Chart 2 shows that as a result, there are significantly fewer students in detention. Chart 3 shows that students who are assigned detention are attending and completing the process at a higher rate than the previous two years, which suggests increased student buy in for the Citizenship system. Finally, Chart 4 shows that student Citizenship averages increase by grade, demonstrating that students internalize school norms and culture as they progress through grades 9-12. Contributing factors to our recent progress include increased parent communication, as evidenced by our phone log detailing over 325 conversations during the 2009-2010 school year, the publicly displayed Citizenship Honor Roll which lists students who earn 1,000 citizenship points in a trimester and rewards those students with small prizes, and a concerted effort on the part of staff to consistently implement school wide norms.

5. **During our annual school-wide trip in October, students shall successfully complete an annual American Youth Foundation leadership course on site at Camp Merrowvista in New Hampshire. The school has nearly met this measure.** Since the start of the school’s partnership with the American Youth Foundation’s Camp Merrowvista in 2001, all students and staff (except those with serious medical conditions) have traveled each year to New Hampshire for a three day leadership program during the first week of October. In 2009-2010, all students (except one for medical reasons) participated in our annual school-wide camping trip in October. Seven students were sent home for behavioral reasons. All other students successfully completed the American Youth Foundation leadership course on site at the camp. In both 2008-2009 and 2009-2010, four students were selected to attend the American Youth Foundation’s national youth leadership conference in Michigan. Additionally, several Codman students will take part in Camp Merrowvista’s program this summer as campers or counselors.

**Goal #3: Students will demonstrate physical and mental health.**

**Measures/Outcomes**
1. Students shall demonstrate increased physical fitness capabilities consistent with progress on meeting presidential standards of physical fitness. Height, weight, and BMI (body mass index) is measured annually. Individual plans shall be designed for students who struggle with obesity and other weight-related health issues. The school is making progress towards meeting this measure. Wellness has always been a crucial part of Codman’s holistic educational program. As such, we require all students to take four years of Wellness/Physical education classes in order to graduate. Additionally, in 2007-2008 we began measuring incoming students’ height, weight, and body mass index scores annually. In 2008-2009, we started a partnership with HealthWorks for Women, allowing our Wellness Director to give our overweight female students (according to BMI data collected) three hours of supervised workouts per week. This summer, the Wellness Director is starting a partnership the YMCA, which will allow us to implement a similar program for our male students in 2010-2011. This past year, the Wellness Director launched a specific schedule for data collection for the 9th grade; all incoming student health data, including height/weight, BMI, and blood pressure, was collected during the Summer Institute nutrition class. For the upcoming year, the school plans to systematically collect data for grades 10-12. In September, all parents will receive a letter home in September with their student’s baseline health data.

2. Students shall demonstrate mastery of health promotion and nutrition, as shown by successfully reading food labels, purchasing and making nutritionally sound meals on a limited budget, and learning how to advocate for themselves within the health care system. They shall demonstrate knowledge of preventable, chronic public health issues including AIDS, diabetes, hypertension, obesity and violence. The school is making progress towards meeting this measure. For the third year, the school has taught a nutrition class to all incoming 9th grade students during our two week Summer Institute orientation program. In partnership with Dr. Susanna Bedell, of Harvard Medical School, the school revamped all nutrition programs to have a specific focus on hypertension. This year, the school also saw the creation of a student led nutrition club, the Nutrition Action Club, which focused on hypertension. The NAC, which met weekly with the Wellness Director and Dr. Bedell, aimed to change the health of the community by raising awareness about the ill effects of consuming junk food products. In April, the NAC launched a Junk Food Free month, whereby all members of the Codman community were encouraged to sign a pledge committing to not eating junk food during school hours for the month of April. Junk Food Free month, which featured weekly health presentations, healthy snack taste tests, and raffles, was highly successful, seeing over 100 students, staff, parents, and members of the Codman Square Health Center join. The NAC presented the Junk Food Free month to Parent Council, the Boston Public Health Commission (BPHC), and the Codman Square Neighborhood Association. Most recently, the NAC partnered with the Boston Public Health Commission to encourage city residents to avoid soda for the summer. The NAC was the only school organization invited to join the campaign.

For the past two years, the school has partnered with the Codman Square Health Center to offer two week internships exploring health careers to all 12th grade students as part of the school’s graduation requirements; this year we created a similar program for our 11th grade students building on the success of the 12th grade model. A recent Boston Globe article writes, “[Dr. Jack Geiger, founder of the community health center movement] stopped by Codman Academy in Dorchester, the country’s only school within a federally chartered community health center, and praised its emphasis on health care careers.”

3. Students shall demonstrate mastery of conflict resolution skills and tools for reducing stress as shown by reduced number of suspensions. The school is making progress towards meeting this measure. The chart below lists the number of suspensions and total enrollment for the last five years.
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<tbody>
<tr>
<td>Number of suspensions</td>
<td>28</td>
<td>28</td>
<td>64</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Total students enrolled (as of October SIMS submission)</td>
<td>98</td>
<td>109</td>
<td>120</td>
<td>120</td>
<td>126</td>
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While there was a significant uptick in suspensions in 2007-2008, the school did not experience a similar phenomenon the following year despite a considerable increase in school-wide behavioral expectations (as result of streamlining our student accountability processes). Additionally, it is worth noting that 7 suspensions in 2009-2010 related to a single behavioral incident at Camp Merrowvista in New Hampshire. Without that incident, our most recent suspension numbers would have dropped considerably from 2007-2008. The vast majority of suspensions at Codman are only 1 day in length (95% in 2009-2010); suspensions at Codman are a reflective, solutions oriented process as opposed to being a mechanism to hold students out of school for multiple days. At Codman suspensions adhere to the following protocol: 1) suspension hearings with the student and parent/guardian are scheduled immediately after the infraction so as to avoid a lengthy and unproductive delay, 2) suspension hearings address the incident with a focus on the student’s plan for the future, 3) every suspension results in the student completing a written reflection assignment.

Most suspensions are in the 9th and 10th grade (75% in 2009-2010), which suggests that students gain conflict resolution skills and tools for reducing stress over their four years at Codman. It also suggests a need for greater, targeted support of younger students. As such, all 9th graders participate in single-sex talking circles (1 hour per week) led by the Social Worker, to facilitate discussion on a variety of mental health and current event topics. To manage stress and overall mental wellness, the school’s full-time Social Worker provides individual and group counseling. In 2009-2010, 28 students were referred for individual counseling, 19 of which received in-school counseling through the Social Worker. The remaining students received services out of school. The Social Worker also serves as a family liaison to the services at the Codman Square Health Center to ensure that all members of the Codman community receive adequate health care.

4. **Annually, each member of the Codman community, students and teachers alike, selected and shared a personal character intention for the school year. The school has met this measure.** Since 2005-2006, students and staff have gone through the process of crafting a character intention in the fall and using that intention to guide one’s academic and personal growth over the course of the year. Students review and discuss intentions in Crew and staff engage in several intention workshops during professional development days.

Goal #4: The school will gather data on 100% of alumni each year to record their progress in college and the work force.

Measures/Outcomes
1. The school will collect data on 100% of alumni pertaining to college attendance and academic performance on an annual basis by allocating appropriate human and financial resources to support alumni as well as collect, store and analyze alumni data. **The school is meeting this measure.** In 2004-2005, the school formed an Alumni Support Team comprised of three administrative staff members tasked with collected alumni data and ensuring that members of the Class of 2005 were successful in college and beyond. In 2005-2006, this team met weekly and contacted alums on a bi-weekly basis. From this, Codman learned that the greatest obstacle to maintaining enrollment in college was financial stress. Consequently, the school held additional financial aid information sessions and workshops for students and families resulting in 100% of the Class of 2007 receiving some form of financial aid. Additionally, in 2007-2008 the school created a new position specifically for alumni support, the Dean of Alumni. Each year, the Alumni Support Team, comprised of the Dean of Alumni, Social Worker, and Dean of Enrichment, have made contact monthly with each alumnus/a by phone or email and gathered data pertaining to college attendance and academic performance.

2. At least 70% of alumni from all classes will graduate from college or be enrolled full time. Those not enrolled in college-level course work will be gainfully employed. Those students not enrolled in college and students home during the summer breaks will find meaningful ways to be involved in their community, through volunteer work or part-time mentoring of current Codman students. Through monthly calls to alumni and in-person meetings on an ad-hoc basis, our Dean of Alumni tracks the status of each Codman student. **The school is meeting this measure.** As evidenced by the chart below, 71% of alumni are currently enrolled in a 2-4 year college degree program and 11% are currently pursuing certifications in the fields of business, health, cosmetology, and cooking. 18% are working, looking for work, and/or applying to colleges. No graduate has been or is currently incarcerated, although many of our students have family members who are imprisoned. This year, five Codman alumni joined the ranks of college graduates, bringing the total to 11, representing 30% of those from classes ’05 and ’06. We believe our current emphasis on skill building and increased student achievement will ultimately result in a significant increase in the percentage of Codman alums who graduate college within four years at four-year degree programs. All Codman alums with work-study funding are offered a tutoring position in the Tutorial program and the school maintains one spot for a development/alumni relations intern.

![Chart 5: Current status of Codman Alumni, 2008-2009 data vs. 2009-2010 data](image-url)
In 2008-2009, two Codman students were selected for the prestigious Posse Scholarship program; one student is currently at Hamilton College and the other is at Denison University. This year, one Codman student was selected as a Bill and Melinda Gates Millennium Scholar; she was one of 1000 recipients from a pool of over 25,000 nominees. She will receive a full, four year scholarship to the University of Virginia, as well as financial support towards a graduate degree.

**Goal #5:** Parents, students, and community partners will continue to be satisfied with their experience at Codman.

**Measures/Outcomes**

1. **75% of parents will complete annual parent satisfaction survey with 90% or more rating Codman B or above.** The survey will measure the level of satisfaction around academic program, extra-curricular program, school communication, school safety, and summer programming. **The school is making progress towards meeting this measure.** More than 75% of parents have completed the annual parent satisfaction survey for four out of the past five years; 71% of parents completed the annual survey in 2009-2010. The school had seen a drop in parent satisfaction (as measured by receiving an A or B), falling from 91% in 2005-2006 to 70% in 2008-2009. The school responded to concerns raised by families and our 2009-2010 parent survey saw a 14% increase resulting in 90% of parents rating the school a B or above.

2. **100% of families will participate once a year in student/teacher conferences.** The school has met this measure. 100% of families participated in a student/teacher conference this academic year, marking our 7th year of 100% parent participation. Our lowest rate in the school’s history was 98% in 2007-2008.

3. **Codman Academy’s core community partners (Codman Square Health Center, Huntington Theatre, American Youth Foundation, and Boston Modern Orchestra Project) will complete an evaluation of the program indicating its effectiveness.** The school is making progress towards meeting this measure. While all core partners have not consistently completed written evaluations for the past five years, administrators have had closing conversations with all major partners to discuss strengths and weaknesses of the partnership and make necessary adjustments for the following year. Most recently, we conducted our annual “post mortem” with the Humanities teachers, Principal, and Huntington Theatre education department to review the year, evaluate effectiveness, and develop a written plan for 2010-2011. Our Huntington program was also a recent recipient of the state’s highest award in arts and culture, the Commonwealth Award. Our partnership with the Codman Square Health Center has significantly deepened this year with the success of the junior and senior internship programs. Codman Academy Charter School Board of Trustees developed and adopted a Memorandum of Understanding (MOU) with the Codman Square Health Center; the Codman Square Health Center board is currently reviewing the MOU to make changes before sending the final version to the school. We completed a written evaluation of our program with the American Youth Foundation, which included a pre and post planning meeting. Boston Modern Orchestra has been an external grant funded partnership, which will not continue next year.

**Common Schools Performance Criteria Relating to Faithfulness to Charter**

*School description:* Now entering its 10th year, Codman Academy Charter Public School serves grades 9-12 with an enrollment cap of 145 students. Codman Academy is located on the site of its primary partner, the Codman Square Health Center, in Dorchester, MA and draws most of its students from Dorchester, Roxbury, and Mattapan. Codman offers its students a six-day a week, extended school day program. Academic classes run from 9:00 a.m. to 4:15 p.m. on weekdays, with physical education and study hall held before or after the academic day. To date, Codman has graduated six classes, with 100% of its
graduates accepted to college. At present, 71% of Codman graduates are either enrolled in college or have graduated from college. Codman’s educational philosophy is rooted in the Expeditionary Learning Outward Bound design (www.elob.org), which emphasizes character development along with intellectual development. This approach draws heavily on Outward Bound’s philosophy of personal transformation through adventure, service, teamwork and real life applications to learning within and outside the classroom. Developing student awareness of social justice issues and the desire to give back to ones community are core values at Codman. As of June 30, Codman enrolled 116 students. We have enrolled a large freshman class, which we will continue to do in the coming years, to reach full capacity. Our waitlist currently stands at 90 students.

Mission of the school: Codman Academy Charter Public School’s mission is to prepare students for full participation in the intellectual, economic and civic life of our society, by ensuring their preparation for 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. The extent to which Codman Academy implements its mission, vision, and educational philosophy can be found in our response to the Accountability Plan measures.

Organizational Structure: Officers for the board of trustees include President, Vice-President, Clerk and Treasurer. The President and Vice-President develop the monthly agenda with the Executive Director. It is a board policy to generally bring up items at one meeting but wait until the next meeting to take a vote. This practice promotes greater deliberation by the board. The board committees report at the board meetings and include: Finance, Nominating, Development, Facilities and Executive Director’s Evaluation. Additional information on the school’s organizational structure, including governance and leadership, can be found in our response to Accountability Plans Measures and Common School Performance Criteria relating to Organizational Viability.

Educational Program: We believe that a strong, holistic academic curriculum is the most significant predictor of success in college. Consequently, we require our students to fulfill the following graduation requirements, earning a minimum of a 70% in a course to earn credit:

- 4 years Humanities (History & Literature)
  - World History and Literature I (grade 9)
  - United States History and Literature I (grade 10)
  - United States History and Literature II (grade 11)
  - World History and Literature II (grade 12)

- 4 years Math
  - Algebra I (grade 9)
  - Geometry (grade 10)
  - Algebra II (grade 11)
  - Pre-Calculus or Calculus (grade 12)

- 2 years of Foreign Language
  - French I (grade 11)
  - French II (grade 12)

- 4 years of Science
  - Physical Science (grade 9)
  - Physics (grade 10)
  - Chemistry (grade 11 or 12)
- Biology (grade 11 or 12)
- 4 years Physical Education
- 1 year Studio or Performing Arts
- 8 Saturday class credits

Field Work Requirements:
- 2 summers of approved enrichment programs with documentation
- 1 Internship experience

Additional Competency Requirements:
- Pass MCAS required tests
- Demonstrate proficiency in use of technology to achieve learning goals.
- Demonstrate proficiency in writing and defending a persuasive essay.
- Demonstrate proficiency in public speaking in English.
- Demonstrate proficiency in financial literacy and health education by earning a passing score on the competency test.
- Demonstrate leadership and service through a successful internship experience.
- Complete portfolio requirements.

Our Expeditionary Learning Schools school-wide design emphasizes learning by doing, with a particular focus on character growth, teamwork, reflection and literacy. Teachers connect high quality academic learning to adventure, service and character development through a variety of student experiences including interdisciplinary, project based learning expeditions. Addressing individual differences profoundly increases the potential for learning and creativity of each student. This non-traditional approach is often highly successful with special education students.

All classes are highly organized with a guided lesson plans on the whiteboard and marked deadlines for upcoming events on both classroom whiteboards and the intranet site. An organization skills program is built into the lessons. Teachers refer to binder organization frequently and use occasional binder quizzes to check in on student organization. Teachers often direct students where to put handouts, etc. In addition, we use an online grading program, PowerSchool, that students and families can access anytime through the internet. Frequent progress reports and parent meetings to provide support necessary for diverse learners.

Longer class periods and a longer school day/week allows for additional time on task. For example, Humanities class is 2 hours long, which allows students to work individually on what would otherwise be homework. This allows teachers to monitor how students are working and provide additional one on one help. Saturday classes offer additional hours of skills instruction for our 9th and 10th grade students, while allowing 11th and 12th grade students to pursue interests and enrichment activities.

Small classes are an incredible support for diverse needs of learners. Teachers can understand everyone's learning style and teach the material in a way that supports each student's learning style. Average class size for general education is 17. Our Student Support Team, comprised of the Special Education Coordinator, Social Worker, Dean of Students, Dean of Enrichment, and Principal meets weekly to discuss students on a case-by-case basis. Issues addressed by the team include academic struggles, social-emotional needs, behavioral issues, health concerns, and home life environment (e.g. homelessness or foster care). Each conversation leads to the creation of specific action steps to support the child. The team
reviews previous action steps each week to ensure consistent follow-through. Student support infrastructure to facilitate healthy interactions among all students is also built directly into the weekly schedule in the form of Talking Circles (single-sex, group counseling sessions for all 9th grade students), Peer Health Exchange (a national health education program that works with our 9th grade students), and Crew (Codman’s single-sex, multi grade advisory system which engages students in structured conversations about students social and academic development three times weekly).

Additional information about how the school provides services to all students, including special education and English language learners, can be found in our response to the Common School Performance Criteria relating to Academic Program Success. The schools recruitment initiatives are described in detail in the Recruitment and Retention Plan, which can be found in the appendix. Our enrollment process is included in the appendix.

**Academic Program Success**

Goal #1: Students will achieve proficiency, as defined by the Commonwealth of Massachusetts, in English, mathematics, and physics.

Measures/Outcomes

1. The school will achieve adequate yearly progress (AYP) targets as set by the Commonwealth for all subjects and student subgroups each year of the charter period. The school has met this measure. The school has met AYP targets for the past five years. Performance ratings for the past three years appear below:

<table>
<thead>
<tr>
<th>AYP Data</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>Performance Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>High</td>
<td>High</td>
<td>Very high</td>
</tr>
<tr>
<td>Math</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>

Given that we cannot influence the scores students come in with, the school has become increasingly interested in measuring growth over time. While incoming student skills and MCAS scores tend to vary cohort to cohort, the school has found it can improve these scores by focusing intensely on student skill development and growth in grades 9 and 10. Thanks to the hard work of our faculty and our one-on-one tutoring program, Tutors for All, which is made possible by a grant from the Massachusetts Commonwealth Corps and private donors, our students have made significant gains on the MCAS subject tests. Results from the previous four years are presented on the following page.
Statewide, Codman Academy is one of only eight high schools enrolling at least 60 percent low-income where 50 percent or more of the students have scored proficient or advanced in all three MCAS subject areas – English Language Arts, Mathematics, and Science. See our public school report card for more information.

Goal #2: Students will be provided access to, qualify for, and be ready to succeed in an institution of higher education which best meets their goals and needs.

Measures/Outcomes

1. **100% of graduating seniors will be accepted into college.** The school has met this measure. 100% of graduating seniors have been accepted to college since the school’s establishment.

2. **Graduating seniors will have proven mastery, scoring a 70% or above in all core academic courses prior to graduating as well as meeting all other graduation requirements.** The school has met this measure. All graduating students have earned a 70% or better in all core academic courses and completed all other graduation requirements, including their senior professional internship and passage portfolios.

**Common School Performance Criteria Summary on Academic Program Success:**

*Massachusetts Comprehensive Assessment System:* Information pertaining to the school’s MCAS results can be found in the Accountability Plan response to Academic Program Success.

*Other achievement, improvement, and assessment measures:* While the school administers other school wide assessments (such as the Degree of Reading Powers) to measure competency and growth, these tests are not directly linked with the school’s promotion or exit standards. See the appendix for a list of alternative assessments and assessment data.

*Curriculum:* The curriculum requirements are outlined in Common School Performance Criteria on Faithfulness to Charter. In the appendix, we have documented an abbreviated version of the school’s curriculum as implemented (see Accountability Plan Evidence).

In 2006-2007, Codman embarked on a plan to dramatically change student outcomes as measured by the MCAS. During the first five years of taking MCAS exams, Codman students performed relatively well relative to similar area high schools. The vast majority of students were “passed” by earning Needs Improvement and above on their exams. When the Department of Education voted to raise the bar so that the minimum passing grade was Proficient the school revised its approach, as outlined in a memo to the Board of Trustees entitled “The Road to Proficiency: Codman’s MCAS Action Plan.” This document is attached in the Accountability Plan Evidence section of the appendix. The school revised the curriculum sequence in multiple disciplines, implemented new instructional strategies and developed an out of class instructional program aimed at supporting basic skill development.

In 2007-2008, Codman saw an ambitious “Assessment for Learning” program in its 10th grade math classes. Following a simulated MCAS administered to all Codman 10th graders, the math teacher worked with the Dean of Enrichment on an exhaustive analysis of the 10th grade math curriculum and its relationship to the Massachusetts State Standards in general and the MCAS in particular. The results of this analysis transformed classroom instruction and informed out of class tutorial instruction.
In 2008-2009, the school focused on improving the portfolio process and class learning targets. Each class now has approximately ten “big” learning targets for the year and daily objectives for each lesson. Learning targets, which align with state standards, are both discipline specific and cross disciplinary. Portfolios are now structured to more clearly assess content mastery through demonstrated learning target understanding while giving the student a better understanding of how to successfully complete a long-term project. A final component of a student’s portfolio project includes written reflections describing how their work demonstrates knowledge of a chosen learning target.

Most recently in 2009-2010, Codman focused on curriculum mapping, realizing that clear expectations across grades and subject matters was an essential prerequisite to consistent grading practices. The Humanities department completed a cross-grade literacy map for reading and has a draft for writing. The science department revised their cross-grade curriculum map and created a science literacy map. A literacy working group (including the EL school designer) was formed in April to start drafting a three year plan to focus on literacy across disciplines.

Our small school has a good track record of meeting the diverse needs of individual students, including the 27% of our enrollment who are identified special needs. Our chief strategy is our holistic Expeditionary Learning educational philosophy and the small size of the school, which ensures that every student is well known and supported. Our expeditionary learning approach, with its emphasis on projects, teamwork, leadership and service, immerses students in an array of rich learning experiences and reflection. Our Student Support Team focuses on students with identified special needs and those needing additional academic and/or emotional support. After an SST referral, interventions are put into place and that information is shared with all related staff.

The school follows all Individual Education Plans or 504 plans; IEP information is located on web based software (SemsTracker) and 504 plans are located on the school’s private network. Both are accessible to all staff and training is done throughout the year to ensure compliance. Our social worker conducts an extensive individual intake interview with each parent and incoming student as well leading a social skills group to assist students with Asperger’s Syndrome, Dandywalker Syndrome, or post-traumatic stress disorder. Every structure in the school is designed to meet the diverse needs of individual students, particularly our Higher Learning Institute (substantially separate classroom), which served 9 students in 2009-2010. We administer the CTB McGraw-Hill’s Language Assessment Reading/Writing exam to all incoming students who speak more than one language at home to identify Limited English Proficient students; we follow up with support of these students during the course of the school year. Other reading and math diagnostic testing is also conducted. Additional specialists the school contracts with include a school psychologists who conducts eligibility testing, a speech language pathologist, and an orientation mobility specialist (vision teacher). We aim for inclusion at every turn, and created two full time inclusion associate positions this past year, in addition to other part time staff members who work with special education students. These positions, which allowed us to better serve our special education students in the classroom, will continue in 2010-2011.

In addition to site reviews by the Department of Elementary and Secondary Education, the school receives an annual Expeditionary Learning Schools assessment (see Goal 1, Measure 1 under Faithfulness to Charter). Each June, the entire staff meets for a week of professional development, reflecting on the academic and co-curricular program, and making suggestions for the next school year. The process for critical reflection includes small group conversations amongst stakeholders (i.e. all Crew Leaders meet to discuss the Crew process), one-on-one conversations (i.e. exit interviews with outgoing staff), and completion of surveys (i.e. Student Accountability strengths and weaknesses). Over the summer, administrators examine data, including grades, promotion rates, standardized assessments, attendance, family surveys, staff surveys, student reflections and promotion rates, by trimester and for the year as a
whole. The data analysis process yields programmatic changes for the following school year. See Accountability Plan Evidence in the appendix for example professional development schedules.

Teaching and learning: The principal visits classrooms and meets with classroom teachers regularly to review all aspects of curricular implementation and develop annual goals. Additionally, starting in 2009-2010, all classroom teachers had one day devoted entirely to observing other teachers in the school. All observations use a school observation form which focuses attention on the following lesson indicators: Board Configuration, Content & Context, Instructional Methods, Differentiated Instruction, Assessment, Classroom Culture, Student Engagement and Critical Thinking. Additionally, each year, the school’s Expeditionary Learning Schools coach/school designer works with the Principal and individual teachers, particularly new hires, during the summer to support curriculum design. The EL school designer is available throughout the academic year for individual coaching. Each week, time is set aside within the school day to allow faculty to work in grade-level and department teams to ensure proper implementation across all classrooms.

Common classroom practices include a structured Do Now (warm-up activity) at the start of each period, whereby students have three minutes to settle before they are silently working on the Do Now. During the Do Now, students are expected to be fully in uniform, have the appropriate materials out, and working on the assignment while the teacher takes attendance. Each Codman classroom must have the Do Now, Daily Agenda (flow of the class period), Learning Targets (objectives), and Practice & Preparation (homework) posted to the main bulletin board. All teachers are also expected to use a hall pass system in which only one student is allowed to leave the classroom at a time. The class closing protocol includes checking assignment notebooks, cleaning the room, and Kudos & Deltas (a structured process in which students give themselves warm and cool feedback for the day).

Evaluation was constant and on-going throughout the school year so as to provide timely feedback and address challenges immediately. The school also adopted a formal teacher evaluation tool for use by the Principal, which evaluates the effectiveness of teachers in the following areas: 1) planning and preparation for learning, 2) classroom management, 3) delivery of instruction, 4) monitoring, assessment, and follow up, 5) family and community out-reach, and 5) professional responsibilities. The rubrics are designed to give teachers a year-end assessment on where they stand in the performance areas—and detailed guidance on how to improve. See the school’s 2009-2010 Annual Report for example evaluation tools.

**Organizational Viability**

**Goal #1:** The school will continue to be a viable organization.

**Measures/Outcomes**

1. **The school will be fiscally sound. It will receive an unqualified opinion on its annual financial statements from its auditor.** The school has met this measure. Codman Academy has consistently received an unqualified opinion on its financial statements. Consult annual reports (posted to [www.codmanacademy.org](http://www.codmanacademy.org)) for more information.

2. **The board will evaluate the Executive Director on a bi-annual basis in accordance with outlines goals and review protocols.** The school has met this measure. The board conducted an evaluation of the Executive Director in accordance with outlined goals and 360 review protocols in 2007-2008. The evaluation was subsequently reviewed at the September, 2008 board meeting. The board will complete a performance review of the Executive Director this summer. By design, the evaluation takes into account
feedback from various (i.e. classroom teachers, administrators, and students/families) constituencies. See the appendices section for example evaluation tools.

3. **At each September board meeting, the Board of Trustees will establish a set of board objectives aligned with the school’s strategic vision and will accomplish 75% by the end of each fiscal year.** **The school has not met this measure.** In 2005-2006, the Board undertook a comprehensive strategic planning process with led to a mandated Strategic Vision that encompassed all major elements of work foreseen for the next five years with a clear work plan and chronology. The Strategic Vision (which is in the appendix section) established four overarching goals: 1) Codman Academy Charter Public School offers students a comprehensive Expeditionary Learning education rooted in social justice, with ongoing support to graduates to fully realize their potential, 2) Codman Academy Charter Public School has the infrastructure, systems, and resources to realize its mission, 3) Codman Academy Charter Public School has expanded facilities that support comprehensive educational programs and services for students, alumni, families and community, and 4) Codman Academy Charter Public School provides consulting services to benefit the education of urban students, based on best practices. While the Board did not establish a set of board objectives in September 2009, it did focus on five key areas relating to the school’s Strategic Vision and Accountability Goals: student achievement data, facilities expansion, alumni support, new initiatives around nutrition, and budgetary cutbacks. There are plans to undertake a new strategic planning process in the 2010-2011 year.

4. **At least 85% of students who are enrolled at Codman on October 1 of each year will re-enroll and be in attendance as of October 1 of the subsequent school year, exclusive of those students who move out of the city of Boston or graduate.** **The school is making progress towards meeting this measure.** The school has become increasingly interested in using retention as an additional measure of success. Consequently, the school began calculating our re-enrollment rate in 2008-2009. Approximately 79% of students who were enrolled as of October 1, 2008 were enrolled as students as of October 1, 2009, an increase of 6% from the previous year. The vast majority of students who transfer out of Codman do so because they failed to earn passing grades (70% or higher) in one or more classes. Our increased retention rate can be attributed to a number of programs aimed at increasing school wide retention. For more information, see the Recruitment and Retention Plan in the appendix section.

**Goal #2: The school will demonstrate a strong commitment to dissemination of best practices.**

**Measures/Outcomes**

1. **The school’s web site (www.codmanacademy.org) will have at least 65,000 visits per year.** **The school has nearly met this measure.** The school website is a crucial component of our dissemination strategy. In 2007-2008 we began tracking the number of site visits annually; we recorded 55,000 in 2007-2008, 54,000 in 2008-2009, and 55,050 in 2009-2010. The website offers extensive information on our curriculum and Codman’s student accountability system (Citizenship). Additionally, it includes links to articles and research papers which examine a range of topics, including expeditionary learning principles and pedagogical approaches to closing the math and literacy achievement gap. Each year, Codman teachers add at least two documented learning expedition to our Best Practices site. The school recently received an earmarked gift for website development and is currently in the planning stages for launching a new and improved website in 2010-2011, which should lead to an increase in annual site visits.

2. **Positive feedback from 100% of visitors to school.** **The school has met this measure.** The school has consistently seen over 100 annual visitors for the past five years. The school asks every visitor to complete a feedback form and we have consistently received positive feedback from 100% of visitors. All visitors are escorted by staff members, with many taking the opportunity to speak with our students. We
maintain a binder of feedback forms in which all visitors share their impressions. Notable visitors over the past five years include:

- Lawrence O’Donnell, MSNBC correspondent (2009-2010)
- Dr. John Geiger, founder of the community health center movement (2009-2010)
- Sonal Shah, Director, White House Office of Social Innovation (2009-2010)
- Congressman Michael Capuano (2008-2009)
- Lieutenant Governor Timothy Murray (2008-2009)
- William Danforth, former chancellor of Washington University (2008-2009)
- Joseph Cronin, former president of Bentley College and president/founder of Edvisors (2007-2008)
- Jon Fullerton, Executive Director for Project for Policy Innovation in Education at the Harvard Graduate School of Education (2007-2008)
- Nonie Lesaux, Professor at Harvard Graduate School of Education (2006-2007)
- Governor Mitt Romney (2005-2006)
- Commissioner of Education David Driscoll (2005-2006)

In 2009-2010, we also hosted an Extended Learning Time Study Tour, in collaboration with the Massachusetts Center for Charter Public School Excellence. For more information on the study tour, see our response to Dissemination in Organizational Viability.

3. At least one major news story about our work annually. The school has met this measure. Codman’s achievements have been featured in the press on many occasions over the past five years. All press highlighting our school is posted to our webpage. Significant press includes:

- 4/12/2010: The Boston Globe, Dr. H. Jack Geiger discusses Community Health Centers and the importance of Education
- 3/14/2010: NECN special report featuring Codman Academy and Codman Square Health Center entitled, “Reducing Income Inequality”
- 2/17/2009: The Boston Globe features Codman’s partnership with The Huntington Theatre Company
- 2/1/2009: An article appears in The Boston Globe featuring Codman’s campaign for healthy living
- 6/2009: Harvard Graduate School of Education’s Ed Magazine features Codman’s approach to student health problems and the impact of health on student learning
• 12/19/2008: *The Boston Globe* also featured Codman’s senior internship with Codman Square Health Center

• 6/6/2008: WBUR Radio Program, “Getting to Graduation”

• 6/20/2006: Article in the *Boston Globe*, “Graduating the Best”


• 9/9/2006: Article in the *Boston Herald* by Meg Campbell and Bill Walczak, “Schools Behind the Times”


4. Each faculty member of subject matter (i.e. Math, Humanities, Science or student support) shall publish at least one learning expedition or article to our public web site. We will send at least one faculty member or team to present their work at the annual Expeditionary Learning Schools conference. **The school has partially met this measure.** The school has posted thirteen learning expeditions to its website. See Goal 1, Measure 2 in *Faithfulness to Charter* for more information. The school also posted a PowerPoint presentation from the Expanded Learning Time Study Tour, which we hosted in November. For the past five years, the school has sent a delegation of staff to the ELS National Conference to present master classes and take part in professional development opportunities. In 2008-2009, the Codman delegation delivered the keynote address at the conference, reenacting our hour long Community Circle modeled loosely after the Daily Show, to a standing ovation. In 2009-2010, five Codman staff members attended the conference in Baltimore. Codman staff presented four master classes: “The Road to Opportunity: The College Process at Codman”, “Good Work in a Mathematics Expedition: Mapping the Earth with Literacy”, “Iron Math Teachers: Calculate the Possibilities”, and “From Burning Questions to Original Ideas: Black Language and Expository Writing for High School Students”.

**Common Schools Performance Criteria on Organization Viability:**

*Financial Management:* Each year, faculty and staff complete an informal survey in which all respondents are asked to submit departmental requests for the following year consistent with the goals for student academic achievement. The Executive Director, Principal, and Business Manager draft a budget, which is submitted to the Finance Committee for careful review. The Finance Committee then recommends the budget to board for consideration at one meeting, and at the subsequent monthly meeting, a final vote is taken to approve the budget. This is a thorough process which has worked well for the school.

The Non-Profit Finance Fund undertook an independent review of the school’s financial health in December 2007 and shared their findings with the school board. As a result of their recommendation, the board voted to set aside several months of operating funds in a strategic reserve account. The NPFF report highlighted the school’s strong fiscal management. Annual audits have confirmed the strong fiscal health of the organization as well. The school has never had a deficit nor needed a line of credit.

State tuition dollars cover core academic functions, but because the school has an extended day/year and offers additional programs and support to alumni, additional funds are needed. The Director of Development, in consultation with the development committee, Foundation Board and Executive Director, make preliminary predictions for anticipated fundraising results beyond enrollment tuition. The
Codman Academy Foundation board's mission is to support the school, and has had a successful track record of raising necessary funds through individual donors, foundations and state and federal competitive grants. For the past four years, more than 60% of alumni have also made a gift to the school.

The Finance Committee meets regularly to review financials and the Finance Committee Chair makes a report at each meeting to the entire board. The Executive Director supervises the part-time Business Manager. If performance is not satisfactory, the person is replaced, as was the case during the 2009-2010 academic year. The Finance Committee is actively involved in providing long-term fiscal oversight. Membership includes several experienced financial managers. The Finance Committee reports monthly to the board, after reviewing cash flow, revenue, budget to actuals, etc. The School has adopted a Fiscal Policy Manual, which sets out a system of internal controls. This is reviewed annually as part of our independent audit.

Leadership and governance: At Codman, teachers are organized in departmental and grade teams. Each departmental and grade team has a team leader/facilitator. The Student Support Team is an additional team comprised of the Principal, Special Education Coordinator, Dean of Students, and Social Worker. Teachers report to the Principal, as does the Dean of Students, Special Education Coordinator, Internship Coordinator, and Academic Support Coordinator. The Principal reports to the Executive Director, as does the Student Services Team, comprised of the Dean of Enrichment, Dean of Alumni, Social Worker, Director of Development, Director of Technology, Wellness Director, Director of Tutorial/Title I, Business Manager, and Office Manager. The Executive Director reports to The Board of Trustees. The school’s organizational chart, detailing the structure of the school and roles of The Board of Trustees, administrators, and teachers can be found in the appendix section of the report. An administrative roster explaining the job function of each administrative position can be found in the school’s 2009-2010 Annual Report.

Academic and non-academic (i.e. student support or development) departments take turns presenting their work and taking Q&A at board meetings. The board also reviews the school’s annual Expeditionary Learning School evaluation, student achievement data (MCAS results, AYP report), and results from state and federal reviews. Additional information on board accountability and planning can be found in the response to Goal 1 of the school’s Organizational Viability Accountability Plan. Goals established by the board outside of the school’s Accountability Plan, as well as the tools for understanding progress towards meeting these goals, can be found in our Strategic Vision in the appendix section.

The school developed the 2008-2011 Accountability Plan as an outgrowth of the comprehensive Five Year Strategic Vision process which included consultation with representatives of all stakeholders: students, alumni, parents, partners, board members and staff. The Executive Director addresses progress toward goals as part of regular oral reports to the board at monthly board meetings. See our response in Goal 1, Measure 2 of the Organizational Viability Accountability Plan for information on oversight of the Executive Director.

All teaching applicants follow a specific hiring process (see “Hiring Process for Teachers” in Accountability Plan evidence in the appendix for more details). The goal is to hire the best educator possible; the hiring team makes a recommendation and the Principal makes the final determination as to who is hired.

Codman aims at creating a supportive, collegial environment where staff have autonomy to make decisions that support student growth. The school’s mission and past success both draw new hires and help to retain veterans. As evidenced by the staff retention chart below, the school has been able to retain the vast majority of full time staff (with a significant blip in the 2007-2008 school year). The annual ratification of staff non-negotiables and implementation of meeting norms go a long way towards creating an effective professional climate. See appendix (in Accountability Plan Evidence) for both documents.
See Common Core Standard 2 for more information about professional development activities and outcomes over the last few years and see the appendix (in Accountability Plan Evidence) for an example professional development survey.

**Program planning and evaluation:** Codman conducted an organizational diagnostic in 2007-2008 to assess the strength of the school’s vision, structures, staff, and performance. The diagnostic found that Codman performs well in most dimensions and is an effective organization. Priorities outlined for additional attention included improving systems and decision making processes and clarifying accountability. As result, the school launched a decision making chart in 2008-2009 which outlined the school’s decision making process and clearly delineated staff roles and responsibilities. The decision making tool was presented to staff during August professional development. Additional information on program planning, evaluation, and family satisfaction is answered in our response to Accountability Plan measures.

**Compliance:** The school is waiting for the final results from our most recent Coordinated Program Review (CPR), which focused on special education, civil rights, and English-language learners. The school submitted its response to the CPR draft report earlier this year. This document is in the appendix in Accountability Plan Evidence.

The school is committed to providing a safe and orderly environment where students can achieve academic success. A practice violating the school policy is entirely unacceptable and any students engaged in such activity are removed from the school for a length of time determined by the Principal. Students and their families have the right to attend a safe school, and Codman Academy does not tolerate any form of discrimination, harassment or intolerance.

If there is evidence of clear and imminent danger or harm to a student and/or others, staff members are legally required to report this information to the authorities responsible for ensuring safety.
Massachusetts state law requires that any staff member at Codman, who learns of, or strongly suspects physical abuse, sexual abuse or neglect of a child, must report this information to the appropriate state agency. At Codman all reports of any abuse go directly to the School Social Worker and/or Student Support Team.

The school takes an assertive and active role in protecting its students and staff from harassment. Harassment in any form is not tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school-sponsored events or activities.

Harassment on the basis of race, national origin, religion, age, sex, sexual orientation and/or disability includes:

a) unsolicited remarks and/or verbal comments
b) gestures and/or physical contact
c) display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, sexual orientation or disabled individuals or groups
d) unwanted sexual attention from peers, subordinates, supervisors, clients or anyone the victim may interact with in order to fulfill school or job duties
e) pressure (subtle or otherwise) for sexual activity
f) leering, pinching, patting and other forms of unwanted touching
g) rape and attempted rape

If a person (staff or student) believes s/he is being harassed, s/he should:

a) immediately inform the harasser that the behavior is offensive and request that it stop;
b) or if that is not possible, report such behavior to the appropriate person (staff should report the offense to the Principal, students report to the Principal or a staff member). Students are also encouraged to tell their parents.

Reports of harassment are kept confidential, to the extent permitted by law. Once a staff member receives a complaint, s/he must document the incident in writing, and give it to the Principal within one working day. The Principal has the authority and the responsibility of ensuring that complaints are addressed immediately. The Principal reviews complaints and document all records of harassment. Any person who, after investigation, is found to have committed any act of harassment toward a student or staff member is subject to disciplinary action or termination of employment.

Codman’s Board of Trustees recently approved a School Bullying Policy, in order to ensure the safety of all students. The school’s bullying policy, which includes cyber-bullying, is attached in the appendix in Accountability Plan Evidence.

The school currently rents space, which is handicapped accessible, from the Codman Square Health Center. We also use rent-free space in the lower level of Citizens Bank and our students are on site at The Huntington Theatre and other locations. We have sufficient classrooms to serve enrollment up to our cap.

The Codman Square Health Center has plans to add a Gold LEED certified addition to its current facility and we would also expand into that space. The proposed addition would include a larger library, a new black-box theatre, additional offices, larger classrooms and a teaching kitchen and dining room to be share with health center staff. The project is shovel ready and is awaiting notification of funding from the federal stimulus funds for community health centers.

This year we will reach a 1:1 ratio of laptops per student. Four classrooms are equipped with Smart
Boards, including the substantially separate special education class (Higher Learning Institute), and five additional classrooms have LCD projectors mounted in their classrooms.

**Dissemination:** Codman Academy Charter Public School proudly serves as an educational model and professional development center that welcomes open exchanges of ideas and ensures that other schools can establish meaning and sustainable changes in learning and teaching. In 2008, Codman was the focus of a Harvard Business School case study entitled, “Codman Academy: Beyond the Start-up Phase”; this document serves as both a valuable independent review of the school and a useful dissemination document. Codman consistently attracts over 100 visitors annually and has achieved 100% positive feedback (on visitor feedback forms) for years. One letter from six educators who visited from Pennsylvania explains how Codman’s “educational models refined our vision and increased our urgency.” A Learning Specialist from a charter school in western Massachusetts notes that they “will take back what we found to help shape discussion around Senior Talks.”

In November 2009, Codman hosted an Extended Learning Time Study Tour in collaboration with the Massachusetts Center for Charter Public School Excellence. The full day study tour, which included a mix of classroom observations and faculty panels and presentations, culminated in an action planning session, in which participants created specific plans for rolling out changes at their home institution based on what they had learned at Codman. In December, we also hosted a Northeast Principal Learning Walk team in partnership with Expeditionary Learning Schools (ELS); the team examined instructional practices, both representative of ELS and Codman-specific. In welcoming others to observe and experience such vital pieces of our successful structure, Codman is shaping educational policy beyond the school and providing a model for replication.

Individual faculty, staff, and community members have also worked to disseminate best practices through their participation at a myriad of educational events. A few examples include: Thabiti Brown, Codman’s Principal, was recently invited to speak at a Harvard Graduate School of Education panel entitled, “What Matters and What Counts: Expanding What We Value in Schools”. Shelby Derissaint, the school’s Social Worker, participated as chair for the Massachusetts Department of Elementary and Secondary Education Behavior Health and Public Schools task force and Meg Campbell, the Executive Director, was a panelist on the talk entitled, “The Charter School Movement”, for the Harvard Institute for Learning in Retirement. In February 2010 Board President Bill Walczak spoke at the National Association of Community Health Centers in Washington, DC, presenting our new national model of community health centers partnering with public schools to build strong communities. Each year, Codman sends a delegation of faculty and staff to teach master classes at the Expeditionary Learning Schools National Conference; Codman’s delegation provided the keynote address in 2009.

Codman faculty and staff continue to receive recognition and awards for their work. In 2009, the school received the Commonwealth Award from the Massachusetts Cultural Council for its partnership with the Huntington Theatre Company. This is the state’s highest award in arts and culture and Codman Academy is the first public school to receive this award. Also in 2009, the Above and Beyond Awards by Massachusetts Technology Leadership Council recognized science teacher Carrie-Anne Sherwood for her “Energy and Our World” Learning Expedition. Recognizing Meg Campbell’s “deep commitment and contribution to the Boston area”, The Barr Foundation celebrated her work as a Boston area nonprofit leader and awarded her the prestigious Barr Fellowship. Finally, Campbell and Brown were featured in Vanderwarker’s Pantheon at the Boston Athenaeum—Minds that Matter in Boston as “people who current shape the city’s intellectual culture.”

Through the school’s website, and as a result of our culture of transparency and hospitality, Codman regularly shares and disseminates information pertaining to its holistic educational program and innovative practices. The Codman website at [www.codmanacademy.org](http://www.codmanacademy.org) is a sophisticated yet user-
friendly portal used to inform, collaborate, and share models for replication of best practices. With nearly 60,000 visitors this year alone, Codman is reaching local and world-wide audiences.

Our *In the News* page includes articles and videos about Codman from such sources as *The Boston Globe* and National Public Radio. This links visitors to an archive of information pieces about the curriculum and school community. The *Governance and Reports* page offers insight into school history and policies and procedures, complete with documents such as the school charter, our Accountability Plan, and Annual Reports.

The *Best Practices* page serves the Codman community as well as the public with its rich library of writing by CACPS staff and friends examining Codman Academy’s approach to schooling. Here a visitor can view student work, explore thirteen of our strongest learning expeditions, and view MCAS results, parental involvement procedures, and the NCLB report card.

Codman Academy is shaping the conversation about the role of schools in communities. Through the curriculum, the school strives to engage the community in conversations about health, social justice, education, and activism. Students from Codman created a guide to urban birds: *The Urban Bird Sounds Project* ([www.urbanbirdsounds.org](http://www.urbanbirdsounds.org)), which was written and narrated by students. A local citizen who is blind wrote to tell us that students’ “very creative” descriptions helped him immensely as he is an avid “birding by ear” participant. The physical space itself is used by the school to engage and inspire the community. In 2006, a memorial to homicide victims in Boston featured 75 individual black sneakers mounted on plaques engraved with the names of those lost to violence. Most recently, Hope for Haiti, a public art installation honoring Haitian culture and history was installed.

Codman seeks partnerships with schools and organizations that share our mission. The school is a Cohort School member of the Building Quality Performance Assessment Initiative. Codman’s Executive Director is currently working with Parminder Singh, from the Disha Indian Centre for Learning, to launch an Expeditionary Learning school in a small village in India. In November, Singh will visit Codman and meet with staff to learn more about our learning expeditions.

**Plan for the Next Five Years:**

In 2005, the school undertook an extensive strategic planning process to map out an action plan and vision for the five year period of 2006-2011, resulting in the *Strategic Vision* (attached in the appendix). At that time, we wrestled with the question of grade span and size and chose to remain under 150 students. We have realized many of the goals we set out in that plan, including raising our cap from 120 to 145 students.

We are planning to undertake a similar five year planning process this fall, to develop our next strategic vision to cover the years 2011-2016. Our original charter outlined an ambitious program and scope of work, and we have stayed true to our original mission. The focus of our work has been to strengthen our school’s program to ensure stronger academic and character results for our students and alumni.

Our pioneering work in alumni support is an area we will continue to focus on in the next five years. It is our goal to remain in touch with all our graduates and to offer them the support to ensure they are successful in higher education and into the work force. We aim to use data collected on alumni performance in college to drive instructional and programmatic changes. We also plan on making necessary changes to our curriculum to ensure that it aligns with national Common Core standards.
starting in 2012-2013. We will continue to look for new ways to disseminate best practices and influence educational policy beyond our school community.

In the coming five years, we hope to move into an expanded Codman Square Health Center wing, which is slated to be Gold LEED certified. This project will add classroom space and allow us to deepen our unique on-site partnership with Codman Square Health Center; plans call for including a new shared dining room and teaching kitchen, so that our students, school staff, and health center staff would share breakfast and lunch on a daily basis. Additionally, a new library would be shared between the school and health center, enhancing our collection of public health books and resources. Plans include a multi-purpose black box theatre that would seat about 150 people, which would bring a working stage to our community. Presently, Dorchester, with a population of 92,000 lacks any public space to show a film and/or a theatrical performance. The Codman Square Health Center expansion addresses this inequity.

In February 2010, Board President Bill Walczak made a presentation about our new national model to the National Association of Community Health Centers Conference in Washington D.C., where there was significant interest in our approach. We were honored and encouraged subsequently to have the founder of the Community Health Center movement, Dr. Jack Geiger, visit us this spring and strongly encourage us to replicate our model. There are 1200 federally qualified community health centers in the United States, including 25 in Massachusetts. All 1200 federally qualified community health centers serve underserved communities. In the next five years, we anticipate replicating our charter high school/community health center model in Massachusetts and we also anticipate exploring adding a K-8 to better serve our community.

Codman Academy Charter Public School has always had a broad vision of social justice and commitment to transforming our community. We believe that the most powerful way do that is by educating and supporting the leadership of our students, alumni, families, and staff. We believe in community transformation through human development. Health and education are seamless sides of the same enterprise: to enhance the quality of life of the body and mind for all those we serve.

II. Appendices
Charter Public School Renewal Application Certification Statement

Charter School Name: **Cowman Academy Charter Public School**

School Location (City/Town): **Dorchester, MA**

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

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

**July 21, 2010** Date

Print/Type Name: **William Walczak**

Title (if designated): **President, Board of Trustees**

Date of approval by board of trustees: **July 19, 2010**

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*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.
Horace Mann Charter Public School Renewal Application Certification Statement

Charter School Name: COMMUNITY ACADEMY CHARTER PUBLIC SCHOOL
School Location (City/Town): DORCHESTER, MA

School Committee Approval Certification
I hereby certify that this application for renewal of a public charter has received approval from a majority of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of chair of the school committee: [Signature]
Print/type name: WILLIAM WALKER
Date: July 26, 2016
Address: 637 Washington Street
City: Dorchester
State: MA
Zip: 02124
Daytime telephone: 617-287-0700
Fax: 617-287-9064

Collective Bargaining Unit Approval Certification
I hereby certify that this application for renewal of a public charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of president of the local teachers’ union: [Signature]
Print/type name: [Name]
Date: [Date]
Address: [Address]
City: [City]
State: [State]
Zip: [Zip]
Daytime telephone: [Telephone]
Fax: [Fax]
Statement of Assurances

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that if the charter is renewed, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(i)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart I — Public Charter Schools Section 5210(C)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights
Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(j)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education no later than January 1 of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), and 603 CMR 1.09 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

16. Will meet enrollment projections through demonstration of need and support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain separate accountings of all funds received and disbursed by the school (Mass. Gen. Laws c. 71, § 89(jj)).

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(2)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(2)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

25. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(3)).

29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

[Signature]

[Position]

[Date]
Current, ESE-approved Accountability Plan

Faithfulness to Charter

Goal 1: The academic program will reflect Expeditionary Learning design principles, philosophy, and core practices.

Measures/Outcomes:

1. Codman Academy will receive a positive annual implementation review by Expeditionary Learning Schools.
2. Codman Academy will post at least one learning expedition to its web site annually.

Goal 2: Students and alumni will demonstrate character, leadership, service, and commitment to social justice.

Measures/Outcomes:

1. Students shall meet graduation requirements for senior talk/apologia.
2. Students shall meet graduation requirements for the social justice project.
3. Average daily attendance will be 97% or higher
4. Using a software program we built to reinforce positive behavior, citizenship status for each student is tracked daily. Over time, we aim to show improved citizenship status for individual students as well as improved citizenship averages for each grade.
5. During our annual school-wide trip in October, students shall successfully complete an annual American Youth Foundation leadership course on site at Camp Merrowvista in New Hampshire.

Goal #3: Students will demonstrate physical and mental health.

Measures/Outcomes

1. Students shall demonstrate increased physical fitness capabilities consistent with progress on meeting presidential standards of physical fitness. Height, weight, and BMI (body mass index) is measured annually. Individual plans shall be designed for students who struggle with obesity and other weight-related health issues.
2. Students shall demonstrate mastery of health promotion and nutrition, as shown by successfully reading food labels, purchasing and making nutritionally sound meals on a limited budget, and learning how to advocate for themselves within the health care system. They shall demonstrate knowledge of preventable, chronic public health issues including AIDS, diabetes, hypertension, obesity and violence.
3. Students shall demonstrate mastery of conflict resolution skills and tools for reducing stress as shown by reduced number of suspensions.
4. Annually, each member of the Codman community, students and teachers alike, selected and shared a personal character intention for the school year.
Goal #4: The school will gather data on 100% of alumni each year to record their progress in college and the workforce.

Measures/Outcomes

1. The school will collect data on 100% of alumni pertaining to college attendance and academic performance on an annual basis by allocating appropriate human and financial resources to support alumni as well as collect, store and analyze alumni data.

2. At least 70% of alumni from all classes will graduate from college or be enrolled full time. Those not enrolled in college-level course work will be gainfully employed. Those students not enrolled in college and students home during the summer breaks will find meaningful ways to be involved in their community, through volunteer work or part-time mentoring of current Codman students. Through monthly calls to alumni and in-person meetings on an ad-hoc basis, our Dean of Alumni tracks the status of each Codman student.

Goal #5: Parents, students, and community partners will continue to be satisfied with their experience at Codman.

Measures/Outcomes

1. 75% of parents will complete annual parent satisfaction survey with 90% or more rating Codman B or above. The survey will measure the level of satisfaction around academic program, extracurricular program, school communication, school safety, and summer programming.

2. 100% of families will participate once a year in student/teacher conferences.

3. Codman Academy’s core community partners (Codman Square Health Center, Huntington Theatre, American Youth Foundation, and Boston Modern Orchestra Project) will complete an evaluation of the program indicating its effectiveness.

Academic Program Success

Goal #1: Students will achieve proficiency, as defined by the Commonwealth of Massachusetts, in English, mathematics, and physics.

Measures/Outcomes

1. The school will achieve adequate yearly progress (AYP) targets as set by the Commonwealth for all subjects and student subgroups each year of the charter period.

Goal #2: Students will be provided access to, qualify for, and be ready to succeed in an institution of higher education which best meets their goals and needs.

Measures/Outcomes

1. 100% of graduating seniors will be accepted into college.

2. Graduating seniors will have proven mastery, scoring a 70% or above in all core academic courses prior to graduating as well as meeting all other graduation requirements.
**Organizational Viability**

Goal #1: The school will continue to be a viable organization

Measures/Outcomes

1. *The school will be fiscally sound. It will receive an unqualified opinion on its annual financial statements from its auditor.*

2. *The board will evaluate the Executive Director on a bi-annual basis in accordance with outlines goals and review protocols.*

3. *At each September board meeting, the Board of Trustees will establish a set of board objectives aligned with the school’s strategic vision and will accomplish 75% by the end of each fiscal year.*

4. *At least 85% of students who are enrolled at Codman on October 1 of each year will re-enroll and be in attendance as of October 1 of the subsequent school year, exclusive of those students who move out of the city of Boston or graduate.*

Goal #2: The school will demonstrate a strong commitment to dissemination of best practices.

Measures/Outcomes

1. *The school’s web site (www.codmanacademy.org) will have at least 65,000 visits per year.*

2. *Positive feedback from 100% of visitors to school.*

3. *At least one major news story about our work annually.*

4. *Each faculty member of subject matter (i.e. Math, Humanities, Science or student support) shall publish at least one learning expedition or article to our public web site. We will send at least one faculty member or team to present their work at the annual Expeditionary Learning Schools conference.*

Accountability Plan evidence:

**The Road to Proficiency: Codman’s MCAS Action Plan**  
**October 30, 2006**

**History**

Historically, Codman has performed relatively well relative to similar area schools. One reason for this year’s decline in performance is that the number of students tested is so low (20 students) that just one or two poorly performing students significantly impacted results.

**Average ELA performance, 2003 - 2006**

<table>
<thead>
<tr>
<th></th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% NI</th>
<th>% Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATCH</td>
<td>12</td>
<td>60</td>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>Codman</td>
<td>7</td>
<td>48</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>City on a Hill</td>
<td>6</td>
<td>39</td>
<td>44</td>
<td>11</td>
</tr>
</tbody>
</table>
Given the new state requirements that all students must achieve Proficient or Advanced on the MCAS to receive a diploma, Codman has significant work to do to raise its “pass” rate under these new standards.

**Percentage of Codman students who passed with Proficient/Advanced**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>44</td>
<td>75</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td>Math</td>
<td>24</td>
<td>20</td>
<td>39</td>
<td>35</td>
</tr>
</tbody>
</table>

**Analysis of school performance**

Reflecting on its pass rate, Codman has performed consistently well in ELA and shown steady improvement in mathematics.

**Codman MCAS Pass Rates**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Math</td>
<td>68</td>
<td>81</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>No. students tested</td>
<td>25</td>
<td>28</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

Codman’s pass rates are comparable to other charter high schools and higher than area district schools. However, Codman’s performance in the Advanced and Proficient categories is relatively lower than that of its peer charter schools.

**2006 ELA Performance**

<table>
<thead>
<tr>
<th></th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% NI</th>
<th>% Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATCH</td>
<td>6</td>
<td>76</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>City on a Hill</td>
<td>3</td>
<td>58</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td><strong>Codman</strong></td>
<td>0</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>26</td>
<td>47</td>
<td>27</td>
</tr>
<tr>
<td>Burke</td>
<td>0</td>
<td>18</td>
<td>55</td>
<td>27</td>
</tr>
<tr>
<td>Madison Park</td>
<td>0</td>
<td>18</td>
<td>52</td>
<td>29</td>
</tr>
</tbody>
</table>

**2006 Math Performance**

<table>
<thead>
<tr>
<th></th>
<th>% Advanced</th>
<th>% Proficient</th>
<th>% NI</th>
<th>% Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATCH</td>
<td>73</td>
<td>27</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
In response to these results, Codman’s MCAS goal has been raised from all students passing to all students passing with a score of Proficient or Advanced. This also reflects new state requirements that a student must earn a Proficient to receive a diploma, beginning with the class of 2010. Codman’s curriculum is carefully designed to link to both state standards and expeditionary learning philosophies. This means that our curriculum is aligned with the MCAS exam, but that the MCAS is just one of many ways we evaluate our students. Other student performance areas that we measure include growth in student skills, the ability to create and revise long-term projects (such as essays in humanities, problem sets in math, and our portfolio assessment system), and commitment and contributions to the community.

**Next Steps**

At Codman, we strive to balance the mission of our school and the requirements of our state, and we look forward to moving forward on this work together. We are very proud of what our students have accomplished, both on these tests and in other various aspects of the school, and we remain committed to improving their performance while continuing to excel in other parts of our mission.

Starting with the Class of 2010, all students must achieve a proficient or advanced on MCAS in order to be eligible for a high school diploma. Using our recent MCAS scores as a starting point to reflect on our practice and clarify the role that MCAS plays within the school, the faculty has worked together to develop an action plan, “The Road to Proficiency”, that allows Codman students to succeed on MCAS examinations while honoring the mission of the school.

The school has a strong track record of serving students with learning disabilities (25% of the students who took the MCAS 2006 test had identified learning disabilities) and those who enter the school seriously academically underprepared. We seek to improve our service to all students capable of scoring at the advanced levels on MCAS and to better support our students who enter with limited English proficiency.

Special thanks to our mathematics department, Karen Crounse, Kari Abdul-Khallaq and Ellie Goldberg for their pro-active thinking and detailed plan and to Bree Deseault, HGSE intern, for her assistance preparing this memo.

**Strategies for the 2006-2007 year**

We have put in place the following plan to improve student learning and performance on the MCAS this school year.

**Mathematics**

The Mathematics Department has developed a short-term and long term plan for mathematics. Our central challenge is that most students enter Codman in grade nine without mastery of middle school mathematics, particularly fractions, decimals, percentages, integers and number sense. This adversely impacts their ability to begin Algebra and their understanding of physics. Our immediate goal is to bring currently enrolled students up to speed and starting with class of 2011, to add a required summer math program unless the student test out.

December 2006
• All students grades 9-12 tested using proficiency test from Charlesbridge Team Accelerated Instruction (T.A.I.), a self-paced, leveled curriculum
• Students placed into one of thirteen levels based on results of exam
  o 9th grade students who place into level thirteen will be exempt from Winter Trimester Saturday classes. All other 9th graders will be placed into appropriate level for work on Saturdays.
  o All 10th grade students will be placed into one of three groups for mandatory Saturday classes:
    ▪ T.A.I. group for students who do not pass into level thirteen
    ▪ Proficient group for students who pass into level thirteen. These students will use the MCAS prep binder from Willow Tree Publishing.
    ▪ Advanced group for students who pass into level thirteen and are selected by the math department. These students will use the MCAS prep binder to learn content not covered by the current 9th and 10th grade curricula.
  o 10th grade students who have already passed the MCAS exam will be placed according to their T.A.I. level. If they place into level thirteen, they will be exempt from the program.
  o 11th and 12th grade students who have not yet passed the MCAS exam will be required to attend Saturday classes using the T.A.I. and MCAS prep curricula, depending on their placement for the entire 3 hours. All other 11th and 12th graders will have the option to come on Saturdays to follow the T.A.I. curriculum and improve their skills and/or have study hall.

### Winter Trimester 2006 – 8 Saturday Classes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approximate Number of students</th>
<th>Curriculum</th>
<th>Staffing Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 T.A.I. Group A</td>
<td>15 students</td>
<td>T.A.I.</td>
<td>1 staff member</td>
</tr>
<tr>
<td>Grade 9 T.A.I. Group B</td>
<td>15 students</td>
<td>T.A.I.</td>
<td>1 staff member</td>
</tr>
<tr>
<td>Grade 10 T.A.I. Group</td>
<td>20 students</td>
<td>T.A.I.</td>
<td>1 – 2 staff members</td>
</tr>
<tr>
<td>Grade 10 Proficient Group</td>
<td>10 students</td>
<td>MCAS Prep Binder</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Grade 10 Advanced Group</td>
<td>10 students</td>
<td>MCAS Prep Binder</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Grades 11 and 12 T.A.I. Group</td>
<td>10 students</td>
<td>T.A.I. (and MCAS prep for re-testers)</td>
<td>Karen/Kari alternate weeks</td>
</tr>
</tbody>
</table>

• 9th grade – 120 minutes of math/30 minutes silent sustained reading/ 30 minute study hall
• 10th grade – 90 minutes of math/90 minutes of ELA MCAS test prep
• 11th/12th grade – 90 minutes of math/90 minutes of study hall (or MCAS prep)

**Curriculum:**
Charlesbridge Team Accelerated Instruction
M600 TAI Math Middle School Classroom Set
Product Code: 1786
ISBN: 0-88106-178-6
2 middle school classroom sets @ $740.00 each

Willow Tree Publishing
Preparing for the MCAS: A Comprehensive Workbook
ISBN: 1-800-934-8322
Approximately 10 copies @ $26.95 per book

**March 2007**
• All students re-tested on T.A.I. proficiency exam
• Students who fail to place into level thirteen will continue work on T.A.I. books as their Spring Trimester Saturday classes. They will not be eligible for Saturday spring electives.

**June 2007**
• All current 9th, 10th, and 11th grade students re-tested on T.A.I. proficiency exam
• 9th grade students who do not pass to level thirteen must attend mandatory summer program. Those that do not test to level thirteen by the end of the summer program will not be promoted to the 10th grade.
• 10th and 11th grade students who do not pass to level thirteen are strongly encouraged to attend the summer program to continue working on their T.A.I. skills.
• Incoming 9th graders are tested on T.A.I. proficiency exam to determine skill level. Those that do not pass to level thirteen must attend the mandatory summer program.

**Summer Program 2007**
• Four week program for students to work independently on T.A.I. workbooks
• Students who do not place into level thirteen by December 2007 will be placed into Winter Trimester Saturday classes, as detailed above.

**Additional Strategies for 2006-2007**

• **Extended school day – 8 am – 7 pm Monday - Thursday**
  Students have a structured, quiet place to study for three and a half hours each day before and after classes. There is a librarian on duty from 8 to 9 each morning, and there is an after-school tutoring program each afternoon from 4:30 pm to 7 pm. Mondays through Thursdays. We hired a full-time Tutoring Coordinator in September who has recruited six tutors so far. Students identified in need of tutoring services will be assigned a tutor for one on one work at least once a week.

• **Humanities Department**
  The Humanities department (Aaron Schildkrout, Jean Transtamar, Susan Barrett and Bob Follansbee) are adapting the current ninth and tenth grade curriculum to include more focused reading and writing workshops and practice with MCAS test questions. The department is reviewing the scope and sequence to prepare additional recommendations to implement for the 2007-2008 academic year.

  **Spring 2007:** Beginning with class of 2011, incoming students who do not test at a prescribed level on the DRP will be required to attend a summer program focused on improving reading skills.

• **Science Department**
  The science department (Carrie Anne Sherwood, Emily Simpson and Katy Tooke) have reviewed the data from last year’s physics practice MCAS test taken by current juniors. They are aligning the curriculum in grades 9 and 10 to match the topics on the Physics MCAS exam and are incorporating practice test items into homework and the “do now” at the beginning of class.

**Abbreviated Curriculum Documentation: 2009-2010**
* For complete course syllabi, please see:
http://sites.google.com/a/codmanacademy.org/sites/system/app/pages/meta/dashboard/categories

**Humanities 9: Justice and Injustice:** The learning expedition for Humanities 9 is “Justice and Injustice.” We will use the concepts of justice and injustice to explore world history, literature, and theater. We will work toward understanding these concepts in both a historical and a contemporary context, in the world at large and in our own lives. In addition, we will work to become strong readers and writers through regular Literature Circles and Writer’s Workshops. By the end of the year, we will
not only understand some past and present injustices, but we will have ideas about how to create and sustain justice, and we will use what we know to inform others.

**Humanities Learning Targets:**
1. I can understand and use the Writing Process.
2. I can use active reading strategies to comprehend various types of texts.
3. I can use context clues and reference texts to understand and use new vocabulary.
4. I can write a well-organized essay that contains an original thesis, strong main idea statements, and specific supporting details.
5. I can define and identify bias in historical reporting.
6. I can identify the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections).
7. I can define colonialism and explain how it led to injustice and resistance movements in the Caribbean and South Africa.
8. I can understand that multiple historical perspectives exist, and compare/contrast multiple accounts of the same event.
9. I can form and put forth opinions about texts and events based on evidence.
10. I can understand sequence and cause and effect in historical events.

*A Young People’s History of the United States, Vol. I,* Howard Zinn (excerpts); *A Patriot’s History of the United States,* Larry Schweikart (excerpts); *The Lone Ranger and Tonto Fistfight in Heaven,* Sherman Alexie (excerpts); *Flight,* Sherman Alexie; Various children’s books, articles, essays, and primary sources; *The Black Jacobins,* C.L.R. James (excerpts); *Krik? Krak!*, Edwidge Danticat; Various primary and secondary sources about Haitian Revolutionary heroes; *I Write What I Like,* Steve Biko (excerpts); *Mother to Mother,* Sindiwe Magona; *Kaffir Boy,* Mark Mathaban; *Journey to Jo’burg,* Beverley Naidoo; *Chain of Fire,* Beverley Naidoo; *No More Strangers Now,* DK Publishing; *Many Stones,* Carolyn Coman; *Welcome to the Martin Tudhope Show!*, Sarah Britten

**Science 9: Physical Science:** This course aims to build conceptual understanding of the physical laws governing the world around us. Students will gain skills to explain and mathematically analyze motion in terms of quantities such as velocity, acceleration, force, work and energy. In the first trimester we will develop scientific process skills and build understanding of kinematics through an investigation into the physics of running. The second trimester will explore car safety through study of forces and Newtonian mechanics. In the final trimester we will explore how work and energy play a role in roller coasters. Each unit will culminate in a project challenging students to apply their physical knowledge to a real-world situation in a way that is useful to the Codman community and beyond.

**Big Learning Targets**
1. I can distinguish between, graph and solve problems involving displacement, distance, velocity, speed and acceleration.
2. I can distinguish between vector and scalar quantities and I can represent and add vector quantities.
3. I can interpret and apply Newton’s three laws of motion.
4. I can create force diagrams to determine net force in a system and describe specific forces such as Gravity and Friction.
5. I can identify, distinguish between and solve problems involving pressure, momentum and the Law of Conservation of Momentum.
6. I can interpret and provide examples that illustrate the Law of Conservation of Energy.
7. I can solve problems involving kinetic energy, potential energy, and the conservation of energy.
8. I can explain the work-energy theorem and use it to solve problems involving energy, work & power.

**Math 9: Algebra 1:** As we adventure into the world of mathematics at Codman, we will go on learning expeditions that focus on the relationship between numbers and how we use them. The first expedition is “Codes,” in which we will study the mathematics behind writing a code that is easy to encode and decode, but difficult to crack. We will then explore “Stairs,” with our guiding question being “what makes a staircase safe?” Both the Codes and Stair Expedition have their focus in students learning how to model real life situations with linear equations and gaining aptitude in translating between multiple representations of linear equations. During the course of each expedition direct connections will be made between content covered in both expeditions and content covered on the 10th Grade MCAS. Throughout the year, students will work individually, in pairs, and in teams to build knowledge through investigation, inquiry, practice, and reflection. **Learning Targets** are: 1. Represent coding ciphers in multiple ways
including graphs, tables and equations as an introduction to Algebra and linear functions. 2. Solve linear equations of various levels of complexity through completion of the Codes Expedition. 3. Collect, organize and summarize staircase data using multiple graphical representations including stem and leaf diagrams, line plots and box plots while developing a working understanding of the measures of center. 4. Deepen your understanding of the Algebra content covered in the Codes Expedition through the completion of the first part of the Stairs Expedition. 5. Practice connecting the content knowledge you acquire in the Codes and Stairs Expeditions to sample MCAS questions in preparation for the 10th Grade MCAS. 6. Practice and master basic math skills through Pre-Algebra by completing modules in the math enrichment component of the course (TAI and Apangea) in conjunction with the schools tutorial program. 7. Practice and master the habits of work necessary to be a successful student through your time at Codman Academy and beyond.

**Humanities 10: Power, Equality, and Freedom in America:** Humanities 10 involves a yearlong examination of America’s past, including the development of its government and society, and its influence on certain population groups. You and your classmates will consider events from America's past and investigate the effects on segments of America's population.

**T1: How did power influence the creation of America?**

<table>
<thead>
<tr>
<th>Big Learning Targets</th>
<th>Texts and Other Sources</th>
<th>Major Products</th>
</tr>
</thead>
</table>
| 1. Describe the power balance in Revolutionary society and identify its impact on the foundations of American government and society. 2. Write an effective MCAS-style Open Response. 3. Write an effective analytic essay. 4. Perform a monologue that represents a character from literature. | **Historical Text**  
* A Young People’s History of the United States, Vol. 1  
**Choice Book**  
* The Absolutely True Diary of a Part-Time Indian  
* All Souls  
* The Secret Life of Bees  

**T2: To what degree did the American ideal of equality apply to Native Americans in the 19th Century?**

<table>
<thead>
<tr>
<th>Big Learning Targets</th>
<th>Texts and Other Sources</th>
<th>Major Products</th>
</tr>
</thead>
</table>
| 1. Describe the relationship between Native American and other American societies in the 19th Century. 2. Write an effective MCAS-style Open Response. 3. Write an effective analytic essay. 4. Communicate effectively through discussion and debate. | **Historical Text**  
* A Young People’s History of the United States, Vol. 1  
**Choice Book**  
* The Absolutely True Diary of a Part-Time Indian  
* Lone Ranger and Other Stories  
* Lakota Woman  
* Ojibwa Warrior | MCAS-style open responses Analytic Essays Native American History Gallery |

**T3: What methods were used in the Black Freedom Struggle of the 19th Century, and how successful were those methods?**

<table>
<thead>
<tr>
<th>Big Learning Targets</th>
<th>Texts and Other Sources</th>
<th>Major Products</th>
</tr>
</thead>
</table>
1. Identify obstacles to the Black freedom struggles and explain their methods and successes in 19th Century America.

2. Write an effective analytic essay.

3. Write an effective research paper using multiple primary and secondary sources.

4. Communicate effectively through discussion and debate.

**Historical Text**

*A Young People’s History of the United States, Vol. 1*

**Choice Book**

*The Pact*

*The Color Purple*

*Dreams of My Father*

*The Known World*

**Analytic Essays**

3-5 Page Research Paper

Spring Showcase Scene

Passage Portfolio

Persuasive Letter

**Science 10: Physics:** This course is designed to build a conceptual understanding of physical laws and natural processes. The course also helps students form a quantitative understanding of the world in which we live. The course focuses on providing students with a wide range of laboratory and expeditionary learning experiences. The main theme for the entire year is energy and conservation. We will be exploring the current global energy situation. The physics concepts underlying energy will be studied throughout the year in the context of this very important and current topic.

The first expedition, “Global Warming & Waves,” introduces our yearlong studies of energy by looking at wave properties and the electromagnetic spectrum. The second expedition, “Heating Our World” looks mainly at thermal energy and heat. In the final expedition, “Lighting Our World,” we look at electrical energy, circuits, and our own personal energy use. Throughout the entire year we will study other energy topics such as sources of energy, power, and how our energy use affects human health and the environment. Our ultimate goal is to spread energy awareness in our community, and encourage more responsible energy use.

**Math 10: Geometry:** As we continue our mathematical journey, we will build upon the mathematics we have learned by completing two main learning expeditions. Throughout the course of the year, we will work on “Stairs!” which focuses on continuing what you learned in algebra to create graphs, tables, and rules that represent staircases, in addition to making use of statistics to analyze staircase data and draw conclusions from that data. The second expedition will focus on architecture and exploring dimension, including study of angles, two-dimensional shapes, and three-dimensional figures. Students will work individually, in pairs, and in teams to build knowledge through investigation, inquiry, practice, and reflection.

The curriculum that we will study this year is all centered on the following three BIG Learning Targets. By the end of the year, all of you will be able to: 1. Accurately model staircases using linear functions by describing them using tables, graphs, words, and equations. 2. Synthesize your knowledge of statistics to draw important conclusions from our staircase data. 3. Construct an understanding of properties of three, two, one, and zero-dimensional objects and applying this understanding to solve problems and developing solutions to problems.

**Humanities 11:** In Humanities 11, we will examine America’s identity and how it has changed over the last 100 years, through the dramatic events of the 20th century. We will regularly evaluate America’s self-proclaimed identity, the reality of that identity, and the identity of America as seen by others. To serve this end, we will learn and practice the skills of historical thinking, historical research, interpretation of primary sources, analysis of fiction and nonfiction texts, writing clearly, and active discussion and performance.

**Essential Questions** 1. Who is America? 2. Who do we say we are? 3. What is the gap between these? 4. How have these definitions changed over time?
Year-long Learning Targets 1. I can describe how America’s identity has been shaped by world wars, economic crisis, international conflict, social pressures, and popular responses to these events. 2. I can analyze the inconsistency between America’s proclaimed identity and the reality of life in America. 3. I can use my knowledge of history to understand current events and issues. 4. I can write a 6-8 page research paper. 5. I can use the 6+1 writing traits to write expository, analytic, and creative texts. 6. I can create, produce, and perform socio-political historical fiction. 7. I can prepare for and effectively participate in challenging historical and literary discussions. 8. I can comprehend and analyze challenging fiction and nonfiction texts.

Science 11: Chemistry (Science and Your Life): During your junior year we will be investigating the major concepts of Chemistry and scientific processes through a yearlong learning expedition on the chemistry of cooking. Specifically, we want to answer the question, "How is chemistry important and useful in my life everyday?" We attempt to answer this question through our studies of food and kitchen chemistry. Cooking is often taught as a step-by-step progression of instructions or an art learned through some nebulous communion with the ingredients, but it is also chemistry, predictable, repeatable molecular reactions brought about by mixing ingredients - which are, after all, chemicals - and applying heat to them. To scaffold our learning the big Expedition is broken down into five smaller learning investigations: The Basics, The Ingredients, The Recipes, Mixing Things Up, and Cooking Learning Targets: 1. I can identify properties of elements and compounds, and classify chemicals by their chemical and physical properties. 2. I can describe in detail how scientists model the structure of atoms and I can explain how changes in this structure affect atomic properties (identity, charge, mass, and bonding). 3. I understand how the periodic table is organized, and how trends in the periodic table help me to determine the properties and reactivity of elements, and make predictions about how elements will behave. 4. I can describe the different ways elements bond together to form compounds, and how the type of bond affects the chemical and physical properties of the compound. 5. I can describe and classify chemical reactions (including synthesis, decomposition, single displacement and double displacement, combustion, precipitation, and neutralization), and I can represent them using appropriate chemical notation. 6. I understand the concept of conservation of matter, and I can use this understanding to balance equations and solve stoichiometric problems. 7. I can describe dissolution, calculate concentrations of solutions (in terms of molarity), prepare solutions of a specific concentration, explain the effect of dissolving on the colligative properties of materials, and describe the factors that affect dissolution rates. 8. I understand the concepts of acids, bases, and pH, and can use this understanding to identify materials as acidic, basic, or neutral, and describe the acid-base chemistry taking place. 9. I can describe the energy changes that take place during chemical reactions and can classify chemical reactions as exothermic or endothermic. 10. I can do the following to conduct Scientific Inquiry.

Math 11: The Earth and the Moon: Welcome to Planet Earth! This year’s grade 11 learning expeditions focus on the Earth including understanding different representations of the Earth, how it was measured, what makes it unique amongst other planets and its relationship and characteristics to its satellite, the Moon. Students will study math content that includes the concepts of function, conversion, similarity, triangle trigonometry, circles, exponents as well as exponential and logarithmic functions. Trimester 1: Mapping the Earth. This expedition focuses on different representations of the Earth and the concept of indirect measure. Mathematics content includes similarity, unit conversions, triangle trigonometry and the Law of Sines and Cosines. To apply the content, students will create maps with various scales and properties and complete journals to summarize the mathematics involved. To aid in our exploration, fieldwork will include travel to sites allowing us to understand different types of maps as well as local exploration to create individual maps. Mathematics Concepts: Scale, similarity, unit conversions, triangle trigonometry, Law of Sines and Cosines. Trimester 2: Unique Planet Earth. What makes the Earth special? It’s people! The Earth is the only planet that supports life. Through examining the populations of Boston, Massachusetts, United States and
the World and looking at patterns, students develop an understanding of exponential growth patterns. Mathematics content includes properties of exponents and logarithms, systems of equations as well as exponential and logarithmic functions. Additional resources to support understanding include a video about population growth and a meeting with an expert. Mathematics Concepts: Exponents, logarithms, exponential and logarithmic functions and system of equations

Trimester 3: The Moon. The Earth has one satellite, our Moon. We start by looking at similarities between the Earth and the Moon, phases of the moon and examining properties of the Earth/Moon system. Students will examine their understanding of the moon and its motion and study the mathematics behind natural phenomena involving the moon. Mathematics content includes circles, arcs, sectors, conic sections and trigonometric functions. Additional resources include meeting an astronomy expert who can assist us with both our background knowledge and the mathematics involved. Fieldwork will include personal observations of the moon.

Mathematics Concepts: Circles, arcs, sectors, ellipses and algebraic representations of these shapes and trigonometric functions

Humanities 12: The Self & Society Our year is framed by a few overarching questions that will serve as our touchstones. Each trimester, we will look more closely at the overarching questions. Weekly, we will use texts to explore a series of sub-questions intended to help us extricate meaning and apply what we read to a larger context. We will spend a substantial amount of time focused on the craft of writing: how to do it well, how writers use words, images, and more to invoke, captivate, incite our emotions and move us to action. While you might think such attention to craft is time-consuming, please keep the end in mind—in order to excel at college-level work, you must know what it takes.

Trimester 1 Expedition: Writing the Body, Writing the Self
Learning Targets: I know who I am and have a plan for my future; I can craft a clear, effective argument that draws on multiple sources of information and supporting details

Trimester Two Expedition: Literature Study & Comparative Analysis
Learning Targets: I can understand the role of choice, fate, and circumstance in my life and explain this through writing and the study of literature.

Trimester Three Expedition: Senior Social Action Project
Investigation 1: Know Thyself: Stacyann Chin, from The Other Side of Paradise; Joan Didion, “On Keeping a Notebook”; Langston Hughes, “Theme for English B”; Zora Neale Hurston, “How It Feels to Be Colored Me”; Alice Walker, “In Search of Our Mothers’ Gardens” (Essays); Alice Walker, “Everyday Use”; Virginia Woolf, “In Search of a Room of One’s Own”
Investigation 4: Arguments | Senior Talk: Barack Obama, Speech on Race; PEN/Faulkner Foundation, Three Minutes or Less: Life Lessons from America’s Greatest Writers (selections); Anna Quindlen, “Commencement Speech at Mount Holyoke College”; Margaret Talbot, “Best in Class”

Science 12: Biology We will begin the year with studying the “Ethics and Elements of Life” in a learning expedition that asks you to consider what is life and what are the unique ethical dilemmas that we as humans encounter as a result of our technological advances in Biology. We will study the basics of life
including cell structures and functions, biological molecules, and major biochemical reactions such as photosynthesis and respiration. You will be asked to use the skills you have developed during your four years at Codman Academy to connect and evaluate the economic, social, and political ramifications of advancing scientific knowledge, and to create reasoned arguments to support your opinions on these issues using scientific evidence as a basis.

During our second learning expedition, “Traits and Fates” you will strive to answer the questions, “Who am I?” “How have I become me?” and “What about me might change in the future?” In the course of exploring these questions you will be asked to do the work of professional geneticists such as using model organisms to investigate genetic phenomena, conducting karyotypes to diagnose genetic diseases, and examining how mutations manifest themselves in the processes of transcription and translation. You will also explore the theory of evolution and how it ties together all aspects of the biological sciences.

Course Learning Targets: 1. I can discuss the Chemistry of Biology. 2. I can describe a cell’s structure and function and how cells reproduce. 3. I understand how energy is transformed in biochemical reactions (respiration and photosynthesis), and I can explain why these energy transformations are necessary for life. 4. I can describe the structure and function of DNA and chromosomes and explain how DNA acts as the molecule of heredity. 5. I can explain in detail how information from DNA is used to create the proteins that produce phenotypic traits in living organisms (transcription and translation). 6. I can describe in detail a variety of processes (mutations, mitosis, meiosis, sexual reproduction, pollination, crossing over, selective breeding, non-mendelian inheritance, etc.) that increase the phenotypic and genotypic variety in living things. 7. I can describe how to conduct genetics research (including the use of Punnett Squares to predict genotypic and phenotypic ratios in offspring), and I can explain the three genetic principles that Mendel developed through this research. 8. I can explain the evidence for evolution, and how the processes of mutation and natural selection act together to affect the phenotypic and genotypic variety within different populations. 9. I can do the following to conduct Scientific Inquiry.

Math 12: The Solar System and Beyond Trimester 1: The Moon. The Earth has one satellite, our Moon. We start by looking at similarities between the Earth and the Moon, phases of the moon and examining properties of the Earth/Moon system. Students will examine their understanding of the moon and its motion and study the mathematics behind natural phenomena involving the moon. Mathematics content includes circles, arcs, sectors, conic sections and trigonometric functions. Additional resources include meeting an astronomy expert who can assist us with both our background knowledge and the mathematics involved. Fieldwork will include personal observations of the moon. Mathematics Concepts: Circles, arcs, sectors, ellipses and algebraic representations of these shapes and trigonometric functions

Trimester 2: Space Travel. How is it possible for us to travel into space? By looking at simple parabolic motion, we will investigate the role of gravity on movement and investigate the factors involved in voyaging to the moon and beyond. Our look at parabolas leads us to investigating both algebraic and geometric representations through equations and conic section definitions. Mathematics content includes quadratic functions including solving equations and factoring binomials and parabola as a conic sections. Fieldwork includes viewing astronomical objects through a telescope as well as working with an astronomer expert for background information. Mathematics Concepts: Quadratic equations and parabolas, transformation of functions

Trimester 3: Space Trash. Besides astronomical objects, space is littered with unused satellites and pieces of equipment that are no longer functional. By modeling the relationship between time and amount of trash, students can apply their knowledge of all functions including linear, quadratic and exponential to examine different models. Variation in equations and their effect on graphs will also be examined, helping students to summarize their knowledge of all functions and their properties. Fieldwork includes travel to an exhibit about this topic. Mathematics Concepts: Transformations, curve-fitting and modeling
August 2009-2010 Professional Development Schedule

**August 17 (Monday)**

AM
(9-11) ALL – Group meeting
  - Opening Reading – Thabiti
  - 15 minutes max to read and discuss.
After today, chosen by reverse alphabetical order, continuing throughout the year. Please provide written copies of your reading.
  - Brief Introductions
  - The lay of the land

**PD Schedule**

Review key documents
*Available now* – Calendar, Office Spaces, Rooms, Class Schedule, Crew List, Master Phone List,
  - Upcoming Events, Friday Fieldwork
*Available later this week* - Faculty Handbook, Student Family Handbook, Friday meetings schedule

Highlights for upcoming month

**Q&A**
  - Community building

(11-12) Setup, planning, small groups

**Small Groups**
  - DEPT. CHAIRS/GRADE TEAM FACILITATORS (60 min. – Thabiti)
    - Department chairs (Karen, Carrie-Anne, Lisa, Mary)
    - Grade team facilitators (Kari, Brendan/Jeff, Alli)

(12-1) Lunch [provided by Codman]

PM
(1-3) TEACHERS – team meetings
  - Full group (30 min. – Thabiti)
    - Check-in and expectations for meetings and completed tasks during PD
    - Overview of Observation and Evaluation plan
    - Sign up for initial conversation with Thabiti (1-2 teachers per day)
  - Department meetings ➔ set the stage for PD time (45 min. – Dept. chair)
  - Grade team meetings ➔ set the stage for PD time (45 min. – Team facilitator)

(3-5) Setup, planning, small groups

**Small Groups**
  - None currently scheduled

**August 18 (Tuesday)**

AM
(9-10) ALL – Group meeting
Opening Reading: Jon
Facilities (30 min. - Liz MacNeil)

(10-12) TEACHERS – Expeditionary Learning (Jill)
- Overview of Expeditionary Learning work plan for 2009-2010
- Begin work

(12-1) Lunch
- Buddies – new staff meet with returning staff buddy

PM
(1-5) Setup, planning, small groups

Small Groups
- (1-5) Expeditionary Learning small group conversations TBD
  - Examples are PD planning group, Departments, Grade Teams, Portfolio
- (1-5) Math Team meets with Marcy
- Others?

Aug. 19 (Wednesday)
AM
(9-10:30) ALL – Group meeting
- Opening Reading: Carrie-Anne
- Human Resources (60 min. – outside facilitators)
  - Benefits
  - EAP
- College Process Support (30 min. – Nora)

(10:30-12)
- TEACHERS - Grade Team/Department Meeting

(12-1) Lunch
- New staff meet - check-in as a group with Thabiti

PM
(1-5) Setup, planning, small groups

Small Groups
- (1:30-2) WORK BLOCK STAFF – training for WBs (30 min. – Thabiti)
- (2-3) REFLECTION STAFF - (60 min. – Jon)
- (3-4) Higher Learning Institute planning (60 min. – Chris)
- Others?

Aug. 20 (Thursday)
AM
(9-11) ALL – Group meeting
- Opening Reading: Steve
- Technology workshop (Adam)
(11-12) ALL – Group meeting
   - Presentation on history of the Codman Square Health Center / Codman Academy (Bill Walczak, CEO health center/President of Board of Trustees for CACPS)

(12-1) Lunch

PM
(1-2) ALL – Group meeting
   - Staff training on basic first aid, fire safety and allergy/medication (Cecilia Joseph from the health center)

(2-5) Setup, planning, small groups

Small Groups
   - CREW LEADERS - Call Crew members to invite them to Crew night the following week
   - Quality of Life – time, facilitator and topics TBD
   - Others?

(after work) STAFF OUTING
   - Anyone interested? If so, what should we do?

**Aug. 21 (Friday)**

AM
(9-10) ALL – Group meeting
   - Opening Reading: Alli
   - Organizational goals for the year (Thabiti)

(10-12) TEACHERS / CREW LEADERS
   - Technology workshop for teachers/crew leaders
     - PowerSchool (updated)
     - Troubleshooting student and teacher systems

(12-1) Lunch

PM
(1-2) TEACHERS - Grade Team/Department Meeting

(2-5) Setup, planning, small groups

Small Groups
   - None currently scheduled

**August 24 (Monday) – RETREAT**

AM
(9-10:30) Travel to Walker Center
   - Note: Sessions at retreat are for all staff unless otherwise indicated
(10:30-12) Session One – Opening Circle
  ■ Opening Reading: Ed
  ■ Mystery Item - Bring an item that identifies you [keep it secret] (Thabiti)

(12-1) Lunch
  ■ Buddies lunch together

PM
(1-4) Session Two
  ■ Human Resources (30 min. - Ed Parsons)
  ■ Codman Program Share – small group round robin (120 min.)
    ○ Room 1
      • Mental health (Shelby)
    ○ Room 2
      • Community Circle (Sydney)
      • Clubs/9th grade Support Block/Support for absent staff (Steve)
    ○ Room 3
      • Student Accountability/Study Hall (Jon)
      • Decision making (Thabiti)
    ○ Room 4
      • Enrichment Dept- Saturday classes/Crew/Admissions (Nora)
      • Wellness (Mbakwe)

(4-7) Dinner and break

(7-8:30) Session Three
  ■ Intentions (Thabiti)

August 25 (Tuesday) – RETREAT
AM
(9-11) Session Four
  ■ Opening Reading: Kim
  ■ Student Accountability (Jon)

(11-12) Session Five
  ■ TEACHERS – Expeditionary Learning (Jill)
  ■ STUDENT SERVICES – Agenda TBA (Nora)

(12-1) Lunch

PM
(1-3) Session Six
  ■ TEACHERS – Expeditionary Learning (Jill)
  ■ STUDENT SERVICES – Agenda TBA (Nora)

(3-5) Session Seven
  ■ Small group
Grade Teams / Departments
Team meetings
Others?

*(6-unti*l) *Dinner & Chill*

**August 26 (Wednesday) - RETREAT**

**AM**
(9-12) Session Five
- Opening Reading: Mbakwe
- Small groups (sign up!) – (120 min.)
  - Quality of Life
  - Team meetings?
  - Others?
- (11-12) CREW LEADERS - Crew (60 min. – Nora)

*(12-1)* Lunch

**PM**
(1-2) Session Six – Closing Circle

**August 27 (Thursday)**

**AM**
(9-9:15) ALL – Group meeting
- Opening Reading: Brendan

(9:15-12) Setup, planning, small groups

Small Groups
- (9:30-1:30) Huntington-Codman retreat [location?]
- Others?

*(12-1)* Lunch

**PM**
(1-3) Setup, planning, small groups

(3-5) TEACHERS – Special Education (Emily and Chris?)

(6-7) CREW LEADERS – Meet your Crew night / New parents meet veteran parents
- Crew leaders meet with students/parents of incoming 9th graders

**August 28 (Friday)**

**AM**
(9-10) ALL – group meeting
- Opening Reading: Dawn
- Closing circle
(10-12) Setup, planning, small groups

**Small Groups**
- None currently scheduled

(12-1) Lunch

PM
(1-5) Setup, planning, small groups

**Small Groups**
- (1-5) Math Team meets with Marcy

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**Hiring Process for Teachers**

*We thank you for your interest in Codman Academy. In order to apply for a job, please answer the following questions in 1-2 paragraphs each, then email your responses and a resume to the contact listed above.*

- Why are you interested in teaching? More specifically, why are you interested in teaching in an urban high school serving primarily low-income students of color?
- Go to the school’s main webpage. Click on "Best Practices", then on "Curriculum Examples." Choose "Stairs" or "Justice/Injustice". What do you think is the most challenging thing about teaching this way? What excites you the most?
- How would you describe your approach to classroom discipline? Where do you think you would fall on the spectrum from authoritarian to relaxed?
- How do you envision yourself contributing to the school community (for both students and colleagues)?

1. Receive applications

2. Sort applications
   a. Promising
      i. Follow up right away to schedule first visit (phone call and email)
   b. Maybe
      i. File application as Maybe
      ii. Email: Thanks for your interest in Codman. Your application is on file.
   c. Not the right fit
      i. File application as “Not the right fit.” Discard at the end of the hiring season.

3. Visit #1
   a. Step one: Interview with Principal
   b. Step two: Classroom visits (optional)

4. Use Teacher Candidate Profile to decide if applicant moves to the next phase.
   a. If all looks good, proceed to Visit #2
   b. If red flags are raised, email applicant to say thank you very much, it’s not the right fit.

5. Preparation for Visit #2
   a. Place applicant in contact with a current classroom teacher – teach a lesson within the flow of the current topic. This step reduces the possibility of a 1 million times taught polished demo lesson – lesson plan must be submitted on the day of the lesson. Applicant is expected to create and teach an excellent lesson. Current topic also increases opportunity for students to learn about current content.
   b. Applicant is responsible for building student assessment into the class.
   c. Set day/time for demo lesson.

6. Visit #2
a. Demo Lesson taught in front of Principal and/or Executive Director, at least one relevant faculty member (i.e. math teacher for math position)
b. Applicant meets with Principal and members of teachers who observed lesson / from department. Interview consists of self-reflection based on lesson and questions about teaching.
c. Use Teacher Candidate Profile to evaluate performance.

7. If all goes well, Principal calls to offer position.

Teacher Candidate Profile

- Competitive University
- High GPA, Appropriate Major
- Passionate about urban education
- Two to five years teaching experience with similar population of students
- History of getting high student achievement, tight discipline and culture
- Measurable student achievement is the number one goal
- Likes a structured, predictable environment for students
- Likes project based learning, fieldwork with students, authentic assessments, etc.
- Likes creating curriculum in a collaborative process
- Interested in education for social justice
- Has “presence” in interviews, classroom
- Not afraid to be the authority, to set the rules
- Willing to invest time in student relationships
- No “romantic” view of education; knows it takes being persistent, insistent, consistent
- Strict, no-excuses classroom
- Being “creative” not as important as being effective
- Hard-working, almost driven, willing to go the extra mile
- Team player
- Positive, can-do attitude
- Willing to take feedback, improve
- Sees teaching as a professional job, not an hourly count
- Ready to work Codman hours (extended school day and extended professional development time during the summer)

Staff Non Negotiables List: 2009-2010

As a staff member of the Codman Community I will hold myself and students to high expectations, with the goal of supporting community learning, respect, and professionalism.

Learning Non Negotiables: Our overarching goal is to support student learning. Our most important job is to ensure that our students are in class receiving a high quality education (learning). Therefore, I pledge that:

1. I will write/assign passes (hallway, reflection, bathroom) for students during my class/activities and expect students to have a hallway pass when they are not in class.
2. I will complete my work with academic integrity and honesty and expect students to do the same.
3. I will hold learning in high esteem always, relegating points and the point system to the background, and expect students to do the same.
4. I will update Citizenship records weekly and expect students to regularly check the detailed report of their citizenship standing. I will encourage students to engage in meaningful conversations about upholding community norms.

Respect Non Negotiables: Respect for our community is a fundamental principle. In order for our learning community to flourish, it is necessary to have certain common understandings. Therefore, I pledge that:

1. I will act respectfully to all members of the Codman community and expect students and fellow staff to do likewise. When I hear or see disrespect in the community, I will quickly follow up with persons involved.
2. I will strive to recognize the positive in all students and staff more often than I recognize what each needs to work on; I will aim to give more positive feedback than negative.
3. I will make myself available to discuss student needs, concerns, and suggestions and I will encourage students to respectfully advocate for themselves and other community members.

**Professionalism Non Negotiables:** It is important that our students learn how to professionally engage in their learning and studies. We pay attention to professionalism at Codman so that students will pay attention to professionalism elsewhere (institutes of higher learning, the workplace, etc.). Therefore, I pledge that:

1. I will come to my classes and meetings on time and prepared and likewise hold my students accountable for coming on time and prepared for every class, activity, and meeting.
2. I will dress in accordance with the staff dress code and fully enforce the student dress code whenever classes, clubs, crew, lunch, wellness, community meetings, study halls, and staff office hours are in session.
3. I will ensure that my phone is on silent and not use electronic devices during any instructional time (unless necessary for urgent school business or emergencies) and I will expect students to turn off and put away all electronic devices for the duration of the extended school day (7AM-7:00 PM). During the regular school day (9-4:15), I will confiscate devices if I see them. Before/after school, I will ask students to step outside the building to use cellular phones.

Our principal goal is supporting student learning and we do not want to spend time on issues that distract us from this. These are our staff ‘Non Negotiables’, meaning they are not up for discussion during the regular school day when classes, clubs, crew, and community meetings are in session.

As part of a team, I will play an active role in supporting my fellow staff members.

*Codman Staff*

We strive to uphold non negotiables and school norms at all times. Given that we can never fully meet this goal as individuals, it is important that the school environment help support staff in this endeavor. Therefore, the Principal and Dean of Students will be speaking to staff members who are not meeting expectations. We also encourage staff members to check in with each other when norms/ non negotiables are not being fully applied.

**2009-2010 Meeting Norms**

**Meeting content and process**

- **Agendas are created ahead of time and posted ahead of time (Decide how far ahead of time.)** Have meetings about the things that you said you were going to meet about.
- **Put times on each agenda piece and stick to the times set up for them.** Group votes to extend time where appropriate. Otherwise, items are tabled for the next meeting.
- **Parameters – what things do we talk about on a regular basis?**
- **Less is more.** Fewer things, more time for each.
- **Email agenda items to a central person.** (i.e. First Class – post to conference, one person prioritizes and sets time for each agenda item)
- **Include space on the agenda for pressing issues.**
- **Include space to check in around how the meeting went (2-3 min.)**
- **Agenda categories – Information, Info w/ feedback, Outcomes**
- **Save space on each agenda for action items – who is going to do what?**
- **Where possible, create specific outcomes/goals/learning targets for specific agenda items.** Plan out long and short term goals for each team.
- **Process – What protocols work for which meetings?**
Roles

- **Facilitator** – custodian of the agenda (prioritizes and sets times); pushes the group to results.
- **Timekeeper / Process observer** – may be a part of facilitation.
- **Note-taker** – takes notes during the meeting (notes are posted to the appropriate conference in First Class).
- **Norms checker** – are we being faithful to our norms
- **Snack bringer** – if your team likes to eat.
- **Other roles**: ________________

Decision-making - When you are in meetings how are you going to make decisions?
- Fist to five – used on decisions that are high stakes
- Thumbs (up, sideways, down)

How do we keep meetings healthy? How are you going to check-in around a group, re: process?
- Check in about how folks are doing.
- Check in about process each meeting
- Check for understanding during the meeting
- Meet in different places – get off-campus
- Add food to meetings where possible

CACPS Response to CPR 2009-2010 draft report

CACPS Special Education Comments

**SE 1: Assessments are appropriately selected and interpreted for students referred for evaluation**

**CACPS Comments:** Assessments (initial eligibility or reevaluation) have not been completed within the 2009-2010 on students who are bilingual. In the past, our school psychologist determines the preferred language with the student, and if a dual language assessment is needed.

**SE 6: Determination of transition services**

**CACPS Comments:** Before the 2009-2010, transition planning may not have been completed using the standard forms, but is currently a part of each student’s IEP documentation, as well as discussions at the annual review meetings. Outside resources and agencies are contacted when appropriate.

**SE 7: Transfer of parental rights at age of majority and student participation and consent at the age of majority**

**CACPS Comments:** Although this may not have been done prior to this academic school year, since the fall, there has been a formal document that indicates the age of majority has been discussed and signed at the IEP (also documented within the IEP.) The original is located in the student’s file.

**SE 8: IEP Team composition and attendance**

**CACPS Comments:** There had been no formal procedure for excusing general education teachers from an IEP meeting; however, teachers are asked for their input prior to the meeting. A formal
excusal form will be developed and included in any future meetings in which a general education staff member cannot be present.

**SE 9A: Elements of the eligibility determination; general education accommodations and services for ineligible students**

**CACPS Comments:** The 504 plans that were in place and reviewed were completed before the 2009-2010 school year. Subsequent 504 plans that were implemented after January 2010 include the Notice of School District Refusal to Act, states that a 504 plan will be developed, and includes all supporting documentation. Additionally, a new and separate 504 document is developed and located within the student’s file.

**SE 11: School district response to parental request for independent educational evaluation**

**CACPS Comments:** Within the 2009-2010 school year, there had been no requests for independent educational evaluations. However, the school will develop a procedure in anticipation of future requests.

**SE 13: Progress Reports and content**

**CACPS Comments:** The consulting related services providers do not provide regular progress reports, but that is an error in communication. Procedures to ensure that progress reports are completed and submitted at the appropriate times will be established. Before the 2009-2010 school year, a summary of academic achievement for graduating students may not have been completed, however, new documents have been procured and will be utilized beginning with the current Class of 2010. Supporting documents will be placed in the students’ files as well as within their files in the web-based IEP software that is used.

**SE 29: Communications are in English and primary language of home**

**CACPS Comments:** Although there is an interpreter at the IEP meetings, not all documents are translated into the parents’ home language. A procedure will be established to ensure that we meet compliance in this area.

**SE 43: Behavioral interventions**

**CACPS Comments:** Since meeting with the DESE, the PLEP B of the IEP tries to address supports, accommodations, and plans to support those students with behavioral or emotional factors that have resulted in interventions and/or suspensions.

**SE 44: Procedure for recording suspensions**

**CACPS Comments:** Recording suspensions procedures will be formally documented.

**SE 45: Procedures for suspension up to 10 days after and after 10 days: General requirements**

**CACPS Comments:** Additional protections for students with IEPs and 504s will be documented in the handbooks, per the federal and state guidelines.
SE 46: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

CACPS Comments: There were few students who had undergone a manifestation determination before the 2009-2010 school year, and unfortunately, the documentation was not fully developed. Procedures and documentation will be reviewed and redeveloped so that they are consistently applied in the future.

CACPS Civil Rights Comments

CR 7: Information to be translated into languages other than English

CACPS Comments: This year, Codman Academy had its recruitment and promotional materials translated into five (5) languages – English, Haitian Creole, Chinese, Spanish, Portuguese. With the help of 20 students, we spent two Saturdays distributing recruitment materials in public spaces throughout Dorchester, including bus stops, T stops, and local businesses. The translated documents are available on the homepage of our website at www.codmanacademy.org.

CR 10A: Student handbook and codes of conduct

CACPS Comments: Our school procedures have been updated to contain provisions for a manifestation determination of a process to expedite the evaluation process for a student suspected of having a disability. This documentation will be included in the updated version of our school handbook for the 2010-2011 school year.

CR 11A: Designation of coordinator(s); grievance procedures

CACPS Comments: The Principal is the individual that would handle any harassment or discrimination issues, and this will be appropriately documented in the 2010-2011 edition of our school’s handbook.

CR 12A: Annual and continuous notification concerning nondiscrimination and coordinators

CACPS Comments: Our website also contains a non-discrimination statement, listed on our “Positions Available” page (link is located on the left, below the “Main Menu” list). The only other two publications used to publicize the school include our annual report calendar and our school profile, both of which will be updated to include this statement for their 2010-2011 print run.

CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion

CACPS Comments: Beginning in the 2010-2011 school year, we will send an annual notice to former students who have not yet earned their competency determination and have not transferred to another school. We have also updated this outdated citation in our school policy. This
documentation will be included in the updated version of our school handbook for the 2010-2011 school year.

CR 17A: Use of physical restraint on any student enrolled in a publicly funded education program

CACPS Comments: This summer, our Social Worker and Dean of Students will be attending physical restraint training. They will then run a training session for the entire staff during staff training in August. We will repeat this annually to accommodate all new staff members and provide a refresher course for returning staff.

CR 25: Institutional self-evaluation

CACPS Comments: While we have evaluated all aspects of our program annually to ensure that all students have access to all programs, it is now clear to us that the entire staff has not been appropriately made aware of this evaluation process. To remedy this, we will provide an overview of our evaluation process to all staff during staff meetings/professional development time going forward.

CACPS English Learner Education Comments

ELE 3: Initial Identification

CACPS Comments: Beginning with the 2010-2011 school year, we will translate the Home Language Survey into Haitian Creole and Cape Verdean Creole.

ELE 5: Program Placement and Structure

CACPS Comments: In the 2010-2011 school year we will continue to provide opportunities for teachers to participate in the required categories of the SEI professional development plan. We are working with the Massachusetts Center for Charter Public School Excellence to provide Category 2 training for teachers in the summer of 2010. We intend to develop an ESL curriculum based on ELPBO.

ELE 8: Declining Entry to a Program

CACPS Comments: We appreciate any guidance the DESE can offer on the difference between waiving out of SEI and opting out of SEI.

ELE 9: Instructional Grouping

CACPS Comments: We will continue to provide SEI category trainings to faculty in the 2010-2011 school year. We intend to develop an ESL curriculum based on ELPBO.

ELE 10: Parent Notification Letter

CACPS Comments: We will create a parent notification letter in 2010-2011.

ELE 14: Licensure Requirements
CACPS Comments: In 2010-2011 we will have a licensed ESL instructor on staff. Haley Malm accepted a teaching position at Codman for the 2010-2011 school year.

ELE 15: Professional Development Requirements

CACPS Comments: We will continue to provide SEI category trainings to faculty in the 2010-2011 school year. We intend to develop an ESL curriculum based on ELPBO.

Bullying Policy

Bullying is a form of abuse, where a person or group of people speaks or acts in an abusive manner in order to have physical or social power over another person(s). This can be an isolated incident or a collection of incidents over time.

There are three types of abuse: emotional, verbal, and physical. Examples of emotional and verbal abuse include, but are not limited to, teasing, rumor-spreading, coercion, psychological manipulation, and exclusion from group activities. Examples of verbal abuse based on race/ethnicity include, but are not limited to, using racial slurs, making fun of customs, skin color, accent. Graffiti or written comments that are derogatory, threatening, or promote exclusivity may also be considered forms of emotional and verbal abuse. Examples of physical abuse include, but are not limited to, unwanted touching, tripping, and assault. Bullying can include all forms of sexual harassment and/or assault and examples include inappropriate touching and making suggestive sexual comments. Bullying may include criminal behavior that violates state and/or federal laws.

Bullying is physically and emotionally harmful; it negatively impacts a student’s ability to learn and socialize. Codman Academy Charter Public School has zero tolerance for bullying. All reported incidents of bullying will be investigated. Students found in violation of school norms will face disciplinary consequences and may be suspended and/or expelled.

Cyberbullying

Bullying conducted through the use of technology (social networking websites, emails, webcams, instant messaging, text messaging, etc.) is known as cyber-bullying. We expect students to behave responsibly online. Inappropriate behavior will lead to disciplinary consequences.

Some examples of cyberbullying are spreading rumors via text messages, posting threatening comments on a person’s social networking page (i.e. Facebook, MySpace), and sending explicit images via email.

If you are a victim of cyberbullying take appropriate steps to deal with the problem. It’s natural to be angry, but be careful not to take revenge. The worst thing to do is mimic the negative behavior because then you will also be engaged in bullying. Instead, save the evidence in a
folder (where possible), remove yourself from the bullying environment, then speak to a trusted family and/or staff member at school as soon as possible.

**Additional Accountability Plan** evidence is contained in the *Performance and Plans* section of the application.

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### Special Needs Student Enrollment (Table 1)

<table>
<thead>
<tr>
<th>School Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td><strong>Section 504</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total School Enrollment</strong></td>
<td>104</td>
<td>117</td>
<td>115</td>
<td>119</td>
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</tbody>
</table>

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### Special Needs Staffing (Table 2)

<table>
<thead>
<tr>
<th>TITLE</th>
<th>DUTIES</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teacher Chris Conroy</td>
<td>Lead instructor in sub-sep Humanities; support/co-teacher in sub-sep math and science; provide accommodations; modify assignments; collect data; complete progress reports 6x/year; co-planning and co-teaching on the grade or content-level teams; maintained communication with students, parents, staff</td>
<td>9 hours as part of the contracted work day for 5 days a week = Average of 45+ hours.</td>
</tr>
<tr>
<td>Part-time Inclusion Associates Lisa Graustein Penny Lawrence David Leibowitz Frannie Moyer</td>
<td>Provide accommodations; modify assignments; provided pull-out/small group instruction; collect data; complete progress reports 6x/year; co-planning and co-teaching on the grade or content-level teams; maintained communication with students, parents, staff</td>
<td>Lisa – 2 Penny – 14 David – 10 Frannie - 6</td>
</tr>
</tbody>
</table>
Full-time Inclusion Associates
Nadea Coleman
Danielle Denufrio

Provide accommodations; modify assignments; provided pull-out/small group instruction; ; collect data; complete progress reports 6x/year; co-planning and co-teaching on the grade or content-level teams; maintained communication with students, parents, staff.

Nadea – 45
Danielle – 45

General Education Teachers
Mark Hartman
Jeff Kirby

Provides direct instruction and services to students in the sub-sep classroom; supported by special education teacher; implements modified curriculum; maintains contact with parents, staff, students; provides accommodations; modify assignments.

Each provide 6 -10 hours of direct instruction/services per week to the sub-sep classroom.

Related Services:
Speech Therapist

Provided speech therapy for students who required it; collected data; completed progress reports.

1.5/week

School Psychologist

Conducted initial eligibility testing and reevaluation testing to determine continued eligibility; provides consultative services on current students as needed.

Average of 1/hr per week

Orientation Mobility Teacher (Perkins School for the Blind)

Provides consultative services to students with vision impairments; teaches and assists in mobility and safely navigating transportation.

2 hours/week

**District Curriculum Accommodation Plan (DCAP)-2009**

The following information is provided to comply with the Massachusetts General Laws C.71, Section 38Q 1/2 mandating that school districts provide a District Curriculum Accommodation Plan designed to assist the charter school in ensuring that all efforts have been made to meet students’ needs in regular education and avoid unnecessary referrals to special education.

Codman Academy Charter Public School recognizes its responsibility to provide all students with a comprehensive and rich curriculum that is aligned with the Massachusetts Curriculum Frameworks. We recognize that our students represent a wide range of learners, with each student possessing an individual learning style and unique strengths and challenges. It is the obligation of the charter school to provide appropriate professional development and support so that teachers are able to be responsive to the individual learning needs of students and all students are able to access the curriculum in meaningful and productive ways.

**Overview**

**Expeditionary Learning Schools** (ELS), our school wide design, emphasizes learning by doing, with a particular focus on character growth, teamwork, reflection and literacy. Teachers connect high quality academic learning to adventure, service and character development through a variety of student experiences including interdisciplinary, project based learning expeditions. Addressing individual differences profoundly increases the potential for learning and creativity of each student. This non-traditional approach is often highly successful with special education students.

**Structured, academically rich classes:** All classes are highly organized with a guided lesson plans on the whiteboard and marked deadlines for upcoming events on both classroom whiteboards and the intranet site. An organization skills program is built into the lessons. Teachers refer to binder organization
frequently and use occasional binder quizzes to check in on student organization. Teachers often direct students where to put handouts, etc. In addition, we use an online grading program, PowerSchool, frequent progress reports and parent meetings to provide support necessary for diverse learners.

**Huntington Theatre Literacy Through Drama:** For all 9th and 10th graders, the English Language Arts component is intimately linked to an internship at the theater; twice a month a full day of school is devoted to the theater curriculum. Each Humanities teacher provides intensive, individualized instruction to increase the skills related to reading and writing. The connections that students make through a hands-on theater approach are often incorporated into later pieces of formal writing that students are asked to produce within the Humanities classroom. The drama component offers students an alternative to express themselves outside of traditional academic activities, often allowing special needs students to "shine".

**The Learning Institute** is a small, multi-graded program within Codman Academy, entirely focused on providing highly differentiated instruction to the school's most struggling learners. The teacher serves as teacher-facilitator-tutor-guide meeting the learning needs of students both during and after school hours. Special education services are provided by special education teachers per needs of IEPs for students previously identified, and referrals for special education can be made if a disability is suspected.

**More time on task:** Longer class periods, longer school day and week allows for additional time on task. For example, Humanities class is 2 hours long, which allows for time for the students to work on what would otherwise be homework. This allows teachers to monitor how students are working and provide lots of one on one help. Saturday classes offer additional hours of instruction, while allowing students to pursue interests and enrichment activities.

**Small class size:** Small classes are an incredible support for diverse needs of learners. Teachers can understand everyone's learning style and teach the material in a way that supports each student's learning style. Average class size for general education is 17.

**Staff meet regularly with the Special Education Director** to focus on special education issues including state regulations and policy updates, specific students who are not making effective progress, teaching strategies for special needs students, assessment issues, and discussion of student progress. Referrals for evaluation for special education may come out of these meetings. Again, staff often continue the conversation via email for further clarification of topics presented, or continued discussion of students in need.

**Student Support Team** meets weekly to discuss students who are struggling. The team consists of the Special Education Director, Principal, Learning Institute Coordinator and Social Worker. The teams main purpose is to tailor interventions and support structures to specific student need.

All students are assigned to a **Crew,** Codman’s advisory system. In a small group of 10 students that meets three times weekly, students have time and support to focus on academic or social concerns that may be interfering with their progress. Staff discuss students who are struggling with peers, brainstorming possible supports and interventions collaboratively.

We have a strong partnership on site with the Codman Square Health Center.  
**Talking Circle:** small group counseling with licensed social worker weekly for all grade 9 students to assist with transition to high school and other adolescent issues.
**Use of volunteers, interns, graduate students as tutors, mentors:** This allows for one to one support for students and assistance within the classroom to address general remedial issues and different learning styles.

Ongoing consultation and collaboration between special education director and general and special education teachers, related service providers.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Description</th>
</tr>
</thead>
</table>
| Assistance to regular education teachers, such as professional development, that will help them to analyze and accommodate all students’ learning needs and to manage students’ behavior effectively. | ❑ Use of technology, visual, word processing  
❑ Learning specialist  
❑ Special Education Director periodically leads faculty meetings  
❑ Expeditionary Learning Schools (ELS) School Designer and courses  
❑ ELS Literacy Institute |
| Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning. | ❑ On site collaboration with Codman Square Health Center Behavioral Services Department  
❑ Weekly single sex “Talking Circles” of 10 students with licensed social worker for all ninth grade students  
❑ Individual referrals to Codman Square Health Center Behavioral Services department  
❑ Crew Leader for single sex Crews which meet three times per week  
❑ Before and after school homework help on site at school  
❑ Heterogeneous grouping  
❑ Small class size  
❑ Diversified assessments including portfolios  
❑ Curriculum differentiated  
❑ Title I school wide program in Reading  
❑ Learning Specialist  
❑ On line homework and grades  
❑ Extended school day which includes practice and preparation (homework) time for next day |
| Direct and systematic reading instruction for all students. | Support for the development of guided reading practices and materials  
- Title I reading program school-wide  
- Learning specialist  
- Consistent approach to literacy instruction across Humanities curriculum  
- Huntington Theatre Company Literacy Partnership |
| Encouraging of teacher mentoring and collaboration | Weekly faculty meetings  
- Bi-weekly Grade Team meetings  
- Expeditionary Learning Schools PD support  
- Additional teacher support through local college professors |
| Changes to the school schedule, such as additional instructional time or block scheduling. | 120 minute Humanities class, which includes extended reading time.  
- 90 minute math and science classes. |
| Review of local curriculum in relation the state learning standards. | Review and revision of curriculum annually  
- Course syllabi posted to web site and available for parent review in office. |
| Review of school policies and discipline codes | Handbook reviewed/updated each summer |
| Additional staffing or consultation on behavioral issues and on literacy development | Learning specialists  
- All staff trained in physical restraint  
- Consultation with Codman Square Health Center staff |
| Documentation of Accommodations/Interventions | Minutes from faculty meetings, grade team meetings, department meetings and Student Support Team all posted regularly to conferences in First Class email system  
- Data maintained in student files: Behavioral Health, College, Family intake and Academic records  
- Crew Leaders track individual student progress for advisees, conduct in person and on the phone conferences with parents, and write narrative reports yearly |
After school options such as homework assistance and peer coaching

- Before and after school help, Mondays-Thursdays: Staffed optional study hall in the Library from 8am-9am and staffed optional after school study hall 4:30pm-7:30pm.
- Teachers make themselves available for additional help for students in the AM and PM. Teachers also volunteer their time to assist students during the summer and are available via email or phone after school hours and weekends to clarify assignments and homework.
- CACPS Intranet site has grades and major assignments posted. Student grades are password protected.

Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.

- The Huntington Theatre Company Literacy through Drama Partnership
- Codman Square Health Center partnership
- Simmons College partnership
- Harvard Graduate School of Education volunteers and Interns
- Tufts Graduate School of Education Interns
- Sportsmen’s Tennis Center partnership
- Learning Through Internship Program
- Boston Modern Orchestra Project partnership
- Friends of Codman Academy Charter Public School volunteers

External Assessments (Table 3)

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Grades Assessed</th>
<th>Date Implemented</th>
<th>Date Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wechsler Intelligence Scales (WISC-IV, WAIS-II, WASI, WISC-IV-S)</td>
<td>9-12</td>
<td></td>
<td>In current use</td>
</tr>
<tr>
<td>Kaufman Assessment Battery for Children</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reynolds Intellectual Assessment Scales</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Name</td>
<td>Grade Range</td>
<td>Test Dates</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Wechsler Individual Academic Test</td>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td>Kaufman Test of Educational Aptitude</td>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td>Behaviors Assessment System for Children</td>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td>Conners-3 Rating Scale</td>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td>Wilson</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Test of Achievement and Proficiency (TAP) – Math Computation</td>
<td>9-10</td>
<td>Fall 2005  Fall 2008</td>
<td></td>
</tr>
<tr>
<td>Test of Achievement and Proficiency (TAP) – Math Concepts and Problem-Solving</td>
<td>9-10</td>
<td>Fall 2005  Fall 2008</td>
<td></td>
</tr>
<tr>
<td>Team Accelerated Instruction (TAI) Diagnostic Test</td>
<td>9</td>
<td>Fall 2007</td>
<td></td>
</tr>
<tr>
<td>Degrees of Reading Power (DRP) assessment</td>
<td>9-12</td>
<td>Fall 2001</td>
<td></td>
</tr>
</tbody>
</table>

**External Assessment Data:**

**DRP Report July 2009**

**Table 1: DRP Scores in 2008-2009**

The DRP test measures the ability of a reader to understand the “surface” meaning of text it is being read. The Independent Level Scores indicate the most difficult reading material a student can understand *without any help*.

- Books written for first year college students have an average Independent DRP value of 70.
- Books written for high school students have an average Independent DRP value of 62.
- Books written for middle school students have an average Independent DRP value of 56.
- Books written for elementary school students have an average Independent DRP value of 50.
- Books written for primary school students have an average Independent DRP value of 40.

In terms of grade equivalence, the DRP can be used as follows:

- An average student at the end of 6th grade has an independent reading level of 49
An average student at the end of 7th grade has an independent reading level of 53
An average student at the end of 8th grade has an independent reading level of 56
An average student at the end of 9th grade has an independent reading level of 58.5
An average student at the end of 10th grade has an independent reading level of 60.5
An average student at the end of 11th grade has an independent reading level of 61.5
An average student at the end of 12th grade has an independent reading level of 63.

Example: If a child’s Independent DRP score was 63, then according to the results of the DRP test, that child is reading as well as an average 12th grader and can read, without any help, books intended for high school students.

Note – the average and median scores listed above are only for students who took both version of the tests. As such, they represent accurate comparison groups but not the scores of every student. The sample size is hence listed as “N out of N”

<table>
<thead>
<tr>
<th>Classes</th>
<th>2008</th>
<th>2009</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>M</td>
<td>A</td>
</tr>
<tr>
<td></td>
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<td>G</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009(Seniors)n=17 of 20</td>
<td>63.9</td>
<td>69</td>
<td>58.5</td>
</tr>
<tr>
<td>2010(Juniors)n=21 of 22</td>
<td>60.5</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>2011(Sophomores)n=23 of 27</td>
<td>57</td>
<td>57</td>
<td>62.7</td>
</tr>
<tr>
<td>2012 (9th graders)n=35 of 41</td>
<td>47.7</td>
<td>46</td>
<td>55.6</td>
</tr>
</tbody>
</table>

The average DRP score gain for most high school students is 1 to 2 DRP points during the school year. In contrast, 9th grade Codman Academy students showed average (measured by mean and median) gains of 8 points and 10th grade Codman Academy students showed average gains of between 5 and 6 points. In grade equivalent, this means that students entered the 9th grade reading at 6th grade level and ended it reading at between the 8th and 9th grade level. Students entered the 10th grade between the 8th and 9th grade reading level and ended it at above a 12th grade reading level.

The results of juniors and seniors are notably less impressive. However, we strongly believe that they are not representative of their gains as readers. Possible explanations include:

• Test timing (Seniors and Juniors were tested on the very last day of school, while 9th and 10th graders were tested with over two weeks remaining).
• A ceiling effect (both classes had reached, on average, the 12th grade reading level; as such, they had nowhere to go but down).
• Upperclassman attitude towards standardized testing (while 9th and 10th graders are enculturated as test-takers due to the centrality of the MCAS, Juniors and Seniors have passed this milestone and are more likely to put their full effort in more project-based assessments such as graduation portfolios and their senior talks).

These scores deserve, and will receive, more study.
The DRP’s NCE scores are norm based and illustrate student performance relative to their grade-level peers nationally. Unlike percentiles, they can be treated arithmetically. An NCE score of 50 coincides with the 50th percentile. An NCE score of 50 means that 50% of students at the same grade/age level read with equal or lesser skill, and 50% read with equal or greater skill.

The NCE scores and changes are presented in Table 2.

Table 2: NCE Scores and Change on the DRP in 2008-2009

<table>
<thead>
<tr>
<th>Classes</th>
<th>2008</th>
<th>2009</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>E</td>
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</tr>
<tr>
<td>Classes</td>
<td>V</td>
<td>E</td>
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<td>Classes</td>
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<td>A</td>
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<tr>
<td>Classes</td>
<td>G</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>V</td>
<td></td>
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<td>R</td>
<td>E</td>
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<td>E</td>
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<td>A</td>
<td>G</td>
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<td>E</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>2009(Seniors)n=17 of 20</td>
<td>53.9</td>
<td>60</td>
<td>42.9</td>
</tr>
<tr>
<td>2010(Juniors)n= 21 of 22</td>
<td>50.1</td>
<td>50</td>
<td>47.9</td>
</tr>
<tr>
<td>2011(Sophomores)n=23 of 27</td>
<td>47.8</td>
<td>49</td>
<td>53.5</td>
</tr>
<tr>
<td>2012 (9th graders)n=35 of 41</td>
<td>37.7</td>
<td>35</td>
<td>46.6</td>
</tr>
</tbody>
</table>

What the NCE allows is to clearly see is that in 2008-2009 Codman 9th graders arrived well below-average as readers and in the course of the year more-or-less “caught up” to their peers. Codman 10th graders, in turn, went from being “caught up” to being ahead of their peer group.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Additional Board Committees</th>
<th>Areas of Expertise</th>
<th>Length of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dudley Blodget</td>
<td>Member</td>
<td>Executive Director, Evaluation Committee, Nominating Committee</td>
<td>Education; Fundraising</td>
<td>September 2006-September 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subsequent Term: September 2009 – 2012</td>
</tr>
<tr>
<td>Meg Campbell</td>
<td>Ex-Officio</td>
<td></td>
<td>Education; Non-Profit Management</td>
<td>2001-Present</td>
</tr>
<tr>
<td>Dorothea Engler</td>
<td>Member</td>
<td>Facilities Committee, Nominating Committee</td>
<td>Non-Profit Management; Fundraising</td>
<td>July 2004-July 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subsequent Term: January 2008 – 2011</td>
</tr>
<tr>
<td>Anthony Helies</td>
<td>Member</td>
<td></td>
<td>Finance</td>
<td>January 2008-January 2011</td>
</tr>
<tr>
<td>Meredith “Bear” Hollis</td>
<td>Vice President</td>
<td>Facilities Committee</td>
<td>Education; Philanthropy</td>
<td>June 2004-June 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subsequent Term: January 2008 – January 2011</td>
</tr>
<tr>
<td>Robert Joy</td>
<td>Member</td>
<td></td>
<td>Law</td>
<td>February 2008-February 2011</td>
</tr>
<tr>
<td>Thomas McGarrigle</td>
<td>Member</td>
<td>Facilities Committee, Finance Committee</td>
<td>Real Estate Development</td>
<td>October 2007-October 2010</td>
</tr>
<tr>
<td>Anthony Alan Parker</td>
<td>Member</td>
<td>Executive Director, Evaluation Committee</td>
<td>Education</td>
<td>October 2007-October 2010</td>
</tr>
<tr>
<td>Thomas Quirk</td>
<td>Member</td>
<td></td>
<td>Finance</td>
<td>September 2006-September 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subsequent Term: September 2009 – 2012</td>
</tr>
<tr>
<td>Tyrone Latin</td>
<td>Member</td>
<td>Development Committee</td>
<td>Development</td>
<td>June 2009-June 2012</td>
</tr>
<tr>
<td>Christine Doyle</td>
<td>Member</td>
<td>Facilities Committee</td>
<td>Parent Representative</td>
<td>April 2010-April 2013</td>
</tr>
<tr>
<td>Bill Walczak</td>
<td>President</td>
<td>Facilities Committee</td>
<td>Health Care; Non-Profit Management</td>
<td>June 2001-June 2004</td>
</tr>
<tr>
<td>Dr. Susanna Bedell</td>
<td>Member</td>
<td>None</td>
<td>Education, Nutrition</td>
<td>December 2009-December 2012</td>
</tr>
<tr>
<td>-------------</td>
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<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Total Membership</strong></td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td><strong>Members Joining</strong></td>
<td>Brackett and Quirk</td>
<td>Helies, Joy, McGarrigle, Parker, Valcimond</td>
<td>Latin, Biggs</td>
<td>Doyle, Bedell, Brackett</td>
</tr>
<tr>
<td><strong>Members Departing</strong></td>
<td>Brown</td>
<td>Brackett, Lewis</td>
<td>Durden</td>
<td>Valcimond, Biggs</td>
</tr>
</tbody>
</table>

Long term planning documents used by the board of trustees: see next page
Mission:
Codman Academy Charter Public 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.

Educational Philosophy:
Our philosophy is guided by the ten design principles and five core practices of Expeditionary Learning Outward Bound (www.elob.org). We place an equal emphasis on intellectual and character development. An ethic of service and a healthy lifestyle are strongly promoted.
Dear Friends,

January 2006

In its first five years, Codman Academy invested in its students and programmatic offerings to build a strong Expeditionary Learning community. Set on site of its primary partner, the Codman Square Health Center, the school serves 110 students in grades 9-12. Rigorous academic offerings enable Codman students to outpace their peers on standardized tests and acceptance to 4-year colleges. A Codman education takes you far and wide. Students have participated in study tours to Washington, D.C., Jamaica, and South Africa. An all-school 3-day Retreat at Camp Merrowvista in New Hampshire, monthly visits to college campuses starting in 9th grade, and weekly senior internships in a Needham Elementary School or a downtown law firm are just a few examples of their educational expeditions. Codman students embrace a 21st century education of learning, service and leadership.

A visionary and dedicated staff has developed a successful model for today’s urban high school. In the next five years, we must invest in the infrastructure and systems necessary to sustain the school long-term. In turn, we will use what we’ve learned to influence the education of similar students in other schools.

Codman Academy has built an extraordinary network of caring community and professional partners in and around the school. In the midst of their own busy lives, many members of the extended Codman community took time to reflect on, offer ideas, and discuss the future of Codman Academy Charter Public School. We sincerely thank all for their thoughtful consideration during this strategic planning process.

Five years ago we embarked on an incredible journey to bring to life the vision we had for a living, learning community in the heart of Dorchester. Today we revel in the accomplishments of that dynamic community. The future is bright for Codman students if we give them the tools and opportunities to craft that future. We hope you will be part of our new vision, a plan that spans to the year 2010. It is sure to be an exciting journey.

Bill Walczak, President, Board of Trustees
Bear Hollis, President, Foundation Board
Meg Campbell, Head of School

Codman Academy Board of Trustees
Meg Campbell, Ex-Officio
Keith Durden
Dorothea Engler
John Finley
Bear Hollis
Dawn Lewis
Angela Spriggs
William Walczak, President

Codman Academy Foundation Board
Meg Campbell, Ex-Officio
Juma Crawford
William Duke
Bear Hollis, President
Diana Lam
Charles Longfield
Ken Maloney
Rachel Friis
Stettler
William Walczak
At Codman, the principal and teachers were determined to prove that they could beat the odds stacked against low income minority youth.

Tracy Jan, The Boston Globe, June 20, 2005

Background

Codman Academy Charter Public School was founded as an Expeditionary Learning community on site of its primary partner, the Codman Square Health Center. The school received its charter from the Commonwealth of Massachusetts in February, 2001. Codman was envisioned as a rigorous college preparatory school in one of Boston’s most challenged neighborhoods. It opened with a first class of 34 students in September, 2001, added a grade level each subsequent year, and now serves a student body of 107 9-12th graders. The first class graduated in June 2005. All were accepted to four-year colleges.

Codman Academy is predominately a neighborhood school that advertises at local middle schools and after-school programs for students who are chosen by lottery. The school receives twice as many applications as it has openings. 100% are students of color, and 75% are eligible for the free/reduced lunch program. 18% of the student body has Special Needs as defined by their Individual Education Plans, while 30% speak one of five languages other than English at home. The local unemployment rate is 14%, three times the citywide rate. 32% of local homes with children are headed by a single female parent. An increase in neighborhood violence further mandates that we maintain extended hours and extra-curricular activities for our students.

Strategic Vision Goals to be accomplished by 2010:

1. Codman Academy Charter Public School offers students a comprehensive Expeditionary Learning education rooted in social justice, with ongoing support to graduates to fully realize their potential.

2. Codman Academy Charter Public School has the infrastructure, systems, and resources to realize its mission.

3. Codman Academy Charter Public School has expanded facilities that support comprehensive educational programs and services for students, alumni, families and community.

4. Codman Academy Charter Public School provides consulting services to benefit the education of urban students, based on best practices.
Goal I:
Codman Academy Charter Public School offers students a comprehensive Expeditionary Learning education rooted in social justice, with ongoing support to graduates to fully realize their potential.

**Strategy A:** provide all academic offerings at a consistent and high quality level so as to prepare students for college success—English Language Arts, History, Math, Science, World Languages, Arts (music, dance, theater and visual arts) and Physical Education (including yoga, walking, dance and sports)

**Strategy B:** systematize delivery of co-curricular programming—enrichment courses, Saturday offerings, links to summer programs, crews, senior internships and other community service, leadership development opportunities—to enable each student to develop a well-rounded, remarkable record of experience that reflects their individual interests

**Strategy C:** promote a healthy lifestyle—physical, mental, social and community health

**Strategy D:** accelerate learning of students in need (low skilled, Independent Education Visions, English Limited Language, MCAS re-test)

**Strategy E:** deepen use of technology to maximize teaching and learning

**Strategy F:** develop and implement ongoing post-graduation support systems for alumni

"The fact that all nineteen of these students have been accepted by four-year colleges suggests that the school may have much larger lessons for the rest of the country."
Michele Norris, National Public Radio, June 20, 2005
Goal II:
Codman Academy Charter Public School has the infrastructure, systems, and resources to realize its mission.

Infrastructure
**Strategy A**: develop membership and operating systems for the Board of Trustees, including an active Committee structure, so that it can steward Codman to fulfill its mission

**Strategy B**: structure and strengthen the Codman Academy Foundation to raise and expend an increased amount of external funds in keeping with Codman’s mission and annual budget

**Strategy C**: right-size staff and annual budget to increased levels for long-term sustainability

**Strategy D**: sustain strong partnerships with organizations for the provision of the comprehensive Codman education

Systems
**Strategy E**: upgrade and systematize the H.R. systems used to recruit, hire, support and retain exemplary faculty and staff

**Strategy F**: upgrade internal support systems to sustain high performing faculty and staff

**Strategy G**: implement a transparent budget process that annually produces a balanced budget reflecting annual financial priorities

**Strategy H**: develop internal and external communications platform and systems

**Strategy I**: educate families to prepare them for the college process

**Strategy J**: systematize continuous organizational learning at all levels

Resources
**Strategy K**: generate sufficient funds to accomplish annual budget, increased to reflect right-sizing of staff

**Strategy L**: enable the Parent Council and Student Council to fulfill their roles and responsibilities

**Strategy M**: develop a system for recruiting and managing productive volunteers and generating in-kind donations
Goal III:

Codman Academy Charter Public School has expanded facilities that support comprehensive educational programs and services for students, alumni, families and community.

Strategy A: maximize use of existing community facilities and spaces

Strategy B: secure expertise and determine full program for added facilities

Strategy C: secure location for added facility within proximity to existing facilities

Strategy D: determine development costs and conduct a capital campaign to underwrite facility needs

Strategy E: design and construct facility

Goal IV:

Codman Academy Charter Public School provides consulting services to benefit the education of urban students, based on best practices.

Strategy A: document Codman Best Practices

Strategy B: disseminate Codman Best Practices and assist educators in their use

Strategy C: play a leading role in local, state, national and international dialogue on effective urban education at the high school level
CACPS CEO Evaluation 2010

Welcome

The Board of Trustees of Codman Academy is in the process of evaluating Executive Director Meg Campbell. This will not be a full “360” survey as it was two years ago when Meg had yet to promote Thabitii to Principal; rather the survey will elicit responses from a few targeted audiences who worked closely with Meg this past year – the School Board, selected members of the Foundation Board, and Meg’s direct reports. Therefore, a good response from those receiving this survey is extremely important. No one is required to identify him/herself by name. Confidentiality will be maintained.

Please take a few minutes to respond to the eight questions below by Friday, July 12, 2010. Also understand that there is no obligation to use the “comments” field. However, if you choose to do so, please limit your feedback to no more than 75 words for each question. Finally, in order to ensure that only authorized personnel respond to the survey, please do not share the link to this survey with anyone else. On behalf of the Board of Trustees, many thanks!

1. What best describes your role in relation to Codman Academy (check one)
   - School Trustee
   - Foundation Trustee
   - Administrator reporting to Meg
   - Executive Director

Overall Management and Mission Attainment

2. This group of questions relates to overall management and mission attainment:

   - Effectively articulates a vision for success
   - Effectively carries out policies and decisions of the School Board
   - Works effectively and collegiately with both Boards
   - Effectively works with staff to design goals
   - Effectively translates goals into action plans
   - Effectively monitors progress toward goals
   - Appropriately delegates authority and responsibility
   - Builds teamwork among colleagues and/or supervised staff
   - Ensures sound fiscal management
   - Keeps current regarding relevant education issues and trends

   Additional comments/observations:

Decision-Making
### CACPS CEO Evaluation 2010

**3. This group of questions relates to decision making abilities:**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks first to understand, then to be understood before</td>
<td></td>
<td></td>
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<tr>
<td>making decisions</td>
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<tr>
<td>Engages the School Board on macro issues that require Board</td>
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<tr>
<td>input</td>
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<tr>
<td>Consults with appropriate individuals before making decisions</td>
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<tr>
<td>Thinks analytically and logically</td>
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<td>Gathers information and data necessary for sound</td>
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<tr>
<td>decision making</td>
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<tr>
<td>Considers alternative solutions to problems before</td>
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<tr>
<td>making decisions</td>
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<tr>
<td>Additional comments/observations:</td>
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</table>

### Instruction and Pedagogy

**4. This group of questions relates to instruction and pedagogy:**

<table>
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<tr>
<th></th>
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<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a clear understanding of what constitutes effective teaching</td>
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<tr>
<td>Has sufficient grasp of high school curricula to participate in</td>
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<tr>
<td>conversations about alterations to the curriculum</td>
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<tr>
<td>Has sufficient understanding of standardized test results to</td>
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<td>participate in curricula decisions</td>
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<tr>
<td>Ensures that retention data of current students and alumni are</td>
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<tr>
<td>part of curricula decisions</td>
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<td>Additional comments/observations:</td>
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</tbody>
</table>

### Climate Formation and Interpersonal Interactions
**CACPS CEO Evaluation 2010**

5. **This group of questions relates to climate formation and interaction with supervisees, parents and students:**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and acknowledges</td>
<td></td>
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<tr>
<td>accomplishments of employees</td>
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<tr>
<td>Creates a climate of professionalism</td>
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<tr>
<td>and collegiality among employees</td>
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<tr>
<td>Facilitates professional development</td>
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<tr>
<td>of direct reports</td>
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<tr>
<td>Listens carefully and asks</td>
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<tr>
<td>questions when needed</td>
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<tr>
<td>Contributes to a climate that</td>
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<tr>
<td>nourishes students' growth and</td>
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<tr>
<td>achievement</td>
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<tr>
<td>Interacts well with parents</td>
<td></td>
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<tr>
<td>Interacts well with students</td>
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</tbody>
</table>

**Additional comments/observations:**

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**Supervision and Management**

6. **This group of questions relates to supervision and management:**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is aware at all time of issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>within the School that pose</td>
<td></td>
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<tr>
<td>threats or opportunities to</td>
<td></td>
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<td></td>
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<tr>
<td>Codman's success</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Clearly communicates performance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>expectations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Provides performance feedback to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>direct reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly or impartially deals with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments/observations:**

---

**Resource Development and Public Relations**

---
### CACPS CEO Evaluation 2010

#### 7. This group of questions relates to resource development and public relations:

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively communicates the “Codman story” to external constituents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively with Foundation Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully encourages potential donors to “invest” in Codman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly meets fundraising goals</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Encourages partnerships with external constituents</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments/observations:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### Overall Performance

#### 8. Please rate the overall performance and effectiveness of Meg:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Outstanding</th>
<th>Unable to make a distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>General comments:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Staffing and Staff Turnover (Table 6)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrators</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number and FTEs</td>
<td>20*</td>
<td>21*</td>
<td>13**</td>
<td>14**</td>
</tr>
<tr>
<td>Departures during school year</td>
<td>0</td>
<td>1</td>
<td>2 – Technology Rehires</td>
<td>0</td>
</tr>
<tr>
<td>Departures at end of school year</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

| Teachers |           |           |           |           |
| Number and FTEs |           |           | 12        | 12        |
| Departures during school year |           |           | 0         | 0         |
| Departures at end of school year |           |           | 2         | 3         |

| Other Staff |           |           |           |           |
| Number and FTEs |           |           |           |           |
| Departures during school year |           |           |           |           |
| Departures at end of school year |           |           |           |           |

** Our records do separate administrators from teachers in 2008-2009 and 2009-2010; however, they do not separate out employees into “Other Staff”.

From 2007-2010, we have in our records that:
- 1 left to pursue a PhD
- 2 left to teach elsewhere
- 2 left to pursue graduate school
- 1 left for personal reasons
- 2 left because their contracts were not renewed
- 1 left to become a stay-at-home parent
- 1 retired
- 1 left to travel and teach abroad
- 2 left because they wanted to change careers (landscape design and musician)
Recruitment and Retention Plan:

Codman Academy strives to be a community based school. We are embedded in the Codman Square Health Center, and until this year, we did not participate in city-wide recruiting fairs or ads. We undervalued having a long wait list, and relied instead on communicating personally with our neighborhood Boston district schools, the health center, and after-school programs serving Codman Square/Four Corners. This year we began stepping up our recruitment efforts throughout the city and will continue doing so in the future. We have also simplified the application process in order to enlarge the applicant pool, launching a user friendly one page application (in multiple languages) in lieu of a lengthier application requiring an essay submission. Finally, we no longer require prospective students and families to attend information sessions in order to apply for admission. As a result of these enrollment changes, we have seen our application pool grow to roughly 300 students, an increase of 300%. We currently have over 90 students on our waitlist.

<table>
<thead>
<tr>
<th>Demographic Group 1</th>
<th>Special education students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As evidenced on the chart below, Codman serves a higher proportion of special education students than the district. We have recently employed several strategies to bolster recruitment of special education students, including having our Special Education Coordinator meet with all prospective special education students/families during the intake interview process and publishing the successes of special education students at Codman.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic Group 2</th>
<th>Students eligible for free lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Codman engages in recruitment at local middle schools that serve a high number of low income students. Specific schools visited by the Dean of Enrichment include the Harbor School, Smith Leadership Academy, and Young Achievers. Codman also sends mailings out to all middle schools in Dorchester and Roxbury (both communities have a high percentage of low income students). The school also had recruitment drives at several subway stations and bus stops in the community. A final recruitment mechanism for families with students receiving free or reduced price lunch is the fact that Codman provides a free lunch and afternoon snack to every student, regardless of their income, to reduce stigma for students in this demographic group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic Group 3: Students eligible for reduced price lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Demographic Group 4
Limited English-proficient students

While Codman serves a low percentage of limited English-proficient students as compared with the district, the school has recently undertook several strategies to increase enrollment within this demographic. Specific strategies include making applications and fliers available in Spanish, Chinese, Portuguese, and Haitian Creole. We also attended a high school fair session at the Hernandez School, a bilingual middle school in Boston. We plan on placing advertisements in multiple languages in area newspapers next year. Finally, we will translate information sent home from English to the family’s first language using our new Google Applications translation software.

![Codman and District Enrollment Data: 2009-2010](image)

2009-2010 Enrollment data for Boston Public Schools and Codman Academy Charter Public School

The primary reason students leave Codman is due to not earning sufficient grades for promotion to the next grade level. At Codman, students are required to earn a minimum of 70% in all core classes in order to advance to the next grade level; students who earn below a 70% in one or two classes may choose to recover the credit through approved summer programs. Students who earn below a 70% in more than two classes are slated to repeat the grade. The vast majority of repeating students are in Grade 9. As such, the school has put into place a number of targeted support programs aimed at increasing student retention without lowering academic standards.

### Retention Activity 1
Mandatory Study Hall

Preliminary analysis revealed that students who complete daily homework earn good grades, while those who fall behind struggle to earn a promotion. Consequently, the school has implemented a mandatory after school study hall program, Monday-Thursday, from 4:30pm–6:00pm. While open to all students, 9th grade students are automatically enrolled twice a week and need to earn strong grades in order to “skill” out of the program.
<table>
<thead>
<tr>
<th>Retention Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Mandatory summer program</td>
</tr>
<tr>
<td>Created mandatory two week, 9am–5pm 9th grade Summer Institute, which includes culture building, individual assessment and skill building in reading, writing, math and science.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Repeating student program</td>
</tr>
<tr>
<td>Instituted Repeaters Program to high number of students who are repeating a grade at Codman due to inadequate academic progress. The program, which includes weekly goal setting meetings, is administered by Dean of Students. Issues of time management and motivation are addressed. The promotion rate for repeating students has increased by an average of 27% since the program was launched.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Enlarging initial class size</td>
</tr>
<tr>
<td>We have found that students added to the 9th grade during the academic year perform much worse than students who start the year at our school. As such, we have increased our initial admit class to 55 students and have added a section of grade 9 to accommodate, with the goal of avoiding adding students during the academic year.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Summer credit recovery program</td>
</tr>
<tr>
<td>Codman has several approved summer programs on and off site, allowing students to recover necessary credits. In Summer 2009, 12 students who would have had to repeat a grade, were able to move to the following grade due to their successful summer credit recovery. 14 students are currently enrolled in summer credit recovery.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Mandatory skills tutoring program</td>
</tr>
<tr>
<td>We have dramatically expanded the “Tutors for All” one on one tutorial program. Modeled after the successful tutoring program at City on a Hill, we have adapted our program to provide 9th and 10th grade students with targeted tutoring support for 2-3 hours per week. Tutors are trained, supported, and supervised by the Director of Tutorial and Title I. Tutors focus on skill building in math, reading, and writing. Testing data reveals that students have made significant growth over their two years in the program.</td>
<td></td>
</tr>
</tbody>
</table>
### Retention Activity 7
Revamped portfolio requirements

We have revamped our 10th and 12th grade portfolio requirements significantly, scaling back project completion requirements in order to focus more on skill building/MCAS preparation than volume of assignments to complete (quality over quantity). The revised process also includes increased amount of student choice in selecting assignments to demonstrate understanding of standards. This has led to a significant increase in 10th and 12th grade promotion rates (see the chart at the end of the section for more information).

### Retention Activity 8
Improved student accountability systems

Under the leadership of the Dean of Students, the school streamlined its student accountability systems to ensure greater consistency and support for students so that their behavior choices are not interfering with their academic learning. See Goal 2, Measure 4 in *Faithfulness to Charter* for more information.

### Retention Activity 9
Additional hires to support school changes

Over the past three years we have invested in human resources to support the changes described above, including the addition of 2 classroom teachers and personnel focused on tutoring (Director of Tutorial), student accountability (Dean of Students) and academic support (Academic Support Coordinator).

As the chart below shows, even as our high academic standards remain unchanged, a higher proportion of students are earning sufficient credit to be promoted each year. In Grade 9, where we have focused a number of retention activities, the promotion rate has increased by 24% over the past three years. The 9-12th grade average promotion rate has increased 16%, to 87% for 2009-2010. Given that promotion is the primary determinant in student retention, we expect to see a continued increase in our overall retention rate, which grew by 6% as of our latest submission (see Goal 1, Measure 4 in *Organizational Viability*).
Percentage of students earning sufficient grades at conclusion of academic year (including summer credit recovery programs) for a promotion/graduation to the next grade level.
School Organizational Chart
BY-LAWS OF THE CODMAN ACADEMY CHARTER SCHOOL

ARTICLE I

NAME: The name of the charter school is:

CODMAN ACADEMY CHARTER SCHOOL

LOCATION: The principal location of the Codman Academy Charter School in the Commonwealth of Massachusetts shall be located at 637 Washington Street, Dorchester, Massachusetts, 02124. The Board of Trustees may change the location of the principal office in the Commonwealth of Massachusetts in compliance with 603 C.M.R. 1.11(i)(e).

SCHOOL SEAL: The Directors may adopt and alter the seal of the school.

FISCAL YEAR: The fiscal year of the school shall end on the last day of June in each year.

ARTICLE II

PURPOSE:

1. To create, develop and operate a charter school pursuant to M.G.L. c. 71, §89.

2. In furtherance of said purpose, to exercise any and all other acts such as are permitted under M.G.L. c. 71, §89, and 603 C.M.R. 1.00.

ARTICLE III

BOARD OF TRUSTEES:

1. The government and direction of business of Codman Academy Charter School (the "school") shall be vested in the Board of Trustees (the "Trustees"), which shall have and may exercise all the powers granted to the school in its charter. The Board of Trustees shall be elected as provided for herein.

2. The Board of Trustees shall consist of not less than five (5) and not more than fifteen (15) members. The Trustees shall be divided into three groups of approximately equal size, the terms of office of Trustees in each such group to expire each successive year.
3. The Board of Trustees shall have the power of appointment to fill any vacancy on the Board of Trustees if done in compliance with 603 C.M.R. 1.11(2). Such appointment shall be for the unexpired term of the member being succeeded.

4. A Trustee shall hold office for the term which s/he is elected and/or appointed until his/her successor shall be duly elected or appointed and qualified except as may be otherwise provided in these by-laws and M.G.L. c.71, § 89, and 603 C.M.R. 1.00.

5. A Trustee may be suspended or removed with cause by vote of a majority of the Trustees. A Trustee may be removed for cause only after a reasonable notice and opportunity to be heard.

6. A Trustee may resign by delivering resignation to the President, treasurer or Clerk of the Trustees to a meeting of the Board of Trustees, or the Board of Trustees at its principle office. Such resignation shall be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof shall not be necessary to make it effective unless it so states.

7. The Board of Trustees shall actively pursue fundraising on an ongoing basis, with the objective of raising operating and capital funds through the solicitation of cash and in kind gifts and grants from parents, alumni, friends of the school, and from other potential donors and grantors, as well as through parent–and-school sponsored fundraising events.

8. All members of the Board of Trustees shall sign a conflict of interest statement on an annual basis.

ARTICLE IV

OFFICERS OF THE BOARD OF TRUSTEES

1. The officers of the Board of Trustees shall consist of a President of the Board, Vice President, a Clerk who shall be a resident of the Commonwealth of Massachusetts, a Treasurer, and such other officers as the Board may from time to time deem necessary and convenient.

2. All such officers shall be elected annually by majority vote of the Trustees at the annual meeting of the Trustees.

3. The term of officers elected shall commence immediately and expire at the following annual meeting.
4. In the event of death, resignation, or inability of any officer to serve, the Board of Trustees shall have the power to fill any vacancy so caused thereby for the remainder of the unexpired term, in compliance with 603 C.M.R. 1.11(2).

ARTICLE V

DUTIES OF THE OFFICERS OF THE BOARD OF TRUSTEES

1. The President or the Vice President shall call meetings of the Board of Trustees. The President or the vice-President shall preside at all meetings or, in their absence; a President Pro Tempore shall be elected. The president or the Vice President shall have oversight of the school’s general affairs, subject to the direction of the Board of Trustees.

2. The duties of the Vice President shall be to perform the duties of the President in absence of the President.

3. The Clerk shall keep the minutes of all the Trustees meetings, shall attest to all documents of the Trustees, and shall be custodian of the seal and the record books, papers and documents of the school. Notice of the particular date of regular meetings shall be given to various Trustees in writing not less than five (5) days prior to the meeting in accordance with Article III paragraph 2 of these by-laws. The Clerk shall give copies of all Board of Trustees minutes to each member of the Board of Trustees at the beginning of each meeting. Whenever possible, the meeting agenda and minutes of the previous meeting will be mailed with the notice. The mailing of notices may be delegated or assigned to the Director by the president of the Board of Trustees.

4. The Treasurer shall keep full accounts of receipts and disbursements in books belonging to the school and his/her agent shall deposit all monies in the name and to the credit of the school in such depository as shall be authorized by the Trustees. S/he shall render to the President and the Trustees such statements of the transactions and accounts as may be required of him/her. The Treasurer shall serve as an ex-officio member on any Finance Committee appointed by the Trustees, and shall keep record of all special funds and make a report of such funds to the Trustees at each meeting. When duly authorized by resolution by the Board of Trustees, the President or the Treasurer may borrow money, subject to the approval of the Trustees and M.G.L. c.71, §89(j)(6), for the purpose of meeting school expense, and give a
BY-LAWS OF THE CODMAN ACADEMY CHARTER SCHOOL

note or notes therefore and pledge such securities as may be necessary to secure such note or notes.

ARTICLE VI

MEETING OF THE BOARD OF TRUSTEES

1. The Board of Trustees shall meet at least four (4) times a year at quarterly intervals. If a quarterly meeting is not held as herein required, a special meeting may be held in place thereof with the same force and effect as a quarterly meeting and, in such case all references in these by-laws — except in this section — to a quarterly meeting shall be deemed to refer to such special meeting. Special meetings of the Trustees may be called at any time by the President and shall be called by him/her when requested in writing by three Trustees, who shall specify in their request the business for which they desire the meeting called.

2. At any regular or special meeting of the Board of Trustees, a majority of Trustees shall constitute a quorum for the transaction of business provided such Trustees are physically present. The vote of the majority of Trustees physically present at any meeting shall prevail.

3. If any Trustee should fail to attend two consecutive meetings of the Board without excuse and, after having been notified by the Clerk of such failure to attend, shall fail to present at the next regular meeting after such notification an excuse for said absence acceptable to the Trustees said absent Trustee shall, in that case, be deemed to have resigned. However, the Trustees shall have the power to excuse the absence of any Trustee.

4. The Board of Trustees may from time to time appoint to the position of Honorary Trustee such individuals as they may designate. Honorary Trustees shall be entitled to attend and participate in all regular meetings of the Trustees but shall not be vested with the responsibility of Trustees, nor vote, nor be counted toward a quorum.

5. Unless otherwise required by law, all motions, with the exception of amendments to the articles of organization or these by-laws, shall be passed upon a majority vote of the members physically present and voting.

6. There shall be no voting by proxy or telephone permitted at Board of Trustees meetings.
BY-LAWS OF THE CODMAN ACADEMY CHARTER SCHOOL

7. The annual meeting of the Board of Trustees shall be held directly following the annual meeting of the members.

8. The annual meeting of the Board of Trustees shall be held in compliance with the Massachusetts General Laws Chapter 30A Section 11A ½ commonly known as the open Meeting Law.

ARTICLE VII

THE HEAD OF SCHOOL

The Head of School refers to that individual hired by the Board of Trustees on such terms and conditions as are mutually agreeable to the parties and shall have general authority over the day-to-day management and operation of the school. The Head of School refers to the "administrator" of the school as defined in 603 C.M.R. 1.02.

ARTICLE VIII

DUTIES OF THE HEAD OF SCHOOL

1. The Head of School shall carry out the policies of their school and the decisions of the Board of Trustees as established from time to time by the Trustees. S/he shall be expected to anticipate the developing needs of the school and the community, both short and long term, and to interpret those needs and changes for the Trustees. S/he shall be responsible for keeping the Trustees well informed on all matters pertaining to the School at all times. The Head of School shall be an ex-officio member of all committees related to the School.

2. The Head of School shall be the administrator and an educational leader of the School. S/he shall have the responsibility for the coordination of the academic and administrative operation of the school and subsidiary activities sponsored by the School at all times. The Head of School shall be an ex-officio member of all committees related to the School.

3. At each regular meeting of the Board of Trustees, the Head of School shall make a report of the School, and an annual report of the School at the annual meeting of the Board of Trustees held on the 1st Tuesday every June.

4. The Head of School shall have the power to appoint committees and assign them such duties, as s/he may deem necessary or advisable to advance the
BY-LAWS OF THE CODMAN ACADEMY CHARTER SCHOOL

objectives and purposes of the School. The committees shall report to and advise the Head of School, who in turn, shall report to the Board of Trustees. The Head of School is encouraged to seek committee members from the Board of trustees, faculty, parents and sponsors of the children enrolled in the School, friends of the School, resource partners and such other sources as may seem appropriate to him/her.

5. The Head of School shall be responsible for coordinating the screening, interviewing and hiring the full-time teaching and other school staff subject to approval of the Board of Trustees, and with the assistance of a hiring committee appointed by the Head of School and the approval of the Treasurer shall be responsible for hiring part-time teachers and staff at his/her own discretion.

ARTICLE IX

ADVISORS OF THE SCHOOL

The Trustees may designate certain persons or groups of persons as advisors of the School or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the trustees shall otherwise designate, shall in such capacity have no right to notice of or vote at any meeting, shall not be considered for purposes of a quorum, and shall have no rights or responsibilities.

ARTICLE X

EXECUTION OF PAPERS

Except as the Trustees may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts and other obligations made, accepted or endorsed by the School shall be signed by the President or by the treasurer. Such execution of papers shall be done in compliance with M.G.L. c.71, §89, and 603 C.M.R. 1.00

Any recordable instrument purporting to affect an interest in real estate, executed in the name of the School by two (2) of its officers, in whom one (1) is the President or Vice President and the other is the Treasurer or an Assistant Treasurer, shall be binding on the School in favor of the purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Articles of Organization, By-Laws, resolutions or votes of the
BY-LAWS OF THE CODMAN ACADEMY CHARTER SCHOOL

School and provided such execution is done in compliance with M.G.L. c.71, §89, and 603 C.M.R. 1.00.

ARTICLE XI

PERSONAL LIABILITY

The members, Trustees and officers of the School shall not be personally liable for any debt, liability or obligation of the School. All persons, corporation or other entities extending credit to, contracting with or having any claims against the School may look only to the funds and property of the School for the payment of any such contract or claim or for the payment, of any debt, damages, judgment or decree, or of any money that may be otherwise become due or payable to them from the School.

ARTICLE XII

NON-DISCRIMINATION

M.G.L. c. 71 § 89 requires charter schools to ensure that they do not "discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, and academic achievement." Recruitment and enrollment procedures, and all relevant printed materials, should reflect such efforts.

ARTICLE XIII

FISCAL YEAR

The fiscal year shall extend from July 1 through June 30 of each year.

ARTICLE XIV

DISPOSITION OF ASSETS

Upon the dissolution of the School, any assets remaining shall be disposed of in strict compliance with M.G.L. c.71, §89 and 603 C.M.R. 1.00.
AMENDMENTS

The Board of trustees may amend these by-laws by a majority vote of all the members of the trustees at any meeting of the Trustees, provided that notice of the proposed change(s) shall have been given at least fifteen (15) days before the meeting. Such amendments are not effective unless made in compliance with M.G.L. c. 71, § 89, and 603 C.M.R. 1.00.

Dated this: ________________ day of ________________ , 2001

George Brackett, Ph.D

John Cooper

William Walczak

Margaret Campbell, Ex-officio
Enrollment and Admission Policy

I. Codman Academy Charter Public School, as a public school and a charter school, complies with state and federal regulations on safety and nondiscrimination; their admissions are open to all. Codman Academy Charter Public School does not discriminate on the basis of race, sex, color, religion, national origin, sexual orientation, disability or homelessness. The Codman Academy Charter Public School lies within the geographical boundaries of the city of Boston. If more applicants are received than the school has places, a lottery will decide among eligible applicants. A waitlist will be maintained.

II. In order to be eligible for the lottery, students must complete and return an application for admission. Once admitted to the school, both students and parents/guardians must attend an orientation session. This will secure their seat for the upcoming school year and ensure that both parties clearly understand the mission and philosophy of Codman Academy Charter Public School. Proof of Massachusetts residency must be provided in the form of a recently postmarked bill or letter of verification from current middle school/high school. In the case of homelessness or individual hardship proof of residency will be waived. Falsification of information will automatically disqualify any applicant.

III. Applications must be returned by the due dates to be entered into the lottery. Filing this form places the student's name in consideration for admission and allows the Codman Academy Charter Public School, as necessary, to request transcripts and other school records including special educational evaluations.

IV. Enrollment is only open to those students entering the ninth grade. At least one week’s notice will be given prior to the lottery. In the process of the lottery, names are placed in a bowl and names are chosen by a person not affiliated with Codman Academy Charter Public School. The names are then placed on a board in the order that they are picked. When all seats are filled, the remaining students are placed on the waitlist. The ninth grade class size is approximately 40 seats based on retention and other factors. If an incoming ninth grade student is accepted in the lottery, the family must confirm by April 1st.

V. Students are taken off of the waitlist in the order that they are given priority: siblings, residents then non-residents. As students are taken from the waitlist they are sent a letter to offer them admission. Applications that are received after the application deadline will be entered in the next application and enrollment process, which would culminate in a secondary lottery. The waitlist does not roll over.

VI. Students must be residents of Massachusetts to enroll. Applicants must have successfully completed the eighth grade and be promoted to ninth grade by June in order to be eligible for ninth grade enrollment. A current year application must be completed and submitted by the due date, which will be publicized at least one month in advance. The deadline for accepting student applications shall be no less than 2 days prior to the lottery.

VII. The lottery is held during the first week in March. No other criteria must be met. First priority is given to siblings. Second priority is given to Boston residents and then non-residents of the city of Boston who are residents of the state of Massachusetts.
VIII. Students accepted through the lottery but have not successfully completed the eighth grade are not eligible for acceptance. Students who fail to meet the eligibility criteria will be contacted and informed that their names will not be entered in the current year lottery.

IX. Once a child is admitted, his/her siblings have priority for admissions while a sibling is currently attending. The student must be legally adopted or share a biological parent to be eligible for sibling preference.

X. All commonwealth charter schools must ensure that they do not enroll a number of students from a sending district that would cause the district to exceed the 9% cap on net school spending. For those students to whom the above policy applies but who are also siblings of students currently in attendance the state may pay the child's tuition subject to appropriation.

XI. Students chosen for admission through the lottery system that decline admission will be taken out of the applicant pool.

XII. Students offered a seat in the March lottery will lose their seat if they have not earned all credits for 8th grade completion by June 20th. The CACPS freshman summer institute takes place in July and is mandatory for incoming freshman.
CERTIFICATE OF USE AND OCCUPANCY

IN ACCORDANCE WITH THE PROVISIONS OF CHAPTER 602, ACTS OF 1972, AS AMENDED, TO WIT, SECTION 119.0, A CERTIFICATE OF USE AND OCCUPANCY IS ISSUED FOR THE BUILDING LOCATED AT:

637 Washington St.


Out patient Health Clinic

C/O -For Clinic Space -1st. fl. - North

CERTIFICATE NUMBER: 47787 ISSUED: 4/15/03

ALL PRIOR CERTIFICATES OF USE AND OCCUPANCY FOR THIS STRUCTURE ARE NULL AND VOID.

Kevin J. Joyce Commissioner

(GISSUANCE OF THIS CERTIFICATE INDICATES THERE ARE NO OUTSTANDING VIOLATIONS AGAINST THIS PROPERTY.)

Gary P. Moccia
Inspector of Buildings

BO-521A
Boston Fire Department
Field Inspection Report

A. Facility Name: Codman Academy Charter School
Address: 637 Washington St
Owner Name: 
Phone: 617-482-4428

B. License Posted: Yes

C. Exterior Survey
1. Fire Department Access Unobstructed: Yes
2. Exit Doors Free of Obstructions: Yes
3. Clear Path to Public or Safe Area: Yes
4. FD Connection Visible and Marked: N/A
5. Fire Escapes Clear and Unobstructed: Yes
6. Condition of Fire Escape: Good
7. Exterior Housekeeping: Good

D. Means of Egress
1. Exit Access Clear and Unobstructed: Yes
2. Exit Clear and Unobstructed: Yes
3. Exit Discharge Unobstructed: Yes
4. Egress Adequately Illuminated: Yes
5. Exit Doors Unlocked*: Yes
6. Exit Doors Operate Properly: Yes
7. Panic Hardware Operates Correctly**: Yes
8. Self-Closure Operates Correctly: Yes
9. Corridor Smoke Doors Closed: Yes
10. Stairwells Clear of Combustibles: Yes
11. Evacuation Plan on Site: Yes

E. Fire Alarm System
1. Panel Status Normal: Yes
2. Condition of devices (heat and smoke etc): Good
3. Date of Last Test: 9/18/10
4. Date of School's Last Fire Drill: Upcoming Week

F. Fire Protection Systems
1. Sprinkler System Present: Yes
2. Are System Valves Accessible: Yes
3. System Valves Open (OSV or PIN): Yes
4. Sprinklers at Least 18' From Storage: Yes
5. Heads Free of Foreign Matter: Yes
6. Date of Last Sprinkler Test: 9/18/10
7. Standpipes Provided: Yes
8. Hose Valves Accessible for Dept. Use: Yes
9. Kitchen Hood System Present: Yes
10. System Free of Excess Grease: Yes
11. Hood System Charged: Yes
12. Date of Last Inspection: 9/18/10

G. Emergency Light
1. Operable: Yes
2. Illuminate Path of Egress: Yes

H. Housekeeping
1. General Housekeeping: Good
2. Hazardous Area Housekeeping: N/A
3. Flammable and Combustible Liquids/ Properties Stored: Yes

I. Fire Extinguisher
1. Proper Type for Area: Yes
2. Charged and Operable: Yes
3. Inspected Within the Past 12 Months: Yes

J. GF 65 Issued: Yes

K. Inspection By (Print): Gerard S. Hogan
RANK/TITLE: Captain
Date: 4/29/10

Comments (Use Back if Necessary):

Signature of Facility Representative:

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# THE CITY OF BOSTON - INSPECTIONAL SERVICES DEPARTMENT

**INSPECTION CERTIFICATE**

Issued in accordance with the provisions of chapter 802 of the Acts of 1972 as amended.

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASHINGTON</td>
<td>637-0</td>
<td>17</td>
</tr>
</tbody>
</table>

**Occupancy**

HEALTH CLINIC

**Maximum Capacity**

96 PERSONS-1ST FL., 156 PERSONS-2ND FL.

**Owner Lessee or Licensee**

CODMAN SQUARE HEALTH CENTER

637 WASHINGTON Street

Boston, MA 02124

(617)825-9660

Attn: BILL WALCZAK

I certify that these premises have been inspected and approved by the Inspection Department and the requirements of chapter 802 of MGL for buildings of its class are applicable thereto. Read the statement printed below and abide by its requirements.

A copy of this certificate must be posted in a conspicuous place in each story of the building.

**Issued:** October 14, 2009

**Expires:** October 15, 2010

Eleanor A. Desmatt 10/23/09

Principal Admin. Assist.

NOTICE - THIS CERTIFICATE SHALL BE VOID IF THE NUMBER OF OCCUPANTS IS INCREASED, OR MATERIAL CHANGES OR ALTERATIONS IN ARRANGEMENT ARE MADE, OR IF EGRESS ARE OBSTRUCTED OR CHANGED.

This certificate has been issued with the understanding that all fees have been paid in full pursuant to City of Boston Code, ordinances, Title 14, 450 (44). Further, this certificate is issued with the understanding and agreement between the applicant and the Commissioner that no solicitation, promise, payment or exchange of any gift, gratuity or thing of value, excluding cash, over and above the aforementioned certificate fees, has or will take place relative to the certificate being used or relative to the information and/or assurances contained in the certificate application, plans or certificate. If such solicitation, promise, payment or exchange has occurred this certificate is void and civil or criminal action will be instituted.

Note: The Health Division did not come to the school for an inspection for 2010
### General Liability

**Policy Number:** GLX3601810010  
**Effective Dates:** 07/01/10 to 07/01/11

<table>
<thead>
<tr>
<th>TYPE OF INSURANCE</th>
<th>LIMITS</th>
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</thead>
<tbody>
<tr>
<td>Commercial General Liability</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Bodily Injury/Property Damage (Each Occurrence)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Bodily Injury/Property Damage (Any One Person)</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Personal &amp; Advertising Injury</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Products &amp; Completed Operations</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

### Garage Liability

- **Auto Only**
- **Auto Only - RA Accident**
- **Otherthan RA Auto Only**

### Excess Umbrella Liability

- **Occur**
- **Claims Made**

### Business Compensation and Employer's Liability

- **Salaries**
- **Wages**
- **Liability**
- **Employee Disability**

### Cancellation

**Certificate Holder:** The Department of Education

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The ACORD name and logo are registered marks of ACORD.
EXECUTIVE SUMMARY

Hygienetics Environmental Services, Inc. (Hygienetics) was contracted by Codman Academy Charter Public School (Codman Academy) to conduct a limited non-destructive survey for asbestos containing materials (ACBM) at 10 Epping Street in Dorchester, Massachusetts. The purpose of the inspection was to fulfill Codman Academy’s AHERA obligations pursuant to 40 CFR 763.93 “Asbestos in Schools Rule.” This report describes the inspection methodology and laboratory analysis results, and provides recommendations if the ACBM is to be removed.

Asbestos Sampling Results

Hygienetics Environmental performed a limited inspection to identify ACBM at 10 Epping Street, in Dorchester, Massachusetts. The scope of the inspection included sampling accessible friable and non-friable interior building components. None of the materials sampled were found to contain asbestos. Refer to Section 3.0 for further discussion of ACBM sampling activities.