



2024-2025 Annual Report
South Shore Charter Public School
August 1, 2025

100 Longwater Circle

Norwell, MA 02061

Telephone: 781-982-4202

Facsimile: 781-982-4201

Website: www.sscps.org

Executive Director: Alicia Savage

Email: asavage@sscps.org

Approved by the South Shore Charter Board of Trustees on July 24, 2025

Table of Contents

School Information/Contact Information	2
Introduction to the School	2
School Performance and Program Implementation	
Faithfulness to Charter	2
Academic Program Success	12
Organizational Viability	15
Accountability Plan Evidence	21
Recruitment and Retention Plan	23
School and Student Data Tables	28

Introduction to the School:

Name of School: South Shore Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Norwell, MA
Regional or Non-Regional	Regional	Districts in Region	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020, 2025
Maximum Enrollment	1,075	Current Enrollment	1057 as of 06/13/2025
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2024-2025 school year	180	Students on Waitlist	580 as of 3/15/2025
School Hours	8:15am-3:00pm	Age of School	30 years
Mission Statement: Inspiring every student to excel in academics, service, and life.			

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

Inspiring every student to excel in academics, service, and life .

The South Shore Charter Public School (SSCPS/the School) has held fast to the institutional mission of inspiring every student to excel in academics, service, and life. Founded in 1995, the School remains dedicated to an educational model that combines project-based learning and community service with a standards-based college preparatory curriculum. Whether it is a high school student mentoring a third grader in the afterschool enrichment program, a middle school student collecting coats for a homeless shelter, or a first-grade student growing vegetables from an organic garden in the outdoor classroom, student life at South Shore

Charter empowers students to make an impact on the world around them. Our educational program encompasses these core principles lifting us to where we are today.

We have come a long way in thirty years. Teachers at South Shore Charter are dedicated to teaching every child in tandem with nurturing social and emotional health. Service learning is an essential principle of the School's mission as all K-12 students work to complete community service requirements. Students become involved in the community beyond the school walls to learn about the importance of teamwork and service to others. This innovative approach is embodied in the School's Projects (K-8) and Workshops (9-12).

South Shore Charter continues to build a comprehensive curriculum and instructional framework that upholds rigorous standards, ensures alignment across all levels, and embraces differentiated instruction to accommodate all learners. We are committed to empowering every student to excel academically and flourish in today's world. We recognize that language and mathematics literacy are the foundation of academic achievement, and we work to ensure that every student is provided an education embedded with academic rigor and high expectations.

Diversity is our strength. Students come to South Shore Charter bringing a rich mosaic of languages and cultures from the South Shore and around the world. Over forty languages are spoken by families in our school community. South Shore Charter remains dedicated to embracing the diversity of our student population, and to providing a college preparatory education for all students. As a full inclusion school, we remain steadfast in the pursuit of academic achievement for all, and we foster equity for every student.

Key Design Elements

The founders of the School established an instructional model based upon the premise that experiential and inquiry-based learning is an essential component of a meaningful education. Over the course of the past 29 years there have been modifications and institutional evolution to serve a larger and more diverse student population. Now more so than ever before, the South Shore Charter Public School maintains a school culture committed to student achievement, academic rigor, and project-based learning. Upon completion of our thirtieth year, we identified the following key design elements.

The Key Design Elements of the South Shore Charter Public School may be found in Appendix A. The first five objectives are listed under *Faithfulness to Charter*.

Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.

The School's commitment to rigorous academics in major subject areas, including the arts, sciences, foreign language, and social sciences, is evident through a blend of traditional instruction and project-based learning. This year, our literacy efforts focused on strengthening instruction and curricular alignment across grade levels. We implemented the Appleseeds curriculum to provide explicit foundational skills instruction, with professional development emphasizing strategies to support multilingual learners and students with special needs. In grades K-4, we worked to align the Wonders curriculum with social studies to build knowledge and coherence across content areas. Additionally, we began the important process of revising our middle and high school ELA curriculum to ensure rigor, relevance, and cultural relevancy.

Writing instruction was strengthened by reintroducing the Collins Writing Program for grades 5-12 in ELA, social studies, and history in the fall of 2023. This writing program fosters a common language of instruction and shared strategies, many of which are project-based. Mathematics instruction focused on equitable practices, peer collaboration, hands-on activities, inquiry-based learning, and math games, with an emphasis on enhancing math language understanding and implementation strategies across grades K-12.

In the fields of science, technology, and engineering, there was a strong emphasis on higher-order thinking, questioning, and phenomena-based problem solving. Teachers concentrated on refining instructional practices, including inquiry-based and project-based learning, and providing scaffolded support to students. World Languages adopted a proficiency-based curriculum that prioritized communicative activities and the use of authentic cultural resources, alongside the implementation of a standards-based grading system in 2023-2024, with common rubrics for grades 5-12.

The integrated K-2 science program continued its partnership with Holly Hill Farm, offering hands-on, outdoor classroom learning aligned with Massachusetts Frameworks and K-2 science standards. Project-based learning was prominently featured, with grade 6 and 7 students engaging in design and engineering projects and researching ecosystem impacts. The return of science fair-style Exhibition of Mastery presentations for grades 6 and 7 marked a significant achievement in bringing back project-based learning suspended in 2020.

<p>Projects (K-8) and Workshops (9-12) Classes that implement a project-based methodology whereby students take on a leadership role and are responsible for their own learning.</p>	<p>Provide exemplary opportunities for students that change lives and give meaning to the school day.</p>
<p>Exhibition of Mastery (EoM) A summative assessment allowing students to present to their peers on a topic of their choice after fully exploring the topic in detail.</p>	<p>Have successfully evolved with the school allowing for cross-grade collaboration and have taken on such forms as the science fair, the history wax museum, the fashion show, and the civics project showcase.</p>

Measure: 100% of SSCPS students will participate in Projects/Workshops. Each year a minimum of 80% of SSCPS students in grades 5-12 will earn a score of 80% or better in their Project/Workshop courses and on their Exhibitions of Mastery projects.

Met: All SSCPS students participated in Projects and Workshops. 610 out of 640 or 94% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses.

Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the [Exit Standards](#) for that Level.

Met: Over 90% students leaving Level I, II, III, IV, and the High School have met the academic standards set for the Level.

Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.

South Shore Charter Public School (SSCPS) supports both the academic and social-emotional needs of all students within an inclusion model and a nurturing K-12 school culture. The school conducts Kindergarten screenings to assess development and identify special education needs. At enrollment, families complete the Home Language Survey to determine the need for ESL services, with timely testing and communication regarding eligibility and options.

SSCPS has Student Support Teams for K-4, 5-8, and a data review team for grades 9-12. These teams use a Response to Intervention model to address academic, social, or emotional difficulties before referring students to special education. They focus on evidence-based interventions and data-driven decision-making.

The School provides comprehensive services through its Learning Services Department, offering inclusion and pull-out services to meet diverse student needs. Specialized equipment and assistive technology are provided as specified in IEPs or 504 plans. SSCPS employs school psychologists and pupil adjustment counselors to evaluate and support students with various needs, including academic, emotional, and behavioral issues.

Speech and Language Pathologists, Occupational Therapists, a Physical Therapist, and a BCBA, along with Behavior Support Assistants, provide targeted services to address communication, sensory integration, fine motor skills, and behavioral challenges. Individual and small group academic support is aligned with the State Curriculum Frameworks, ensuring students can access the general education curriculum while receiving the necessary support.

<p>Inclusion The pedagogical practice of keeping all students together in the same learning environment to provide support in the general education classroom instead of pulling students out into substantially separate classes.</p>	<p>All SSCPS students participated in inclusion classes with tremendous benefits to all learners. Over half of high needs high school students successfully completed Honors and/or Advanced Placement coursework for two consecutive years.</p>
---	--

Measure: All SSCPS students will participate in inclusion classes. At the high school level 30% of DESE classified High Needs students will successfully complete Honors and/or AP coursework annually.

Met: All SSCPS students participated in inclusion classes. At the high school this year 100 out of 184, or 55%, of high needs high school students successfully completed Honors and/or Advanced Placement coursework. This represents a significant increase in both the number of high needs students and the number completing Honors and AP coursework.

Measure: Annually, 90% of students in grades 5-12 will report feeling physically and emotionally safe at school. 90% of students in grades 5-12 will be able to identify an adult at school they are comfortable talking to when they are struggling. Sixty percent of students will respond to the survey.

Met: The School met this measure. 91% of students reported feeling safe at school. 90% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 390 out of 640 students, or 61% responded to the survey.

Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.

The school community has been fortunate to bring new focus on community service and the importance of service to others following a suspension of this requirement due to health protocols. Over the two years, students worked hard throughout their communities, reflecting on their experiences in community service. In September of 2023, the School created a new platform for students to use to record their community service hours and meet their grade level expectations. This platform provides data that will assist the school in planning the scope of the community service requirement for the new accountability plan.

Community service has been improving steadily, particularly in Projects and Workshops. Yet the outside of school community service requirement remains a growth area for the school community. The school has established a community service liaison at the high school, and her Workshop has designed an online tool to assist students and families looking for community service opportunities. Additionally, the online record keeping platform has allowed students to reflect as they work within their communities to make a difference. Examples include running in or volunteering for the School’s annual road race or school event, working in a food bank, or helping a neighbor or at a church.

Community service aligns with the School’s mission statement, but more importantly, it aligns with who students are as individuals. By actively participating in community service, students go beyond the realm of academics and the school campus to show what they know in practical and meaningful ways. Through service, SSCPS students learn the immeasurable value of contributing to the well-being of others and develop a sense of responsibility for something collectively great. We see much in our students through community service, empathy, leadership, and a commitment to making a positive impact on the world.

<p>Community Service/Service Learning Inherent in most Projects and Workshops, opportunities for students to serve others in the school and local communities. Community service is also an Exit Standard at each grade.</p> <p>This central component of our mission allows for students to make meaningful contributions to the world around them. Service learning has often been the driving force behind student achievement.</p>	<p>Service learning proved a challenge during the COVID-19 pandemic. The School was able to gradually reintroduce service learning as pandemic protocols were lifted. Progress since that time has been significant. Over three-quarters of Projects and Workshops participated in community service over the course of the year for two consecutive years.</p> <p>The School will continue to support community service initiatives for families, increase communication of opportunities, and utilize data from and the online record keeping system.</p>
---	---

Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.

Met: This year 50 out of 66 or 76% of Projects and Workshops participated in community service over the course of the year.

Measure: Annually, 90% of all students will meet the community service requirement.

Not Met: 49% of students met the community service requirement. The School plans to revisit opportunities for students to complete community service during the school day both through Project and Workshops and through events organized by parents and guardians.

Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.

The School's support of college and career readiness is evident through a strong academic program that includes internship opportunities and college-level coursework. Standardized test preparation is a priority, with the PSAT administered to juniors, grade 10 students, and grades 8/9 to gather data for curricular changes and interventions. SAT preparation is offered to all students. Exam participation rates exceed those of the top three sending districts. Math acceleration and support are also emphasized. The use of iXL Math for grades 9-12 helps with assessment and growth tracking, supported by professional development sessions for teachers.

College-level coursework is a significant component of the academic program, with students placed in AP Calculus AB, AP Calculus BC, AP Statistics, and AP Precalculus. Additionally, students have the opportunity to enroll in the John Hopkins University online Multivariable Calculus course. The Seal of Biliteracy program, established in 2019-2020, has seen growing student participation and achievements. In the 2024-2025 school year, four students earned the Massachusetts State Seal of Biliteracy, and five students received the Global Seal of Biliteracy, recognizing their proficiency in English and another language.

<p>College Preparatory Curriculum and Programming The School continues to attract students from twenty-six diverse sending districts who seek an academic setting with college and career readiness as a focus for all.</p> <p>Implementation based on the core belief of the School that all students deserve equal educational opportunity for successful life outcomes.</p>	<p>By 2024 29 out of 69 or 42% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation and 79 out of 87 or 91% of eleventh grade students participated in the SAT thus far. The mean total score for SSCPS students was 972, above the state average of 971 and the national average of 952.</p> <p>Although health and safety protocols made Senior Internships unattainable during the COVID-19 pandemic, students were able to regain traction in this program and by 2024 all graduating students either participated in an internship or completed an Independent Study project.</p>
---	---

Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.

Met: All graduating students either participated in an internship or completed an Independent Study project.

Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.

Met: 27 out of 76 or 36% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.

Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.

Met: 97% of eleventh grade students, 69 out of 71, participated in the SAT. The mean total score for SSCPS students was 1027. The state DESE average was 1021 and the national average was 966.

Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.

The integrated K-12 academic program is fostered within a culture of continuous improvement. Literacy and reading support were strengthened through reading summer programs in 2021 and 2022 for rising first through fifth graders. The DIBELS 8 assessment was administered in grades K-5 three times a year, with additional progress monitoring to ensure ongoing progress.

Assessment and program evaluation utilize MCAS and PSAT data for informed instructional decision-making in Math, Science, and Technology/Engineering, alongside formative and summative assessments in history and social studies to identify gaps and opportunities for acceleration and remediation. This year, our professional development focused on deepening instructional practice across content areas. Teachers engaged in sessions on fostering meaningful student discourse in mathematics to promote reasoning and communication skills. We prioritized lesson internalization for multiple curricula, including Appleseeds and i-

Ready, ensuring strong preparation and delivery. Additionally, our implementation of OpenSciEd supported a powerful instructional shift in science, moving students from simply “learning about” concepts to actively “figuring out” scientific phenomena through investigation and discussion. Teachers in grades K-4 participated in the Dyslexia Institute, ultimately developing a Dyslexia Plan for implementation beginning in the 2025-2026 school year.

Continuous improvement in math instruction was achieved through the use of iReady data to identify students for math acceleration and create targeted intervention groups. Diagnostic data supported student learning and practice throughout the school year. Additionally, an after-school tutoring program focused on mathematics for students in grades 2-8 from November through May, complemented by expanded summer programming for 2023 and 2024 targeting math acceleration and remediation in grades 3-10.

Science instructional practices saw teachers embedding hands-on classroom tasks and digital performance tasks to support deeper learning goals and align with MCAS changes. Common and formative assessments were developed collaboratively by teachers to inform instruction and improve student achievement.

<p>Integrated K-12 Academic Program within a Culture of Continuous Instructional Improvement As a K-12 institution, the School provides opportunities for students and teachers alike to learn from one another across campus. At the student level this includes mentoring partnerships, cross-level collaboration, and multi-grade learning opportunities. At the faculty level this work focuses on vertical curriculum alignment and the development of common learning practices.</p>	<p>For two consecutive years 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.</p> <p>Teachers met weekly both by department and bi-monthly by Level to assess student learning and identify learning gaps in need of remediation. A significant portion of the professional development time embedded in the school year in monthly half days remains dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.</p>
---	---

Measure: The faculty will regularly meet in cross-grade level teams to revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development that exceeds 30 hours per year.

Met: Teachers met weekly by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. K-4 teachers met weekly by grade level with a focus on the implementation of Appleseeds, Wonders, and i-Ready curricula. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.

Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year.

Met: 52 out of 66 or 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.

Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.

Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.

Met: Faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and presenting at meetings and conferences.

Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students.

Met: SSCPS staff collaborate with peers across the charter network and sending districts through statewide and school-based initiatives including quarterly SPA Ambassador meetings support educators in preparing for changes to the Grade 5 and 8 STE MCAS by providing space to interpret new expectations, share student work, and plan for instruction. These sessions connect DESE updates to classroom practice, ensuring focused, student-centered implementation; the DLCS Summit where SSCPS teachers presented strategies for increasing access to computer science, sharing hands-on, inclusive practices like Microbits and flexible scheduling designed to reach all learners; through a DESE/TNTP grant, SSCPS hosted three site visits with over 40 classroom observations; visits focused on i-Ready Math implementation and improving support for high needs and multilingual learners through collaboration and shared best practices including academic language, horizontal literacy alignment, and targeted supports for English Learners such as including content and language objectives, intentional grouping, and culturally responsive instruction.

Measure: SSCPS Staff members will join other districts at the National Anti-Racism Teach-in annually to launch a school-wide initiative which will directly address the current national narrative.

Met: This conference was not held during the school year 2024-2025. Instead, the School continued participating in the Teacher Diversification Professional Learning Community for the fourth year which met the objectives established by the National Anti-Racism Teach-in.

Amendments to the Charter between August 2024 and July 2025		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/ Approved and Not Implemented)
25 September 2024	Enrollment Growth	Approved

Criterion 2: Access and Equity
Student Demographic Information

Enrollment by Race/Ethnicity (2024-25)

Selected Populations (2024-25)

2023-24 Student Discipline Data Report

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Result of dissemination	With whom did the school disseminate its best practices? (Identify title of the individual and/or name of school/district as applicable)
Genocide education approach	Virtual History/Social Science Leaders Network Meetings DESE Survey	Kristen Connolly, Humanities Curriculum Coordinator	Genocide education best practices shared with leaders from other districts across the state	History/Social Studies leaders in Massachusetts
Civics education approach	Virtual History/Social Science Leaders Network Meetings	Kristen Connolly, Humanities Curriculum Coordinator	Civics education best practices shared with leaders from other districts across the state	History/Social Studies leaders in Massachusetts
Text selection	Virtual Literacy Leaders Network Meeting	Kristen Connolly, Humanities Curriculum Coordinator	Text selection best practices shared with leaders from other districts across the state	Literacy leaders in Massachusetts
Observations/Look-Fors	Virtual Literacy Leaders Network Meeting	Kristen Connolly, Humanities Curriculum Coordinator	Observational practices shared with leaders from other districts across the state	Literacy leaders in Massachusetts
Specific, Actionable Feedback	Presentation at IMplemet MA: PDPO Cross-District Convening event on May 27, 2025	Donika Darabus, Math Curriculum Coordinator, and Angie Pepin, K-12 Principal	Artifacts shared with districts; team was asked to present in greater depth at an IMplemet MA: Implement & Monitor HQIM Implementation Network session next school year	Twenty-four school districts and charter schools from across the state
Specific, Actionable Feedback	Featured in the MA DESE PDPO Math/Sci HQIM Implementation Newsletter	Donika Darabus, Math Curriculum Coordinator, and Angie Pepin, K-12 Principal	Artifacts shared with districts; team was asked to present in greater depth at an IMplemet MA: Implement & Monitor HQIM Implementation Network session next school year	Districts from across the state implementing new math and/or science curriculum
Expanding Access Through Strategic Partnerships	DLCS CS Engage Grant	Jamie Allen, Science Curriculum Coordinator	The DLCS CS Engage Grant has allowed us to expand meaningful computer science learning for all students, particularly those historically underrepresented in the field. As one of several Massachusetts districts selected, we've partnered with DESE, CS for MA, CS for ALL, and other districts across the state to create more equitable and inclusive DLCS opportunities. Through this work, we're connecting curriculum shifts directly to classroom practice, using tools like Microbits and flexible scheduling models that meet students where they are. Ongoing best practice meetings and quarterly collaboration sessions have created a strong network for sharing strategies, challenges, and successes. This has allowed SSCPS and other districts to focus on pushing beyond compliance to focus on innovation, access, and engagement.	DESE, CS for MA, CS for ALL
"Teaching DLCS to ALL"	DLCS Summit	Jamie Allen, Science Curriculum Coordinator	The annual DLCS Summit has helped educators and district administrators share statewide practices that support Digital Literacy and Computer Science. SSCPS was selected to be a presenter at the conference. The presenter session allowed our middle school teachers to highlight what works, reflect on shared challenges, and reimagine access for all students. The highlight of their dissemination was <i>Teaching DLCS to ALL</i> , focused on creating entry points for every learner through hands-on, real-world applications like Microbits, integrated problem-solving, and flexible scheduling. Making computer science not just engaging, but also able to fit into instructional models with tight scheduling constraints.	CS Engage District Experience in DLCS curriculum selection, PD, and Implementation "Teaching DLCS to ALL"

Anchoring Practice in Sense-Making	OpenSciEd Teacher and Leader Network	Angie Williamson, Science Teacher	Our teachers and instructional leaders continue to participate in the OpenSciEd Teacher and Leader Network, which provides both pedagogical support and strategic planning opportunities. These sessions help ground instructional practice in student-driven exploration and sense-making, while reinforcing alignment with the Massachusetts STE standards. Through this network, educators are supported not only with resources but also with reflective spaces to collaborate, grow, and lead within their schools. Angie Williamson was selected as a teacher mentor and trainer and will be partaking in training for this during the FY26 school year. She will work to support educators in other districts.	Educators in surrounding districts
Field-Based Science that Builds Stewardship	CSCR Community of Practice	Jamie Allen, Science Curriculum Coordinator Angie Williamson, Science Teacher Aiden Gallagher, Science Teacher	Our partnership with the Cohasset Center for Student Coastal Research (CSCR) continues to grow through monthly community of practice meetings. These gatherings bring educators, students, and science professionals together to engage in authentic field-based research and discussions centralized around building a community of practice, as well as meaningful watershed experiences. Through summer and school year programming under the guidance of CSCR staff and SSCPS teachers, students were able to analyze data from local ecosystems and experience science in action. With this information, they were able to build presentations, and prepare for the annual <i>State of the Harbor</i> event, where they participate in a student and teacher panel showcasing their learning and leadership. This work connects classroom science to real-world environmental challenges, reinforcing both rigor and relevance.	x
Supporting Shifts in STE MCAS	SPA Ambassador Meetings	Jamie Allen, Science Curriculum Coordinator	Quarterly SPA Ambassador meetings provide means for preparing schools for changes to the Grade 5 and Grade 8 STE MCAS. These sessions give school leaders and instructional staff space to interpret new expectations, share resources, and develop plans to support both students and teachers. The meetings also serve as a bridge between DESE updates and on-the-ground instructional shifts, helping educators navigate change without losing focus on student success. Through these SPA Ambassador meetings, student work is shared, as well as what is working/not working regarding preparing students for the new interactive tasks on the MCAS.	Science leaders in Massachusetts
Staying Connected to Statewide Vision	DESE STEDLN and DLCS Network Meetings	Jamie Allen, Science Curriculum Coordinator	Involvement in DESE's monthly STEDLN and DLCS Network meetings ensures we remain informed and aligned with the state's direction. These meetings are essential for staying ahead of upcoming initiatives, sharing feedback, and learning from other districts across the Commonwealth. They help position our school and district not only as recipients of information but as active contributors to the broader educational network and ensure everyone and everything is in the know and up to date.	Science leaders in Massachusetts
Engaging Teachers for Institutional Growth	DESE Charter School Office, 2024 Charter School and CMVS Convening "Your Presence is Powerful" Teacher Recruitment and Retention School Leader Facilitated Conversations and Sharing of Best Practices	Alicia Savage, Executive Director	Shared the School's strategic initiative to build and implement a talent diversification strategy within the School's institutional vision. Faculty and staff elements included obtaining authentic teacher feedback through surveys and focus groups; exploring how teacher racial and ethnic diversity is essential to our students and school community; reviewing our current talent management practices; incorporating the experiences of students and teachers; and using data to inform goal setting. Ongoing support and collaboration with participating school leaders and schools.	School leaders

Designing Inclusive Practices & Special Education Programming	South Shore Special Education Advisory Council	Matthew Tondorf, Director of Learning Services	Shared best practices for inclusive programming and program design.	Local School Districts
Teacher Diversification PLC	DESE/Williams College Professional Learning Community	Alicia Dupuis, High School World Languages Teacher Sheina Prince, Reading Teacher and Civil Rights Coordinator, Aujané Stewart, Elementary Teacher Nadeen Sullivan, High School English Teacher Kristine Bingham, Director of Finance and Human Resources, Alicia Savage, Executive Director	Shared best practices and lessons learned from yearlong institutional strategic planning and the impact on diversity in teacher recruitment and retention. Shared techniques on how this comprehensive approach helped create a better understanding of the school's faculty and staff recruitment to determine an institutional vision for the future.	Teachers and administrators from participating charter schools and public school districts statewide.
Pre-Vocational and Transition Programming	Quarterly Zoom meetings	Michelle Gallagher, High School Learning Services Coordinator/Transition Specialist	SSCPS was able to share and discuss their pre-vocational/transition programming and how as a small school we can use Mass Hire funds to create a well-rounded program to support students on 504s and IEPs with collaborators such as: Best Buddies Pre-Employment, and The Bridge Center (Easter Seals). In addition, SSCPS created experiences through community-based instruction and entrepreneurship programming that ran in November and December. Through these quarterly meetings and the networking and dissemination that occurs SSCPS was able to support some students in entering the workforce after high school by connecting with South Shore Vocational Technical Career Technical Initiative Training Program.	Stakeholders and Leaders from the following districts: Carver, Duxbury, Hingham, Holbrook, Marshfield, Map Academy, Middleboro, Milton, Plymouth, Quincy, Randolph, Rockland, Silver Lake Regional District, South Shore Vocational Technical, Scituate

Academic Program Success

Criterion 5: Student Performance

2024 School Report Card

B. Additional Evidence of Academic Progress:

Growing and supporting the Advanced Placement program remains a priority at South Shore Charter Public School. The South Shore Charter Public School achieved Gold recognition on the College Board Advanced Placement Honor Roll for the 2023-2024 school year. There are three categories for placement: *College Culture*, *College Credit*, and *College Optimization*. The School received Gold recognition in the *College Culture* and *College Credit* categories and Platinum recognition in the *College Optimization* category. South Shore Charter received separate and additional acknowledgement with the Advanced Placement Access Award which recognizes the School's focus on providing all students the chance to participate in Advanced Placement coursework, including students in populations underrepresented in Advanced Placement coursework.

During the 2024-2025 school year SSCPS administered 233 Advanced Placement exams. This is the largest number in the School's history and represents a twenty-one percent increase over the 2023-2024 school year. Course offerings in the building included AP® Statistics, AP® Precalculus, AP® Calculus AB, AP® Calculus BC, AP® English Language and Composition, AP® English Literature and Composition, AP® African American Studies, AP® United States Government and Politics, AP® World History: Modern, AP® Computer Science Principles, and AP® Biology. This year the School added and participated in the pilot of. Additionally, the school participated in the STEM AP® Expansion Opportunity (SAPAO) grant allowing students to take AP® Computer Science A and AP® Chemistry through VHS Learning. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	23	3.26	1-5
Chemistry	3	2.33	2-3
Calculus, AB	4	1.75	1-4
Calculus, BC	11	2.45	1-5
Statistics	8	2.88	1-5
Language and Composition	40	3.17	1-5
Literature and Composition	9	3.56	2-5
World History: Modern	24	3.33	2-5
Computer Science Principles	23	2.17	1-4
Precalculus	34	2.64	1-5
United States Government and Politics	24	3.33	1-5
African American Studies	13	4.54	4-5
Computer Science A	1	3	3
Spanish Language and Culture	1	4	4

Criterion 6: Program Delivery

Humanities (English Language Arts, History, Social Studies, Civics)

South Shore Charter Public School continued its implementation of *Wonders* in grades K–4 and *Appleseeds* in grades K–2. Instruction and interventions were informed by progress monitoring using DIBELS 8. Grade-level teams met regularly with the Early Literacy Coordinator to analyze data and strategically plan instruction. In addition, teachers and members of the leadership team engaged in yearlong professional development and participated in calibrated walkthroughs facilitated by TNTP.

In grades 5–12, English Language Arts teachers developed or revised curriculum guides to strengthen vertical alignment. High school teachers also reviewed and updated core texts to ensure the curriculum is inclusive, balanced, and comprehensive. English language arts and history/social studies teachers collaborated to form professional learning communities. They engaged in yearlong cross-curricular initiatives designed to deepen student engagement and support academic success. They also analyzed data collected from formative and summative assessments to inform instruction and FIT placement.

In addition to collaborating with ELA teachers, history and social studies teachers updated curriculum guides. They engaged in professional development related to genocide education and *Investigating History*. Many teachers also planned field trips and/or experiential learning opportunities for students.

Mathematics

The Mathematics Department engaged in a wide range of initiatives across K-12 to enhance teaching and learning outcomes. K-8 faculty participated in comprehensive iReady professional development sessions focusing on effective use of the My Path feature for closing learning gaps and supporting acceleration as well as lesson internalization strategies. Additionally, as part of the DESE TNTP HQIM Mathematics Implementation Grant, K-8 teachers participated in three learning walks led by the TNTP team. These walkthroughs were used for data collection and were followed by tailored PD sessions in February and March developed by TNTP and Curriculum Associations. Grade-level meetings supported pacing, student discourse strategies, planning, and data analysis, while iReady data informed acceleration and intervention strategies. In grades 4-8, teachers identified students eligible for math acceleration using iReady and MCAS data, with some students enrolled in advanced math FITs to support enhanced learning pathways.

In grades 9-12, faculty engaged in the use of Delta Math, integrating its assessment and practice tools into instruction, alongside common planning sessions to align strategies. Teachers across grades 5-12 worked collaboratively to set department goals centered on diagnostic data, language support, and standardized test preparation. The department also expanded math enrichment, including a second year of Mathletes participation in Northeastern University's Calculus Field Day. Analysis of MCAS and PSAT data informed instructional practices and course placement decisions, including AP Calculus AB/BC, AP Statistics, and AP Precalculus, while advanced students continued with acceleration opportunities.

Science and Engineering

This year, science instruction in grades K-8 continued to center hands-on learning, community partnerships, and real-world connections. Our work with Holly Hill Farm remained a vital part of early science learning, and we added new opportunities through the New England Wildlife Center and BSU's CASE traveling field trips—all of which brought engaging, standards-based science to students across grade levels. Some fifth grade teachers took on teaching science for the first time and supported their instruction with MCAS-aligned curriculum and simulations. Additionally, our fifth grade field trip to the Museum of Science was reinstated. Engineering enrichment, like bridge building, remained a staple in grades 5-8, and we launched our first Family STEM Night on Pi Day Eve, giving families a meaningful glimpse into classroom STEM learning. Families explored the world of STEM through slime making, molecular structures, Ozobots, 3D printing and sticker making, Micro:bits, circuitry, and engineering challenges. Needless to say, our first year was an incredible success! In grades 6-8, OpenSciEd continued with strong teacher support, and Exhibitions of Mastery returned in full force with student showcases in grades 6 and 7. Computer science was also a major focus this year, with students using Code.org, Microbits, and tools like pixel art and Scratch to build key DLCS skills. Through our ongoing partnership with CSCR, we began working with OWL to deepen our approach to project-based learning, now extended to students in grades 7-12. Our eighth graders, along with a select group of high school students, participated in a full-day immersion at the CASE labs at BSU, where they engaged in the scientific process through hands-on investigations.

At the high school level, we continued implementation of the Physics First curriculum, incorporating targeted updates based on data and teacher feedback to better prepare students for MCAS and beyond. This year presented new challenges, as students are no longer required to pass the MCAS, only to complete it, which shifted student mindset and engagement. AP Biology remained available to advanced 10th graders, while 10th-12th graders were also offered additional AP opportunities through VHS. We successfully launched in-person AP Computer Science Principles this year, supported by the Citadel grant. While this marked the final year of the SAPAO grant, which greatly expanded our AP access, we will continue to partner with VHS to keep these opportunities available. Through the CS Engage grant and collaboration with DESE and other partners, we developed a clear plan to embed computer science across grade levels, supported by summer professional development and an increased presence at the high school level in both class and workshop offerings. These efforts are all part of our broader goal to ensure students graduate with the knowledge, experience, and skills to thrive in today's STEM-driven world. Additionally, through a general grant from the Massachusetts Life Sciences Center, SSCPS secured funding to purchase lab equipment and supplies, allowing us to further expand hands-on life science instruction and help students explore future pathways in the field.

World Languages

This year marked significant growth and achievement in our world language program. We proudly launched the Spanish Honor Society with an inaugural group of 17 juniors, celebrating students' dedication to language learning and cultural engagement. Through a successful grant application, we were awarded Grant 0189 to support the development of proficiency-based outcomes for languages other than English. Nearly 300 students participated in the AVANT STAMP exam across multiple languages, providing valuable data on student progress. Additionally, we expanded opportunities for language learning by continuing the online French program through E Achieve, advancing 11 students to the next level, and supporting our first student enrolled in AP Spanish Language and Culture via an online platform.

We also celebrated outstanding student achievements at both the middle and high school levels. Four students earned the Massachusetts State Seal of Biliteracy, and five students received the Global Seal of Biliteracy, recognizing their proficiency in English and another language. In middle school, students were recognized with the Language Opportunity Coalition (LOC) Participation, Attainment, and Achievement Awards based on their AVANT testing scores. Curriculum development remained a strong focus, with ongoing alignment to the new Massachusetts World Language Standards. At least two units were developed for each level of Spanish, each designed around communicative tasks and Integrated Performance Assessments (IPAs), further emphasizing meaningful, real-world language use in the classroom.

Supports for Diverse Learners

South Shore Charter Public School provides or arranges for the provision of each element of the IEPs for students in need of special education from the ages of 5 until their 22nd birthday. SSCPS provides a continuum of services and accommodations through our Learning Services Department that comply with all Federal and State Special Education Laws and Regulations, which may be found on our website.

The Learning Services program is continually changing depending on the needs of the student population. All students at SSCPS who are serviced with an IEP are assigned a Special Education Liaison who serves as an advocate, case manager, and contact person for staff and parents involved in the support and implementation of the student's IEP. The Liaison coordinates with the general education teachers to ensure each student's IEP accommodations are met, and at times may provide direct instruction if specified. Because students learn through a variety of modalities, our increased BCBA staff delivers instructional and support services most effective in helping each student achieve their maximum level of success in school.

It is required that documentation be kept on file to demonstrate that Regular Education Teachers and all Service Providers have read the student's IEP, and that the contents of the IEP have been explained to them in full, including any amendments or changes. The staff has the opportunity to clarify any statements on the IEP which are unclear, and signatures by the Regular Education Teachers and Service Providers indicate that they have read the IEP/Amendment and understand it. It is the responsibility of the Liaison to ensure that a completed copy of this form is placed in the student's Special Education record, as well as to monitor the implementation of the IEP and subsequent progress notes to correspond with the report card schedule. The student's Liaison processes the IEP, and whenever a new IEP/Amendment is developed and signed by the parent/guardian, a copy of the new document[s] is/are distributed for staff review. South Shore Charter Public School staff is legally responsible for implementing any and all parts of the IEP that relates to their class/subject area/service area throughout the students' school day. If it is determined that the student is not making progress as expected, is in danger of not meeting their IEP goal(s) or is in danger of failing academically for the year, it is the responsibility of the Liaison to notify the Director of Learning Services and schedule a TEAM meeting to discuss their concerns with the team and make the appropriate changes in the IEP as deemed necessary.

To identify English Language Learners (ELL), language proficiency assessments are conducted for all new students whose families are identified as speaking a language other than English on the Home Language Survey. The School uses ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department continued to offer an after school support program for Title III students and continued to expand the ELL summer institute to provide additional support during the summer. EL teachers utilized the Wonders curriculum in grades 1-6 and grades 7-12 worked with Language Live to support continued language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers work diligently to provide these supports during FIT time for all students. FIT scheduling allows classroom time for K-12 service providers to service Special Education and ELL students during multiple blocks, reducing the amount of time these students spend away from general education coursework. The learning services team consulted with the K-4 and 5-8 Student Support Teams to increase the Tiered 2 supports on these levels.

The high school and middle school learning services teams worked to continue to strengthen transition services for all students utilizing the Transition Planning Inventory 3 to help strengthen their transitional plans. Several students utilized MassHire during school hours to help them prepare for post-secondary work and develop employable skills. To further assist families in developing transition plans, The High School Special Education Coordinator worked with the Department of Developmental Services and other adult service providers through the monthly interagency team meetings, designed to help support families and schools in bringing the proper support to students after high school.

SSCPS' SEPAC remains strong; with the addition of some new parents, and the tireless work of the SEPAC chair, the committee has been meeting regularly to support families in navigating the special education process and support the School's special education department. SEPAC has held social events and workshops for parents and educators.

The EL department worked hard to establish an ELPAC, hosting meetings and attending family events to gather interest. The work of this team is moving in a positive direction and with the support of a few parents that joined this year, the interest continues to grow.

Social, Emotional, and Health Needs

The South Shore Charter Public School remains committed to the physical health and safety, and the social and emotional health needs of the students, faculty, and staff. This commitment was strengthened as a result of the COVID-19 pandemic. The School has placed the social and emotional needs of both students and staff on the forefront. The PATHs and EMOZI curriculum serve K-8 students. The PATHS program (K-5) and Emozi (6-8) was implemented one day a week during the school's FIT block in grades 5-8 and twice a week in grades K-4. The program fosters students as they learn to understand and manage feelings, identify strengths and weaknesses, and manage behavior and impulses. Students learn understanding and empathy, working with and getting along with others, as well as making responsible decisions through problem solving.

High school faculty continue the multi-year project of designing a High School SEL curriculum. The Team, led by the Civil Rights Officer, designed different threads to include social emotional education and self-care, anti-racism, multiculturalism, diversity, and life skills. These weekly lessons or threads were delivered during the High School Advisory portion of the school week.

ORGANIZATIONAL VIABILITY:

Criterion 10 Finance

During the academic year 2024-2025, the organizational structure of the School experienced minimal change. Its academic success persisted, supported by the presence of four curriculum coordinators responsible for aligning and facilitating curriculum in each subject area, both vertically and horizontally. Additionally, the School ensured accessibility and support for students, teachers, and families through the presence of three assistant principals divided into K-4, 5-8, and 9-12 grade ranges. The School continues to be organized by level; Level I, K-2, Level II, grades 3 and 4, Level III, grades 5 and 6, Level IV, grades 7-8, and the high school, grades 9-12. Emphasizing the importance of personalized instruction, the School upheld its commitment to small class sizes and tailored teaching approaches across all levels.

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2025. These include the FY25 Statement of Net Assets (Balance Sheet), the FY25 Statement of Revenues, Expenses & Changes in Net Assets (Income Statement), and the School's FY26 Operating & Capital Budgets which was approved on May 8, 2025. The School's independent audit for the year ending June 30, 2025 will be completed and filed with the Department of Elementary and Secondary Education and the Commonwealth of Massachusetts State Auditor by October 31, 2025.

Unaudited Draft

**SSCPS Statement of Net Assets | Balance Sheet
For the period ending June 30, 2025**

Current Assets		
	Cash & CD	\$10,044,515
	Deposits & Prepaid Expenses	354,791
	Accounts Receivable	12,043
	Grants Receivable (Includes NSLP & Regional Transportation)	<u>1,104,397</u>
Total Current Assets		\$11,515,746
Property & Equipment		
	Furniture & Equipment	\$629,166
	Technology	1,993,870
	Vehicles	343,974
	Building & Improvements	5,809,438
	Loan Fees-Old	17,100
	Accumulated Depreciation	<u>(5,434,915)</u>
Net Property & Equipment		<u>\$3,358,633</u>
Other Assets	Right to Use Assets	<u>\$9,438,106</u>
Total Assets		<u>\$24,312,484</u>
Current Liabilities		
	Accounts Payable & Accrued Expenses	\$1,820,401
	Due to Others	<u>169,977</u>
Total Current Liabilities		\$1,990,378
Long Term Liabilities		
	Lease Liabilities	<u>\$10,606,600</u>
Total Liabilities		\$12,596,978
Net Assets (Equity)		
	Retained Earnings	\$10,374,968
	Opening Balance Equity	193,113
	Temporarily Designated	34,222
Net Income/Loss	Net Income/Loss	<u>\$1,113,203</u>
Total Equity		<u>\$11,715,506</u>
Total Liabilities & Equity		<u>\$24,312,484</u>

Unaudited Draft

**Statement of Revenues, Expenses, and Changes in Net Assets | Income Statement
For the period ending June 30, 2025**

	FY25 Budget	FY25 Projection
Ordinary Income/Expense		
Income		
4000 · Per Pupil Revenue	\$19,843,080	\$20,053,257

4005 · DESE Fed & State Administered Grants	647,799	811,127
4030 · Other Revenue Sources (Program Fees)	1,959,300	2,098,442
4080 · Donations & Fundraising	10,000	40,667
4091 · Local Grants	25,500	90,688
4550 · Medicaid Reimbursement	30,000	22,712
4999 Insurance Proceeds	0	602
Total Income	<u>\$22,515,679</u>	<u>\$23,117,495</u>
Gross Profit		
Expense		
5999 · Salaries & Wages	\$14,222,149	\$14,171,087
6026 · Employee Fringe Benefits	2,136,921	1,643,903
6029 · Payroll Taxes	420,000	368,927
6036 · Professional Development	65,243	175,066
6100 · Rent/Lease (Rent/Lease)	274,432	265,855
6101 · Real Estate Taxes	5,800	0
6130 · Utilities (Utilities)	263,061	199,769
6140 · Maintenance Contractor	398,500	440,071
6150 · Maintenance Supplies/Materials	38,000	28,518
6210 · Insurance (Insurance)	86,000	83,959
6220 · Office Supplies (Office Supplies)	43,750	31,004
6240 · Advertising	17,200	15,466
6250 · Postage and Delivery (Postage and Delivery)	5,000	7,381
6260 · Printing and Reproduction (Printing and Reproduction)	1,200	1,805
6270 · Copiers Leases/ Maintenance	59,250	77,780
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	138,235	147,808
6510 · Transportation	1,587,000	1,546,993
6520 · Field Trip Expense	6,000	16,175
6530 · Academic Supplies	187,458	263,588
6540 · Service Contractors-Instruction	82,100	65,247
6561 · Technology	189,241	176,800
6562 · Furniture & Equipment Expense	12,500	7,526
6570 · Library/Materials & Software	1,500	1,130
6800 · Food Services/School Events	532,500	552,794
6850 · Interest Expense (Interest Expense)	516,514	517,193
6870 · Awards, Fellowships & College Scholarships	2,500	3,500
6900 · Depreciation Expense (Depreciation Expense)	400,000	397,055
6901 · Amortization Expense	802,784	802,784
7004 · Bad Debt Expense (Bad Debt Expense)	0	92
Total Expense	<u>\$22,494,838</u>	<u>\$22,009,246</u>
Net Ordinary Income	\$20,841	\$1,108,249
Other Income & Expenses		
Other Income		
4097 In-Kind Donated Equipment	0	\$4,954

Total Other Income & Expenses	0	\$4,954
Net Income	\$20,841	\$1,113,203
Quasi Cash Calculation		
Add back depreciation	\$400,000	\$397,055
Add back difference between operating lease payments/amort. & int	93,396	93,396
Subtotal add backs	\$493,396	\$490,451
Less Capital Technology	(\$144,708)	\$(131,009)
Less Capital Equipment	(126,000)	(17,568)
Less Capital Vehicles	(12,000)	(0)
Less Leasehold Improvements	(110,000)	(108,595)
Subtotal Capital Expenditures	(\$392,708)	\$(257,172)
Net Cash Effect	\$121,529	\$1,346,482

FY26 SSCPS Operating & Capital Budget-Approved by BOT May 8, 2025

	<u>Budget</u>
Ordinary Income/Expense	
Income	
4000 · Per Pupil Revenue	\$22,028,250
4005 · DOE Administered Grants	1,300,500
4030 · Other Revenue Sources (Program Fees)	2,065,800
4080 · Donations & Fundraising	30,000
4091 · Local Grants	34,000
4550 · Medicaid Reimbursement	30,000
Total Income	<u>\$25,488,550</u>
Gross Profit	\$25,488,550
Expense	
5999 · Salaries & Wages	\$16,074,347
6026 · Employee Fringe Benefits	2,190,758
6029 · Payroll Taxes	463,000
6036 · Professional Development	96,300
6100 · Rent/Lease (Rent/Lease)	420,419
6130 · Utilities (Utilities)	490,960
6140 · Maintenance Contractor	723,950
6150 · Maintenance Supplies/Materials	53,000
6210 · Insurance (Insurance)	97,500
6220 · Office Supplies (Office Supplies)	50,200
6240 · Advertising	19,700

6250 · Postage and Delivery (Postage and Delivery)	10,050
6260 · Printing and Reproduction (Printing and Reproduction)	2,500
6270 · Copiers Leases/ Maintenance	86,652
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	164,735
6510 · Transportation	1,988,480
6520 · Field Trip Expense	0
6530 · Academic Supplies	309,675
6540 · Service Contractors-Instruction	112,050
6561 · Technology	224,919
6562 · Furniture & Equipment Expense	12,500
6570 · Library/Materials & Software	1,500
6800 · Food Services/School Events	630,800
6850 · Interest Expense (Interest Expense)	8,378
6870 · Awards, Fellowships & College Scholarships	2,500
6900 · Depreciation Expense (Depreciation Expense)	475,000
6901 · Amortization Expense	44,976
7004 · Bad Debt Expense	2,000

Total Expense

\$24,756,849

Net Ordinary Income

\$731,701

Net Income

\$731,701

Quasi Cash Calculation

Add back depreciation	\$475,000
Add back difference between operating lease payments/amort. & int	<u>4,292</u>
Subtotal add backs	\$479,292
Less Capital Technology	(\$529,320)
Less Capital Equipment	(392,500)
Less Capital Vehicles	(77,000)
Less Leasehold Improvements	<u>(150,000)</u>
Subtotal Capital Expenditures	(\$1,148,820)

Net Cash Effect

\$62,173

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025, submission	1,165
Number of students upon which FY26 budget tuition line is based	1,150
Number of expected students for FY26 first day of school	1,150

Please explain any variances: *We budget conservatively each year for 10-15 fewer students than expected.*

FY26 CAPITAL PLAN

The School continues to operate in three locations. The main building, which was built in the early 1980's, is a 53,000 square foot former commercial office building which will serve students in grades K-6. Some of the operating systems are working beyond their useful life and need replacement or energy efficient upgrades. The School will continue to plan for these upgrades and capital improvements. During FY25, the DESE approved the School's charter amendment which allows us to increase student enrollment by 225 students over the next five years beginning in FY26. To accommodate additional students, we plan on leasing additional space at our current High School building. However, this space will need to undergo renovations during FY26 to accommodate additional students. In FY26, the plan calls for moving 7th and 8th grade students over to this building. Expansion is set to be completed at the end of the summer 2026 before the start of the 2026-2027 academic year. Starting FY27, SSCPS will lease the entire building and move the 6th grade students over to the building. The new space will offer additional programming for new classrooms, offices, a library, theatre, art, and music spaces. The School also leases a 4,800 square foot building for our K-12 physical education program. The School continues to look for additional playing fields for our athletic programs and will research the option of building a field at the 7-12 building. The following is a list of capital expenditures or building improvements the School intends to fund from existing capital budget, grant funding, financial or existing cash reserves:

Project Description	Project Status	Building	Project Schedule	Project Cost Estimate	How Financed?
Generator Replacement	Research Phase	100 Longwater	TBD	\$320,000	TBD
HVAC Heat Pump Replacement	In progress & ongoing	100 Longwater	As needed	\$70,000	Capital Budget
Science Lab LHI	FY26	100 Longwater	Summer 2025	\$10,000	Capital Budget
Make-Up Air Unit Replacement	In progress & ongoing	100 Longwater	As needed	\$70,000	Capital Budget
Bathroom Renovations	FY27	100 Longwater	TBD	\$200,000	TBD
Roof Repairs	FY25 In Progress & ongoing	100 Longwater	Summer/Fall 2025	\$25,000	Capital Budget & Cash Reserves
New Building Communication and Safety Systems & Upgrades (paging, security, phone, & emergency notification systems)	FY26	All Buildings	Summer/Fall 2025	\$142,500	Capital Budget & CSP Grant
New Technology & Equipment due to Expansion	FY26	K-12	Summer/Fall 2025	\$457,020	Capital Budget & CSP Grant
New Technology Infrastructure	FY26	All Buildings	Summer/Fall 2025	\$72,300	Capital Budget & CSP Grant
New Classroom Furniture, Equipment, Lockers, etc.	FY26	All Buildings	FY26	\$250,000	CSP Grant

Exterior site work: Repaving parking lot, driveway, relining and replacing curbing. Reconfigure and upgrade play areas.	Research phase	100 Longwater	Summer 2026	\$250,000	Capital Budget & Cash Reserve
New Carpet & Walk Off Entry Mats	FY27	100 Longwater	Summer 2026	\$36,970	Capital Budget
Transportation – Shuttle Van	FY26	N/A	Fall 2025	\$77,000	Capital Budget & CSP Grant
Transportation - The school seeks to replace current aging vehicles (school vans, school bus, & school maintenance truck)	Researching replacement and begin FY26	N/A	TBD	\$435,000	TBD/Cash Reserves/Financing
LONG RANGE CAPITAL PLANNING					
Long range goal of purchasing land and renovating it for playing fields to support the growing K-12 programs of SSCPS.	Research Phase	N/A	TBD	Estimate \$5,000,000 to \$8,000,000	Bank Financing /Grants

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.		
Measure: 100% of SSCPS students will participate in Projects/Workshops. Each year a minimum of 80% of SSCPS students in grades 5-12 will earn a score of 80% or better in their Project/Workshop courses and on their Exhibitions of Mastery projects.	M	All SSCPS students participated in Projects and Workshops. 610 out of 640 or 94% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses.
Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the <u>Exit Standards</u> for that Level.	M	Over 90% students leaving Level I, II, III, IV, and the High School have met the academic standards set for the Level.
Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.		
Measure: All SSCPS students will participate in inclusion classes. At the high school level 30% of DESE classified High Needs students will successfully complete Honors and/or AP coursework annually.	M	All SSCPS students participated in inclusion classes. At the high school this year 100 out of 184, or 55%, of high needs high school students successfully completed Honors and/or Advanced Placement coursework. This represents a significant increase in both the number of high needs students and the number completing Honors and AP coursework.

Measure: Annually, 90% of students in grades 5-12 will report feeling physically and emotionally safe at school. 90% of students in grades 5-12 will be able to identify an adult at school they are comfortable talking to when they are struggling. Sixty percent of students will respond to the survey.	M	The School met this measure with 91% of students reporting feeling safe at school. 90% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 390 out of 640 students, or 61% responded to the survey.
Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.		
Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.	M	This year 50 out of 66 or 76% of Projects and Workshops participated in community service over the course of the year.
Measure: Annually, 90% of all students will meet the community service requirement.	NM	49% of students met the community service requirement. The School plans to revisit opportunities for students to complete community service during the school day both through Project and Workshops and through events organized by parents and guardians.
Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.		
Measure: 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	M	All graduating students either participated in an internship or completed an Independent Study project.
Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.	M	Twenty-nine out of 69 or 42% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.
Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.	M	97% of eleventh grade students, 69 out of 71, participated in the SAT. The mean total score for SSCPS students was 1027. The state DESE average was 1021 and the national average was 966.
Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.		
Measure: The faculty will regularly meet in cross-grade level teams to revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development that exceeds 30 hours per year.	M	Teachers met weekly by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. K-4 teachers met weekly by grade level with a focus on the implementation of Appleseeds, Wonders, and i-Ready curricula. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.
Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year.	M	52 out of 66 or 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.

Dissemination

	2024-2025 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
--	---	---

Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.		
Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.	M	Faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and presenting at conferences.
Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students.	M	SSCPS staff collaborate with peers across the charter network and sending districts through statewide and school-based initiatives including: quarterly SPA Ambassador meetings support educators in preparing for changes to the Grade 5 and 8 STE MCAS by providing space to interpret new expectations, share student work, and plan for instruction. These sessions connect DESE updates to classroom practice, ensuring focused, student-centered implementation; the DLCS Summit where SSCPS teachers presented strategies for increasing access to computer science, sharing hands-on, inclusive practices like Microbits and flexible scheduling designed to reach all learners; through a DESE/TNTP grant, SSCPS hosted three site visits with over 40 classroom observations; visits focused on i-Ready Math implementation and improving support for high needs and multilingual learners through collaboration and shared best practices including academic language, horizontal literacy alignment, and targeted supports for English Learners such as including content and language objectives, intentional grouping, and culturally responsive instruction.
Measure: SSCPS Staff members will join other districts at the National Anti-Racism Teach-in annually to launch a school-wide initiative which will directly address the current national narrative.	M	This conference was not held during the 2024-2025 school year. Instead, the School continued participating in the Teacher Diversification Professional Learning Community for the fourth year which met the objectives established by the National Anti-Racism Teach-in.

APPENDIX B: Recruitment and Retention Plan 2024-2025

South Shore Charter Public School Recruitment Plan 2025-2026
2024-25 Implementation Summary:
<ul style="list-style-type: none"> ● The South Shore Charter Public School continues to actively seek students from a wide range of socio-economic, linguistic, and cultural backgrounds. ● The School recruits prospective students from all twenty-six designated sending districts, except Randolph, as per a DESE directive issued in February 2021. ● As a direct consequence, the school now receives the third highest number of applications from Randolph, dropping from the second highest two years in a row. ● This year the South Shore Charter Public School received the highest number of applications from Brockton (187), the second highest number from Weymouth (147), and the third highest number of applications from Randolph (84). ● For the third consecutive year Brockton has replaced Weymouth as the sending district with the highest number of applications, a status held for over ten years. ● The School has leveraged data from the Massachusetts Charter School Dashboard to inform its recruitment strategies, focusing on successful approaches. ● Over the past three years, the most successful recruitment tool has been the regional transportation initiative. ● Past strategies continue, including using social media and online methods to engage communities and learners. ● Legacy direct marketing by postcard continues to be used. ● To simplify the enrollment process, the School's website offers easy-to-follow instructions with translation options as well as in-person assistance during enrollment events and during the school day. ● The Weekly Update newsletter, shared on social media, continues to reach a wide audience, including prospective families, and is accessible in multiple languages.

General Recruitment Activities for 2025-2026

- Beginning on November 1, the School actively recruited new families throughout the South Shore for the upcoming school year.
- The School hosted 248 visitors to 100 Longwater Circle and 71 visitors to 700 Longwater Drive for the November Open House.
- During January and February, the School welcomed 78 students and family members to the *Talk to us Tuesday* sessions.
- Prospective students and their families were able to visit campus during the day while school was in session, tour the hallways and classrooms while classes were in session, and meet students and teachers.
- In addition to targeted admissions events, the school community and current families have shared their experiences at South Shore Charter with others spreading the word and supporting our mission.
- The South Shore Charter received 787 applications, 31 more than last year, for 180 openings at the Enrollment Lottery.
- The educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety.
- Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.
- The South Shore Charter Public School will continue to use recruitment activities that have proven effective in attracting a diverse student population.

General recruitment activities planned for the 2026-2027 academic school year include:

- One Open House event in November
- *Talk to us Tuesday* events in January and February
- Targeted use of local online and print media through the Patriot Ledger and the Brockton Enterprise including calendar postings, and news articles
- Direct marketing mail campaign
- Promotions on social media and the school website
- Ongoing posting of the School's newsletter, the Weekly Update, on social media platforms Twitter, Facebook, and Instagram which may be translated into multiple languages
- Community outreach events including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, literacy night, STEM night, African Diaspora Night, theatrical productions, and musical performances

Recruitment Plan – 2025-26 Strategies

Special Education Students/Students with Disabilities

(a) Charter School Dashboard data

School percentage:
22.0%

CI percentage: 15.8%

The school is above CI percentages

(b) Continued 2024-25 Strategies

Above CI: no enhanced/additional strategies needed

- Learning Services Director will continue to attend South Shore Special Education Administrative Council meetings and promote school as a placement opportunity for special education students
- IMPACT parent meetings will be held for outreach and recruitment efforts
- Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department
- Continue informational posts on School's social media pages and website
- Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts
- Host guest speakers with areas of expertise in Learning Services topics for parents and guardians

Limited English-Proficient Students/English Learners

(a) Charter School Dashboard data

(b) Continued 2024-25 Strategies

- Increase the venues for formal and informal Title I outreach
- Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction

<p>School percentage: 9.9%</p> <p>CI percentage: 10.0%</p> <p>The school is below CI percentages</p>	<ul style="list-style-type: none"> ● Host International Food Night off campus in a high EL sending district ● Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident, excluding Randolph due to DESE directive ● Maintain website to ensure translation abilities ● Continue to use and update format of school newsletter that is able to be translated into multiple languages <p style="text-align: center;">(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p>Below CI: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Due to the DESE change in NSS status, the school will resume accepting new families from Randolph for FY26, one of the sending districts with the highest EL population.
<p>Low Income/Economically Disadvantaged</p>	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 34.7%</p> <p>CI percentage: 34.2%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2024-25 Strategies</p> <p>At or Above CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Increase website accessibility and electronic application process at school and during open house event ● Transportation options have been increased as the school now provides regional transportation at no cost to families ● Establish a parent committee to address school transportation ● Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch ● Target enrollment outreach to neighborhoods with the highest populations of economically disadvantaged students with direct mail ● Continue to reduce or waive athletic fees for students eligible for free or reduced lunch ● Limit field trips to affordable options for families and offer financial support for extracurricular activities ● Regional bus transportation will continue to be provided for all students residing in the School's sending districts with afternoon stops at daycares and afterschool centers ● Hold school-wide recruitment event(s) in sending districts with higher low income/economically disadvantaged student populations <p style="text-align: center;">(c) 2025-26 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Continue to work with sending districts to identify students who are struggling within traditional district schools ● Provide school tours and transcript reviews prior to admission acceptance ● Continue to promote the school as inclusive at all enrollment events and online
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Identify students at risk using report card data ● Create a map of success for individual students to encourage attainment of smaller goals leading to larger academic achievement ● Continue established tracks to graduation using dual enrollment, online coursework, and credit recovery
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Solicit applications for grades 10, 11, and 12 from local agencies and sending districts ● Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery ● Further develop the School's relationship with all sending districts

South Shore Charter Public School Retention Plan 2025-2026

2024-25 Implementation Summary

- The retention rate of the South Shore Charter Public School is 87.7 percent.
- Due to the regional transportation program, transportation is no longer the number one reason for student withdrawal. Transportation continues its downward trajectory from being the lead reason in 2022 at 23.7%, to 14.4% in 2023, to 8.8% in 2023 and 8.3% in 2024.
- South Shore Charter is pleased with the decreased rate of attrition following the implementation of the transportation program and for the third year has received positive feedback from families through surveys and focus groups during the winter and spring of 2025.
- South Shore Charter will continue to provide an extensive range of academic programs and extracurricular activities to involve and motivate all students to sustain enrollment. These additional educational services comprise tutoring sessions before and after school, enhanced support services during the summer, free tutoring for students facing academic challenges, accelerated programs for students performing at or above grade level, and extended day opportunities.
- Students will continue to have the opportunity to engage in after-school sports and participate in music programs before school.
- The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. The student teacher ratio will remain low averaging 11 to 1. This was identified as a positive reason for retention during family focus groups in FY24 and FY25 as well as in the Annual Family Survey.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):

85%

Retention Plan – 2025-26 Strategies

Special Education Students/Students with Disabilities

(a) Charter School Dashboard data

School percentage:
11.3%

1 Standard Deviation:
17.58%

The school's attrition rate is below 1 standard deviation

(b) Continued 2024-25 Strategies

Below 1 standard deviation: no enhanced/additional strategies needed

- Review IEPs and address student learning needs prior to the first day of class
- Continue RTI at all grade levels
- Maintain small class size for all students
- Three Student Support Teams that identify and support at-risk students
- Data teams and a system of data meetings that identify at-risk students and devise interventions, including reading intervention
- Increase summer support services available for students
- Student to student mentoring programs across grade levels
- Provide students with disabilities a full range of targeted services necessary to ensure achievement
- Continue to enhance communication of IEP specifications to ensure students with disabilities are receiving academic support from classroom teachers
- Provide families of students with disabilities avenues to give feedback and express concerns through parent/teacher conferences, SEPAC, and the annual parent satisfaction survey
- Administration will evaluate Special Education program for effectiveness annually
- Special Education staff will attend all in-person Open Houses and Back-to-School nights and support SEPAC initiatives
- Professional Development | Learning Strategies
 - Increased differentiation within the classroom
 - Developing the inclusive classroom with individual student needs
 - Target assistive technology to improve student development

Limited English-Proficient Students/English Learners

(a) Charter School Dashboard data

(b) Continued 2024-25 Strategies

Below 1 standard deviation: no enhanced/additional strategies needed

<p>School percentage: 10.7% 1 Standard Deviation: 21.6%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<ul style="list-style-type: none"> ● Continue use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings ● Continue to expand summer school programming ● Continue to support the School's full time ESL teachers to meet the needs of the growing EL population ● Support and foster ELPAC to increase opportunities for family involvement ● Professional Development DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course ● Direct implementation of SEI strategies introduced in SEI Endorsement course: <ol style="list-style-type: none"> 1. Three-tiered vocabulary 2. Sentence frames 3. Identifying and analyzing text features 4. Think aloud strategies 5. Reciprocal teaching 6. Partner reading 7. Modeling text analysis 8. Text structure 9. Double journal entries 10. Cognate study
Low Income/Economically Disadvantaged	
<p><u>(a) Charter School Dashboard data</u></p> <p>School percentage: 12.6% 1 Standard Deviation: 18.29%</p> <p>The school's attrition rate is below 1 standard deviation.</p>	<p style="text-align: center;">(b) Continued 2024-25 Strategies</p> <p>Below 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Continue the 1:1 technology program for students grades 4-12 so each student has their own Chromebook free of charge ● Increase opportunities for Title I instruction ● Enhanced sponsorship of academic family outreach, including Literacy, Math/STEM Night, and Back-to-school nights ● Free tutoring for all academically at-risk students in grades 3-10 ● Free homework sessions for all students ● Saturday School for middle and high school students with missing assignments ● Computer lab and extra help for all high school students after school ● Increased opportunities for free or reduced rate athletic fees and extracurricular events ● Continue year four of providing regional transportation for all families at no cost
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Professional development targeted toward increased differentiation within classrooms and virtual student outreach ● Continued use of supportive technology within the classrooms and after school to improve academic achievement ● Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms ● Small class size of 6 – 10 students for academically at-risk students ● Teacher mentors through a school wide advisory program ● Three Student Support Teams that identify and support at-risk students ● Data teams and a system of data meetings that identify at-risk students and devise interventions
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Maintain three Student Support Teams that identify and support at-risk students ● Continue to utilize guidance personnel and expand Naviance to broaden the scope of student support ● Summer support and 360 services available for students ● Work with students and families to establish individualized graduation plans and timelines to include credit recovery, summer college coursework, and online coursework ● Outreach to families through virtual parent/teacher conferences and support ● Increased college preparation support through outside agencies

	Professional Development 1. Developing Student Resiliency 2. Teaching Difficult Topics
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Extensive visits and ongoing consultation with student and parents • Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline • Develop a student schedule based upon traditional coursework, online learning, and credit recovery • Increase individual student mentoring through student support services and an advisory program • Sustain TASC program, established in August 2022, for at risk-students

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER FOR THE 2024-2025 ACADEMIC YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Alicia Savage	Executive Director	7/1/2010	Current
Angie Pepin	K-12 Principal	7/1/2018	Current
Matthew Tondorf	Director of Learning Services	9/1/2011	Current
Pamela Algera	Director of Admissions	7/1/2020	Current
Kristine Bingham	Director of Finance & Human Resources	4/17/2000	Current
Ralph deGennaro	Director of Research, Information, Technology & Communication	8/15/2011	Current
Wayne Heuer	Director of Facilities	10/8/2018	Current
Sheina Prince	Civil Rights Coordinator & Reading Teacher	8/1/2022	Current
John Toland	K-4 Assistant Principal	8/1/2022	Current
Jean-Paul Marcellus	5-8 Assistant Principal & High School Athletic Director	8/1/2022	Current
Christophe Teulet-Cote	High School Assistant Principal	8/1/2022	Current
Jamie Allen	K-12 Science Curriculum Coordinator	8/1/2021	Current
Donika Darabus	K-12 Math Curriculum Coordinator	8/1/2021	Current
Haley Edmondson	K-12 World Language Curriculum Coordinator	8/1/2019	Current
Kristen Mullin-Connolly	K-12 History Humanities Curriculum Coordinator	8/1/2018	Current

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	109	1	6	Three teachers retired, two resigned to take positions in other districts, and two resigned for personal reasons
Other Staff	70	6	3	Two faculty members retired, four resigned for another employment opportunity, two resigned for personal reasons, and one resigned to further their education

Information About the Board of Trustees

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)	Final year of service possible based on term limits in bylaws
Tiffany Brown Grier	Trustee Chair Personnel	Development Personnel	2 three-year	07/24-06/27 07/21-06/24	2030
Tracy Deveau	Trustee	Governance Personnel Ad Hoc Facilities	2 three-year	07/24-06/27 07/21-06/24	2030
Jerome Ford	Trustee Faculty Rep	Finance Governance Ad Hoc Field Trip	1 three-year	07/24-06/25	2029
Bruce Frost	Trustee	Development	1 three-year	07/24-6/27	2033
Natacha Julien	Clerk	Governance Ad Hoc Facilities	1 three-year	<i>Resigned 6/25</i> 07/23-06/26 07/20-06/23	2029
Jimmy Juste	Chair Ex Officio	All Committees	1 three-year	07/22-06/25	2031
Keisha O;Marde-Jack	Trustee Parent Rep	PA Chair	1 two-year	12/24-06/26	2030
Ken Poudrier	Treasurer Chair Finance Chair Ad Hoc Facilities	Finance Ad Hoc Facilities	2 three-year	<i>Term Ended</i> 07/22-06/25 07/19-06/22	2028
Rowena Samuels	Trustee	Development Finance	1 three-year	07/24-06/27	2033
Willow Shinney-Kalafatas	Trustee Student Rep	Development Ad Hoc Field Trip	1 one-year	07/24-06/25	2026
Andrew Sobers	Trustee	Finance Development	1 three-year	07/22-06/25	2031
Katy Sullivan	Trustee Vice Chair Chair Governance	Personnel Governance	1 three-year	07/23-06/26	2032

Kate Trowbridge	Trustee Faculty Rep	Ad Hoc Field Trip Governance	1 two-year	11/22-06/25	2026
Alisha Uhlenbrock- Furst	Trustee Chair Development	Development Finance	1 three-year	07/23-06/26	2032

[Board of Trustee and Committee Meeting Notices](#)

Appendix E: Conditions, Complaints, and Attachments

[Board of Trustees Contact Information](#)

Complaints:

There were no parents, guardian, or any individuals or groups who filed a complaint with the South Shore Charter Public School Board of Trustees pursuant to 603 CMR 1.09.