

## **Lynn Preparatory Charter School**

Questions as derived from Panel Review

### **Mission and Vision**

#### **1. What makes the education at this proposed school “exceptional”?**

- We focus on small class sizes and individual attention to students. We want more family and community involvement, which is lacking right now.
- Every child has an individual learning plan. Each child’s learning style will be developed and engaged.
- Having an extended school day – roughly 8 to 5 p.m. Extended day provides an incredible opportunity for these kids.
- Campus Care is about supporting the academic, social, emotional and health needs of the students.
- Goal is to develop students to be lifelong learners supported by people who care.
- Culture is important. The child will know that other people are advocating for him/her. Failure is not an option. The principal will be held accountable for developing the culture and ensuring the success of kids.

### **Description of the Community (ies) to be Served**

#### **1. Tell us about the needs of the student population in Lynn. How does your proposed school meet the needs of these students?**

- I have worked for 34 years in Lynn public schools. Many schools are failing in Lynn. The population speaks multiple languages – Spanish is a dominant second language. It’s a high poverty and high second language population. The public school classroom has between 28 and 35 students per class. Teachers don’t have time for every child. What we offer is small class size, where 18 students per class will be the maximum. We will have exceptional staff trained in category 1 through 4 in ELL. One of the board members, Ms. Lentini, is a SEI category trainer.
- All children will learn Spanish. In the long run, everyone becomes bilingual. Everybody learns a second language (whether English or Spanish). The high Spanish speaking population that will be at this school will see and support the English speaking population struggling with learning Spanish and visa versa.
- We educate the whole child and will engage the families and the community.

### **Educational Philosophy, Curriculum and Instruction**

#### **1. What do you mean by growth mindset? What strategies will you use to help students develop the growth mindset?**

- In the Individual Learning Plan, the kids have to set goals for themselves with help from teachers and parents. This requires reflection about who you are, your strengths and weaknesses. The kids will set another goal when they achieve the previous one. In this way, all children will feel the sense of success and growth.

- In extended day, extra curricular and enrichment are important. There will be kids who are not focused on math or science but on arts and humanities. This school will give them opportunities to develop these multiple intelligences.

**2. Please describe your World Language program.**

**a. How to determine which language in enrichment?**

- World Language is offered through enrichment time. This is separate from the Spanish requirement. Spanish will be teamed up with social studies. In enrichment time, there's an opportunity to offer other languages for kids, such as Italian or Chinese, based on our capacity on staff. At the younger level, this would be more of an introductory class.

**3. What are the tailored supports for students and how are these supports integrated into curriculum and instruction?**

- The Individual Learning Plans.
- Time during extended day for intervention services. If a child needs reading intervention, for example, we have a reading blog that he/she can participate in and will monitor the progress monitor. Intervention will take place in afternoon.
- During the day, support for students in ELL or any kind of individual education plan will come from professionals coming into the classroom. The concept is not to pull out these students, but that they will be supported in the classroom. Teachers will get category and SIOP training. Additional support provided in enrichment period. Once we see the population at our school we will be able to focus on the individual needs of students.
- The Enrichment period has been revised.
- Enrichment period is an hour and 5 minutes every day.

**a. What happens during enrichment period?**

- Team teaching and co-teaching will help. (ELL, etc.)
- Specialists can come in. Some activities will be organized through the director of student services and the teacher assistants. Support staff will also go in to offer expertise in their area.
- 4 ELL teachers, special education teachers, all other teachers will be available for enrichment period. (We are updating the schedule.).
- Enrichment will mean many things and will be rotated throughout the year. Enrichment for one student might mean remedial studies and piano practice for another. There will some constraints depending on what staff abilities we have, but in general, we will try to offer things of interest to our student population.
- Physical Education is its own separate period.
- Some all school staff meeting will probably have to happen during enrichment time. Maybe offer early release when we first open the school so staff can meet.
- We will have pull-outs during that time. If they need added supports they won't miss the core classes. So we use the "enrichment" name as a generic enrichment.

**Assessment, Promotion, and Graduation Standards**

- 1. How do you plan to monitor and assess students' attainment of the proposed school's core values?**
  - a. motivated learners, effective communicators, and active citizens**
    - It's a standards-based curriculum. Those specific skills will be looked at by each grade level and assessed. Curriculum and instructional staff will be responsible for taking the curriculum framework and determine which programs will be most effective to reach the standards. There are progress monitor plans out there that we can use.
    - Have to have multiple means of assessment. Talk to parents, teachers, tutors, and the student, and ask them to articulate how excited the student is about something.
    - Will have rubric – will give examples of each core value. Assessments will be tied to the classroom projects. Will give teachers examples of what is proficient and what is mastery in terms of each core value.
    - We'll do a final assessment of the child's ILP and will be able to get different perspectives about the child from different teachers.
    - From 4<sup>th</sup> grade to 8<sup>th</sup> grade, students will have a mentor teacher who will monitor each individual child's progress through out the years.
  
- 2. What kind of graduation standards will you have for 8<sup>th</sup> graders regarding mission and educational program?**
  - They have to pass above D for all academic courses.
  - After 4<sup>th</sup> grade, if you do not meet the proficiency level, you would not move forward.
  
- 3. Please provide more information about efforts to support at risk students. "We do not give D's or F's; "rather, the student, his or her teachers, his or her parents, and the whole school community must redouble their efforts to ensure that child learns."**
  - a. Please explain your choice to eliminate summer school programming for grades 4-8.**
    - Mostly thinking about capacity. We anticipate that we can develop support structure from K up to the looping section (4<sup>th</sup> grade) to develop kids' core skills. Providing remedial services for that group is a first priority. If I see a 4<sup>th</sup> grader who didn't do well in one subject, then we as a team can examine the situation and see how all of us can redouble our efforts. Redoubling would happen during enrichment, potentially during the summer.
    - Would be a sad commentary on us if we get to June and the student is failing and there was nothing that was done throughout the year. We aim to offer opportunities for remediation throughout the year.
    - It's not set in stone that we are not doing summer programs at all. We just have to see our student population first.

- Don't want to steal enrichment time from a child, but if the child needs remediation, it will happen in this time block. Totaling these enrichment hours during the school year will add up to more time than what the student would receive in a regular summer school program.

**4. How will assessments facilitate decision making and adjustments to educational program and curriculum?**

- We will conduct initial assessment in the core subjects, reading and math, and develop the ILP accordingly. We then monitor the student's progress. Further assessment data will be collected and reviewed during common planning time.

**School Characteristics**

**1. How will the Campus Care program operate and how will it be funded? How will the Campus Care program interact with the academic schedule?**

- Different specialists will have rented office space within our school building, for example a dental hygienist or eye care professional. This way, care will be provided onsite and students will not have to be pulled out of school for these appointments. Would help to prevent all-day absences.

**a. How will wrap-around services be provided? Any agreements developed?**

- Our target population is low income. If we estimate that 75% of our student population is low income, then the vast majority of our students will go to Lynn Community Health Care. Instead of having individual students take days off for various health appointments, we would ask Lynn Community Health Care to come on site and provide services here. Would want to have a nurse practitioner share the rent space in our building with Lynn Community Health.
- Mile to Smile is another example of a provider. They might not have a full blown dental office in our building, but a satellite office. Incentive is that they will have a captive audience of 250 students.
- These groups have expressed interest in coming to school and having a space.
- This is a gold mine for the service providers. Families will pay for services with MassHealth. If families don't have MassHealth, they can pay for it through their own private insurances.
- We have experience with this model at the Hathaway school where a mobile dentist would come in to serve the kids.

**2. How does the mentor program operate? How frequently will mentor meetings take place?**

- Mentor program is for grades 4-6. Every teacher will be randomly assigned 10 students to mentor. Mentor meetings between the teacher and students would happen during enrichment, and the frequency of these meetings would depend on what each child needs.

- In this model, the parents would know at least one person who can speak to the child's progress and needs. Mentor teacher would be the first point of contact for the parents.
- We are looking for staff with experience in mentoring.
- We plan for teacher training for one week in August. Mentoring and ILP will be the focus of training.

### **Special Student Populations and Services**

#### **1. Please describe the process and procedures for working with students in need of special education service.**

- A variety of ways to identify a child with special needs.
  - Once lottery has happened, we would get school records and get students' IEPs. We will work based on what the IEP is. We would have a full time special education director; the proposed school leader is a licensed special education director, and special education teachers.
  - We are prepared to serve. We'd like to see it seamless and having team teaching.
  - Benefit of common planning time is that it allows for teachers from different grade levels to talk together and assess which students might need extra help. A TAT procedure will be in place for the identification process. Then setting goals for those students. The special education person will be part of that discussion. There will be a myriad of resources. Next steps with Special Education staff.
  - There are no scheduled classes for special education or ELL teachers because they will be going into the classroom. Don't want child to be pegged as a special education student. By following IEP, if needs are greater and require pull-outs. We do not want that do happen, we have spent a lot of times trying to make a schedule were student's won't need to be pulled out from core classes.
- a. In your schedule, when will pull-out services for students be available?**
- Right now we anticipate seamless integration during class time and then pull out services in enrichment time. We don't want to single out any children.

#### **2. Please describe the process and procedures for working with students who are identified as limited English proficient.**

- Have Category 1 training for the entire staff in the summer or fall. Looking to hire people who are trained already. We'll be using the model from Lynn Public Schools to identify students with ELL needs and their specific levels, early, intermediate, etc.
- Additional summer programming is a possibility to work with a cohort of kids that need extra preparation for September.
- Have families be involved with English acquisition too. Encourage watching TV in English or reading in English.

**a. In your schedule, when will pull-out services for students be available?**

- Mostly during enrichment time. We will try as much as possible not to take students out of the classroom. But, we have the staff budgeted whatever services is needed we will accommodate. We believe no child gets left behind. In any format you will receive, whatever service is needed we will have “exceptional education.”
- Our board members have training and background in this – particularly two for special education and ELL – we believe we can address every need.

**Enrollment and Recruitment**

**1. When determining support for your proposed charter school, what evidence do you have that will ensure adequate enrollment?**

- Right now, through our website and networking, we have over 250 names. We have not even solicited heavily. We have a third party mailing in place to go out.
- Public hearing, a lot of names from the past two years.
- We have gotten good coverage from the local newspapers about charter schools. The editor of the paper supports charter schools.

**2. Clarify the starting grade levels for your first few years.**

- K-7
- After this year, we wouldn't allow students to enter after 6th grade.

**a. Why did you decide on that?**

- We have the curriculum ready for this grade range. Would work out kinks in the 7<sup>th</sup> grade curriculum first, before we think about moving on to 8<sup>th</sup> grade. If we can do 8<sup>th</sup> grade, we would have done it too. But we're not ready at this point in terms of capacity. We want to help as many parents as possible.
- Middle school years are causing a panic for parents in Lynn. 14 elementary schools in Lynn and only 3 middle schools, two of which are struggling. Parent oriented.
- Kids will get better preparation for high school if they have extra 2 years after 5<sup>th</sup> grade with us. The thinking is to prepare our kids to go to a strong high school like KIPP.

**Capacity**

**1. Please clarify what staff, if any, are being offered positions at this proposed charter school. Tell us about the hiring process used to determine that the individual is the best candidate for the position.**

- Joanne as Executive Director.
- Mark as Chief Operating Officer.
- This is something Mark has done before with the Hathaway School. He has numerous contacts in Lynn and strong root in the area.

- Joanne is very qualified, as demonstrated by her work with the Hathaway School.
  - We put in a safeguard that Joanne and Mark would answer to the board individually and not to each other (since they are married).
- a. Who is connected to Hathaway currently?**
- I'm a parent of a student at the Hathaway school. Here on the board providing facilities expertise.
  - Mark and Joanne.
  - Heather works at the school.
- 3. Who are the existing board members at the Hathaway School?**
- No one.
  - There are four board members at the existing Hathaway school now.
- 4. If chartered, what will happen to the Hathaway School once key administrators, teachers, board members, and/or volunteers focus their efforts towards the start-up of Lynn Preparatory Charter School?**
- The intent of the board members of the Hathaway School is to keep the school open. The board is aware that Joanne will resign, but they will also support the transition. I (Joanne) always believe it's not about one person, and that the organization is ready to go forward.
  - From what I understand, the board has been planning this for a long time. There is a population of parents at Hathaway who only want a boutique school experience. There are others who want to follow me to the charter school, because they are familiar with my leadership. In Lynn, there is always a need for an alternative.
  - Framework of Hathaway will go on. 70% of Hathaway school revenue is from its preschool and afterschool programs; this 70% has no commonality with what we're proposing to do at the charter school.

### **Governance and Management**

- 1. Please describe your proposed board of trustees' process for policy development.**
- As a board, we have been meeting very frequently. First thing we do is to target new members with specific expertise. We then made the decision to prepare to hire Joanne and Mark. Joanne will hire staff for school. Mark will prepare the financials.
- 2. Please give examples of board verses administrative level policy decision-making.**
- The board will manage the lottery, pick the sites, and handle compliance issues. We will be holding Joanne accountable for what the charter proposes to accomplish. If something is not working, we'll work with Joanne to figure it out.
  - We're not involved in day to day running of the school.
  - We'll be looking to see that the terms of the charter are adhered to. Look into teacher and student attrition rates.

- Board would have to ratify the budget, bylaws, and wholesale changes to the curriculum. Also, board would review and ratify substantial contracts.
  - Internal policies would be presented to the board for refinement and approval.
- 3. Will the Executive Director and Chief Operating Officer be ex-officio board members?**
- No. Right now, we don't have plans for them to be.
- 4. Please explain the reporting hierarchy and evaluation process for both the Executive Director and Chief Operating Officer?**
- Board will evaluate both the ED and COO.
- 5. What are the proposed board members' expectations about the work required during the first years of operation?**
- Bylaws were drafted with the Charter School Office checklist, but this is probably the minimum.

### **Facilities and Transportation**

- 1. Have you selected a facility at this time?**
- Have done serious screening with 6 potential sites. Some are viable in the short term with no renovations. We do have a priority, but no one wants to deal with us until we get the charter approval.

### **Budget**

- 1. How did you estimate the federal grant revenues in line item three?**
- a. \$215K for CS startup for first three years?**
- We assumed the old grant maximum amount.
  - Under grant revenue, we also included the allotment of Title I monies.
- 2. Who's paying back the \$175,000 new borrowing shown in the pre-operational year?**
- a. When will they payback line of credit?**
- Page 58, capital debt service of \$35K a year. In reality, we would probably have a line of credit of \$500K.
- 3. Please explain how the private pre-school will operate.**
- The preschool is just renting space from Lynn Prep.
- 4. Explain the rental revenue.**
- Rental revenue is \$27,000. The school hopes to sublease the building out to a private preschool, dental office, and satellite community health center.
  - This is a conservative figure. In reality, we can probably draw in more revenue. Assumptions are based on the experience at Hathaway. If we sublease anything from Lynn Prep, we would have to go the board and get market estimates for rental pricing.

**5. Is there staffing for health and mental services and where are they allocated within the budget?**

- We don't staff for mental health services specifically. We will have a guidance counselor and a school nurse.

**6. What do the program fees represent?**

- These are children who are not eligible for school lunch paying for lunches. I guessed that 60% of our student population would qualify for free and reduced lunch, and the remaining would have to pay out of pocket.

**7. What do you mean by food and related materials at \$280,000 when you are only taking in \$48K for food and nutrition funding during year one?**

- Related materials include paper-ware and plastic-ware. The money you charged for the food program won't cover 100% of your costs. We're planning to provide breakfast, lunch, and morning and afternoon snacks.