

International Charter School of Brockton

Questions as derived from panel and documentation review

Mission, Vision, Description of the Community (ies) to be Served, and Capacity

1. How have your personal and professional experiences led you each to join in the endeavor to start a charter school in Brockton? How are you a match for this proposed board?

- Faelton Perkins, Founding Board Member – I'm retired. I worked for 50 odd years in a family foundry in Bridgewater, MA; the Henry Perkins company. I've always been interested in education, because many of the employees we get in the foundry business are not particularly highly skilled in the sense of education. That's why they are there, and the ones that can find education are out very quickly. The other thing that attracted me to SABIS initially was the methods that are apparent from both teaching and how students retain teachers seems complete to me.
- Peter Ubertaccio, Founding Board Member – I'm the director of the Martin Institute at Stone Hill College in Easton. I've been at the college for about 12 years. I am also the chair of the Department of Political Science. I have my PhD. in politics. I am the spouse of an elementary school teacher. I was thrilled to be asked to join this board. I'm on a couple non-profit boards including one that is managing a multi-million dollar federal grant to provide fiber optics from Provincetown to Providence, RI. The opportunity to join a board that would help the students of Brockton was quite appealing to me. The college has had a very close relationship with the schools in Brockton and the community of Brockton over the years.
- Hans Maxime, Founding Board Member – I'm an auditor for the Department of Security. The main reason I'm interested in starting a school in Brockton, is because education to me is very important. I found that, being someone with a low socioeconomic background and coming from an area where education isn't of interest, really had a big impact on my life. A lot of my friends fell through those cracks; those same cracks we discuss at our meetings. It's important to me to try to give back and help and try to make a difference in the community. I can understand how the kids in Boston feel. I also have a strong financial background which I believe can help the financial aspect of the charter and making sure that the board is operating well financially and we're maintaining our budgets and that we are being audited on an annual basis.
- Anya Houghton, Founding Board Member – Currently I am a vice principal in a middle school in Fall River; a level three turnaround school. Before that, I was at UMass Boston in various roles and while there I became very interested in the South Shore urban districts including Randolph, although it's not considered urban, its demographics are very similar to that of an urban area. Looking at the

lack of resources that those areas have; they don't have colleges nearby, they don't have access to the T to go to internships, I became interested in the South Shore. Brockton is a place that doesn't have any school choice and I'm a big advocate for school choice because I don't think every school fits the needs of every child. Working in a turnaround, I understand that times that it takes. It is not a quick process.

- Earl Edwards, Founding Board Member – I grew up in Brockton. I lived in Brockton for 14 years until I went to Boston College and joined Teach for America. As of now, I teach in Providence. I am a special education teacher for the high school level. I'm interested in this charter school because I was able to witness firsthand the effects of academic attainment. I grew up with a very low income background. My mother didn't graduate high school and my father barely graduated high school. I was able to see as I grew why my friends were falling through the cracks and not making it to graduation and definitely not making it to college. Working at a school in Providence brings me a lot of satisfaction, but my heart is still in Brockton. That's where I want to make a big change and being part of this charter will give me the access to make that change. Because I'm a teacher, I think I have a skill set that will be helpful to the board. I have a teacher perspective. I also know the Brockton community very well and I'm dedicated to those individuals.
- Sean Boucher, Founding Board Member – I've been working in the Brockton community for the last 6-7 years. I work for a commercial lending group for a bank, so I'm constantly looking at tax returns and budgets, and there will be a lot of that as part of this board. Having worked in Brockton over the years, I want to see the city thrive. Through research I found out that Brockton is the only gateway city in Massachusetts that doesn't have a charter school. This really drew me to being involved with this charter school.
- John T. Yunits, Esq., Founding Board Member – Brockton was bad in 1995. It was a model for poorness. When I ran for Mayor in 1995 it was my principal objective to rebuild and save Brockton schools because I knew and understood we would never have a middle class in Brockton if we didn't have good schools. In 1996 when I began walking through these schools I was shocked at the lack of supplies, resources and the terrible physical conditions of the facilities. Over the next 10 years we really worked hard and got so much accomplished. Then when I left in 2006 I was probably the most popular person in the Brockton school community, because we had changed the schools. We were moving in the right direction. On December 18th, I was excised from the school family. I was kicked out because I brought up the wrong subject at the Christmas dinner; the public hearings in Brockton at the library. That's OK. I'm still with this program because I'm worried about the kids. A lot of kids can fit into large schools, but a lot of kids can't. I looked at the SABIS system five years ago and wrote a letter of support when this was first proposed. I am stunned at how good the SABIS curriculum is. We started a Boys and Girls Club in 1990 and at the time there was

pushback but now the community looks back and it's the greatest thing we ever did. That's how people will feel about this charter school.

- Jose Afonso, Director of US Business Development, SABIS – I've been in this position for 12 years. Prior to that I worked at the Department of Education in this great state, in the charter school office. I'm really thrilled to be here.
- George Saad, SABIS, Vice President of US Operations – When the charter was recommended for approval a few years ago, I was working with the board at that time. I'm still just excited about a charter school in Brockton. Massachusetts is a second home to me. I lived in the commonwealth for 5-6 years and moved to Minnesota a few years ago. I'm very familiar with the state and the department here. I'm looking forward to working with you again.

2. What progress have you made since submitting your final application to engage families and the community in your vision? What outreach have you made to families in Brockton? What neighborhoods are you targeting and why? How have you determined interest in this type of program for Brockton families and assessed the actual parental demand (you are opening at a very large size of 540 and growing to 1200)? What partnerships have you been developing with community agencies to recruit and support potential students and their families?

- I've been communicating with former students of Brockton through social media and getting the word out about the organization. I spoke a lot at the public churches about us. I also talked to a few local food markets and explained what was going on. I also reached out to Hill Street in the Crescent Court area. These are demographics that will probably benefit a lot from these groups.
- We've also launched an information website, www.sabisboston.com. The website has a ton of information about this proposed school. We've been cautious, however, about getting to far ahead of ourselves as this is still just a proposed school. We do have information sessions scheduled this month. We're meeting with Cape Verdean Association later this month. We don't to drum up too much until we're actually chartered.
- Yesterday I have meeting with new Boys and Girls Club director. The Cape Verdean Association wants to learn more about our bilingual programs. They love the concept.
- There are 200-plus students every day going to Foxborough. That gives us a baseline of interest in this school.
- With the 900 signatures, we asked them to specify on petition the age range of children and how many, etc.

- We know there is a demand. We know that there are about 3,000 students under the cap. The challenge in Brockton is at the elementary and middle school level in terms of performance. We know that is where the demand is. We expect that as we grow into a high school, we'll probably lose kids at high school who want to participate in athletics and experience a larger school with a lot of extracurricular that we may not be able to provide in the first couple of years. It's hard to offer all that in the first few years. But at elementary and middle school level, the data shows there is an under performance. We don't think there will be any problem in enrolling 540 students.
- There is a huge influx of families coming into these new developments. It's a growing population and growing student population. We don't expect an enrollment challenge.
- First time at this session, was to be here for the final meeting before this application was submitted, it was primarily about how to do it. On the bus coming from Brockton to Ashmont, while I was waiting at Ashmont to get back on the bus I approached residents of Brockton, and I got 25-30 names in just a couple hours, walking up and down the bus. The opposition from employees of Brockton school system. Most parents are looking for best education for children. If they don't learn to read and write well, they are in big trouble going forward.
- The Brockton school family is a tight knitted family, but its small percentage of the whole. There's a huge silent majority in Brockton.
- What convinced me that we'd meet the target was not only the signatures, but the number of students who are currently leaving Brockton to pursue school choice. The public hearing was instructive but also emotional. There was a lot of data used that wasn't factual. Once we're chartered, then we can engage in the community. We won't find a problem with demand.
- We've been operating charter schools for 18 years, we know how to enroll students and recruit families. We have a huge amount of expertise and capabilities in how to reach families. Not just in Springfield, where there are 3,000 kids on waiting list but also Holyoke, and Lowell will have waiting lists.
- This is unique. Brockton is very well organized, establishment, interest group if you will of mostly teachers and administrators. Parents will come out in support of this. There is no parent opposition; there is a lot of support. We will reach out to them. If there is a problem, we've done a feasibility analysis and can enroll fewer in the first year, and still achieve a balanced budget. We hope not to have that, but if it's requirement, the funding level is satisfactory enough to make modifications. The opposition is not from the community, just establishments.
- It is outlined in the proposal that if we don't fill, we can go to neighboring communities to recruit students as well.

Governance

1. Share with us your knowledge of the duties and responsibilities of a charter school board.

- We've talked about that a lot in meetings. As a board we read proposals and understand that we are the over-arching overseers. SABIS is reporting to us. The director is reporting to SABIS and to us. Then the staff members report to director. We will be having board training. Right now we are looking at different consultants, but haven't specially picked someone yet. We'll be trained in protocols, voting systems, financial, the building, the community, etc.
- We do know that we have fiduciary duty to stakeholders, not just the board the students, the parents, the teachers and the administrators. We'll be making sure school is operating properly and that we are meeting goals. There are guidelines to be followed. We will learn the things we need to do as a governing entity. We're delegating the ability to teach. We have total oversight of charter and school.
- We're managing public funds and we take that very seriously. In choosing SABIS, their size is capable of what we want to do. They have a successful 18-year track record in Massachusetts. It's a five year contract with SABIS. If it's not up to standard, we can make other decisions. As a board we're running this, not so much SABIS. It's a great curriculum and we're partnering with that. But as far as running it, that is our responsibility.
- We're here for the application. If we're approved, we'll make sure we're accountable for what is in application.

2. Have you reached out to other charter school board of trustees for advice, if so who (SABIS or non-SABIS)?

- As far as governance of the school is concerned, we're here because the state is the one's we are beholden to. We will be compliant with state, if we aren't, we won't be renewed in five years. It's our responsibility, the board, to make sure we are satisfying state requirement. If there is any question, than we pass onto SABIS. As far as the choice, when I was involved with previous board, I saw history of SABIS, saw years of educational satisfactory in different places, different languages. I was impressed. A company that can go for 125 years and grow, they are obviously doing something right. SABIS was an easy choice for me.

3. Have you identified certain areas of expertise that you believe would strengthen the proposed board? What plans does the proposed board have to recruit and select additional members who could contribute to the existing diverse skills and qualifications of this proposed board?

- We just had this conversation. The suggestion for someone who is bilingual came up. With our meeting with Cape Verdean Association coming up, we'll try to talk to different possible people that might be interested. Also, we're considering perhaps someone that is more data savvy than current board members, because a big part of the SABIS system is the data. We'd be looking at University folks, folks in the banking world, education world, auditing world, to see if someone would be interested.
- We'd hire a legal assistant to go over contract. In terms of having new board members, this is something that as a board we've been talking about. We have a balanced board with different skill sets. We are strong now, we don't need more, but perhaps someone to supplement.
- We are blessed to have with our financial guys and have the familiarity with the community.

4. What has been SABIS' role throughout the application process?

- SABIS is our manager of the school. We hired the director together and then they do the payroll, they hire the rest of the staff, and they are the direct line of contact for staff. We will be meeting once a month to get reports from SABIS and the director. We've talked to SABIS about expectations. We expect growth. They are managing the school for the board.
- They met with us before drafting. They talked about their perimeters, objectives and goals. My first meeting was a private meeting. But I know they are also talking to other board members on a regular basis.
- The draft was emailed to us for review before meeting then we had the meeting. We looked at annual reports of SABIS from other states. We looked at Springfield and Holyoke. We had ample time to give feedback, changes and comments. Before final proposal, again we reviewed, and had time for questions, feedback and changes.
- There weren't any changes.
- The first attempt was organic and this was the second attempt to do that again. There were conversations with the board and SABIS about materials that existed in first round. We were reviewing and discussing, does it make sense to do this again? Are conditions right? Is there community support?
- There were many challenges. We talked a lot about how we would serve ELL and special education population. We looked at how other SABIS schools do it, along with budget. We had many questions. We had ample time to challenge and further

understand the decision.

- Our visit to Springfield was also a real telling point for us. We got to meet with students and faculty and ask questions.

5. Please describe how the proposed board of trustees will provide oversight to SABIS. What is your understanding of the Board's obligations to ensure that the proposed school is open and accessible to all students? Explain how you will oversee SABIS on this issue. What duties and obligations does the board hold under law that cannot be delegated to SABIS?

- We did meet with school department. We talked about making sure that we did reflect the community. If we get chartered, the school department is going to work with us on that and be part of the selection process.
- We do have an accountability plan in place with SABIS, which will summarize their specific goals, not only MCAS, but also parent and teacher relations goals. We're creating a plan with them hand and hand as far as direction. Also we'll be holding monthly meetings which will be available to the public, where we will be able to see what is going on at the school level. We'll also have data to support all these things.

[Follow-up: "Is the board comfortable with the level of demographic representation in Springfield and Holyoke? If not, what's your oversight mechanism to prevent that?"]

- For example, lower income student are underrepresented in Springfield and same thing with the ethnic makeup of the school. That is something that we definitely don't want to happen in Brockton, so we need to publicize our charter well. The lottery is randomly picked, so we want to make sure all demographics understand what we are doing. We want all demographics representative in pool. We need to get a diverse demographic applying to school before the lottery.
- The board was very strategic in making sure that we represent the community. We need another female on board and perhaps a bilingual person.
- We need to be proactive within community before school opens so that the true population is representative.
- We can't hold SABIS accountable for budget balances. As a governing body, we have soul responsibility for budget.
- The charter belongs to the board. We are responsible for renewal visits. The feedback comes back to us, because the charter belongs to us.

- The board has to select the auditing body, not SABIS.
- With regard to the facility, we meet with different contractors, SABIS will help, but we make final decision on facility.
- We have veto control of school leader, SABIS finds them, we ultimately we have the decision of accepting them or not.
- We will only evaluate the director. SABIS will evaluate director as well. Data will be used to evaluate director as well as social interactions.

6. What negotiations have occurred between the proposed board and SABIS regarding the management contract? Has the board consulted a lawyer about the proposed contract with SABIS? What has SABIS told the board about the draft contract in the application?

- This might be something that was decided on prior to this. I believe there is an agreement in place with SABIS from prior application. I believe it's a standard flat fee in terms of payment, where SABIS is receiving 14% total, 8% on operations and 6% managerial, which is coming only from the tuition of the kids, which is grant free.
- SABIS' fees are standard and are not negotiable. It's something that they have set for the United States overall.
- The fee is based on tuition, so there's room for flexibility in the 14%. It's not 14% of the entire budget; it's 14% of tuition of how many kids come in.

Finances/Facilities

1. Tell us about the proposed board's plan to find an adequate school facility in time for opening in 2014.

- We've been talking to the district; there are vacant buildings and areas we can tap into.
- Superintendent Malone is very positive about working together on this. When you are moving thousands of kids throughout the city, it's important to find the right place. I have had conversations with the city's procurement director, who will work with us with procurement documents. We need space to build two schools on same campus, ultimately. It's a challenge but we are working on it.

2. How will the board fulfill its statutory and fiduciary responsibility to exercise oversight and control over the proposed school's resources and financial operations? How will financial reporting to the board be transparent, informative, and timely enough to provide the proposed board appropriate oversight?

- We'll be receiving reports from SABIS, audit and financial statements, which will be detailing what's going on throughout the quarter. Prior to the quarter there will be monthly interactions with school director who will provide ad hoc descriptions of what has transpired over the month. At the end of the year there will be the audit financials from a third party to tell us if we are meeting standards, and they'll issue their opinion on if we are doing what we're supposed to.
- SABIS handles all payroll.
- Looking at SABIS and schools in Massachusetts, they are very good with budgets.
- Sean and I are both pretty savvy at looking at finances and finding what's missing.
- We want to hire project manager for facility as well. We are interviewing.

3. Who developed the budget? Please explain the steps that were used to develop the proposed school's budget. What actions did the proposed board perform in reviewing and approving the draft budgets? Describe the ways that the budget follows realistic and conservative assumptions.

- SABIS developed it and we reviewed it.
- This isn't actually a real budget or anything. I believe this is just representative of what would be transpiring over the course of the year. I didn't look at it in detail because the information in here is scarce as it is.
- We haven't looked into calculations of budgets very seriously, because it's all theoretical.
- The \$10,400 was their projected student reimbursement.
- I didn't look at state information about per pupil. For us, I think once we know where we are starting per pupil, salary is pretty much 85% of your budget and the rest will be facility. It will be between auditors and educators in knowing the delegations of where it needs to be spent. We'll be able to know how to handle it as a board. There was an oversight. I didn't dig in.
- If we do parallel the Brockton school system in terms of special education and bilingual, than those expenses on that sheet are grossly underestimated.
- Budget can be adjusted, we operate conservatively. We can adjust to lower number.

- It's a line of credit that we'll be applying for.
- With regard to line item 11, the \$53K, this is upon receiving charter up until the end of the year, and then the \$150K comes in later.
- We're looking to get our own line of credit. Ideally, we wouldn't have SABIS have the line of credit.
- We know different lending groups out there that we are going to look into.
- Testing is part of operational part of the management fee.
- They provide testing, grading, and data on testing.
- We thought SABIS was going to fund for special education. If we don't know who is going to be accepted, if it includes many special education students, that's just part of the way the situation exists, and we'll compensate for it.

Educational Philosophy, Curriculum and Instruction

1. George Saad: What do you think are the critical elements that aid in the success of a SABIS school? What are potential obstacles to the successful implementation of the SABIS model?

- The critical elements for us are really understanding the students that we are working with, and to do that we have a series of measures. Starting with, when students first attend a SABIS school, we do diagnostic assessments. To us, it is important to understand academic history of students. We need to know what academic gaps they have and whether gaps need to be remedied or if they are important. Realizing that time is the most important factor. We have faced without exception an entering student body that is many grade levels behind. Along SABIS K-12 sequence, we know which concepts are essential and not essential. We have to customize their learning at first, and get them up to grade level within a reasonable time. The state will not wait to test them; we have to get going right away. We determine what plan to put in place to address gaps. The school culture, is another important part for us; getting kids to understand why this is important. They are partners in this process, the students. Our plan won't work if the students aren't on board. They need to understand how to get to grade level. They need to understand they have gaps and we have plans to fix it. Our Student Life Organization is a focused effort to get students to buy in. We have a series of programs, assessments, supports for teachers, on-going student data; we need to keep fine-tuning planning. Is our plan on track or not? Are we performing? If not, why not? How do we perform better? We are backed by a significant research and development department at SABIS that examines

curriculum on an annual basis and student performance to see what needs to be fine tuned.

2. George Saad: Please describe how the SABIS curriculum has been aligned to the new ELA/Literacy and Mathematics Massachusetts Curriculum Frameworks which reflect the Common Core State Standards.

- In math we are, from a content standpoint, we are done. We are fully aligned with the common core. We are in transition period in terms of content. We are using textbooks that we've had up until this point and we are supplementing text books with content that fills in the gaps for the common core. Starting the fall of 2013, our entire math curriculum will be fully aligned to the common core. English language arts, we are doing the same. This is transition year where the content is a combination of material of past years and supplementary material to fill alignment gaps, but from a curriculum math standpoint, we have already aligned to the common core. We are still waiting on PARK to see what the testing would look like. We are still in anticipation to understand the testing once common core is fully in place here.

3. Please explain the role of world language studies in the mission of the proposed school.

- World language is a big part of our school. We'll have students learning Spanish throughout entire experience. Spanish is the second most dominant language in America. Our kids need to be bilingual to be effective in workforce. We want our students trained from the beginning.
- SABIS is also developing a Portuguese curriculum for the Brockton students.
- SABIS curriculum has been translated into Spanish for K-12 and we're in the process of translating into Portuguese as well and will be done by 2014.
- Second language will prepare students for college and the marketplace. Latin America is our neighbor; it's a huge market of opportunity for the United States. We want our kids at an advantage.

4. Describe the role of teachers at this school. How will administrators and SABIS support teachers?

- They no longer have the role to create their own curriculum but they're still responsible for creating their own lesson plans and how to engage in content that SABIS provides them. They'll utilize a pacing chart, which gives them a week of objective. They need to develop methods of delivery and how students will retain it. As a teacher personally, it frees me up to just focus on my kids. The content is

already provided. My sole responsible is just teaching.

- Also frees them up for collaboration, because the planning time is lessened. They can meet more often, look at data and analyze it.
- It also allows all teachers to be on the same page. It creates consistency throughout school.

5. How will teachers know not only what to teach, but how to teach it? Describe the educational pedagogy that would be followed at the proposed school including the use of prefects.

- The general structure is teach, practice, check using the prefects system. Teacher gets direct instruction time, then kids can practice it themselves and with peers, also students interact with each other. It allows teacher to have time to make sure students are engaging in the content and are learning the content, but it also allows for a buffer time to address kids that don't understand. It allows for different avenues to deliver content.

Assessment, Promotion, and Graduation Standards

1. Describe how student data from SABIS assessments will be used by SABIS, the AQC, and teachers to address student gaps in learning. How are social benchmarks (SABIS code of conduct has ten criteria) assessed and monitored for individual students?

- The weekly data will give teacher info on students if they have gained knowledge and reached objectives for that week or not. Do teachers need to re-teach? Do they need to pullout students for intensive support? Too fast, too slow? For students who need extra help, they'll get it immediately. We'll know immediately if they need help. This way the student doesn't fall behind. The data is important in that aspect. It's great for teachers working together, because they can look at data together and collaborate on teaching methods. Data will help conversations between teachers about students.
- The teachers meet weekly with academic quality controller, to discuss what's going on with the data and compare to other classes. Everyone has access to it; the parents, teachers, the students, the board and SABIS, all at the same time. We'll know how to help students.
- There is no co-teaching. In the kindergarten grades, there will be assistants; two individuals per class. Then, starting in third grade, we have subject specialists. We also have the students use their own data, so they understand their educational gaps. We also identify their strengths, so that they can tutor other students with

gaps in those areas. We work with them on their own data.

- The data is broken up by objective, so we will know exactly what they are struggling with. Students will know where to study and where their weaknesses are.
- The allure of SABIS is the data. The ability to view results at high level, but drill down to something very specific and significant. We can look by grade, by test, by student and pinpoint problem areas.

2. How are SABIS assessments modified to accommodate the needs of students with disabilities and students with limited English proficiency?

- Data can be broken down however we see fit: ELL level, special education level, or school level. However you want to do it.
- Those are done locally at the school, the modifications. Take special education, for example, they are done by special education department. Based on every student IEP, if there are accommodations that need to happen, they will be done locally.

School Characteristics

1. Describe how the culture of the proposed school will be developed. In what ways will all students be recognized or celebrated for their contributions?

- I think the SLO speaks significantly to school culture and celebrating a child. Basically you've created an environment where you allow the kids to work with themselves and others, developing social skills and allowing them the opportunity to develop confidence and leadership in themselves. You are giving the student the ability to learn to love, but also to be engaged in the community and school community. The kids want to be in school. After 5th grade they can create their own program. I wanted student activities as a child and I didn't learn about them until college. If a child can build that at the kindergarten level, by the time they are in 12th they'll want to run a school.
- We celebrate success. We don't celebrate just to celebrate. When students meet objectives, for them to do that they need to understand the objective they need to meet. Students at SABIS understand what is expected of them. When they reach goals, we celebrate them through Student Life, by recognizing their achievement, also end of term honors, assemblies, and displays of recognition. We want it visible everywhere in school. Those who achieve are celebrated. We celebrate not only academic achievements, but behavioral, character, and attendance achievements as well.
- The SLO's are important to help students to feel control over their own destiny.

2. How will parents and families be engaged in their child's education and the success of the school?

- These parents are challenged culturally. They come from places that don't encourage parents to be involved. Director will have to make sure parents are engaged and with us. It will be a big challenge.
- We'll make sure letters we send home are in multiple languages, so parents can actually read information from school. We'll have orientation on how to use data and our website. We'll make sure parents can actually navigate school system. Parents will sign contracts with students, so they understand we have expectations of them. The biggest thing is access. We want to make sure parents feel comfortable coming to school and can speak with someone at school, no matter what language they speak. We'll make time for parents to talk to teachers, student manager and coordinator to know what is going on with student.
- Our experience has shown us that in special education meetings with parents and they are faced with five or six adults from school, it can be an intimidating experience for parents. If they aren't fluent in English and don't fully understand their rights, what the school offers, etc., it can be a daunting experience for parents. Parents come to us with a history of intimidation with large schools. This drives our approach of empathy with families. They have needs but can't always articulate their needs. Making sure that they understand what we expect and what they should expect from school is important. If there are language barriers, we add translators and advocates in community to aid in process.
- Student management coordinator is for contact person for parents. They can look at the data as well as talk to teachers to get a full look at what is going on. This person has a holistic idea of how students are doing.

Management

1. Please clarify the staffing positions indicated in FY14 for the school.

- Professional Administrators – Directory and AQC would be the two top administrators.
- Administrative Support/Clerical – Office manager and office staff.
- Then you have all the teachers
- Instruction Other– Those could be intensives, special education coordinators, or reading support.

- Instructional Paraprofessionals – This could include the kindergarten assistants and special education paraprofessionals as well.
- Instructional Support/Clerical – Usually those are the assistants to instructional administrators.
- Other student services – Those could include the other administrators: student management, student life, nurse, business manager, or accountant.
- Operation and Maintenance – Custodian staff, security, etc.
- Staffing budgeting – We definitely look at numbers will board. They have to approve budget. We've not had any staffing shortages in our schools due to salaries. The structure will be fine-tuned once it is official.
- Textbooks are separate from licensing fee.
- As far as the budget is concerned, we generally create our template in alignment with the DOE's template. Some gets lost in translation.
- We used the \$10,804 because that's what was in the application guideline...I'd have to go back in look at it. We operate conservatively, so if we need to adjust to the lower number, certainly we will.
- The top two administrators will definitely add up to more than \$115K.
- For 18 years SABIS has been preparing for Massachusetts charter schools that are balanced, approved by board and audited regularly. Clearly this board will receive a real budget, once we know our demographics, special education, and ELL populations. This will all change. We operate conservatively. We always put in contingencies should there be additional needs. We can certainly operate at the lower per pupil figure.

2. Describe the evaluation system, including metrics, used to review and document teacher and administrator performance.

- We hold SABIS to a high level. We want to compete with communities around us.
- We want all demographics to perform at high levels.
- Retention is important too. We want to make sure we don't lose the tough kids. We want a great effort to save those kids.