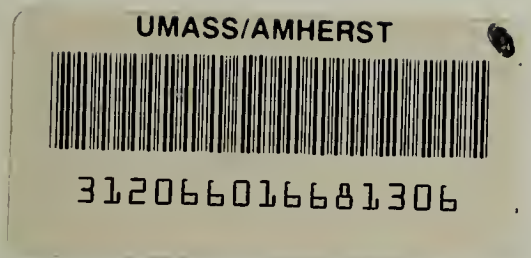


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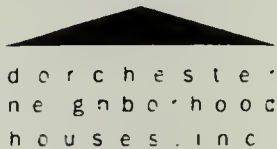
**THE NEIGHBORHOOD HOUSE
CHARTER SCHOOL**

Approved/MS
DEC 09 1994

**EXECUTIVE OFFICE
OF EDUCATION**

Executive Offices
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FEDERATED



February 14, 1994

Ms. Piedad F. Robertson
Secretary of Education
Room 1401 McCormack Building
One Ashburton Place
Boston, MA 02108-1696

Agencies and Programs

Bartholomew Family Day Care

Camp Denison

Denison House/
At Home in Codman Square

Dorchester Center for Adult Education

Dorchester House

Harbor Point Community Youth Center

Kit Clark Senior Services

Log School Settlement House

The Little House

Board of Directors

Peter Read, *President*

Virginia Addai

Charles C. Cabot, Jr.

Shirley Carrington

Thomas Casey

William Coughlin

William H. Darling

Brian DeLorey

Ann Donner

David Hanifin

Patrick Lee

Catherine Marston

Kevin McDermott

Dolores Miller

Michael J. Owens

Tyra Sidberry

Helen Waldren

Kristen J. McCormack,
Executive Director

Dear Ms. Robertson:

On behalf of Federated Dorchester Neighborhood Houses, Inc. (FDNH) I am pleased to submit this application for The Neighborhood House Charter School, a K - 8 school located in Dorchester. We are seeking Charter School status in order to open a school in the Fall of 1995. Our commitment to lifelong education provided in a nurturing, community atmosphere has been demonstrated through our 100 year settlement house tradition where the individual is viewed in the context of family and the family in the context of its surroundings and neighborhood.

The proposed Neighborhood House Charter School is a natural outgrowth of our experience providing educational programming to school age youth coupled with a 20 year history of providing alternative education to Boston's at risk middle school students. We believe that the underpinnings of change in any system rely on the creation of a learning community, where everyone has something to learn and something to teach. It is in this spirit that we are compelled to begin a new school where change is possible and learning inevitable.

We do not propose to merely expand our existing programs. Rather, we are taking the lessons learned over the past two decades in our schools and settlement houses, and creating something entirely new and powerful. We believe that Charter School status will grant us the opportunity of being able to do what we have always dreamed of doing -- to combine the best lessons, best advice, best theory, best experience and best common sense in the interests of children and their families.

We ask that as you review our application, you consider how we might collaborate with other Charter School applicants. Specifically, we are interested in working with a 9 - 12 grade Charter School. This would allow the two ventures to create a feeder system and provide opportunities for other types of collaboration. We also are interested in meeting one or more individuals who, if not granted a charter of their own, may be interested in becoming the principal of our school. We would appreciate your attention to these possibilities as you review the applicant proposals.

Thank you for your thoughtful consideration of our application.

Sincerely,

Kristen J. McCormack

FEDERATED

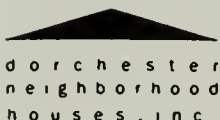


TABLE OF CONTENTS

PART I

Mission Statement	1
School Objectives	2
Statement of Need	4
School Demographics	7
Recruiting and Marketing Plan	8
Admissions Policy	9
Profile of Founding Coalition	10
Timetable	11

PART II

Evidence of Support	14
Educational Program	14
Student Performance	19
School Evaluation	21
Human Resources	24
School Governance	25
Building Options	27

PART III

Code of Conduct	29
Special Needs Students	29
Funding	29
Accountability	30
Transportation	31
Liability and Insurance	31
Governance Documents	31

APPENDIX 1

Five Year Budget	33
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CHARTER SCHOOL APPLICATION:

PART I

Mission Statement

Federated Dorchester Neighborhood Houses serves the community as a catalyst for action and change, helping to build a community of caring individuals. Through a new kind of settlement houses tradition, we are helping to build a dynamic community -- where the strength of diversity is valued and where families and individuals have possibilities for personal growth and an improved quality of life in and around Dorchester.

The aim of the settlement or neighborhood house is to bring about a new kind of community life. It is the home of friendly neighbors, and a center of information, organization and service. The house should be the center where the neighborhood can find its own self-expression in thought and action.

*-Mary Kingsbury Simkhovitch,
Greenwich House, 1926*

What is the connection between a Charter School and a settlement house? The proposed Neighborhood House Charter School is a natural outgrowth of over 100 years of the settlement house tradition. Settlement house programs view the individual in the context of family and the family in the context of its surroundings and neighborhood. We believe that the underpinnings of change rely on the creation of a learning community, where everyone has something to learn and something to teach. It is in this spirit, coupled with our 20 year history of providing alternative education to Boston's middle school students, that we are compelled to begin a new school where change is possible and learning inevitable.

The mission of The Neighborhood House Charter School is to develop in each child the love of learning, an ability to nurture family members, friends and self, the ability to engage in critical thinking and to demonstrate complete mastery of the academic building blocks necessary for a successful future.

The joining together of classroom education, intensive social services and parent involvement has long been advocated by leading educators and child psychologists including Dr. James Comer, Lisbeth B. Schorr and Marian Wright Edelman. The Neighborhood House Charter School takes this model one step further by ceasing to distinguish between classroom education, social services and parent involvement. We will create an environment where children and their families learn how to identify, understand, and celebrate each child's strengths, learning style, and special abilities.

In a recent report, "Increasing Educational Achievement", the National Commission on Children recommended that, "elementary schools emphasize shared decisionmaking, child development, cultural sensitivity and social support to educate children with serious and multiple needs. As part of this process, schools should consider bringing support services such as health care, recreation, after school activities, employment counseling and family counseling into the schools." In fact, a settlement house is home to all of the referenced support services. The

Neighborhood House Charter School will bring this continuum of care under one roof in the neighborhood of Dorchester.

The establishment of The Neighborhood House Charter School in Dorchester will help us realize a broader vision for the future. We at Federated look ahead with hope to the 21st century as a time for urban centers to flourish, where people develop an expanded sense of community, one which values our differences as strengths and ensures that everyone will have the same opportunity for quality education, jobs and economic independence. A complete Mission Statement and Vision Statement for FDNH appears in Appendix A.

School Objectives

- 1) *To promote the love of lifelong learning in each student*
 - 2) *To develop positive self-concept and self-esteem in all family members*
 - 3) *To ensure that students demonstrate mastery of skills in the following areas of study:*
 - Language Arts
 - Science
 - Geography
 - Fine Arts & Music
 - Mathematics
 - Cultural Studies
 - History
 - Physical Education
- To ensure that students demonstrate competency in the following skill areas:*
- Family & Community Life Skills (peacemaking, nurturing, violence prevention)
 - Self-Development Skills (ethics, self-assessment, community service, choosing a high school)
 - Critical Thinking
 - Life Skills (nutrition and cooking, hygiene, safety, transportation)
 - Pre-Vocational Skills (career exploration, apprenticeship, job applications)
- 4) *To create a safe, orderly, respectful and nurturing school environment, establishing routines that discourage disorder and disruptions*
 - 5) *To establish a common vision among principals, teachers, students and parents for the school; establishing agreement on the goals, methods and content of schooling*
 - 6) *To employ teachers with high expectations that all their students can and will learn*

- 7) *To create a recognition among the teachers, staff, parents and students of the importance of an integrated, coherent curriculum, of promoting a sense of school tradition and pride, and of protecting school time for learning*
- 8) *To conduct regular and frequent reviews of student progress, making adjustments of instructional practices in light of information about student progress*

YEAR I AND YEAR II OBJECTIVES

- a) *To develop an integrated curriculum encompassing each of the defined skill standards*
- b) *To define standards and competencies for each academic and non-academic skill area*
- c) *To develop Individualized Learning Plans for each student*
- d) *To enter into family learning contracts with 100% of families enrolled at the school*
- e) *To enroll 120 students in the school by the end of Year II*
- f) *To maintain a 90% retention rate of enrolled students*
- g) *To achieve a student/staff attendance rate of 95%*
- h) *To achieve an 85% parent participation rate*
- i) *To establish an effective School Council which meets monthly*
- j) *To establish a Family Cooperative in Year I*
- k) *To implement the process of Continual Quality Improvement*
- l) *To maintain an average teacher to student ratio of 1: 10*

Community Environment

The Neighborhood House Charter School will be a community of caring individuals, dedicated to creating a learning community. The learning community is one that is continually expanding its capacity to create its future. Essential to the creation of a learning community are the following principles:

- We learn from and build on our experiences
- We nurture leadership capability
- We create a shared vision of the future
- We create a structure for each individual to be a resource
- We recognize that everyone has something to learn and something to teach
- We create many opportunities for involvement
- We use all available resources wisely
- We engage in ongoing dialogue among all involved with the school
- We continually find ways to improve what we do

One of the practical applications of the learning community at The Neighborhood House Charter School will be realized through the establishment of a Family Cooperative at the school. Each family enrolled at the school is required to participate in some way in the Family Cooperative - a practical exchange of services and information. The purpose of the Family Cooperative is to create a social infrastructure among families, breaking down the barriers to social isolation and assisting our parents in feeling less isolated and more connected to each other and to the broader community. Core services available through the Family Cooperative include emergency food, a clothing exchange, GED (General Education Diploma) and ESL (English as a Second Language) classes, drop-in child care and the Nurturing Program. (The Nurturing Program is described in detail under the Educational Program section of the application.) Additional services may be identified and added by the School Council (see School Governance) over time. The Family Cooperative services are based on site and, in some instances, at a nearby settlement house. The highly successful family co-op model, including the Nurturing Program, is currently in use at three of FDNH's settlement houses -- the Log School, the Dorchester House and Denison House.

We will create an environment at The Neighborhood House Charter School where each individual who enters the Neighborhood House Charter School will gain a clear understanding that s/he is connected to other neighbors and parents in Dorchester and beyond. Finally, those who enter the school will feel a connection to their own neighborhoods and a sense of their contributions to the world around them.

Statement of Need

There is no lack of evidence when it comes to pointing out that poor, minority children living in the inner city don't have much of a chance at succeeding in the educational and business arena these days. Volumes of literature, hundreds of studies and thousands of articles point blame at the public school system, government, teachers, parents and even the children. Nationally, the indicators of school failure include:

- Drop out rates exceeding 50% in some urban neighborhoods
- The "slippage" of educational attainment during summer months
- The excessive number of high school graduates who are illiterate
- Declining test scores

- Increase of violence in the schools

"In today's world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future. When a substantial proportion of boys and girls leave school uneducated, the rest of us face a bleak future." (Schorr, 1990)

Increasing evidence supports the notion that it is the early elementary grade experience that later contributes to underachievement, truancy and dropping out. "For an astonishingly high proportion of youngsters in serious trouble as adolescents....most had had many years of unrewarding and unhappy school experiences before they ever got to high school. Their school difficulties had begun in the elementary grades. School failure and poor reading performance as early as third grade, truancy, poor achievement, and misbehavior in elementary school, and the failure to master school skills throughout schooling are among the most reliable predictors of early childbearing, delinquency, and dropping out of school." (Schorr, 1990)

This evidence is consistent with our experience running two alternative middle schools over the past 20 years, the Log School and Little House Alternative Schools. The typical profile of one of our students in the alternative school is that of a 13 year old who has not attended school for three months or more. The individual has been involved with the criminal justice system charged with possession of drugs, or assault and battery. Many were victims or perpetrators of violence in their previous school. Nearly every student lives in a single parent family or with a guardian or foster parent. Some are homeless, living with friends or moving from house to house. The parent is usually ill or involved with some level of substance abuse including alcohol. There is no history in the household of recognizing or rewarding academic achievement.

"Children come from families that can not provide them with elementary things like how to say, "Good Morning, (and) Thank You".... On the other hand you have staff that often doesn't understand that that is the problem. The children are in foreign territory." (Comer, 1990.)

The majority of our alternative school students live in Dorchester, Roxbury or South Boston. The majority live in North Dorchester. The family poverty rate in Dorchester is one of Boston's highest at 34%; this number jumps to over 43% for youth below age 18. Last year, teen homicides were up 16% over the 1992 rate, and frequent incidences of gang violence have created a sense of hopelessness and fear among our young people and their families. On Bowdoin Street, for example, many children and teens have witnessed shootings, drug sales, and arrests within their neighborhood this year. In Uphams Corner, another Dorchester neighborhood, residents cited "Public Safety" and "Youth" as their top priorities in a recent survey of community needs.

Waiting lists at both the Log School and the Little House Alternative School are long and the calls from principals, probation officers, DSS workers, and youthworkers are frequent. Last spring and this fall the Little House received (7) nine year old referrals from the Boston Juvenile Court. All were CHINS children. We also received a referral from DSS for a 12 year old girl.

Her caseworker chose the Little House because she thought that the girl could bring her 3 month old infant to the day care center there. *These examples and many others underscore the need to establish an option outside of the Boston Public School system for elementary and middle school children.* Five years ago our students ranged in age from 14 -16; today they range in age from 11 to 15. Court probation officers concur that the average age of the children in their keep is decreasing every year. Kids, who by the age of 10 or 11 are drug and court involved have already experienced years of failure. The intense alienation and sense of failure in children so young diminishes greatly their chance of success later in life. "Consequences of alienation become most apparent when...children reach the age of about eight. Around this age they are expected to progress academically at a rate that begins to exceed their level of development." (Comer, 1988.)

Charter Schools: Addressing the Need

Schools today do not reflect the avalanche of research that demonstrates the degree to which children differ in their learning styles. The rigidity of the traditional mode of teaching and schooling precludes us from addressing the true educational and emotional needs of the child.

The ways in which The Neighborhood House Charter School can effectively address the needs of children living in poverty or experiencing alienation from their current school setting are summarized below:

Status Quo

Large class size
 Grouping by ability
 Parental estrangement from the school
 Lack of support services
 180 school days
 Lack of staff development
 Decisions made centrally
 Low teacher expectations
 Low pupil performance
 Inconsistent standards unevenly applied
 Lack of school improvement mechanism
 Limited personalized instruction
 Textbook learning
 Classroom learning
 Assumes one learning style
 School is isolated
 Educational needs identified
 Student as passive learner

Charter School

Small class size
 Grouping by interest
 Parental involvement
 Support services on site
 227 school days
 Staff development high priority
 Decisions made at school level
 High teacher expectations
 High pupil performance
 Consistent standards applied evenly
 Continual Quality Improvement
 Greater personalized instruction
 Integrated Curriculum/Activities
 Learning in and out of classroom
 Recognizes many learning styles
 School is part of community
 Educational/emotional addressed
 Student as active participant

School Demographics

The Neighborhood House Charter School will be located in or around North Dorchester, probably in the Fields Corner, Codman Square, or Uphams Corner neighborhoods. The Log School and Little House settlement houses, each satellite sites of the Neighborhood House Charter School, are located in North Dorchester. The two satellite sites have been secured and currently house alternative education programs for middle school students. Several building locations have been identified for the main school building. These sites are described under Section 15, Building Options.

While the general concept of our school could be transferred to any urban community, The Neighborhood House Charter School needs to be located in Dorchester, preferably in North Dorchester. One of the basic tenets of the school is the belief that the school and the neighborhood community are one. Education takes place in the context of community. The Neighborhood House grew out of the FDNH settlement houses, all of which are located in Dorchester. Our expertise, experience and commitment lies in the Dorchester community. The settlement houses, will serve as learning laboratories for the majority of young people who enroll in the school, making close proximity and sameness of neighborhood essential to the operation of the school.

Unique Characteristics

Sadly, the characteristics of many of our students are not unique. The majority will be poor, and live in neighborhoods plagued with the fear of violence and the presence of gangs and drugs. The majority will live in families where the needs of the adults often outweigh the needs of the child. Drug and alcohol abuse is present in some form among half of the families of the students we intend to serve. Many of the students served by The Neighborhood House Charter School will have been failed by the public school system, failed by their parents and failed by programs designed to help. Some of our students as young as nine years old will not have attended school for more than half of the scheduled days during preceding academic year. Though the school will strive to serve the needs of an underserved population, our policy is not to exclude students because of this goal. Please refer to our Admissions Policy.

Enrollment

The Neighborhood House Charter School will enroll 135 students beginning September 1995 and maintain 135 students through August 31, 1999. An amendment for an expanded number of students may be forthcoming during that time period.

The Neighborhood House Charter School will enroll children at the K-8 levels of education. The school will have the ability to serve older children up to the age of 16 who have not completed the eighth grade.

Planned Enrollment Fall 1995

Kindergarten	15
First Grade	15
Second Grade	15
Third Grade	15
Fourth Grade	15
Fifth Grade	10
Sixth Grade	10
Seventh Grade	10
Eighth Grade	10
Sixth-Eighth Grade	20 (ages 14 - 16)
Total =	135

Recruiting and Marketing Plan

Currently, our two alternative schools (40 seats) are filled and keep a sizable waiting list. Students are currently referred by probation officers, the Department of Social Services, neighborhood youth workers and Boston Public School East Zone principals.

The Neighborhood House Charter School will announce its open enrollment period (December - January 1995) in the Boston media including newspapers, radios, direct mail and small posters. Announcements will be sent to the Dorchester Community News, Bay State Banner, Dorchester Argus Citizen, Dorchester Reporter, South Boston Citizen, Roxbury Community News, La Semana and the local Vietnamese and Cape Verdean newspapers. Announcements will also be mailed to a citywide list of over 200 community based organizations. This list, which is updated regularly, is currently used by FDNH in recruiting new employees.

Potential students and their families include a broad spectrum of students including those whose needs are not being met in their current school environment, those who believe a charter school alternative would provide an even better opportunity than their current situation and those who may be struggling with academic, emotional or behavioral problems in their current school and family setting. Students must demonstrate interest in applying to the Neighborhood House Charter School and must demonstrate some interest in the core curriculum and special programmatic offerings of the school. A concerted effort will be made to recruit these individuals.

In addition to the general marketing plan described above, we will elicit applications from youth workers, DSS case workers, the Department of Youth Services, Boston Juvenile court,

Boston Police Area C Community Youth Services Officer, family advocates at FDNH settlement houses, social workers at child welfare agencies and Boston Public School teachers and principals. A personalized letter will be mailed to the above individuals and a follow up call will be made by school personnel.

It is our hope that the Boston area Charter Schools will meet and work together on a regular basis. In this context, the Charter Schools could collaborate on a general information piece to be distributed citywide, while each school could conduct its own specific outreach to its targeted population.

Admissions Policy

The Admissions Policy is designed to identify and reach out to children and families in the greatest need of an alternative to the schools available to them. A brief summary of the admissions process is outlined below. There are four action steps that the family must take prior to the beginning of the school year. (Informational meeting, application, orientation, and contract signing)

December/Jan:	Informational Meeting (strongly encouraged but not required)
February:	Application Completed
February:	Lottery held; Notification of Status; Wait list established (February)
March - May:	Intake, Assessment and Orientation
April - June:	Intake, Assessment and Orientation of Wait List families
August:	Family member/guardian signs contract
October or March:	Family enrolls in Nurturing Program

Informational meetings will be held in English, Spanish, Cape Verdean and Vietnamese. Multi-lingual, multi-cultural school personnel will be available to assist families with filling out the application for those speaking a language other than English or lacking basic literacy skills. In Year One, applications, available in multiple languages, will be mailed to inquiring families or may be picked up at the Log School, Little House or the FDNH Central Office. (During Year II, applications may be picked up at the main school site.)

Applicants should meet one or more of the following criteria in order to be eligible to apply to The Neighborhood House Charter School:

- Reading or math achievement can be at, above, or below grade level
- History of frequent absenteeism
- Victim of violence at school or on the bus
- Involvement of family or student with DSS or DYS
- Victim or witness of violence in the home
- Developmental issues/problems not addressed in current school setting
- Boston resident
- Interest and commitment of the student in building a strong foundation of basic skills

- Interest in science and technology as a means to strengthen the student's academic development
- Interest in the Creative Arts as a framework to assist his/her development

In addition, families must acknowledge their willingness to participate in family initiatives (such as the Nurturing Program) which have been established by the Neighborhood House Charter School to promote the unity of family, community and school. Please refer to Appendix B for more information on the Nurturing Program.

A family member or guardian must also acknowledge his/her willingness to sign a contract with his/her child's teacher that includes standards for attendance and homework.

Because one of the basic objectives of the school is to create a learning community in the broadest sense, we will encourage Dorchester and Boston residents to apply to the school. The students will be selected through a lottery that is consistent with Massachusetts General Laws, Chapter 71, section 89.

Profile of Founding Coalition

The original founding coalition represents a dynamic and eclectic group of teachers, youth workers, social workers, family ecologists, educators, artists and managers. Many of the individuals envisioning the school have worked together with families and youth in Dorchester over the past two decades.

The initial group was convened by **Kristen McCormack, Executive Director of Federated Dorchester Neighborhood Houses**. Ms. McCormack earned her undergraduate degree from the University of Massachusetts College of Public and Community Service in Community Planning and Human Services Management. She also holds a Masters Degree in Business Administration from Boston University. Prior to earning her degree in Community Planning, Ms. McCormack majored in Urban Elementary Education at the U-Mass/Amherst School of Education. She completed her one year teacher training at the Cambridge Alternative Public School teaching fourth and fifth grade students. Ms. McCormack is also a middle school and high school graduate of one of the first public "free schools" in Massachusetts, the Bent Twig School. This K-12 experiment (later transformed by the local School Committee into the "Independent Learning Center") was sponsored by the School of Education at the University of Massachusetts Amherst and Princeton University. Ms. McCormack is a member of the Board of Directors of the Boston Private Industry Council and the Metropolitan Boston Housing Partnership. She lives in Dorchester with her husband and three children.

Biographies of the members of the founding coalition and those who will lend their administrative or program services to the school appear in Appendix C. Key members of the coalition who will form the core group working together over the next year include:

Joseph Carpineto, Director, Log School Settlement House
Anne Nee, Director, The Little House
Sharon Shay, Ph.D., Dorchester CARES Project Director
Lyle Kirtman, Educational Consultant
Deborah Aspen, Ph.D., Director, Surround Care Collaborative
Ron Homer, Education Coordinator, Log School
Marianne Kimball, Education Coordinator, The Little House
Glynn Lloyd, Teacher, Log School
Mary Gerdes, Teacher, Little House
Wilbur Brown, Youth Worker, Log School
Noemia Mendes, Family Coop Manager, Log School
Maria Fontanez, Family Advocate, Dorchester House

While these biographies include a number of individuals who will be involved with the school on a full or part time basis, we have not yet recruited all of the teachers or the Principal. As requested in the cover letter, we are hopeful that through the Charter School selection process, one or more candidates might be identified and referred to us for consideration.

The founding coalition is most closely affiliated with Federated Dorchester Neighborhood Houses and Dorchester CARES, a five year federally funded demonstration project aimed at curbing the incidence of child abuse and neglect in the Bowdoin Street neighborhood of Dorchester. FDNH, including the Log School and Little House, are affiliated with an extensive array of nearly 100 collaborating schools, educational programs and non-profit organizations. Appendix D includes a full listing of entities that currently collaborate with Federated Dorchester Neighborhood Houses. It is expected that we will call on many of these organizations while further developing the school.

If Charter status is granted, the founding coalition will immediately begin to recruit the Administrator/Principal and remaining teachers in order that they be fully involved in the further development of the school. There are no plans to expand the founding members or organizers beyond those described in the Appendix. However, we expect to gain the insight and support of local youth workers, neighborhood merchants, civic organizations, youth services police officers, and other neighborhood leaders as we move forward with the planning process. This will occur through focus groups and the attendance of school organizers at planned business, civic and neighborhood meetings.

Timetable

A timetable of events leading to the opening of the Charter School in the fall of 1995 is included in Appendix E.

The Neighborhood House Charter School will formally open its doors in the fall of 1995. We will operate our two middle schools in 1994 using it as a transition year. This means that the

teachers currently affiliated with the alternative school sites will be involved with the planning of The Neighborhood House Charter School. We will also pilot some of the curriculum ideas, gain input from the students and parents on curriculum and activities and enable the students to assist with planning (i.e. the Code of Conduct, facility planning).

CHARTER SCHOOL APPLICATION:

PART II

Evidence of Support

To date, Federated Dorchester Neighborhood Houses has gained deep and broadbased support in the community for founding The Neighborhood House Charter School. Over thirty letters of support appear in Appendix F ranging from local elected officials to the local merchants association to current students and parents. The Judge Baker Children's Center; Dr. Barry Zuckerman; Georgette Watson of the Governor's Alliance Against Drugs; Suffolk County District Attorney Ralph Martin; Linda Carlisle, Commissioner of the Department of Social Services; Judge Poitras; City Year and the College of Public and Community Service at U-Mass as well as many other individuals and organizations have written letters of support for our current and proposed educational work in Dorchester. Many have pledged to provide services (counseling) as well as technical assistance (evaluation).

The Fields Corner/Bowdoin Street Healthy Boston Coalition has pledged its support. The purpose of the coalition is to bring together neighborhood institutions, organizations, residents and merchants to tackle common problems. It is expected that the Principal would attend meetings of the coalition on a regular basis and that coalition members will become involved with the school.

Support for our existing alternative schools, the Little House and Log School, was clearly demonstrated when the schools were threatened with closure due to lack of funds three years ago. The students, parents, teachers and the community rallied to save the schools (See press clips in the Appendix I.) The students garnered the support of local elected officials, child advocates, and others and successfully petitioned the Commonwealth and the City of Boston to keep the schools open. Today, funding is still sought year to year and is subject to the vagaries of state and city funding priorities.

Educational Program

Educational Philosophy

"All children learn best when parents and teachers share similar visions, when there is a sense of constancy between home and school," says sociologist Sara Lawrence Lightfoot. "A generation ago, schools didn't have to work as deliberately and self-consciously at developing that relationship as they do today."

The Neighborhood House Charter School is committed to implementing a curriculum that integrates subject matter, skill areas and activities appropriate to each child's stage of development and learning style *with the support and participation of the family*. While this may sound challenging (and it is!), our experience at the settlement houses shows that when school services and activities are relevant to the whole family and serve to reduce stress, parental participation will be high.

Emphasis on applying skills, deep understanding and cohesive knowledge will be combined with the traditional building blocks of reading, writing and math. Learning activities will be challenging and engaging. Varied grouping arrangements that extend beyond conventional age-based groups will promote student interaction and cooperative efforts.

"The benefits of preschool education for disadvantaged children often fade by the time children enter 3rd grade. One reason is that many elementary schools break sharply with the principles of good preschool education....The preschool emphasis on play, exploration, and imagination is replaced in elementary school by an emphasis on rote learning and basic skills instruction. The latter approach...can permanently push disadvantaged children into the educational slow lane. A growing body of research shows that elementary school practices which reflect and reinforce the principles of high-quality preschool education have lasting benefits for children at risk."

- National Commission on Children
Increasing Educational Achievement, 1992

Standards and Competencies

While flexibility will be maintained about where, when and how the child learns, the "what" will be clearly established in the form of standards and competencies. Standards and competencies will be set and measured in the following skill areas:

Basic Skills: (math, language arts, science, geography, cultural studies, current events, art, music, physical education)

Family & Community Life Skills: (peacemaking, nurturing, violence prevention)

Self-Development Skills: (ethics, self assessment, community service, choosing a high school)

Life Skills: (nutrition and cooking, hygiene, safety, transportation)

Pre-Vocational Skills (age 12 and up) (career exploration, apprenticeship, job applications)

Standards set in the Basic Skills areas will meet or exceed the standards set by the State Board of Education.

Curriculum

While the full curriculum has not yet been developed, it is expected that the teachers and staff will work together to complete an integrated educational experience spanning grades K - 8. The curriculum will integrate academic skill areas with non-academic skill areas within a particular grade. Each year the curriculum builds on the learning experiences from the previous year.

Self development skills are emphasized throughout the curriculum. Students learn at an early

age how to assess their own strengths and weaknesses, how to set goals and measure their own progress against these goals. Self-assessment is a constant and ongoing process for the students. This process is supported by the journal writing requirement beginning in the first grade.

Practicum

Each student at The Neighborhood House Charter School is expected to complete one full year of education outside the school at the Log School Settlement House or the Little House (satellite school sites). This practicum will usually occur during the 7th or 8th grade. The purpose of the practicum is to achieve certain competencies in a broader, more diverse setting. Students spend a substantial portion of their day outside of the classroom, working in the day care center, participating in a student run food business, helping out with the food pantry, planning events, participating in community coalition efforts, meeting with local elected officials and working with the media. Lauren B. Resnick has pointed out that there are major differences between learning in and out of school, differences that prevent many otherwise bright youngsters from succeeding in school. (Lauren B. Resnick, *Learning in School and Out*, Educational Researcher, December 1987 pp 13-20). Mastery of certain standards within academic and non-academic areas must be achieved by the student prior to selecting a practicum site.

Town Meeting

Town meeting is an integral part of every morning in each Charter School classroom. The adult version of "Circle Time," the purpose of the Town Meeting is to foster community, cooperative learning and integrate the affective elements of each child's learning process. The regular meeting time is a place to set a common vision for the classroom, agree upon rules of behavior and solve problems.

The Nurturing Program

The Nurturing Program is a core requirement for families and children at the school. The Nurturing Program is a series of classes for families to take together. Sometimes these classes are brought to one family in their home. Most often, they are held at a central meeting place, in this case, the school. Parents and children attend the Nurturing Program together and learn the same skills. The overarching goals of the Nurturing Program are to:

- To develop positive self-concept and self-esteem in all family members
- To build empathetic awareness of the needs of others
- To teach alternatives to hitting and yelling
- To increase awareness of self needs, strengths and weaknesses
- To increase family communication and expressiveness
- To substitute nurturing parenting behaviors for abusive parenting practices
- To build family support and cohesion
- To learn to have fun as a family

"Key to academic achievement is to promote psychologic development in students, which encourages bonding to the school. Doing so requires fostering positive interaction between parents and school staff, a task for which most staff people are not trained." (Comer, 1988.) For this reason, every staff member at the school will be required to participate in a 16 week session of the Nurturing Program. Approximately 30% of the staff and parents will also become trained facilitators after completing the initial Nurturing Program sessions.

High School

During the 7th and 8th grade students explore options for high school. Our goal is to ensure that graduates seek out the most appropriate high school for their learning style and interests. The education provided at The Neighborhood House Charter School will prepare students for a wide variety of high school experiences. Students will be equally well prepared to enter an academic, vocational, apprenticeship or school to work program.

Teaching Methods

If there's a single bet we've missed over the years, it's making kids sit quietly at their desks instead of letting them work with each other.

-Joel Thornley, Superintendent,
Hayward Schools, California

Some students need more time to complete a task than another, and most learn better through one method than another. Some learn best by reading chapters in a book, others by watching and listening to a videotape, and still others by direct experience. Some children comprehend new material most readily when they analyze it in a teacher led seminar, others when they teach it to younger students or when they grapple with it alone.

- Albert Shanker

We believe that all students will learn, but not all in the same way. The Neighborhood House Charter School will employ teaching strategies that meet the needs of the children. However, this doesn't mean that we will "wait and see" who shows up on the first day of class. Knowing our student population so well provides us with some clues about what will work and what won't. The Neighborhood House Charter School will employ teaching methods which engage students in activities in the classroom and in the community. Lauren B. Resnick has pointed out that there are major differences between learning in and out of school, differences that prevent many otherwise bright youngsters from succeeding in school. (Lauren B. Resnick, *Learning in School and Out*, Educational Researcher, December 1987, pp 13-20.) It is essential that our students have the opportunity to learn by doing and learn by teaching. These opportunities will be afforded through several methods including:

- * Cooperative Learning
- * Confluent Education
- * Team Teaching

Cooperative Learning

As described in great detail in Thomas Lickona's book, Educating for Character, 1992, the benefits of cooperative learning are these:

1. Cooperative learning teaches the value of cooperation
2. Cooperative learning builds community in the classroom
3. Cooperative learning teaches basic life skills
4. Cooperative learning improves academic achievement, self-esteem, and attitude toward school.
5. Cooperative learning offers an alternative to tracking.
6. Cooperative learning has the potential to temper the negative aspects of competition.

Specific classroom applications of cooperative learning include but are not limited to Cluster Group Seating, Team Testing, Whole Class Projects and Learning Partners.

Confluent Education

Confluent education refers to the integration of the affective (emotional) and cognitive (intellectual) elements in individual and group learning--sometimes called humanistic or psychological education. Though hardly a new style of teaching, it's potential is extraordinary given our current circumstances in the inner city. Increasingly, students are exposed to violence on the street, on the bus, in the home and in the classroom. One out of three children under the age of 16 have witnessed a shooting or stabbing in their lifetime in the City of Boston. Violence is a primitive response in a person--often the last response when all else has failed. "When a breakdown in communication is complete, those involved are so frustrated that violence may well break out, especially when the issues are felt to have deep personal relevance." (George Isaac Brown, *Human Teaching for Human Learning: an introduction to Confluent Education*. 1971)

Confluent teaching recognizes that students are both thinking and feeling individuals. Whenever a student learns intellectually there is an accompanying emotional dimension. Where current schooling fails is in its inability to acknowledge the emotional dimension. Without that acknowledgement it becomes nearly impossible to engage the student in cognitive learning. The relevance of combining emotional and intellectual learning becomes increasingly apparent as students arrive at school emotionally charged by episodes of domestic violence, gang violence and the loss of loved ones. All too familiar is the teacher's lament, "I can't teach these kids. They have so many other problems that get in the way."

Complementary Teaching Styles

When hiring teachers, the Principal and the School Council will seek teachers whose teaching styles complement one another while being consistent with the overall philosophy of the school.

For instance, a teacher who has experience teaching cooperative learning may be paired with someone with more apprenticeship or community learning experience.

Our teaching strategies will actively engage students in critical thinking rather than expecting rote learning through passive roles.

Teachers will work in teams. The teaching teams will determine how children will be grouped, use of resources in and out of the classroom, how the school day will be organized, how much time to devote to each subject, who will serve on the School Council, etc.

School Calendar

The Neighborhood House Charter School will operate year round or a total of 227 school days. Vacation schedules will be determined by the School Council (whether or not to take vacations during the same time as the Public Schools). The summer program will differ in activity level, though the curriculum is still teaching to the standards and competencies of the school.

Student Performance

Student assessment must not only reflect mastery of basic skills, but also of social, behavioral and higher order skills. This presents a challenge to educators used to choosing between standardized testing and competency based evaluation of student performance.

Portfolio

We believe a combination of testing and demonstration of competency in each skill area will objectively measure the student's performance against his/her goals. A permanent record of the child's work and progress will be maintained through a Portfolio which travels with the child from grade to grade and school to school.

Individualized Learning Plan

The Teacher and Family Advocate will develop an Individualized Learning Plan (ILP) for each student and his or her family enrolled at The Neighborhood House Charter School. The ILP documents the academic and non-academic goals for the student for the school year. A baseline ILP including a detailed description of core competencies will be developed for common academic and developmental stages of children K - 8. However, during the intake and

assessment process, specific individual goals will be developed and agreed upon by the Teacher, Family Advocate and Parent/Guardian. If a family counselor or individual counselor is involved with the child at the time of enrollment, s/he will be involved in this process as well. Involvement of the student and at what age is still under discussion. Students age 10 and up will most likely be involved in developing their ILP as well.

It is at this point in time (September) that the parent will also commit to a Family Learning Plan. Standards of support for the child agreed to by the parent might include:

- Making sure their child attends school on time every day.
- Ensuring that the child has a quiet place to study away from the television (or the television is turned off).
- Ensures that the child reads or completes homework at least one hour each evening.
- Visits their child's teachers or classes at least once each semester.
- Enrolling in the Nurturing Program with the other members of the family for either 4 or 16 weeks.
- Participating in the Family Coop (Family Cooperative includes emergency food and clothing, drop in child care, GED or ESL classes and the Nurturing Program. Parents or guardians exchange their volunteer time for services.)

Support services will be present at all times to assist parents with meeting the requirements of their learning contract. (i.e., transportation, drop in child care, food and in some cases stipends for Lead Volunteers.)

Frequency of Review

Progress on the goals set forward in the ILP will be reviewed quarterly by the teacher, parent, family advocate and, in some cases, the child. If a family or individual counselor is involved with the child at the time, s/he will participate in the meeting as well.

The Individualized Learning Plan will reflect goals and objectives in each of the following skill areas:

Basic Skills (math, language arts, science, geography, cultural studies, current events)

Life Skills (nutrition and cooking, hygiene, safety, transportation)

Pre-Vocational Skills (age 12 and up) (career exploration, apprenticeship, job applications)

Family & Community Life Skills (peacemaking, nurturing, violence prevention)

Self-Development Skills (ethics, self assessment, community service, choosing a high school)

Lack of Progress

Several options are available to students who are not meeting their goals:

- Altering the teaching team to which the student is assigned;

- Re-evaluating whether or not the school has the capacity to meet the needs of the student;
- Individual tutoring;
- Reviewing the original goals that were set to ensure they remain appropriate (have circumstances changed that would affect the achievement of specific goals);
- Reviewing history and current performance to detect an undiagnosed learning disability;
- Reviewing the teaching style and altering accordingly.

It will be determined during the quarterly review whether or not the student is or is not achieving his/her goals and the follow-up action steps to be taken.

School Evaluation

The Neighborhood House Charter School will be guided by the process of Continual Quality Improvement (CQI). This philosophy considers "every defect to be a treasure" where we continually identify our weaknesses and learn from our mistakes. This process allows the management and staff of the school to ask:

Is the organization doing the right things?

Is the organization doing these things well?

Is the organization continuously improving its performance of important functions, including its results?

The framework for continually improving performance at The Neighborhood House Charter School appears in Appendix G.

The overall performance of the school will be judged using four tools:

Method

Party Evaluating

Self-Assessment	Management Team; Teacher Focus Groups
Objective Checklist	Management Team
Parent Focus Groups	Third Party Evaluator
Overall Evaluation	Third Party Evaluator
Peer Evaluation	Non-Competing Charter School

Each method is weighted evenly toward an overall grade or score of performance.

Self-Assessment

The self-assessment tool will be developed within the context of CQI reflecting the goals, objectives and standards set by the staff and approved by the Board of Directors during 1994. The self-assessment tool will consist of broader open ended question to which one written response from the School Council is required. The Council will be provided with internally

generated baseline and comparative data to review prior to completing the Self-Assessment Narrative. Typical questions may include:

- What are the strengths of the school? What are the weaknesses?
- What worked this year? What didn't work this year?
- What changes will be made next year to achieve goals that were not adequately met this year?
- Are physical facilities adequate? How could they be changed next year?
- What was learned from other Charter School experiences that we might adopt at our school? What could we offer other Charter Schools?
- Are we holding true to our mission? Did we hold true to our stated priorities?
- Did we always know what they were?

When taking steps to make improvements the following questions will be asked:

What is the aim of the improvement?

How will we know a change is an improvement?

What changes can we make that will lead to improvement?

Teacher Focus Groups

Teacher focus groups will be facilitated by a third party interviewer selected by the teachers; the facilitator will tape the focus groups and transcribe and summarize the assessment. The teachers will then review the summary before it is submitted to the School Council.

Focus group questions will be determined during 1994.

Outcome Checklist

The outcome checklist will measure quantifiable accomplishments against prestated goals or standards. Examples include:

Student enrollment

Student retention

Analysis of school dropouts (who and why)

Average % of individual ILP goals successfully completed (i.e., students achieved 92% of all goals/standards stated in their ILP's)

% of students achieving standards by subject area (i.e., 87% achieved their math standards; 83% achieved their Life Skills standards)

Test Scores (when applicable)

% of Family Contracts signed

of families/individuals enrolled in Nurturing Program

of families/individuals completed Nurturing Program

of families enrolled in the Family Co-op

of parent/guardian volunteers
of parent visits to classrooms
Parent attendance at School Council meetings
Parent attendance at FDNH Board of Directors meetings
Physical facility standard checklist complete (this is a separate checklist which measures facility cleanliness, safety, usefulness, friendliness, adequacy of equipment, etc.)
Number of graduates
Number of graduates gaining admission to high school of their choice
% of eligible students obtaining summer jobs
% of eligible students obtaining summer apprenticeships
% of eligible students obtaining year round part time employment
% of eligible students obtaining internships
of students completing community service projects
Attendance rate of students
Attendance rate of teachers
Attendance rate of staff
Average "whole school" attendance rate
Number of school events held
Community attendance rate at events
Parental attendance rate at events
Turnover rate of teachers
Turnover rate of staff
Number of complaints filed
Lawsuits Pending
Number of injury and incident reports

This list is not inclusive, but is meant to give the reader an idea of what objective measurements can include. The final self-assessment checklist, developed by the teachers and staff and approved by the Board of Directors, will reflect the goals, objectives and standards of the school.

Parent Focus Groups

Parent Focus Groups will be conducted by a third party facilitator selected by the parents. The purpose of conducting parent focus groups is to determine whether or not the school is meeting the needs of the parents; whether or not the parents voices are being heard; how to improve parental involvement. It is important that the parent focus group be facilitated by a third party and that comments are not attributed to specific parents.

Outside Evaluation

The Overall Evaluation refers to a third party, independent evaluator determining whether or not the school has met its stated goals and objectives, including the achievement of student

performance. A third party evaluator has not yet been chosen but possible candidates include: the College of Public and Community Service at the University of Massachusetts, the Judge Baker Children's Center, the Child Welfare League of America, an evaluator selected by the Executive Office of Education, or another third party evaluator. It is expected that the evaluation component will be funded separately or contributed on a pro bono basis.

Peer Evaluation

The Peer Evaluation component, where Charter Schools are paired with each other, has not yet been developed. The purpose of the Peer Evaluation is to lend and accept expertise at a "comparable level." In other words, there is no other group that will better understand what is going on at the school than a group that is trying to do something similar in another location or with another population. The assessment tool will be developed during 1994.

Human Resources

The Principal will be hired by the Trustees of the Neighborhood House Charter School. The Interview Committee for final candidates will include members of the FDNH and Charter School Board of Directors, the FDNH Executive Director, teachers, students, parents and an FDNH House Director (satellite site.) The Committee will be chaired by the President of the Board of Directors of FDNH or his designee.

The Principal, with participation from the School Site Council, will hire staff.

Teachers, counselors, family advocates and other staff will be recruited through advertising in Boston papers, regional and national educational publications, community mailings and direct recruitment from colleges and universities.

As a general rule, full time teachers will be required to hold Massachusetts Teacher certification in elementary education. A minimum number of teachers certified in Special Education will be recruited. This number will be determined during 1994. Kindergarten teachers must meet Office for Children standards. In some cases, secondary education certification may be substituted for elementary certification (in recognition of the fact that some students may be 16 years of age). Out of state certification will be accepted depending on the experience of the applicant. Extraordinary abilities or experience in a particular subject matter combined with elementary school teaching experience may be substituted for certification in the case of part time specialists. Counselors will be required to hold an MSW, LICSW or LISW depending on the job description. Again, exceptions may be made in the case of demonstrated experience and exceptional accomplishments. There is no formal education requirement for the position of Family Advocate. Family Advocates should be exceptionally familiar with the community, speak another language in addition to English, and have a driver's license. Formal job descriptions stating minimum requirements will be developed during 1994.

The staff size will vary widely based on how many staff are present in the school on loan from other organizations, how many are part time, whether or not staff who interact with students at the settlement houses are included in the count, etc. The exact number will be determined during 1994. However, the student/teacher ratio in the classroom at any given time will range from 1:5 to 1:15 depending on the activity, class, and student population.

Teachers will be evaluated annually in January. This date provides for an early review of all the teachers within the first year. In following years it is a date that allows significant improvement to be made and monitored prior to the commencement of the summer program. Multiple methods will be employed when evaluating teachers. These are outlined below:

Method	Party
Written Evaluation	Principal/Teacher
Peer Evaluation	Fellow Teacher
Parent Evaluation	Parent to Principal (confidential)

The Principal/Teacher evaluation is weighted at 50%; Peer Evaluation at 25% and Parent Evaluation at 25%.

Employees of The Neighborhood House Charter School will abide by the personnel policies of the corporation. These policies will be the same as the personnel policies of Federated Dorchester Neighborhood Houses. However, it is understood that there may be idiosyncracies of school employment that should be carefully defined and clearly delineated in the personnel policy. To this end, the FDNH personnel policy will be revised during 1994 in anticipation of additional school employees in 1995. The current Personnel policy is included in Appendix H.

Staff Development

Teachers and other staff will be evaluated annually by the principal. The evaluation process will include a staff development plan for the faculty member. The individualized plan will state the professional and personal goals of the staff person. Specific goals should be developed and pursued in the context of the school goals -- teacher development should contribute to the achievement of school goals. Steps will be taken to accomplish the goals including: mentoring, education outside the school setting, sabbatical or simply taking on a special project at the school to learn about a new subject or skill area (fundraising, child mental health, etc.) Adequate time, to be determined by the School Council, will be dedicated to professional development of teachers and staff.

School Governance

The Neighborhood House Charter School will be incorporated as a 501 (C) 3 corporation with by-laws which are consistent with MGL Chapter 71, section 89. Federated Dorchester

Neighborhood Houses, Inc. will be the sole corporation member of the Neighborhood Charter School. Federated Dorchester Neighborhood Houses, Inc. (FDNH) was founded in 1965, merging three settlement houses (Dorchester House, Denison House and The Little House) from the turn of the century. Since 1965 FDNH has founded additional sites, including the Log School Settlement House in 1974. Today FDNH serves 38,000 individuals annually through its settlement houses and programs. FDNH is one corporation with the settlement houses operating under its umbrella. Administrative and fiscal operations are centralized, while program planning and program operations are decentralized. Our Houses are directed by House Advisory Councils. Each Advisory Council nominates one member to join an equal number of at-large members on the FDNH Board of Directors. This model would be replicated for The Neighborhood House Charter School, with the School Council taking the place of the House Advisory Council.

Using this model, programming decisions, goals and objectives, hiring and all day to day operational decisions are made at the local level, in this case the school site. FDNH is a strong proponent of school based management and will maintain a structure which support the most educationally important decisions being made at the school site. The Neighborhood House Charter School will be managed on a day to day basis by the Principal with the School Council serving in a strong advisory role. The roles and responsibilities of each partner are outlined below. We expect these may change during the course of our planning year.

Role of the NHCS Board of Directors or its Designee

- Approve budget in consultation with the teachers
- Approve Strategic Goals (3 year)
- Approve Annual Goals & Objectives/School Improvement Plan
- Approve curriculum in consultation with the teachers
- Supervise Principal
- Supervise preparation of budget
- Contribute skills and expertise of the Development Office in fundraising
- Provide administrative services (human resources, payroll, finance)
- Approve hiring recommendations from Principal
- Approve Principal hire

Role of the Principal

- Provide vision and leadership at the school site
- Organize and manage the School Council
- Supervise and evaluate teachers and staff at the school site
- Oversee all programming, curriculum development, and special projects
- Recruit and hire staff (with support from FDNH)
- Participate as a member of the Senior Management Team at FDNH

Role of the School Council

The School Council will be made up of the Principal, teachers, parents, paraprofessionals and community residents.

- Advises the principal on the recruitment and hiring of staff
- Develops the Strategic Plan & Goals and Objectives for the school
- Monitors progress of the school in meeting goals and objectives
- Organizes school wide events
- Develops and approves new programming ideas
- Conducts grassroots fundraising efforts
- Advises in the selection of a Principal
- Advises in the evaluation of the Principal
- Reviews annual budget prior to submission to FDNH

In order for the School Council to fulfill its role, members must participate in School Council training and development programs. These sessions will include group skills training and technical training in the areas of education, child development and community organizing.

Building Options

Federated Dorchester Neighborhood Houses is currently negotiating to locate at the University of Massachusetts Harbor Campus for the 1995 academic year. We are also negotiating a permanent site at 1210 Dorchester Avenue (the Baker Chocolate Administration building.) The latter building is currently owned by the Department of Environmental Management.

FDNH is seeking to secure construction funding from a variety of sources including MIFA, commercial banks and the City of Boston.

CHARTER SCHOOL APPLICATION:

PART III

Code of Conduct

A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.

It is the intent of The Neighborhood House Charter School to comply with all state mandated guidelines governing student behavior. The Neighborhood House Charter School student handbook will incorporate some existing language from the Boston Public Schools student handbook as well as incorporate selected elements from other western suburban schools. The final draft will go before the NHCS school council for final approval and adoption.

B. Describe your school's policies regarding student expulsion and suspension.

It is the intent of The Neighborhood House Charter School to adopt a school policy of suspension and expulsion that is consistent with other local public schools and state regulatory requirements.

Special Needs Students

Describe how your school will accommodate special needs students.

The Neighborhood House Charter School will accommodate the needs of all our students which include those with special needs. We will apply those requirements specified by the students' Individualized Educational Plans into our educational programming. We believe that our low teacher/student ratio will allow us the flexibility to meet the needs of our students. Based on our experience of running two alternative school programs that presently exist at Federated Dorchester Neighborhood Houses (FDNH), we believe we have the expertise to meet those needs effectively. Additionally, one of the requirements of our school will be to hire staff which is both formally trained and certified in the area of special needs education.

Funding

A. Devise a start-up budget covering the planning stage before school opening.

FDNH has hired a full-time Project Director and has allocated \$7,900 of its unrestricted resources to bring closure to the site selection process and begin the planning for the opening of The Neighborhood House Charter School. To date the site selection process has yielded three finalist sites which are being analyzed and a final selection made shortly. As part of this selection process a facilities start-up budget will be prepared which will outline the resources necessary to acquire the site and make it ready for the school program.

B. Devise a 5-year budget covering projected income and planned expenditures.

The attached 5-year budget is based on the per pupil equivalency cost provided by the Department of Education for our district. This budget will need to be revised when the actual per pupil equivalency cost is calculated for our district by the Executive Office of Education.

C. Include all sources of anticipated income, including per pupil tuition and private or public grants.

The attached budget includes student entitlements due for eligible children under the Federal school meals program. No amounts have been estimated for other Federal entitlements such as Chapter One and State transportation reimbursements. When final negotiations on these issues are completed a revised budget will be created. Other anticipated income includes grants from private and public sources and fees to cover the costs of family and extra curricular activities.

Accountability

A. How will you handle the process of compiling and disseminating the annual report, as set forth in M.G.L. c.71, s.89?

1. The Neighborhood House Charter School shall issue an Annual Report.
2. FDNH has extensive experience in disseminating annual reports and other public information including information related to the progress of the school toward academic goals and financial statements.

B. Discuss your plan for regular review of school finance and accounts.

The Neighborhood House Charter School financial services will be provided by FDNH. As a major service provider in Dorchester, FDNH has a skilled finance team headed by the Chief Financial Officer who is a CPA. All invoices will be reviewed and approved by the Chief Financial Officer to ensure compliance with all corporate internal controls. Monthly financial statements are reviewed by the Project Director, the Chief Financial Officer and the Executive Director. The Board structure of FDNH includes an active Finance Committee that reviews Financial Statements on a monthly basis and makes reports the Board of Directors.

C. Describe your system for maintaining school records and disseminating information required under public school law.

All children will have on file in the Charter School office a record of all educational, health care and social service information and any other information required under public school law.

Transportation

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with district transportation?

It is our understanding that the issue of transportation still requires discussion with the Executive Office of Education and we are therefore unable to provide a definitive plan in this area. Because our school will not operate on the typical Boston Public School daily schedule, it is our intent to ask the state to provide us with reimbursement for our own transportation services. The Neighborhood House Charter School has already entered into discussion with the private transportation services of FDNH (Kit Clark Senior Services) and we will also entertain the possibility of contracting with outside services and/or use of Boston Public Schools transportation.

B. How will students who live outside the local district be transported?

The majority of our student body will be drawn from the local community. Students who live outside the Dorchester community will be provided with all necessary transportation to the extent that they reside within the Boston Public Schools district. If they reside outside this perimeter, however, they will be asked to provide their own transportation.

Liability and Insurance

A. Describe your school's insurance coverage plans.

Until a site for The Neighborhood House Charter School has been acquired, plans for insurance coverage will not be final. Presently FDNH purchases its risk management program through *Kaler, Carney, Liffler and Company, Inc.*, a full service insurance broker. The insurance coverage currently in place includes 1) Commercial Multi-Peril coverage in the following areas: real and personal property; bodily injury and property damage; personal injury and advertising injury; premises medical pay; professional liability; and employee benefits, 2) Boiler and Machinery coverage, 3) Directors and Officers Liability coverage, 4) Crime Coverage, and 5) an additional Umbrella which increases general coverage.

Governance Documents

Before a school may open, founders will be required to submit copies of the by-laws, contracts and all incorporation papers.

The organization's counsel and leadership, have met with Ms. Ginny Greiman and we have pursued extensive discussion with regard to incorporation. FDNH Legal Counsel is prepared to submit all documents of and pertaining to by-laws, contracts and incorporation after final approval by FDNH board is obtained.

CHARTER SCHOOL APPLICATION:

APPENDIX 1

Federated Dorchester Neighborhood Houses, Inc.
The Neighborhood House Charter School

Five Year Budget Projection

Academic Program

Basic Academic Budget The basic academic program will encompass all regular classroom instruction. This narrative and the attached line item budget is based on, and reflects the basic academic programs at a per pupil expenditure of \$6,100.00 dollars

Assumptions

REVENUES

Per Pupil Tuition This projection assumes a starting per pupil reimbursement rate of \$6,100 which was increased on an annual basis by a 2% inflation factor. The projection also assumes student enrollment for years one to five to be 135 respectively.

Student Entitlements The projections include food reimbursements from the Federal school meals program. No amounts have been estimated for other Federal entitlement such as Chapter One and State transportation reimbursements.

Fees Fees will be charged to parents for family and extra curricular activities.

EXPENSES

Supplies Includes food costs for breakfast, lunch and afternoon snack.

Insurance Expense The commercial and professional liability insurance expense was calculated using the current rate of 35 cents per child per day.

Five Year Budget Projection

Assumptions

EXPENSES (continued)

Salaries-Teachers	Assumes an average salary of \$29,000 in year one with an approximate teacher student ratio of 1 to 15. Years two to five assumes a 3% salary increase in each year.
Salaries-Educational Support	Salary for industrial and fine arts coordinator.
Rent	Calculated at \$8 per square foot assuming a total of 18,000 square feet.
Maintenance	Assumes use of a cleaning/maintenance contractor.
Equipment Rent/Main.	Includes up-front cost of purchase age appropriate furniture.

Federated Dorchester Neighborhood Houses, Inc.

The Neighborhood House Charter School

Five Year Budget Projection

Description	Year One	Year Two	Year Three	Year Four	Year Five
REVENUES					
Per Pupil Tuition	\$823,500	\$846,450	\$868,050	\$892,350	\$918,000
Student Entitlements	22,275	22,275	22,275	22,275	22,275
Total Public Revenue	\$845,775	\$868,725	\$890,325	\$914,625	\$940,275
EXPENSES					
Direct Student Costs					
Transportation					
Supplies	\$40,000	\$44,000	\$48,400	\$53,240	\$58,564
Library Services	5,000	5,200	5,300	5,400	5,500
Media Services	5,000	5,200	5,300	5,400	5,500
Computers and Materials	6,000	6,000	6,200	6,400	7,419
Field Study	1,000	1,020	1,040	1,060	1,100
Insurance Expense	21,500	21,900	22,400	22,800	23,300
Total Direct Student Costs	\$78,500	\$83,320	\$88,640	\$94,300	\$101,383
Personnel					
Salaries—Headmaster	\$52,000	\$53,560	\$55,200	\$56,800	\$58,500
Salaries—Teachers	290,000	298,700	307,661	316,891	326,398
Salaries—Educational Support	30,000	30,900	31,800	32,800	33,750
Salaries—Secretaries	30,000	30,900	31,830	32,785	33,770
Salaries—Substitute Teachers	15,000	15,000	15,000	15,000	15,000
Benefits	91,740	94,393	97,128	99,941	102,832
Staff Development	5,000	6,903	7,000	8,000	9,000
Total Personnel	\$513,740	\$530,356	\$545,619	\$562,216	\$579,250
Occupancy					
Rent	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Maintenance	35,000	35,000	35,000	35,000	35,000
Utilities	8,000	8,200	8,300	8,500	8,700
Debt Service	5,000	5,000	5,000	5,000	5,000
Total Occupancy	\$198,000	\$198,200	\$198,300	\$198,500	\$198,700
Office					
Supplies	\$1,500	\$1,575	\$1,600	\$1,650	\$1,675
Equipment Rent/Maint.	2,000	2,080	2,100	2,160	2,200
Telephone	8,000	8,000	8,000	8,000	8,000
Accounting & Payroll	40,000	40,594	41,628	42,751	43,967
Printing & Copying	2,000	2,000	2,000	2,000	2,000
Postage & shipping	2,035	2,100	2,100	2,100	2,100
Total Office	\$55,535	\$56,349	\$57,428	\$58,661	\$59,942
Other					
Travel	\$0	\$500	\$338	\$948	\$1,000
TOTAL EXPENSES	\$845,775	\$868,725	\$890,325	\$914,625	\$940,275
EXCESS(DEFICIENCY)	\$0	(\$0)	\$0	(\$0)	\$0
BEGINNING FUND BALANCE		0	(0)	0	(0)
ENDING FUND BALANCE	\$0	(\$0)	\$0	(\$0)	\$0

The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE
MICHAEL J. CONNOLLY, Secretary
ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

ARTICLE I

The name of the corporation is:

The Neighborhood House Charter School, Inc.

ARTICLE II

The purpose of the corporation is to engage in the following activities:

See Continuation Sheet II-1

Examiner

Name
Approved

C
P
M
R.A.

P.C.

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requires each such addition is clearly indicated.

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ARTICLE III

If the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and the qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

Not Applicable

ARTICLE IV

• Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

See Continuation Sheets IV-1 through IV-3

• If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.

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ARTICLE V

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, (not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

President:

Treasurer:

Clerk:

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

c. The fiscal year of the corporation shall end on the last day of the month of: September

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is:

I/We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/We do hereby further certify that to the best of my/our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this day of November, 1994.

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.

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THE COMMONWEALTH OF MASSACHUSETTS

ARTICLES OF ORGANIZATION
GENERAL LAWS, CHAPTER 180

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this
day of _____ 19 .

Effective date

MICHAEL J. CONNOLLY
Secretary of State

**A PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE
RETURNED**

TO: _____

Telephone: _____

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Article II: Purpose

1. To establish, maintain and operate an educational organization for the purpose of establishing a charter school: (i) to stimulate the development of innovative programs within public education; (ii) to provide opportunities for innovative learning and assessments; (iii) to provide parents and students with greater options in choosing schools within and outside their school districts; (iv) to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; (v) to encourage performance-based educational programs; and/or (vi) to hold teachers and school administrators accountable for students' educational outcomes, all as provided in Section 89 of Chapter 91 of the General Laws of The Commonwealth of Massachusetts ("Section 89"); and to conduct any other programs, policies or activities by which the corporation can pursue the aforementioned purposes not inconsistent with the lawful purposes, objectives or powers of a corporation organized under Chapter 180 of the Massachusetts General Laws, with Section 89 or with the charter to be issued to the corporation thereunder (the "Charter") and which may be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States Internal Revenue Law) (the "Internal Revenue Code").

2. To do, exercise and perform any act, thing or power necessary, suitable or desirable for the accomplishment of any of the foregoing educational purposes, or the attainment of any objectives or the furtherance of any powers which are (i) lawful purposes, objectives or powers of a corporation organized under Chapter 180 of the Massachusetts General Laws; (ii) which may be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code; and (iii) which are not inconsistent with Section 89 or the Charter.

3. The foregoing clauses are to be construed both as purposes and powers, and it is hereby expressly provided that the enumeration herein of specific purposes and powers shall not be held to limit or restrict, in any manner, the exercise and enjoyment of all the general purposes and powers of a corporation organized under Chapter 180 of the Massachusetts General Laws and which may be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and which are not inconsistent with Section 89 or with the Charter.

Article IV: Other Lawful Provisions

1. The corporation shall have, and may exercise in furtherance of its corporate purposes, the powers set forth in Section 89, including without limitation the powers specified in Chapter 156B and Chapter 180 of the Massachusetts General Laws that are not inconsistent with Section 89, and the power to pay pensions, establish and carry out pension, savings, thrift and other retirement, incentive and benefit plans, trusts and provisions for any or all of its trustees, officers and employees and for any or all of the trustees, directors, officers and employees of a corporation of which the corporation is a member and which is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, provided that no such power shall be exercised in a manner inconsistent with Section 89, the Charter, Chapter 180 or any other chapter of the Massachusetts General Laws and provided further that no such power shall be authorized which would not be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

2. Pursuant to Section 9A of Chapter 156B and Section 6 of Chapter 180 of the Massachusetts General Laws, the corporation may be a partner in any lawful activity it would have power to conduct by itself, provided that no such power shall be authorized which would not be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

3. Provisions for the determination of membership in the corporation, the powers of the members, and the conduct and regulation of the affairs of the corporation shall be set forth in the By-laws of the corporation, to the extent they are not set forth in these Articles of Organization.

4. The Board of Trustees is authorized and empowered from time to time, in its discretion, to make, amend, or repeal the By-laws in part or in whole, except with respect to any provision thereof which by law, these Articles of Organization, or the By-laws requires action by the members.

5. Without limiting the powers set forth in paragraph 1 of this Article 4, (i) the corporation shall have the power to purchase, receive, take by grant, gift, devise, bequest, or otherwise lease, or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with, real or personal property, or any interest therein, wherever situated, in such manner as in the judgment of the Board of Trustees will best promote the purposes of the corporation; (ii) the corporation shall have the power to sell, convey, exchange transfer,

license, lease or otherwise dispose of, or mortgage, pledge, encumber or create a security interest in, all or any of its property, or any interest therein, wherever situated, in such manner as in the judgment of the Board of Trustees will best promote the purposes of the corporation; (iii) the corporation shall have the power to contract for or otherwise engage such professional services as the Board of Trustees may deem best to promote the purposes of the corporation; and (iv) the corporation shall have the power to lend money, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested in such manner as in the judgment of the Board of Trustees will best promote the purposes of the corporation.

6. Meetings of members may be held within or outside The Commonwealth of Massachusetts at such location within the United States as the By-laws may provide. The books and records of the corporation may be kept (except as otherwise required by law) within or outside The Commonwealth of Massachusetts but within the United States, at such place or places as may be designated from time to time by the Board of Trustees or in the By-laws of the corporation.

7. Except as may be otherwise provided herein, the corporation reserves the right to amend, alter, change, or repeal any provision contained in these Articles of Organization in the manner now or hereafter prescribed by statute.

8. The corporation shall not discriminate on the basis of race, religion or sex in administering its policies and programs.

9. No part of the net earnings, properties or other assets of the corporation shall inure to the benefit of, or be distributable to, any private person or individual, including any incorporator, member, employee, officer or trustee of the corporation, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

10. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

11. Notwithstanding any other provisions of these Articles of Organization, the corporation shall not carry on any activities (i) not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section

501(c)(3) of the Internal Revenue Code, (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, (c) by a corporation organized under Chapter 180 of the Massachusetts General Laws; or (ii) that are inconsistent with the Charter or Section 89.

12. Except as otherwise provided by law, a petition for voluntary dissolution of the corporation may be filed only upon a vote of a majority of the Board of Trustees. In the event of liquidation or dissolution of the corporation, the Board of Trustees shall recommend to the court of the Commonwealth of Massachusetts having jurisdiction over the liquidation or dissolution another charitable organization (or organizations) having purposes similar to those of the corporation, and the Board shall, after paying or making provisions for all debts and obligations of the corporation, dispose of all the assets of the corporation to such other charitable organization as said court may approve (if such approval shall then be required by statute), and as qualifies at the time as an exempt organization (or organizations) under Section 501(c)(3) of the Internal Revenue Code.

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Open Policy

B Y - L A W S

Of

THE NEIGHBORHOOD HOUSE CHARTER SCHOOL, INC.

* * * * *

ARTICLE I.
NAME

The name of this Corporation shall be The Neighborhood House Charter School, Inc.

ARTICLE II.
PURPOSES

As set forth in the Articles of Organization, the purposes for which the Corporation is formed are those set forth in ~~Section 89~~ of Chapter 71 of the General Laws of The Commonwealth of Massachusetts.

The Corporation is organized and shall operate exclusively for charitable, educational and scientific purposes. ~~No part of the net earnings or assets of the Corporation shall be distributed to or inure to the benefit of any of its members or any other individual.~~ No substantial part of the Corporation's activities shall consist of carrying on propaganda, or otherwise attempting, to influence legislation, and the Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. In the event of dissolution of the Corporation, none of its assets shall be distributed except to any organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

ARTICLE III.
MEMBERSHIP

Section 1. Member. The sole member of this Corporation (the "Member") shall be ~~Federated Dorchester Neighborhood Houses,~~

Inc., a Massachusetts corporation organized under Chapter 180 of the Massachusetts General Laws.

ARTICLE IV.
SPONSORS, BENEFACTORS, CONTRIBUTORS,
ADVISERS, FRIENDS OF THE CORPORATION

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

ARTICLE V.
MEMBER'S MEETINGS

Section 1. Annual Meeting. The annual meeting of the Member shall be held each year for the purpose of electing the Board of Trustees and transacting such other business as may properly come before the meeting on the second Tuesday in June unless such day is a legal holiday, in which event it shall be on the next succeeding day which is not a legal holiday, at a time and place within The Commonwealth of Massachusetts as the President or Board of Trustees may determine. If in any year the annual meeting is not held, a special meeting may be held in lieu thereof at a later time, and any elections held or business transacted at such special meeting shall have the same effect as if held or transacted at the annual meeting.

Section 2. Special Meetings. A special meeting of the Member shall be called by the Clerk upon the request of the President or of the Board of Trustees. A special meeting of the Member shall be called by the Clerk or, in the case of the death, absence, incapacity or refusal of the Clerk, any other officer upon written application of the Member, which application shall be signed by an officer of the Member and shall state the time, place and purposes of such meeting.

Section 3. Notice. Notice of meetings of the Member shall be given by the Clerk to any officer of the Member by leaving such notice with such officer or at such officer's residence or usual place of business or by mailing the same, postage prepaid, addressed to such officer at such officer's address as it appears upon the records of the Corporation, not less than seven days before the meeting. No notice of the time, place or purposes of any annual or special meeting of the Member shall be required to be given to any Member who is present at the meeting or who waives notice thereof before or after the meeting by a writing which is filed with the records of the meeting.

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Section 4. Quorum. At any meeting of the Member, any person who is an officer or director or both of the Member shall constitute a quorum for the transaction of business. In the absence of a quorum, or when a quorum is present, any meeting may be adjourned from time to time, without notice other than by announcement at the meeting, and without further notice. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

Section 5. Voting. At any meeting of the Member, the representative or representatives of the Member each of whom shall be either an officer or director of the Member shall collectively be entitled to one vote. The Member may vote either in person or by proxy given in writing to the Clerk or other officer of the Corporation and dated not more than six months before the meeting at which proxy is to be used.

Section 6. Consent in Lieu of Meeting. Any action required or permitted to be taken at any meeting of the Member may be taken without a meeting if the Member consents to the action in writing and such consent is filed with the records of the meetings of the Member. Such consents shall be treated for all purposes as a vote at a meeting of the Member.

ARTICLE VI.
BOARD OF TRUSTEES

Section 1. Number and Election of Trustees; Qualifications. The Trustees shall be elected by the Member of the Corporation at the annual meeting of the Member or at a special meeting in lieu thereof, at which meeting the Member shall determine the number of Trustees for the ensuing year. At least a majority of the Trustees shall at the time of their election be residents of Dorchester. Members of the paid staff of the Corporation may not be a Trustee of the Corporation. Each Trustee shall serve until the next succeeding annual meeting of the Member or special meeting in lieu thereof, and until such Trustee's successor is duly elected and qualified, or until such Trustee sooner dies, resigns or is removed.

Section 2. Vacancies. Vacancies created by the death, removal or resignation of one or more Trustees, or otherwise, may be filled by vote of a majority of the Trustees remaining in office or by vote of the Member.

Section 3. Powers. The management of the affairs of the Corporation shall be vested in and exercised by the Board of Trustees, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Organization and these By-Laws. The Board of Trustees shall be considered as having the powers of trustees in accordance with the provisions of Chapter 180 and applicable provisions of Chapter 156B of the General Laws of The Commonwealth of

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Massachusetts, limited or expanded, as the case may be, by any applicable provision of Section 89 of Chapter 71 of said General Laws and by the charter issued pursuant thereto. To the extent permitted by law, the Board of Trustees may, by general resolution, delegate to the Principal of the charter school or to officers of the Corporation such powers as they may see fit.

Section 4. Compensation and Expenses. The Board of Trustees shall have the power and authority, in its discretion, to contract for and to pay Trustees compensation for unusual or special services rendered to the Corporation, provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the Trustees, and further provided that any such payment shall be disclosed to the Board of Trustees.

Section 5. Resignation of Trustees. Any Trustee may resign from the Corporation by delivering a written resignation to the President, the Clerk, or to a meeting of the Board of Trustees.

Section 6. Removals. At any meeting called for the purpose, the Member may remove from office any Trustee with or without cause. The Board of Trustees may, by affirmative vote of a majority of the Trustees in office, remove any Trustee from office with cause. Any Trustee may be removed for cause only after reasonable notice and opportunity to be heard before the body proposing to remove such Trustee.

Section 7. Meetings of the Board of Trustees.

The Trustees shall hold an annual meeting immediately following the annual meeting of the Member. No notice of such meeting need be given and any business may be transacted thereat.

Regular meetings of the Board of Trustees shall be held at least quarterly without call or notice at such places and of such time as the Board may from time to time determine.

Special meetings of the Board of Trustees may be held at any time and at any place when called by the President, or three or more Trustees, upon reasonable notice, stating the time and place of said meeting. Such notice shall be given to each Trustee by the Clerk, or, in the case of the death, absence, incapacity or refusal of the Clerk, by the President or Trustees calling the meeting. Special meetings may be held at any time without call or formal notice, provided all the Trustees are present or waive notice thereof before or after the meeting by a writing which is filed with the records of the meeting.

Notice to a Trustee of any meeting shall be deemed to be sufficient if sent by mail at least three days prior to such meeting, addressed to such Trustee at such Trustee's usual or last known business or residence address, or by facsimile or telegram at least twenty-four hours before the meeting, or if

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given in person, either by telephone or by handing such Trustee a written notice at least twenty-four hours before the meeting.

Section 8. Quorum. One-third of the Trustees in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Trustees present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Articles of Organization or by these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Trustee. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

Section 9. Consent in Lieu of Trustees' Meeting. Any action required or permitted to be taken at any meeting of the Trustees may be taken without a meeting if all Trustees entitled to vote on the matter consent to the action in writing and the written consents are filed with the records of the meetings of the Board of Trustees. Such consents shall be treated for all purposes as a vote at a meeting of the Board of Trustees.

Section 10. Committees of Trustees. The Board of Trustees shall appoint from among its members an Executive Committee and such committee shall have all the powers of the Board of Trustees with respect to the management of the current and ordinary business of the Corporation between meetings of the Board of Trustees. The Executive Committee shall consist of not fewer than four persons and shall include the President of the Corporation and such other persons as the Board of Trustees may appoint. The Executive Committee shall report all actions taken by it to the Board of Trustees at the next meeting thereof and shall be subject at all times to the direction and control of said board.

Either the Board of Trustees, by vote of a majority of the Trustees then in office, or the President, with the approval of such majority of the Board of Trustees, may at any time appoint such other committees of the Board of Trustees as are deemed desirable, and may from time to time designate or alter, within the limits permitted by this Section, the duties and powers of such other committees or change their membership, and may at any time abolish such other committees.

Any committee shall be vested with such powers of the Board of Trustees as the Board may determine in the vote establishing such committee or in a subsequent vote of a majority of Trustees then in office, provided, however, that no such committee shall have any power prohibited by law, the Articles of Organization or the power:

- (a) to change the principal office of the Corporation;

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- (b) to amend or authorize the amendment of the Articles of Organization or these By-Laws;
- (c) to elect officers required by law or these By-Laws to be elected by the Member or Trustees, to fill vacancies in any such office or to supervise the performance of the Principal;
- (d) to change the size of the Board of Trustees or to fill vacancies in the Board of Trustees;
- (e) to remove officers or Trustees from office;
- (f) to authorize a sale or other disposition of all or substantially all the property and business of the Corporation; or
- (g) to authorize the liquidation or dissolution of the Corporation;

and provided further, that the fact that a particular power appears in the foregoing enumeration of powers denied to committees of the Board of Trustees shall not be construed to override by implication any other provision of these By-Laws, limiting or denying to the Board of Trustees the right to exercise such power.

Each member of a committee shall hold office until the first meeting of the Board of Trustees following the next annual meeting of the Member (or until such other time as the Board of Trustees may determine, either in the vote establishing the committee or at the selection of such member) and until such member's successor is elected and qualified, or until such member sooner dies, resigns, is removed, or is replaced by change of membership, or becomes disqualified by ceasing to be a Trustee, or until the committee is sooner abolished by the Board of Trustees.

A majority of the members of any committee shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board of Trustees. The Board of Trustees shall have the power to rescind any vote or resolution of any committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Section 11. Principal. The Board of Trustees, by vote of a majority of the Trustees then in office, may appoint a Principal of the charter school for such period of time and upon such terms

and conditions as the Board may determine. The Principal shall have such powers and duties as may be prescribed from time to time by law, the Board of Trustees or the President.

ARTICLE VII.
OFFICERS

Section 1. Officers. The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Treasurer, a Clerk and such other officers as the Board of Trustees may, in its discretion, elect or appoint. The Board of Trustees shall have power at any time to create additional offices and to appoint persons to hold the offices so created.

The Corporation may also have such agents, if any, as the Board of Trustees may, in its discretion, appoint. The Clerk shall be a resident of The Commonwealth of Massachusetts. So far as is permitted by law, any two or more offices may be held by the same person.

Subject to law, the Articles of Organization and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board of Trustees may from time to time designate.

The President, one or more Vice Presidents and the Treasurer shall be elected annually by the Board of Trustees from among their own number. The Treasurer shall give bond to the Corporation, if required by the Board of Trustees, in such sum as it may require, for performance of the Treasurer's duties. The Clerk shall be elected annually by the Board of Trustees and shall be sworn to the faithful performance of the Clerk's duties. Such other officers of the Corporation as may be created in accordance with these By-Laws may be filled by vote of a majority of the Trustees present at any meeting at which a quorum is present.

Each officer shall hold office until the first meeting of the Board of Trustees following the next annual meeting of the Member or until such officer's successor is elected or appointed and qualified, or until such officer sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his or her authority at the pleasure of the Board of Trustees.

Any officer, employee, or agent of the Corporation may be required, as and if determined by the Board of Trustees, to give bond for the faithful performance of such person's duties.

Section 2. President and Vice Presidents. The President shall perform the duties customarily pertaining to the office of President of a non-profit corporation such as the Corporation. The President shall preside at all meetings of the Member and of the Board of Trustees at which the President is present except as otherwise voted by the Board of Trustees. Any Vice President

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shall have such duties and powers as shall be designated from time to time by the Board of Trustees. In the President's absence or inability to act, the Vice President or, if there be more than one, the Vice President designated by the Board of Trustees shall have the powers and duties of the President.

Section 3. Clerk; Assistant Clerk. The Clerk shall record all proceedings of the Member and the Board of Trustees in books to be kept therefor, and shall have custody of the Corporation's records, documents and valuable papers. In the absence of the Clerk from any such meeting, the Assistant Clerk, if any, shall record the proceedings thereof in the aforesaid books, or a temporary clerk may be chosen by vote of the meeting.

Unless the Board of Trustees shall otherwise designate, the Clerk or, in his or her absence, the Assistant Clerk, if any, shall have custody of the corporate seal and be responsible for affixing it to such documents as may required to be sealed.

The Clerk shall have such other duties and powers as are commonly incident to the office of a corporate clerk of a non-profit corporation such as the Corporation, and such other duties and powers as may be prescribed from time to time by the Board of Trustees or by the President.

Any Assistant Clerk shall have such duties and powers as shall from time to time be designated by the Board of Trustees or the Clerk and shall be responsible to and shall report to the Clerk.

Section 4. Treasurer. The Treasurer shall be in charge of the Corporation's funds and the disbursements thereof, subject to the Board of Trustees, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer of a non-profit corporation such as the Corporation and such other duties and powers as may be prescribed from time to time by the Board of Trustees. The Treasurer shall, subject to such conditions and restrictions as may be made by the Board of Trustees, have custody of all monies, debts, obligations, contracts, documents and other papers of a financial nature belonging to the Corporation and shall be responsible for collecting all monies from time to time due and owing to the Corporation and disbursing the same pursuant to the contracts and obligations of the Corporation or to the order of the Board of Trustees. The Treasurer shall prepare an annual statement in detail of the finances of the Corporation and an estimate of the receipts and expenditures for the next fiscal year. The Treasurer shall execute and deliver, on behalf of the Corporation, all such instruments under its corporate seal as may be ordered by the Board of Trustees and shall perform such other duties as the Board of Trustees may from time to time require.

Section 5. Assistant Treasurer. Any Assistant Treasurer shall have such duties and powers as shall be prescribed from time to time by the Board of Trustees or by the Treasurer, and

shall be responsible to and shall report to the Treasurer. In the Treasurer's absence or inability to act, the Assistant Treasurer or, if there be more than one, the Assistant Treasurer designated by the Board of Trustees shall have the powers and duties of the Treasurer.

Section 6. Resignations. Any officer of the Corporation may resign at any time by giving written notice to the Corporation by delivery thereof to the President, the Clerk, or to a meeting of the Board of Trustees.

Section 7. Removals. The Board of Trustees may, by affirmative vote of a majority of the Trustees in office, remove from office the President, the Clerk, the Treasurer or any other officer or agent of the Corporation with or without cause. Any officer may be removed for cause only after reasonable notice and opportunity to be heard.

Section 8. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board of Trustees may elect or appoint a successor or successors by vote of a majority of the Trustees then in office. Each successor as an officer shall hold office for the unexpired term and until such officer's successor shall be elected or appointed and qualified, or until such officer sooner dies, resigns, is removed or becomes disqualified.

Section 9. Compensation. The Board of Trustees shall have the power and authority, in its discretion, to contract for and to pay officers compensation for unusual or special services rendered to the Corporation provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the officers.

ARTICLE VIII.
BOARD ADVISORY COMMITTEES

Either the Board of Trustees, by vote of a majority of the Trustees then in office, or the President, with the approval of such majority of the Board of Trustees, may at any time appoint such advisory committees to provide advice or other guidance to the Board in respect of such matters as are deemed desirable (each a "Board Advisory Committee"). The Board may from time to time designate or alter, within the limits permitted by this Article, the duties of any Board Advisory Committee or change its membership, and may at any time abolish any Board Advisory Committee. Any Board Advisory Committee may include members who are not Trustees.

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ARTICLE IX.
INDEMNIFICATION OF TRUSTEES,
OFFICERS, EMPLOYEES, OR OTHERS

1. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) and whether or not made or commenced prior to the adoption of this Article and whether or not based on any fact or omission antedating such adoption, by reason of the fact that such person is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, trustee, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, and each person who shall, at the Corporation's request, have served in any capacity with respect to any employee benefit plan, whether or not then in office or then serving with respect to such employee benefit plan, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful, or to the extent that such matter relates to service with respect to an employee benefit plan, in the best interest of the participants or beneficiaries of such employee benefit plan. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which such person reasonably believed to be in the best interest of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful, or to the extent that such matter relates to service with respect to an employee benefit plan, in the best interest of the participants or beneficiaries of such employee benefit plan.

2. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor, whether or not made or commenced prior to the adoption of this Article and whether or not based on any action or omission antedating such adoption, by reason of the fact that such person is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, and each person who shall, at the Corporation's

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request, have served in any capacity with respect to any employee benefit plan, whether or not then in office or then serving with respect to such employee benefit plan, against expenses (including attorney's fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation or to the extent that such matter relates to service with respect to an employee benefit plan, in the best interest of the participants or beneficiaries of such employee benefit plan.

3. To the extent that a trustee, officer, employee or agent of the Corporation, has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (1) and (2), or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith.

4. Any indemnification under paragraphs (1) and (2) (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, trustee, employee or agent, is proper in the circumstances because such person has met the applicable standard of conduct set forth in paragraphs (1) and (2). Such determination shall be made (1) by the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding, or (2) if such quorum is not obtainable, or, even if obtainable, if a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion, or (3) by vote of the Member of the Corporation.

5. Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees in a specific case upon receipt of an undertaking by or on behalf of the director, officer, trustee, employee or agent, to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation as authorized in this Article.

6. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any statute, agreement, vote of members or disinterested Trustees or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, trustee, employee or agent, and shall inure to the benefit of the heirs, executors and administrators of such a person.

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7. The Corporation may purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, and each person who shall, at the Corporation's request, have served in any capacity with respect to any employee benefit plan, whether or not then in office or then serving with respect to such employee benefit plan, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

8. For the purposes of this Article, references to "the Corporation" include all constituent corporations absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director, officer, trustee, employee or agent of such a constituent corporation or is or was serving at the request of such constituent corporation as a director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of or which it is a creditor, shall stand in the same position under the provisions of this Article with respect to the resulting or surviving corporation as such person would if such person had served the resulting or surviving corporation in the same capacity.

ARTICLE X.

CONTRACTS AND DEALINGS WITH CERTAIN OTHER CORPORATIONS OR FIRMS

The Trustees and officers of this Corporation may be connected with other companies with whom from time to time this Corporation may have business dealings. No contracts or other transactions between this Corporation and any other corporation or firm, and no acts of this Corporation, shall be affected by the fact that the Trustees or officers of this Corporation are pecuniarily or otherwise interested in or are directors, trustees or officers of such other corporation or firm. Any Trustee individually, or any firm of which such Trustee may be a member, may be a party to or may be pecuniarily or otherwise interested in any contract or transaction of this Corporation, provided that the fact that such Trustee or such firm or corporation is so interested shall be disclosed or shall have been known to the Board of Trustees prior to the meeting at which, or prior to the Trustees executing their written consents by which, action to authorize, ratify or approve such contract or transaction shall be taken. Any Trustee of this Corporation may vote upon or give such Trustee's written consent to any contract or other transaction between the Corporation and any affiliated corporation without regard to the fact that such Trustee is also

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a director, trustee or officer of such affiliated corporation. Any contract, transaction, or act on behalf of the Corporation in a matter in which the Trustees or officers are personally interested as members, directors, trustees or otherwise shall not be violative of any proscriptions against the Corporation's use or application of its funds for private benefit of the Member. In no event, however, shall any persons or other entity dealing with the Trustees or officers be obligated to inquire into the authority of the Trustees and officers to enter into and consummate any contract, transaction, or other action.

ARTICLE XI.
EXECUTION OF PAPERS

Except as the Board of Trustees may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the Corporation shall be signed or endorsed on behalf of the Corporation by the President, or Treasurer, or their designees.

ARTICLE XII.
SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, bonds or notes issued for the benefit of the Corporation and such other sources as may be approved by the Board of Trustees. Except as otherwise provided by law or lawfully directed by any grantor or donor, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

ARTICLE XIII.
PROHIBITION REGARDING THE USE OF FUNDS AND
DISTRIBUTION OF ASSETS ON DISSOLUTION

No part of the net earnings or receipts of the Corporation shall inure to the benefit of any Member, Trustee or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these By-Laws. No Member, Trustee, or officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any

of the corporate assets on dissolution of the Corporation. The Member of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board of Trustees shall be distributed, transferred, conveyed, delivered and paid over to such charitable, scientific or educational organization or organizations as the court of the Commonwealth having jurisdiction thereof may approve (if such approval shall then be required by statute), and as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as the Board of Trustees shall determine, and upon such terms and in such amounts and proportions as the Board of Trustees may impose and determine, to be used by such organizations for such similar or kindred purposes as are set forth in the Articles of Organization, these By-Laws and any and all amendments thereto.

ARTICLE XIV.
SEAL

The seal of the Corporation shall, subject to alteration by the Board of Trustees, consist of a flat-faced circular die with the word "Massachusetts," together with the name of the Corporation and the year of incorporation, cut or engraved thereon. An impression of the seal impressed upon the original copy of these By-Laws shall be deemed conclusively to be the seal adopted by the Board of Trustees.

ARTICLE XV.
FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of October through the last day of September, or such other fiscal year as the Board of Trustees of the Corporation may from time to time select.

ARTICLE XVI.
AMENDMENTS

The By-laws may be added to, amended or repealed, in whole or in part, by the Member of the Corporation, by a majority vote at any meeting at which a quorum is present, if notice of the proposed addition, amendment or repeal has been given to the Member in the notice of such meeting.

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