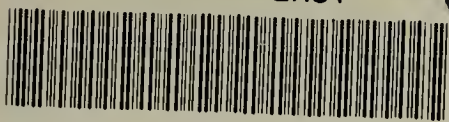


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THE HYDE FOUNDATION

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President

Kenneth L. Grant
Executive Director

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The Honorable Piedad F. Robertson
Secretary of Education
Attn: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston MA 02108

February 14, 1994

RECEIVED DOCUMENTS
EXECUTIVE OFFICE OF EDUCATION
FEB 14 1994
University of Massachusetts

Dear Madame Secretary:

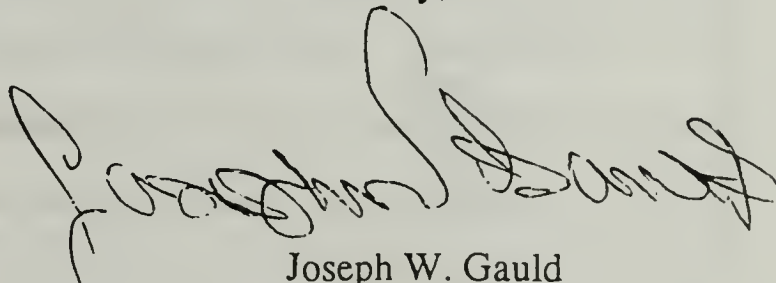
The Hyde Foundation and its affiliate F.A.S.T. Inc. (Family and School Together) are pleased to submit its application to found a Charter School in Massachusetts.

Because of our first public school success--*The Hyde Leadership School of Greater New Haven*--The Smart Family Foundation requested we develop a urban-suburban Hyde model as a companion to another inner-city Hyde model we have been asked to develop for Baltimore, MD. After much consideration, we believe the Massachusetts charter school movement to be the most innovative state program nationally to fit our needs, as well as being centrally located to our two present models. We believe our strongest Hyde alumni parent and student support nationally is also in Massachusetts.

I personally would be delighted to return to my home state--I was born in Springfield, graduated from Wellesley High School, was married in Newton, and did my graduate work at MIT and Boston University.

We would be honored to receive your approval, and we would look forward to working with you to develop an outstanding national model in Massachusetts that features character development and parental involvement.

Sincerely,



Joseph W. Gauld

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

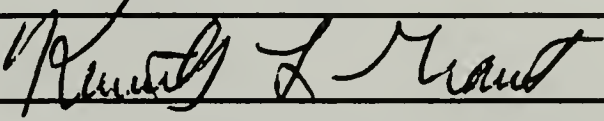
Tel: (617) 727-1313

REC
FEB 15 1994
EXEC.
OF EDUCATION

Please print or type:

The Hyde Foundation

Name of organization/group filing for charter school status

Contact Person Name:	Kenneth L. Grant	
Signature:		Date: 2/14/1994
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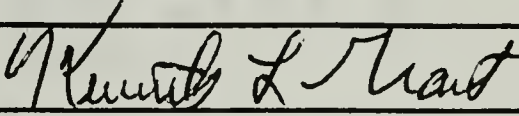
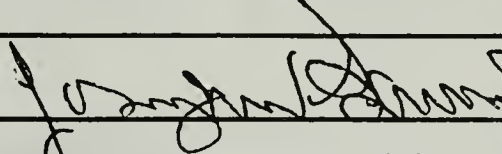
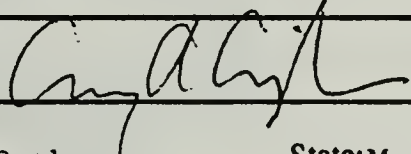
Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Kenneth L. Grant	Signature: 	Date: 2/14/94
Address: 616 High Street	City: Bath	State: Maine
		Zip: 04530
		Tel: (207) 443-5376
Name: Joseph W. Gauld	Signature: 	Date: 2/14/94
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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

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FEB 15 1994

EXECUTIVE OFFICE
OF EDUCATION

Creating
THE HYDE
CHARTER SCHOOL



An Application Submitted to
The Secretary of Education
Commonwealth of Massachusetts
(Part I)

Submitted by:

Kenneth L. Grant, Executive Director

The Hyde Foundation, Bath Maine 04530

(207) 443-5584; fax: (207) 443-8631

Table of Contents

INTRODUCTION	5
1. MISSION STATEMENT	9
<u>What is Hyde?</u>	9
<u>The Hyde Concept: A Philosophical Overview</u>	10
<u>The Hyde Process</u>	12
2. SCHOOL OBJECTIVES	13
<u>A. What are the school's broad academic objectives for student learning?</u>	15
<u>B. Describe any non-academic goals for student performance.</u>	20
<u>C. What type of community environment do you hope to foster at your school?</u>	29
3. STATEMENT OF NEED	30
<u>A. Why is there a need for this type of school?</u>	31
<u>B. Explain why a charter school would help to effectively address this need.</u>	32
4. SCHOOL DEMOGRAPHICS	41
<u>A. Describe the area where the school will be located. If a facility has already been secured, please state so.</u>	41
<u>B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?</u>	41
<u>C. Describe any unique characteristics of the student population to be served.</u>	43
<u>D. What is the school's anticipated enrollment?</u>	44
<u>E. What grade levels will be served? How many students are expected to be in each grade or grouping?</u>	44
5. RECRUITING & MARKETING PLAN	45
<u>A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.</u>	45
<u>B. Specifically, what type of outreach will be made to potential students and their families?</u>	45

6. ADMISSIONS POLICY	48
<u>A. Describe the admission methods and standards you will use to select students.</u>	<u>48</u>
<u>B. Explain how these policies further the mission of the school in a non-discriminatory fashion.</u>	<u>51</u>
7. PROFILE OF FOUNDING COALITION	52
<u>A Describe the make-up of the group or partnership that is working together to apply for a charter.</u>	<u>52</u>
<u>B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other groups.</u>	<u>52</u>
<u>C. Include any plans for further recruitment of founders or organizers of the school.</u>	<u>57</u>
8. TIMETABLE	58
<u>A. Discuss a timetable of events leading to the opening of a charter school.</u>	<u>58</u>

LIST OF APPENDICES AND EXHIBITS

Appendix I: Letters of Support

Appendix II: Gardiner-Hyde Mediator's Report

Appendix III: Recent Hyde School Graduation Speeches

Appendix IV: Design Team Resumes

Appendix V: Newspaper Articles about Hyde

Appendix VI: Letter to Hyde Parents from Director of Family Learning Center

Exhibit A: Video of *60 Minutes*' "The Hyde Solution"

Exhibit B: *Character First: The Hyde School Difference*, by Joseph W. Gauld (San Francisco: ICS Press, 1993)

Exhibit C: Pamphlets from the "Hyde School Concepts" series:

Building Blocks

Discipline at Hyde School

Hyde as a System

Exhibit D: Pamphlets from Springfield, Gardiner, and New Haven

Exhibit E: Parents' Book

INTRODUCTION

The Commonwealth of Massachusetts seeks charter schools to “promote new options in delivering public education to our children” and serve as “educational laboratories where educators can investigate new dynamics and methods to be modeled by the larger school system.” Massachusetts’s charter school legislation is designed to promote innovation in the public school system, by allowing “teachers...unprecedented freedom” and “autonomy” along with accountability for delivering results.

Twenty-eight years ago, the Hyde School experiment in Bath, Maine set out to discover a better way for educating our nation’s youth. In the relatively unrestricted arena of private schooling, the Hyde School has become a “lighthouse” of innovation and success. Hyde School proves that putting Character First™ is a better way to educate America’s adolescents. The school continues to generate comments:

- *"Hyde is an educational concept light years ahead of its time"* - Marc Brown, noted author of children's books.
- Hyde is *"another world, another planet"* - Hava Shavit, an Israeli superintendent who found America's best schools "disappointing."
- Hyde School is *"The Hyde Solution"* to American educational problems - C.B.S.'s *60 Minutes*.
- *"Business leaders today are just beginning to catch up to what Hyde has practiced for 25 years."* - Duane Fitzgerald, CEO of the Bath Iron Works.
- *"The approach taken by Hyde School is extremely important for the kind of society that America has become."* - Professor James S. Coleman, University of Chicago.¹

The Hyde concept of education creates an exciting new frontier for American education. More than transforming the school, it transforms the entire child-rearing community. It re-centers the educational process upon the family and it bonds parents, teachers, and students—and even the larger community—into a powerful team. It

¹ See Appendix I for complete text of Hava Shavit's and James Coleman's letters.

motivates students to a larger purpose in life, empowers parents as the primary teachers, and elevates teachers to a new professionalism in which they guide the entire growing-up process.

This revolutionary process grew out of the vision of Joseph W. Gauld, a committed teacher whose dissatisfaction with our present educational system led him to search for a better way. Hyde School spent its first 25 years formulating, testing, and retesting its revolutionary approach to education. This approach has proven successful with a diverse population of students and families. It is now being recognized by public school communities as an exciting concept that could help transform their schools.

Now Family and School Together, Inc. (FAST), a Massachusetts affiliate of the Hyde School, and The Hyde Foundation (of Bath, Maine), seek a charter from the Commonwealth of Massachusetts to show conclusively that this better way works in the public sector as well as it does in the private. This project will allow us to show that the model works not only in the inner city (New Haven and Baltimore) but in a urban/suburban location as well. Our primary financial backer--the Smart Family Foundation--has asked us to set up such a model as our next project. The Massachusetts charter school legislation provides us with a prime opportunity to do so.

FAST has already accumulated some valuable experience taking the Hyde concept and process into the public schools. In 1990 and 1991, FAST worked with the Springfield, Massachusetts Public Schools to design the Hyde Leadership School of Springfield, which was to open in the autumn of 1991 with 150 students. Over 650 interested families submitted preliminary applications before the project was quashed by the Springfield Education Association, which felt it had "too much on its plate" at the time (the SEA had failed to reach a contract with the Springfield Public Schools, and didn't want to Hyde project to interfere with ongoing negotiations).

In 1991 and 1992, FAST worked with the Maine School Administrative District 11 (Gardiner) to develop a school-within-a-school. After a highly successful summer orientation for teachers, students, and families on the campus of Hyde School (Bath), the program opened with 140 students and nine teachers at Gardiner Area High School. The program produced amazing results for those students and parents who were involved, but its presence within a high school with a radically different culture—different philosophy, methods, and expectations—caused antagonism to arise. Within two months, the majority of the non-Hyde teachers in the high school petitioned the MSAD 11 School Board to cancel the Hyde program. The Board suspended the program to allow for mediation between The Hyde Foundation and the high school teachers (backed by the local chapter of the Maine Teachers Association). The MTA refused to give any ground in the mediation,² but the School Board voted 7 to 5 to reinstate the program with a number of restrictions on how the program's participants could apply the Hyde concept. However, the wind had been taken out of the sails of the program, and by the end of the school year, the Smart Family Foundation—the program's primary financial support—decided not to renew its funding. (A group of Gardiner families continues to pursue the Hyde program in evening meetings with Hyde Foundation personnel. The MSAD 11 superintendent, Dr. Ronald Snyder, continues to support the Hyde concept. See his letter of support in Appendix I.)

In the spring of 1992, FAST worked with the Superintendent of the New Haven, Connecticut Public Schools to develop a school built on the Hyde concept. It was decided early on that a repeat of the Gardiner school-within-a-school approach should not be attempted, and personnel from the New Haven school worked feverishly to provide the Hyde Leadership School of Greater New Haven with a site of its own. After another

² See Appendix II for a copy of the Mediator's letter to the Gardiner superintendent following the mediation.

highly successful summer orientation, the program opened in New Haven with 120 students, 8 teachers, and a four-person site team from FAST. The program is currently flourishing in a former Catholic school in Hamden, Connecticut. Parental participation is currently over 65 percent, student enthusiasm is astounding, and teacher commitment is high. (A copy of a brochure describing the New Haven program is included in Exhibit D. Also see letter of support for this application from New Haven superintendent Dr. Reginald Mayo in Appendix I.)

FAST is currently working with the Baltimore, Maryland Public Schools to open a new school in the fall of 1994. Together with our operations in Bath and New Haven, we expect the Hyde Leadership School of Baltimore to allow us the opportunity to further refine our public school approach. By the fall of 1995, we are certain that we will have demonstrated conclusively the effectiveness of the Hyde approach for all types of children. The New Haven project indicates that we have now found the formula for successful public schools based on the Hyde concept. We hope to apply this formula—with alterations to suit local conditions—in Massachusetts beginning in September of 1995. While the Massachusetts school will be innovative for Massachusetts, it will build upon a tested, refined, and proven concept and process which has already begun to revolutionize American education. We hope the Commonwealth of Massachusetts will want to be in the forefront of this revolution.

This document follows the format and guidelines promulgated by the Executive Office of Education in its "Charter School Application." We are submitting only Part I of the application—along with some supplementary materials—in the hopes that we will be granted preliminary approval for a charter to begin in 1995. We will submit additional information and materials as they become available.

1. MISSION STATEMENT

The purpose of The Hyde Charter School will be:

To provide a learning environment where individuals develop character and discover a deeper purpose in their lives.

To understand the educational implications of this mission, it is necessary to understand the Hyde concept and process.³

What is Hyde?

1) a **concept** which holds that every person is gifted with a unique potential which defines a destiny. Unique potential is developed through character—courage, integrity, curiosity, concern for others, and leadership—which is learned by the example of parents and schools in a synergistic partnership of commitment to transcendent principles:

DESTINY: Each of us is gifted with a unique potential.

HUMILITY: We believe in a power and a purpose beyond ourselves.

CONSCIENCE: We attain our best through character and conscience.

TRUTH: Truth is our primary guide.

BROTHER'S KEEPER: We help others achieve their best.⁴

2) a **process** which fosters growth through a diverse experiential curriculum of action together with self-reflection which addresses not only intellectual but physical, social, emotional and spiritual potentials, helping students to progress through the

³ For more information on the Hyde concept and process, see Joseph W. Gauld's book, *Character First: The Hyde School Difference* (San Francisco: ICS Press, 1993). A copy of *Character First* is enclosed with this application as Exhibit B.

⁴ For educational purposes, Hyde's Five Principles have evolved into a set of Five Lessons which are more easily grasped and operationalized. The Five Lessons are: "Take a risk and have fun"; "Best effort over performance"; "Bet on the truth"; "Be yourself"; and "Support each other's best."

stages of a continuous improvement toward excellence with the ultimate goal of taking full responsibility for their own lives.

The Hyde Concept: A Philosophical Overview

The entire Hyde program is built upon the fundamental belief that each youngster is gifted with a **unique potential** for excellence that defines his or her destiny and purpose in life. This premise is universally accepted by parents, teachers, and students; and in the Hyde schools the premise has proven to reach the deeper potentials of all members of the school community. When this belief becomes the most basic assumption of schooling, it finally brings a true solution to the age-old problem of discrimination, which has no place in a community where each individual is believed to be gifted with a unique destiny and purpose in life. This basic premise is complemented by four additional principles—Humility, Conscience, Truth, And Brother's Keeper—creating a powerful school community in which learning, growth, and mutual concern unite participants in a commitment to excellence.

Hyde discovered long ago that the *family* is the center of an individual's unique potential, and that the school must work to fully develop each family's child-rearing potential. So Hyde has developed a process that identifies and unites the goals of home and school. A continual focus upon *parents as the primary teachers*, and the *home as the primary classroom*, ensures the vital learning foundation of attitude, effort, character, and deeper sense of purpose that fully prepares and motivates youngsters to learn. This unified family-school approach guides the child through childhood and then adolescence, helping parents to "let go" while eventually empowering the teenager to assume full responsibility for his or her new life. The Hyde curriculum provides continual opportunities to address parental and family growth, including the "Family Learning Center," a two- to three-day intensive workshop on personal and family growth issues.

The home and school environments are pulled together by the agreement of parents, teachers and students alike to observe the five Hyde principles.⁵

Because the Hyde program requires family participation by at least one parent or guardian, Hyde public school models employ a "mentoring" system for students whose parents lack the necessary commitment, particularly in depressed areas where such family commitments may be widely lacking. These models will work with local social service agencies to identify and assist those youngsters who may need help to maintain their own commitments.

Maintaining this continual commitment to each person's best and to the Hyde principles is not easy. Hyde has found it requires both individuals and schools to concentrate on developing their *character*—specifically, courage, integrity, concern for others, curiosity, and leadership. Since character is taught primarily by example, parents and teachers also experience an on-going program to address their own character growth. As students see their teachers and parents working hard to develop their own characters, a strong parent-teacher-student bond is formed which completely dissipates the pervasive negative peer pressure that exists in many American schools today.⁶

The more deeply Hyde School addresses both student and parental growth, the more it realizes a deeper *process of human development* that present education ignores. If *knowledge* is outwardly acquired and *wisdom* inwardly developed, then mainstream American education emphasizes only knowledge. The Hyde School experiment demonstrates that at approximately age 13, children can begin to take responsibility and to

⁵ See Appendix I for letters by former Hyde parents who discuss the profound effect of the Hyde concept on their working lives: Lennox K. Black (chairman, Teleflex, Inc.), Lawrence Chickering (Associate Director of the Institute for Contemporary Studies), and Jack Diskin (Chairman of DiFam, Inc.).

⁶ For more on this peer pressure, see John U. Ogbu's "The Consequences of the American Cast System," in *The Achievement of Minority Students: New Perspectives*, edited by U. Neisser (Hillsdale, NJ: Lawrence Erlbaum, 1986).

think for themselves. Therefore, we have found that high school education must emphasize wisdom, character, and the beginnings of *self*-knowledge.

The ancient Greeks had two fundamental aphorisms: “Know Thyself,” and “Become What You Are.” Hyde helps the students to fulfill these injunctions through its program for unique potential. By continually getting students to focus on three questions—“Who am I?”; “Where am I going with my life?”; and “What do I have to do to get there?”—Hyde develops wisdom and self-knowledge and helps youngsters to begin to fulfill their destinies.

The Hyde Process

Recent studies by Harvard University's Howard Gardner and others have shown that *individuals differ* in their personal profile of at least seven different forms of intelligences. Hyde has shown that to reach the unique potential of *every* student, the school must offer a **comprehensive curriculum** for growth, challenging each student in all areas of life—intellectually, physically, socially, emotionally, and spiritually (the “IPSES” model)—not just in those in which the student displays a particular talent. This means that all students must meet rigorous standards of effort and attitude not only in college preparatory academics, but also in co-curricular areas of performing arts, athletics, school leadership, and community service. Each student must be expected to take ownership for the success of the school community through regular jobs and through taking responsibility for the growth of other students. These diverse requirements are supplemented by a sophisticated program of self-reflection through journaling and sharing.

Hyde's curriculum for self-understanding results in increased readiness for academic rigor. Our experience confirms Horace Mann's advice that if he had a year to teach spelling, he'd spend the first nine months on motivation. Visitors to Hyde continually remark on the remarkable maturity and self-directedness of Hyde students.

2. SCHOOL OBJECTIVES

The Hyde program includes required experiences in **Academics**; a **Co-curriculum** consisting of athletics, performing arts, school leadership, community service; and **Family Learning**. Each of these curricular areas is described in this section. The program includes structured experiences which build a sense of community and a sense of involvement with the school as a community. These are described below under the heading **Building the School Community**. In addition to these *action* experiences, students participate in *reflective* programs which are specifically designed to foster the development of students' self-knowledge. These reflective experiences are described below under a section entitled **Reflection**. Finally, we discuss some of the **Systemic Reforms** necessary to implement the Hyde program in the public schools.

Before we discuss these specific aspects of the program, it will be helpful to explain some important aspects of **Scheduling and Organization**.

Studies show that the most important structural feature of a successful school community is *size*.⁷ Hyde's own experience indicates that no high school grouping should be larger than 250 students. Ideally, a pilot year Hyde public school program will start with 150-200 students. As the program grows beyond 250 students, the school will be broken down into sub-schools of approximately 180-250 students, 15-18 teachers, and 3-5 teaching interns.⁸ The faculty will be formed into four teams of four teachers, with each

⁷ See, for example, the recent publications of the Chicago Consortium for School Research which discuss the early results of Chicago's radical site-based reform program (available from Professor Anthony S. Bryk, Center for School Improvement, University of Chicago, 5835 S. Kimbark Ave., Chicago IL 60637).

⁸ The Hyde schools utilize interns to assist with orienting students to the expectations of the school and to assist teachers. The Hyde School in Bath generally attracts 4 or 5 alumni interns each year who take a semester off from college or give a year after graduating from college. We expect several of these alumni interns to choose to help us with the Massachusetts project, and once the school has been in operation for a few years, we expect the Hyde Charter School of Massachusetts to generate its own alumni interns.

team responsible for teaching the 55-65 students at each grade level, and the other two teachers as floaters to handle foreign language instruction for the entire sub-school. Each sub-school will also be broken up into advisory groups, with each teacher working with 12-15 students selected at random from all four grade-levels. This structure will ensure that teachers and students have the opportunity to build a community of trust within a larger school setting.⁹

A diverse program like Hyde creates all sorts of special demands on a school's schedule. Not only academics, but athletics, performing arts, community service, family learning, community-building activities, and reflection must be scheduled. This requires that at least one faculty member of each sub-school serve as a Director of Program, responsible for keeping his or her finger on the pulse of the community and determining when to change the schedule to reflect the community's needs. One of the ways that the school schedule can maximize academic learning is to group it into intensive periods of activity, when the mind is most alert and ready to learn. The Hyde program concentrates its academic program into the morning, and the afternoon is reserved for other activities, such as school meetings, advisory groups, performing arts, community service, and athletics. *Every* student is involved in these activities, which have traditionally been

These interns are usually given room and board and a small stipend. We also try to work our college credits for those interns contemplating a career in education.

⁹Teacher teams meet at least twice weekly to discuss curricula and issues of particular students' growth. This is in addition to a weekly school-wide faculty meeting in which issues of scheduling, curriculum, or teaching strategies may be discussed. This use of teams of teachers to teach groups of students is similar to the approach advocated by Theodore R.Sizer in his *Horace's School* (Boston: Houghton Mifflin Co., 1992). Sizer's Coalition for Essential Schools has grown rapidly to over 150 schools. Hyde's program differs from these schools in two major respects: 1) our goal is the entire growth of the youngster, not just cognitive development; and 2) the Hyde principles infuse the academic program so that it becomes a means for self-knowledge and wisdom, not just academic knowledge and skills. Sizer himself indicates the high value of these "non-intellectual" forms of growth in his book, where he speaks of "habits of thoughtfulness." These "habits," we contend, are the rudimentary forms of character and wisdom.

termed "extracurricular," during their Hyde education. Because all students and teachers participate in sports, the entire school community stays at school until sports practices or competitions are concluded—usually 4:30 or 5:00.

A. What are the school's broad academic objectives for student learning?

The key to understanding the Hyde academic program is to see it as part of a larger program designed to develop the unique potential of students. The classroom does not operate in a vacuum; rather, the teacher sees him or herself as furthering the goals of the school program, and Hyde teachers will often allow these larger programmatic goals to enter into the development of day-to-day lessons and to determine reactions to unplanned classroom situations such as student disruption, school issues, or world and community events.

So Hyde relates academics to the student's own unique potential and character growth: English as a primary means to draw out the humane potentials of the student; mathematics to draw out reasoning and leadership potentials; geography, foreign languages, history and science to help the student relate his or her individuality to a larger picture that includes other cultures, civilization and even life itself. As these connections are established, the student will eventually pursue academic excellence as a means to achieve personal excellence.

We envision this development as occurring in a continuous improvement through four stages of growth—known as the "EEMO" model: "Excellence," "Effort," "Motions," and "Off-Track." Some students begin school "Off-Track"—they are unable or unwilling to participate in the school's program. Through a rigorous system of student-run "concern meetings," discipline and accountability, the off-track student is convinced to move into the next stage: he begins to go through the "Motions" of responsible behavior. In this stage, the teacher provides the major initiative and the student willingly follows. Gradually the student moves into the "Effort" stage, in which the student and teacher

operate as a team. Finally, students begin to strive for "Excellence": the student now provides the major initiative and the teacher acts as a guide.¹⁰

There are **10 Basic Guidelines** for teachers in the Hyde academic program:

1. Put **character first**.
2. Focus on continuous improvement toward excellence for every student.
3. Emphasize the importance of attitude and effort.
4. **Understand the unique potential** of each student.
5. Incorporate the Hyde principles into teaching and curriculum.
6. Make academics a shared experience between teacher and student.
7. Use performance evaluation to determine goals and content.
8. Prepare every student for learning beyond secondary school.
9. Build on students' success in all areas of the school.
10. Use the subjects to **foster students' self-knowledge**.

Academic classes are graded according to both *effort* and *achievement*. Final course grades are an average of effort and achievement grades. Hyde students are unanimous in their belief that this system of grading is fairer than grades which reflect achievement alone. Students come to absorb the ethic that comparisons among students in terms of academic abilities are pernicious; that all students are of equal value; that all students can excel.

Every student participates in a college preparatory curriculum which will allow the freedom to choose a path toward further learning upon completion of secondary school. We know that students will not acquire academic skills and knowledge until they are ready to learn, so most of the purpose of early academic experiences at Hyde is to foster motivation and academic curiosity, as well as to teach basic skills of learning—including

¹⁰ For more information on the EEMO model, see pamphlet entitled "Building Blocks" in Exhibit C.

note-taking, listening skills, reading for understanding, computer skills, and asking questions when material is not clear. (Special classes may be set up during students' first year at Hyde so that they can concentrate on these basic learning skills. Similarly, special summer classes will be offered for admitted students who need some attention to catch up to their peers' skill levels. The key, as Professor Henry Levin of Stanford University says, is to *accelerate*, not *remediate*. These skills are best learned through interaction in a rich learning environment which, like the main academic program at Hyde, is project-based.) As the basic skills are mastered, the academic program begins to explore the connections between cultural artifacts and individual student growth, with continual attention to the development of each student's own self-understanding.

Since the primary purpose of the school is to help youngsters answer the questions—"Who am I?"; "Where am I going with my life?"; and "What do I have to do to get there?,"—the academic program at Hyde helps students see academics as extensions of the self, as aids to self-understanding. Students' personal experiences become a point of departure for reflection on the broad range of human experience, as contained in the academic disciplines. In this way, connections are made across subject areas, and different ways of knowing are compared and contrasted in a tangible manner.

The Hyde School experience shows, and studies concur, that the competitive spirit present in many schoolrooms is not conducive to learning. Hyde students have accepted the principle of Brother's Keeper—"We help others achieve their best"—so helping one another learn is not only allowed but *required* in the program. Teachers are encouraged to use various methods which are successful with heterogeneous groupings, such as cooperative learning, team learning, peer tutoring, and extra help sessions for those experiencing difficulty.¹¹

¹¹ See Robert E. Slavin's "Cooperative Learning and the Cooperative School," *Educational Leadership* (November 1987), pages 7-13.

Each grade-level team includes teachers trained in English, mathematics, history, science (as appropriate to grade-level), and foreign language.¹² These teams are responsible for developing an appropriate day-to-day curriculum for their students (in keeping with the grade-level's theme and consistent with the guidelines offered above) which will prepare the students for the performance evaluations at the end of the year and for world class standards.

Each year of the Hyde secondary school curriculum is organized around four interdisciplinary themes. The freshman year is focused on issues relating to the **world as a whole** (including world history, world geography, world literature, and earth science; also algebra); the sophomore curriculum is oriented toward the **western world** (with western history including the exploration of the Americas, western literature, geography; also biology and geometry); the junior year focuses on the **American experience** (with U.S. History, U.S. geography, and American literature; along with chemistry and second year algebra); and the senior year is focused on the **individual and the community** (with emphasis on the modern condition in the study of literature, government, and philosophy; along with physics and advanced mathematics including calculus). These grade-level themes will be carried over into the teams that will be formed in the Hyde Charter School project, but the individual members of teams and the specific content of each team's

¹² In keeping with our experiences at the private Hyde School in Bath, Maine, we will not require our teachers to be certified to teach in traditional public schools. Instead, all teachers will be required to have completed a four-year degree with a major in one of the disciplines. This course of study often provides a better preparation for teaching at the high school level than does the program which satisfies all teacher certification requirements. Teachers at the Hyde Charter School will be encouraged to pursue advanced education if they have not done so already, whether leading to the M.Ed. or to a master's degree in their discipline.

curriculum will vary depending upon the specific needs of the students and the resources of the team.¹³

Academic progress is evaluated with a mix of traditional examinations and performance evaluation. The specific design of this evaluation mix will be up to the individual team. Each team develops a set of required performances—"exhibitions," as Ted Sizer calls them¹⁴—geared to grade-level themes. In one team at Hyde School Bath, for example, each student in the eleventh grade is required to give a fifteen-minute presentation near the end of the year on a "unique idea pertinent to the American experience." These presentations are videotaped, and the videotape is shown to the entire team of students and is kept as part of the student's permanent portfolio. Whenever students give presentations during the year (and this happens on a monthly basis in many classes), these presentations are videotaped for inclusion in the student's file.

The organization of the school into team-taught groups allows each team to spend effort on the collective growth issues of each group of students. At Hyde School, each class spends time defining a set of goals and objectives for their grade-level, in terms of character, leadership, academic skills, knowledge, and school involvement. Each student's individual progress toward these goals is discussed—and evaluated on the EEMO scale—by the entire group on a regular basis, thus contributing toward the larger goal of continuous improvement for every student. Teachers work hard to know about each

¹³ The Hyde Charter School will use curricular materials which are based upon problem-solving and critical thinking. We especially urge the use of the mathematics curriculum developed by the University of Chicago School Mathematics Project, and available through Scott, Foresman. Teachers will utilize such visionary books as Paul Gagnon's *Democracy's Untold Story: What World History Textbooks Neglect* (Washington: American Federation of Teachers, 1987), R. Pratte's *The Civic Imperative: Examining the Need for Civic Education* (New York: Teachers College Press, 1988) and James Moffett and Betty Jane Wagner's *Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers* (Boston: Houghton Mifflin, 1983).

¹⁴ See his *Horace's School: Redesigning the American High School* (Boston: Houghton Mifflin, 1992).

student's participation in the co-curriculum, family learning, and school community aspects of the program, and to build upon the successes of students in these other areas of the school.

B. Describe any non-academic goals for student performance.

The Hyde concept, as we have mentioned, is built upon the view that *character* comes *before* academics in educational priority. Even the academic program puts its *primary* emphasis on the development of character. This is equally true of the non-academic program—which at Hyde is not “extra-curricular”; rather, activities in athletics, performing arts, community service, family learning, and reflection are termed *co-curricular* to emphasize their importance in the overall program for unique potential.

Athletics

Every Hyde School (Bath) student participates in three seasons of interscholastic sports, with the expectation that at least one of these seasons will be in a sport for which the student has had no prior experience. The experience of competing in contests of physical prowess and teamwork has been proven to be one of the primary contributors to student character growth. In Hyde public schools, where the sheer *numbers* of students may preclude every student's involvement in interscholastic competition during every season, students may be given the option of participating in intramural athletic programs during one or two seasons, but *every student is expected to have an interscholastic athletic experience each year*. Specific strategies for putting this principle into practice are worked out in each public school program.

Performing Arts

The Hyde School experience shows that performing arts can become an incredibly powerful agent for the growth of students, and Hyde teachers believe that involvement with performing arts should not be limited to students who display native talent or interest.

Rather, *every* Hyde student is involved in performing arts, with each student taking part in student-directed school-wide performances to which parents and community are invited.

The Hyde performing arts program evolved out of Hyde School's experiences in the mid-1970s. Some students and faculty decided to put on a show for the bicentennial, which was known as "America's Spirit." This program electrified audiences all over the eastern United States—performing in such places as the Kennedy Center in Washington and on Broadway in New York City. Since this success, performing arts has become a regular part of the Hyde program, with time being set aside each week for planning, design, and rehearsals, leading to performances in other schools in the winter and spring. "The Show" as it is referred to in-house, is also performed for parents during the spring Family Weekend, and for community members on the evening before graduation.

Some portions of "The Show" are put together by the academic teams to reflect the content of their experiences in the classroom. For example, a sophomore team may put together a drama segment on the era of European exploration, or a senior team may perform a dance which highlights the struggles of adolescents creating self-identities which are distinct from their parents.

Community Service

The Hyde School experience indicates that every person possesses deep instincts to help others, and the Hyde program shows that every student and teacher grows from involvement in service activities in the larger community. This is one way for students to envision their future roles in society, and it also allows for contact between students and groups of people outside their immediate experience. Service opportunities include visiting the elderly, working in soup kitchens, cleaning up public spaces, Big Brother/Big Sister-type programs (at Hyde School, these programs are known as KRK—Kids Reaching Kids), and working with younger children in neighborhood schools.

Family Learning

Perhaps the most unique aspect of the Hyde program is Family Learning. Parents are not merely "involved" in their youngsters' education; rather, parents *participate* in their *own* learning program designed to help them (and therefore their children) to reach deeper potentials. In an earlier era, when many American communities were relatively homogenous, the families within a school's neighborhood could be relied upon to provide predictable support for the mission of the public school. This allowed the educational program to be centered in the school. But today, when these assumptions about families no longer hold, the school and its teachers must assume a different role: partners to the parents in the home, providing support and assistance to what is the most difficult job in the world: raising a child.¹⁵

Many youngsters are not being raised in a traditional family configuration of father and mother, brothers and sisters all living in the same location. A student's parents may be unavailable; instead, there may be a guardian, an older relative, foster parents, or some other adult as the primary caregiver. In certain circumstances, the legal guardian or parent may refuse to participate in the Family Learning program. In these cases, it is important to realize that Hyde doesn't mandate *which* adult needs to be involved; rather, the program requires that at least one responsible adult, significant to the youngster's growth and development, must agree to participate. As mentioned above, in the case where a student wants to become involved in the Hyde program, but cannot persuade any adults to participate, Hyde school program personnel will work with the student and with community groups to find someone willing to serve this mentoring role.

¹⁵ For further discussion of the need for school participation in the growth of families, see statement by Professor James S. Coleman, professor of sociology and education at the University of Chicago and a member of The Hyde Foundation Board of Advisors, in Appendix I. Coleman's statement reflects the wisdom of the African saying, "It takes a village to raise a child."

Each Hyde Charter School parent will participate in a program involving regular meetings with other parents, one intensive weekend experience per year (known as a "Family Learning Center" or FLC), and family weekends in the autumn, winter, and spring. The purpose of these parent- and family-centered meetings is for parents to focus, separately and as a family, on issues of character and personal growth.¹⁶ While this in itself is an important reward, the underlying rationale for requiring parental participation is that "the apple doesn't fall far from the tree"; that is, a youngster **does** not often progress beyond the expectations and deeper commitments of his or her parents.¹⁷

The Family Learning curriculum includes: use of the Myers-Briggs Type Indicator to help families see how personality differences may lead to different strategies for reaching the family's vision; experiential exercises ("new games," etc.) which build community and trust; journaling questions designed to help parents to reflect upon their own growth and their vision for the family; lessons and discussions on aspects of the Hyde concept; separate seminars for parents and students in which participants are encouraged to honestly assess the level of trust and communication within their family; and sessions in which parents and youngsters read letters to each other which discuss issues of personal and family growth.¹⁸

¹⁶ The *60 Minutes* segment on Hyde School, called "The Hyde Solution," which is included in the supplementary materials as Exhibit A, gives a good overview of how the school fosters this family growth.

¹⁷ A skeptic might argue that it will be impossible to get many parents involved in this program. But we argue that if we can get parents at a *boarding school* to participate in a program for parental growth (which includes three visits annually to Hyde School), then we should be able to do it in a public school community, where the parents are close by. We are supported in this expectation by the 65 percent of parents who participate in any given event at the Hyde Leadership School of Greater New Haven. (This compares with three percent at any event in the other public schools in New Haven.)

¹⁸ For more information on the content of the Hyde Family Learning program, see the Letter to Parents from the Hyde School Director of Family Learning, included in Appendix 4.

Building the School Community

Educators and educational researchers have known for some time that schools function better when there is a unity of purpose, a cohesive community devoted to overarching ideals and objectives. Much of this knowledge about effective schools has been supported in the experiences of Hyde School, where the willingness to innovate to develop unique potential has led the faculty, students, and parents to develop some unique approaches to fostering community. Some involve the sharing of certain experiences by students and teachers with the entire school. Others include the experience by all students of a rigorous academic program, participation in interscholastic sports, and the performing arts program, which is probably the most effective community-builder of all. Because each member of the community has made a commitment to follow the five principles, each person can count on the support of every other member. Students who cannot live up to their commitment may find themselves involved in a “concern meeting” with other students and faculty, in which the student’s attitude and effort are evaluated. Some students who need extra support may be invited into school for the Saturday “Breakfast Club,” in which the student and his or her parents participate in a seminar with other students, parents, and faculty. In addition, Hyde has developed a set of school rituals—“rites of passage”—in which all students participate as they pass through their Hyde career. These include the admissions interview, the summer challenge orientation program, the audition, the advisory groups, an “outpost” experience, the senior evaluations, and graduation.

- The admissions **interview** is required of all students and families who wish to participate in the Hyde program. This is not like a traditional admissions interview in that its purpose transcends the formal decision as to whether or not the student is accepted into the school; it also provides an opportunity for both students and parents to assess their own commitment to the program and to indicate what level of participation the school can expect from them.¹⁹

¹⁹ For more on the interview, see Section 6, “Admissions Policy,” below.

- The Hyde **summer challenge orientation program** helps build a sense of community before the start of the regular school year. Teachers and new students attend the summer program. It includes various Outward-Bound-type challenges for each advisory group as well as an introduction to the Hyde "seminar," in which members of advisory groups share their growth issues with other members of the group. Each group of summer students also produces a show which is performed for the students' parents at the end of the program. The initial Hyde Charter School summer challenge will be given as a two-week boarding program on the Hyde School's campus in Maine. This will allow the school to "get off on the right foot."
- Early in every school year, every Hyde student is required to perform an **audition**. This entails getting up on stage in front of the assembled student body and faculty and singing a short solo, *a cappella*. The ostensible purpose of this is to find out how much singing confidence each student has, but the underlying purpose is to build a sense of community: if every person within a community does something which is perceived as difficult, and every student succeeds, a broad sense of accomplishment and satisfaction is evident within the school.
- Every Hyde student is a member of an **advisory group**. Each Hyde teacher is responsible for overseeing the programs of 12-15 students, for monitoring the students' progress, for communicating regularly with their advisees' parents, and for serving as their advocate in the program. These groups meet regularly during the year to build a sense of trust, to share personal growth issues, and to plan future challenges.
- Every Hyde student, at some point in his or her school career, participates in a **outpost experience**. This is usually a three to four day wilderness or residential experience in which students, together with other members of their advisory group, build upon their understanding of the Hyde concept, develop their leadership skills, and grow in self-confidence. These trips are led by experienced, certified trip leaders.²⁰
- Toward the end of the senior year, faculty and seniors meet on a regular basis to discuss each senior's growth. These **senior evaluations** become one of the more intense experiences of a Hyde student's career, providing an opportunity for each

²⁰ One extremely effective "outpost" was held for the students in the Gardiner-Hyde program. The students, in groups of 15-20, bussed down to Boston for a long weekend including an urban scavenger hunt, museum visits, and lodging in Hyde alumni parent homes. Many of the Gardiner students had never been to a big city, and the trips were seen as a wonderful community-builder for them and their colleagues. The students at the Hyde Charter School, who may be quite experienced in urban living, would probably get more out of a wilderness experience. These will be designed and conducted by teams of local teachers to fit the needs of the students.

student to reflect openly on their adolescent period and to assess the level of their maturity and readiness to take over responsibility for their lives. Each senior is evaluated by all of his or her peers and the faculty, with the final objective of helping each senior to decide their graduation status.²¹

- Each senior who decides to accept a Certificate or Diploma gives a two-minute speech at **graduation**. There are no "valedictorians" or "salutatorians" in a Hyde program; *every* graduating senior is entitled to a "moment of fame" in which the community puts its collective attention on that student and listens to a personal assessment of growth and challenges. Each senior's family and guests stand during the speech to symbolize the hard work and commitment of parents, siblings, and other significant persons contributing to the student's graduation.²²

Together, these community-building rituals make Hyde a school that *imprints*—that develops a communality of purpose and commitment which results in a highly effective and cohesive school community.

Reflection

The Hyde program is designed to be challenging, and it works. Students and faculty stretch their perceived limits. This stretching is essential for the actualization of

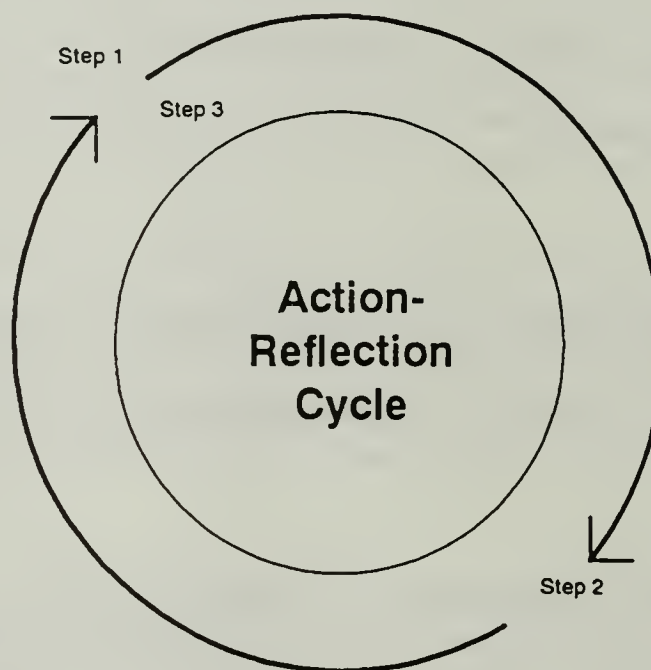
²¹ At Hyde School, all graduating seniors do not receive the same credential. Rather, seniors decide for themselves whether they are ready for a Hyde Diploma or would rather take a Certificate or Document. The Diploma signifies that "this person is ready to live his or her life according to standards of personal excellence"; usually only 30-40 percent of graduating seniors believe that they are ready for this level of graduation. A Certificate certifies that the student has made significant character and academic growth, and that he or she is committed to continuing this growth curve after leaving the school. A Document is chosen by those seniors who believe, on the advice of faculty and students, either that they have not made significant character growth at Hyde or that they are unwilling to make a commitment to continuing their growth beyond Hyde. In a successful Hyde program, the number of students who will choose a Document will be minimal. (All three levels satisfy requirements for college admission.)

When a senior is not ready for graduation, the Hyde program encourages the senior to return to the school as a "leadership" student, tidying up their academic skills, knowledge, and taking risks of personal growth by involving himself or herself in the growth of younger students. At Hyde School, the leadership year has been a significant experience for a few students each year, resulting in their leaving high school more confident and more ready to confront the challenges of college or the world of work.

²² See appendix III for a sample of recent graduation speeches.

potentials. But *learning* consists of more than just the experience of challenges. In addition, people need to be taught to *reflect* on these experiences, to assimilate them into their self-understandings, so that they can adopt and adapt to new information about the self. As the ancient Greeks inscribed on the Temple of Apollo at Delphi, the prime imperative is Γνωσθη Σεαυτον—"Know Thyself."

Hyde's approach to developing self-knowledge is reflected in the **Action-Reflection Cycle**:



Step 1. First, we act in response to the challenges of our environment;

Step 2. Then, we assess the results of our action and reflect on the lessons;

Step 3. Finally, we repeat the process, gradually developing a deeper and more accurate sense of our selves and our potentials.²³

It took the Hyde School community several years and lots of trial and error to discover the importance of reflection for growth. In the mid-1980s, several members of

²³This Action-Reflection Cycle builds upon John Dewey's concept of "educative experience," which he developed in *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Free Press, 1916)). It is also remarkably similar to W. Edward's Deming's PDCA cycle: Plan, Do, Check, Act. This is why the Hyde program is so conducive to an emphasis on continual improvement.

the school faculty were introduced to the "intensive" **journaling** process of Ira Progoff; this method of reflection has since become a key foundation of the Hyde program. Many teachers use journaling as a tool in their academic curricula; in addition, the entire school journals once a week on a series of questions or issues posed by the director of studies. Once the group has had the opportunity to write in reaction to the questions, an opportunity is given for members of the community who wish to publicly share their writings. This has the effect of building community by giving students and faculty a look at the deeper selves of their compatriots.²⁴

Another builder of community and of reflective skills in the Hyde program is the **school meeting**. The entire school community meets weekly to discuss issues before the school or issues of personal growth. This meeting serves as a sort a "Town Meeting" in which "citizens" can voice their concerns and work together to make decisions which are relevant to the life of the community. Often, one of the five character words, principles, or lessons will be selected, and volunteers will share experiences which are relevant to that topic. Other meetings focus on Hyde School's ethics,²⁵ student or faculty fears, family issues, sex, drug abuse, special holidays, etc. These occasions can be very powerful, and give each person insight into the Hyde process and into their own growth.

²⁴ More information about Progoff's intensive journaling method is available by contacting Dialogue House at 80 East 11th Street, New York, NY 10003-6035.

²⁵ Unlike most schools, which have elaborate systems of rules which fill student handbooks, Hyde has only five rules, which are called the "Ethics." These are: No lying, cheating, or stealing; no smoking, alcohol, or drugs; every student is his brother's keeper; no premature sexual relations, and students will act like ladies and gentlemen. The "brother's keeper" ethic is the most difficult for most adolescents: it places a *positive* obligation on each student to help other students achieve their best. See pamphlet on "Discipline at Hyde School" in Exhibit C.

C. What type of community environment do you hope to foster at your school?

We have already spoken of the importance within the Hyde community of commitment, shared vision, and living by principles. At Hyde, the purpose of the school as an institution *is* the creation of community. The school is the means to the end of community-building. As mentioned above, we adhere to the African saying, "It takes an entire village to raise a child." Hyde produces a "village" with strong shared beliefs and shared experiences; this village serves to educate and to ameliorate the effects of community fragmentation and isolation which plague contemporary America.

The importance of a shared commitment cannot be overstated. For this reason, two *systemic reforms* are essential for Hyde to operate successfully within the public school sector. Both of these reforms are built into the Massachusetts Charter School legislation. The first is at least a limited degree of **choice** so that parents and students who are in the program have made a commitment to be there, and the second is **site-based decision-making** so that the faculty and administration in a Hyde program school can control the allocation of educational resources within their own school.

Choice is being touted as a new educational panacea. But as a recent Rand study makes clear, choice is only half the answer: still needed are "focus" schools with specific programs and visions.²⁶ The Hyde program will provide such schools. Because the Hyde program asks for new levels of participation from parents, it is expected that many families will choose not to be involved, at least initially. Parents are accustomed to playing only a supporting role in public schools: serving on PTC's, helping with fund-raising, perhaps helping with homework. Considering how pressed for time many American families are becoming, convincing some of these parents to make a larger commitment to their youngsters' schooling may be difficult. But some parents—as we saw in Springfield,

²⁶ See Paul T. Hill, Gail E. Foster, and Tamar Gendler's *High Schools of Character* (Santa Monica, CA: Rand Publications, Inc., 1990).

Gardiner, and New Haven —will jump at the opportunity to play a larger role in their youngster's school program. These families may make up the majority of the initial group in any Hyde implementation. Gradually, as other parents begin to see that the Hyde program is having a greater effect on the motivation, character, and achievement of the students, we expect interest to dramatically grow—as it has at Hyde School.

FAST is committed to **site-based decision-making** as an essential systemic reform which will allow for school faculties to control the allocation of educational resources within their schools, thus empowering teachers and encouraging ownership and participation.²⁷ Just as the FAST only *advises* the faculty at each implementation site—rather than dictating the specific academic content and/or methods to be used—FAST will encourage each Hyde program site to continuously improve their own school design and to use innovation as needed to deal with the specific circumstances of their district. **Continuous improvement** of the community and institution—modeled after W. Edwards Deming's Total Quality Management—is a natural counterpoint to the development of each person's unique potential, and FAST—with the help of Williamsburg, VA consultant Irving Stubbs²⁸—will provide the faculty at the Hyde Charter School with specific training in the methods of continuous improvement.

3. STATEMENT OF NEED

Modern man could find no clearer expression for his dissatisfaction with the world, for his disgust with things as they are, than by his refusal to assume, in

²⁷ Site-based management is advocated in M.I.T.'s *Education That Works: An Action Plan for the Education of Minorities* (Cambridge: Quality Education for Minorities Project, 1990).

²⁸ Stubbs has worked with all of FAST's projects. He is a pioneer in training companies in TQM. See his book *Making It Better* (Williamsburg: Quality Books, 1991). Stubbs' involvement with Hyde School (Bath) has resulted in the development of a comprehensive Systems Chart which can serve as a template for further expansion of the Hyde concept and process. See the pamphlet "Hyde as a System" in Exhibit C.

respect to his children, responsibility for all this. It is as though parents daily said: "In this world even we are not very securely at home; how to move about in it, what to know, what skills to master, are mysteries to us too. You must try to make out as best you can; in any case you are not entitled to call us to account. We are innocent, we wash our hands of you." --Hannah Arendt²⁹

A. Why is there a need for this type of school?

Many of America's youth are out of control. We cannot blame the kids themselves for this. American adults--educators, policy-makers, parents--must bear the blame and the responsibility for doing something about it. Hyde offers an alternative to the many failed educational reforms of the past generation. By building on the parents as the primary teachers, the home as the primary classroom, and the primary focus of schools as Character First™, the Hyde approach helps all participants in the educational process to break out of the unhelpful patterns into which they have fallen.

American education used to be the envy of the world. This is still true in some areas and in some schools. Certainly our elite research universities continue to attract international attention and imitation. But our secondary schools--especially large, "comprehensive" high schools in urban centers--have become places of violence, fear, and youth culture group-think.

To take back our schools from this youth culture, American parents need first to focus on themselves. Why have they allowed their adolescents to become so off-track? At Hyde, many parents realize that their parenting suffers from insufficient understanding of the childrearing process, and from hidden agendas related to "skeletons in the closet" from their own growing-up. The Hyde Family Learning Center helps parents to understand and then to "let go" of their own parents so that they can begin to focus on the *unique potential* of their own children. Only by accepting the Hyde principles, especially the destiny premise that "each person is gifted with a unique potential which defines a

²⁹ *Between Past and Future: Eight Exercises in Political Thought* (Penguin Books: Hammondsworth, England; 1968, 191).

destiny” and the humility principle that “we believe in a power and a purpose beyond ourselves,” are parents able to both “let go” and assume their proper level of responsibility in raising their children.

The Hyde experience shows that adolescents do not *want* to live without adult supervision, under the perverse requirements of contemporary youth culture. They want guidance, and they want high expectations. This guidance and these expectations are not possible without the development of a school community based on a shared commitment to transcendent principles. The Hyde principles are universally accepted by Hyde students as the ideals by which they should conduct their own lives. The principles of Truth—“Truth is our primary guide”—Conscience—“We attain our best through character and conscience”—and Brother’s Keeper—“We help others achieve their best”—provide the kind of guidance which helps adolescents to escape the youth culture’s focus on treating adults with distrust and scorn, “sucking it up” even in the face of intuitions that activities are immoral, and the “protection” schemes which keep kids from “narcing” on one another.

B. Explain why a charter school would help to effectively address this need.

We have already explained why Hyde needs to be built upon the systemic reforms of choice and site-based decision-making. We also discussed the difficulties encountered when Hyde was instituted within a traditional public school in a traditional public school district (Gardiner, Maine) and the dramatic hope generated when an entire building has been devoted to the Hyde concept (New Haven). For these reasons, the charter school model is perfect for making the Hyde opportunity available to Massachusetts public school students and for creating an educational beacon to be modeled elsewhere in Massachusetts.

Creating a Hyde school requires a tremendous amount of change from students, teachers, and parents. Traditional schooling works against this kind of change. Union

contracts are written to define in advance the expectations of teachers and other staff members. Parents are generally unwelcome in the school except on special evenings or in closely restricted roles. Students get into habits which make it hard for them to grow.

Personal growth into the unknown reaches of unique potential requires the formation of a new kind of school community, one which is clearly incompatible with mainstream American schools. We know that such school communities can be created, given the right legal and regulative environment. The Massachusetts Charter School legislation seems specifically designed to make this possible.

Once the Hyde Charter School has been set up, we expect it to show that this is a better way for all children. We expect the Hyde Charter School to become a beacon of hope for the other schools within the Commonwealth. Our 28 years of experience convinces us that Hyde will begin to revolutionize the entire educational system.

How will we know it works? There are a number of different ways to gauge the success of the program which has been developed at Hyde School (Bath). Much of the evidence is anecdotal, coming from former students, parents, teachers, and visitors.³⁰ Another measure of the school's success is that despite the fact that many Hyde students are at risk of dropping out of school when they arrive, 100 percent of Hyde School graduating seniors have actually been accepted to accredited four-year colleges since 1986. The Hyde program is also successful in getting parents involved. Between 95 and 100 percent of parents typically attend the Hyde Family Weekends in the fall and spring. Similar success is slowly being accomplished at the Hyde Leadership School of Greater New Haven, where parental participation has now reached 66 percent.

But numbers can never capture the success with which the Hyde program has changed the attitudes and characters of its students and parents. Only by visiting the

³⁰ See Appendix I for testimonials from former Hyde parents, students, and visitors to Hyde.

school and talking with current students and hearing their evaluations can one get a sufficient grasp of the differences between Hyde and other school programs.

Commonwealth of Massachusetts evaluators are encouraged to come to Bath and New Haven and see the schools in action. A somewhat adequate substitute for the kind of direct experience of Hyde School is to read what Hyde graduates and parents have had to say about their Hyde experiences.³¹

Yet another indication of the success of the Hyde School experiment has been enthusiasm generated in the local and national media. NBC's *The Today Show* featured Hyde in 1974, 1978, and 1993, and was impressed with the depth at which the Hyde program was touching the students. Also during the 1970s, Hyde School appeared on both the *Phil Donahue Show* and the *David Susskind Show*. CBS's *60 Minutes* visited in 1989 and was so impressed by what it saw that it called the program "The Hyde Solution" to the nation's educational problems. (A videotape of this *60 Minutes* segment is enclosed as "Exhibit A.") The publication of Joseph Gauld's *Character First* has generated considerable attention, with appearances by Gauld on radio shows nationally, and upcoming Hyde appearances on the *Jerry Springer Show* and *America with Denis Wholly*. Recent articles in the *National School Board News*, *The New Haven Register*, and the *Portland Press Herald*, as well as earlier articles in the *Washington Post* and *The New York Times*, have discussed the Hyde program and chronicled its successes. Editorials have appeared concerning the Hyde concept in *The Wall Street Journal* and *Education Week*. Copies of a selection of these articles are included in Appendix V.

The other source of support for our expectations for the Hyde Charter School comes from the realm of theory. While the Hyde School experiment proceeded mainly on the common sense and intuition of its Founder and the teachers involved, over the years it

³¹ See Appendix III for a selection of recent graduation speeches and Exhibit E for a booklet about Hyde experiences by former parents.

has become abundantly clear how much the Hyde approach is in sync with the best in philosophical, psychological, and sociological research. The next few pages explore some of this support.

The Hyde Foundation's Board of Advisors contains a number of public figures who can attest to the solid foundation of the Hyde concept: sociologist and educator James S. Coleman of the University of Chicago; management specialist Warren G. Bennis of the University of Southern California; medical educator James W. Freston of the University of Connecticut.

The Hyde Foundation's Director of Curriculum and Evaluation, Craig Cunningham, is currently developing an instrument to measure attitude changes associated with Hyde programs. The questionnaire—based on solid research into attitudinal change—has been field tested, and an initial administration given to the Hyde Leadership School of Greater New Haven students during this past summer's orientation. A second administration will take place this month, followed by a third at the end of the year. We will certainly make the reports of this evaluation available to the Executive Office of Education.

Philosophical support. Support for the philosophical integrity of the Hyde concept can be found throughout the Western and Eastern philosophical traditions. Aristotle, Cicero, Buddha, John Stuart Mill, Ralph Waldo Emerson, and John Dewey were all "eudaimonists": they each agreed that every person possesses a unique set of personal potential excellences which define their destiny. The philosopher David Norton has explored these traditions in his *Personal Destinies* (Princeton: Princeton University Press, 1976; see also his recent *Democracy and Moral Development*, Berkeley: University of California Press, 1991). After visiting Hyde in the winter of 1991, Norton wrote:

“My on-site examination of operations at the Hyde School, Bath, confirmed that there, the development of good moral character is at least as important as academics. Self-discovery is promoted by exploration, by self-examination, and by dialogue; and much skilled attention is given to the cultivation of such virtues as honesty, integrity,

courage, temperance, fairness, and tenacity. My own work supports Hyde's contention that such traits of character as these are at least as important for successful living in the world as academics, when "success" is defined as living, not just an economically productive life, but a worthy life that is productive of moral, social, civic, and aesthetic values."³²

Support for Hyde's emphasis on the development of a "community of commitment" around the unique potential concept is found in the work of Anthony Bryk, Philip Jackson, William Glasser, Robert N. Bellah, Gerald Grant, Sara Lawrence Lightfoot, and others.³³

Support from Studies of Child Development. The work of Howard Gardner makes it clear that people differ in their intellectual potentials and the ways in which they learn.

See especially his *Frames of Mind: A Theory of Multiple Intelligences* (New York: Basic Books, 1983).³⁴ Gardner's work has been incorporated in the curriculum of the nationally

³² See Appendix V for a copy of an article in the University of Delaware *Magazine* in which Norton discusses Hyde, as well as Appendix I for the complete text of the letter in which Norton evaluates the Hyde program. Further discussion of the importance of character in schooling is found in Betty Sichel's *Moral Education: Character, Community, and Ideals* (Philadelphia: Temple University Press, 1988), *Of Human Potential* by Israel Sheffler (Boston: Routledge and Kegan Paul, 1985), and Carol Gilligan's *Mapping the Moral Domain* (Cambridge: Harvard University Press, 1988).

³³ See James Coleman and Thomas Hoffer's *Public and Private High Schools: The Impact of Communities* (New York: Basic Books, 1987); Bellah et al.'s *Habits of the Heart: Individualism and Commitment in American Life* (Berkeley: University of California Press, 1985) and the more recent *The Good Society* (New York: Knopf, 1991). See also Gerald Grant's *The World We Created at Hamilton High* (Cambridge: Harvard University Press, 1988), Philip Jackson's *The Moral Life of Schools* (San Francisco: Jossey-Bass, 1993), and Sara Lawrence Lightfoot's *The Good High School: Profiles of Character and Culture* (New York: Basic Books, 1983). See also the works collected in the special issue of the *American Journal of Education* on "The Moral Life of Schools," edited by Anthony S. Bryk (96(2), 1988); Benjamin Bloom's *All Our Children Learning: A Primer for Parents, Teachers, and Other Educators* (New York: McGraw Hill, 1981); Michael Rutter's *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Cambridge: Harvard University Press, 1979); and Kenneth A. Strike's "The Moral Role of Schooling in a Liberal Democratic Society," *Review of Educational Research* 17, edited by Gerald Grant (American Educational Research Association, 1991).

³⁴ Gardner's latest book, *The Unschooled Mind: How Children Think and How Schools Should Teach* (New York: Basic Books, 1991), also offers much that supports the Hyde program's emphasis on individual learning styles and the development of individual

famous Key School in Indianapolis, Indiana. The idea that each person has a unique internal source of motivation which must be tapped to foster academic excellence is explored in recent works by Mihaly Csikszentmihalyi.³⁵ The importance of spiritual and moral growth for students (even for the very young) is addressed in the work of Robert Coles.³⁶

Support from Studies of Academic Curricula. Hyde's emphasis on a *required* college preparatory academic curriculum for all students is based on the ancient idea of a "liberal education," which in turn is a response to the ideal of a well-rounded person knowing something about many different areas of study.³⁷ The ideal that all students should become well-rounded goes against the trend in recent decades for the American comprehensive "shopping mall" high school to offer an increasingly differentiated curriculum in which a liberal education was limited to the "elite" of a high school.³⁸

educational objectives. See also R. Sternberg and R. Wagner, *Practical Intelligence* (New York: Cambridge University Press, 1985).

³⁵ See his *Flow: The Psychology of Optimal Experience* (New York: Harper and Row, 1990), and *Optimal Experience: Psychological Studies of Flow in Consciousness* (Cambridge: Cambridge University Press, 1988), and Benjamin Bloom's *Developing Talent in Young People* (New York: Ballantine Books, 1985). See also Kevin Rathunde's "Family Context and Optimal Experience in the Development of Talent," (Ph.D. Thesis—University of Chicago Department of Psychology, Committee on Human Development, December 1989) which also supports the claim that strong parental participation is crucial for the development of a youngster's unique potential.

³⁶ See Coles' *The Moral Life of Children* (Boston: Atlantic Monthly Press, 1986) and *The Spiritual Life of Children* (Boston: Houghton Mifflin, 1990).

³⁷ This ideal is discussed in Bruce A. Kimball's *Orators and Philosophers: A History of the Idea of a Liberal Education* (New York: Teachers College Press, 1986); see also Herbert Kliebard's "The Liberal Arts Curriculum and Its Enemies," in *Cultural Literacy and the Idea of General Education*, 87th yearbook of the National Society for the Study of Education, edited by Ian Westbury and Alan C. Purves (Chicago: NSSE, 1988).

³⁸ See Arthur G. Powell, Eleanor Farrar, David K. Cohen, *The Shopping Mall High School: Winners and Losers in the Educational Marketplace* (Boston: Houghton Mifflin, 1985).

Hyde's program also goes against the anti-egalitarian trend of creating separate "tracks" for different segments of students³⁹; rather, we *assume* that every student can master the college preparatory curriculum, and work to ensure that each student can do so.⁴⁰ This is in keeping with a wide range of "effective schools" research that shows that high expectations and standards and an undifferentiated instructional environment without tracking result in higher student achievement with lower variance.⁴¹

The Hyde program's use of teams of teachers addressing broad themes, and its emphasis on the development of students' *self*-knowledge and wisdom, are supported in the work of Hazard Adams and also the recent work of Ted Sizer. Adams writes that knowledge is a *process* which comes from continual questioning of what we learn in light of what we have previously learned. This requires teachers to foster student questioning into: the underlying rationale of each discipline; the relationships among the various disciplines and the culture at large; and inquiry into the different ways that different

³⁹ See Jeannie Oakes, *Keeping Track: How Secondary Schools Structure Inequality* (New Haven: Yale University Press, 1985). See also Rand Corporation, *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science*. (Santa Monica: Rand Publications, Inc., 1990).

⁴⁰ Compare this quote by Joseph Schwab: "It is by...making no limiting *a priori* assumptions as to who are educable in respect of sounder views of knowledge and more complete modes of enquiry that we can find out how many can and how many cannot master them." Quoted in Ian Westbury, "Who Can Be Taught What? General Education in the Secondary School," in *Cultural Literacy and the Idea of General Education*, op cit.

⁴¹ See, e.g., James S. Coleman, Thomas Hoffer, and Sally Kilgore, *High School Achievement* (New York: Basic Books, 1982); Susan J. Rosenholz's "Effective Schools: Interpreting the Evidence," *American Journal of Education* 93(3): May 1985; and T. Good and J. Brophy, "School Effects," in *Handbook of Research on Teaching*, edited by M. Wittrock (New York: MacMillan, 1986). Another example of such a successful approach is seen in the Accelerated Schools project at Stanford University. Its director, Hank Levin, has been advising The Hyde Foundation on the development of our public school projects.

disciplines may address the same questions.⁴² These questions infuse every Hyde classroom.

Support from Other Studies of Schooling. Hyde's focus on family participation is supported by evidence in the "Coleman Report" and elsewhere that students' homes are often a more stable predictor of success in school than are the schools.⁴³ Family members are primarily responsible for helping young people to envision themselves as good students.⁴⁴ James Coleman's concept of "social capital" provides a framework for understanding why homes and parents might be so important for success in school.⁴⁵ But schools which involve parents must be schools of choice, since this involvement (at least initially) must be voluntary.

There are multiple supports for Hyde's focus on **character** as the foundation of academic and personal excellence. As the U.S. Department of Education's Ivor Pritchard has written, "...making good character a recognized educational standard introduces a non-competitive goal that is within the reach of many more students than is academic excellence. Consequently,... more students will have a good chance to succeed by this standard, resulting in less student alienation from school."⁴⁶ As Mark Holmes writes,

⁴² See especially Adams's "The Fate of Knowledge," in *Cultural Literacy and the Idea of General Education*, op cit.

⁴³ See James S. Coleman et al., *Equality of Educational Opportunity* (Washington: US GPO, 1966).

⁴⁴ C. Snow and J. Chall, *Families and Literacy; The Contribution of Out-of-School Experiences to Children's Acquisition of Literacy* (Cambridge: Harvard University Graduate School of Education, 1982).

⁴⁵ See his *Foundations of Social Theory* (Cambridge: Harvard University Press, 1990), especially chapter 12, and his *Parental Involvement in Education*, part of the "Policy Perspectives" series (Washington: US Department of Education, 1991). See also Anne Henderson's *The Evidence Continues to Grow: Parent Involvement Improves Student Achievement* (Columbia, MD: National Committee for Citizens in Education, 1987).

⁴⁶ See Ivor Pritchard's "Character Education: Research Prospects and Problems" (*American Journal of Education* 96(4): 469-495, 1988).

"The beginning and end of a sustaining myth in education must lie in character. If we cannot collectively assert a consensual set of characteristics that we would like young people to gain, then mass education in the long run is not sustainable....Public education requires a societal vision."⁴⁷

Support from Studies of Evaluation and Excellence. Stanford University's Lee Schulman and Elliot Eisner's recent work on educational evaluation supports the notion that evaluation must be continuous and performance-based, and also that since no individual teacher or student is exactly like any other, "standards" of evaluation are less likely to result in improvement than are "criteria" which are applied with a constant view toward the individual situation and the uniqueness of whomever is being evaluated.⁴⁸

Recent evidence from the world of industry supports The Hyde Foundation's belief that an emphasis on *continual improvement* is essential for organizations (and individuals) to achieve excellence.⁴⁹ This is supported in the experiences of Superintendent Larrae Rocheleau in Sitka, Alaska and Jerry Arcaro of the Galileo Institute of Framingham, Massachusetts, in their work trying to institute "total quality management" in schools.

In short, the Hyde process not only builds upon 28 years of school restructuring experience (in the "laboratory" of the Hyde School experiment), but also reflects sound educational research. When practices are successful, research will eventually get around

⁴⁷ Mark Holmes, "The Fortress Monastery: The Future of the Common Core," in *Cultural Literacy and the Idea of General Education*, op cit.

⁴⁸ See especially Eisner's *The Art of Educational Evaluation: A Personal View* (London: Falmer Press, 1985) and *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice* (New York: MacMillan, 1991). See also Anthony S. Bryk's *Stakeholder-Based Evaluation* (San Francisco: Jossey-Bass, 1983).

⁴⁹ See W. Edwards Deming's *Out of the Crisis* (Cambridge: MIT Press, 1986) and *Quality, Productivity, and Competitive Position* (Cambridge: MIT Press, 1982); and Tom Peters and Robert H. Waterman's *In Search of Excellence: Lessons From America's Best-Run Companies* (New York: Warner Books, 1982).

to the same understandings. This has happened in the field of education. James B. Conant's suggestion after World War II that schools become *larger* and *more comprehensive* was a reflection of his age. American industry of that time was operating under the same paradigm: bigger is better; bureaucratic is more efficient; impersonal is less "emotional." Fortunately, those times have gone forever. W. Edwards Deming couldn't get a hearing in the American corporations of the 1940s, 1950s, and 1960s. Instead, he went to Japan, where his lessons have transformed Japanese industry into the envy of the world, while American corporations—many of them—have experienced a slow painful decline into obsolescence. But some American companies have managed to overcome the paradigm of mid-century. They are instituting teamwork, cutting bureaucracy, instituting principle-centered leadership, and concentrating on what they can control: the quality of the product and the spirit of the workplace. American schools deserve the same reforms. The Massachusetts Charter School legislation makes it possible to show them how.

4. SCHOOL DEMOGRAPHICS

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The first and foremost of Hyde's Five Principles is that *each person* is gifted with a unique potential which defines a destiny. This is a *universal* proposition, subject to no exceptions or variances. Indeed, taking this as a *premise* when dealing with any particular student or parent has been the key to Hyde School's success with so many who have not been well served elsewhere. For despite present *behaviors* or *attitudes*, Hyde holds that each person has something incomparably special and important about themselves that will, with proper nurture and discipline, emerge and form a destiny.

The universality of Hyde's principles means that the Hyde concept will work for all children and families in all places. Because the Hyde process is built upon *principles* and not *procedures*, Hyde is infinitely adaptable to suit the current needs of any constituency. The specific details of the Hyde program, described above, have been worked out over 28 years of experience with a clientele consisting largely of adolescents and their parents, and the program suits that population quite well. While Hyde School (Bath) is largely populated by middle-class, suburban families, the school has also been quite successful with urban and rural families.⁵⁰ The Hyde Leadership School of Greater New Haven is demonstrating the basic foundations of this program also work quite well in a population which is primarily inner-city, with a majority of the families on some form of public assistance.

We believe that a school staff which is devoted to the Hyde concept and to giving each family the flexible, spontaneous--yet disciplined--approach fostered by the Hyde principles can make the process work for any family. Currently, however, we see the primary need for this program in large urban areas. It is here that the strongest consensus has emerged that traditional mainstream education is failing; it is here that families are most "fed up" and most willing to try something completely new. It is here that we expect to be able to "sell" the Hyde concept most easily; it is here we expect the results of the Hyde process to be most impressive in the short-term. It is also here that our funding sources are most interested in helping us produce those results. Once we have proven that the process works in urban/suburban areas, the less critically desperate families of further-out suburbs and rural areas will, we believe, see its merits.

Because of these considerations, we would like to set up the first Hyde Charter School in Massachusetts either in the greater Boston area or in the Springfield area, or

⁵⁰ See Appendix I for a letter from Charles Sikoriak, former education director for the Boy's Club of New York which describes our success with inner-city youngsters.

even eventually in both locations. Boston would be our first choice, and where we will initially concentrate our efforts to find a suitable site. (Since we have already built a constituency in the Springfield area, it will be relatively easy to move our efforts there if we should be unsuccessful in greater Boston.) We have several criteria for a site which is "suitable":

- meets code and provides a safe environment conducive to learning;
- on public transportation lines;
- accessible by both inner-city and suburban families (this means that a location on or near the boundary of Boston would be ideal);
- facilities include performing arts space, athletic fields, gym, and suitable classroom space;
- is available for lease at a reasonable price.

We have already contacted the Catholic authorities in Boston for assistance in finding a closed or closing Catholic school which would be ideal for the Hyde Charter School. We are also working with some Realtors in the Boston area to locate possible sites. Once we are approved for a preliminary charter, we expect to find our site by Spring of 1995.

The key issue, however, is not so much physical location as it is commitment in the surrounding community. Once we are granted a preliminary charter we will begin to publicize the opportunity for establishing the Hyde Charter School, and if a group of families approaches us from some other area of Massachusetts with a strong commitment to the Hyde concept, we would certainly consider locating there instead of Boston or Springfield.

C. Describe any unique characteristics of the student population to be served.

As mentioned above, the most important characteristic of the ideal candidate for the Hyde process is a family that is committed to its growth and the growth of its

members. The interview process (see "Admissions Policy," below) is designed to select only those families who have realized that they need help to reach their fullest potential. Commitment to fulfill potential is the one quality which is required to make the Hyde process work for any one family.

Hyde defines "family" as "a growing child and a committed adult." This means that having a traditional nuclear family is definitely *not* a requirement for participation in the Hyde process. But because character is taught by example, what *is* required is that a youngster come to the Hyde process with an adult--whether it be a parent, an older sibling, an uncle or aunt, grandparent, friend, or other person--who is willing to go through the process with the youngster, sharing his or her own issues and struggles to serve as an example to the youngster.

We recognize that not every child *has* an adult in his or her life who is willing to make this sort of commitment. If such a youngster has a sincere desire to participate in the Hyde process (and we have seen this situation both in Bath and in New Haven), the Hyde staff will work with the community to find a mentor. This is important not only to provide an *example*, but also because the Hyde process must continue twenty-four hours a day, and someone needs to be responsible to make sure that the Hyde ethics are respected outside of school hours. (In Springfield, we have already identified several community groups which are willing to serve in this mentoring role: the I Have A Dream Foundation, the North End Community Council, and the Springfield Urban League. We expect to find similar organizations in other communities.)

D. What is the school's anticipated enrollment?

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

We expect to start the first year of the Hyde Charter School with 175-225 students from the ninth, tenth, and eleventh grades. We will strive to get enrollment of at least 45

students in each grade level to allow for a staff/student ratio of approximately 12 to 1. This enrollment will increase by 50-75 students each year resulting after 3 years in a school with 100 in each high school grade level.

The team approach to teaching means that to go beyond 100 students in a grade level would mean setting up separate teams of teachers in that grade level. In other words, if the school was able to enroll 150 freshmen, it would be necessary to hire another team of teachers for the freshman year. It is expected that if the Hyde Charter School is successful, it will eventually spawn additional schools (or "teams" within a larger school) of 400 students each.

5. RECRUITING & MARKETING PLAN

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

B. Specifically, what type of outreach will be made to potential students and their families?

The Hyde Foundation has learned a number of lessons in the past few years of working with public school districts. Most importantly, we learned that public school students and their parents will find the Hyde program attractive. Over 650 eighth and ninth grade families made preliminary application to the Hyde Preparatory School of Springfield.⁵¹ Over 300 interviews were conducted in Gardiner, and over 300 in New Haven, to select schools of 120-140 students.

We have also learned other lessons which have guided the development of our current efforts, and these have been reflected in this proposal. Five of the most important were:

⁵¹ See Appendix V for newspaper articles about the Springfield effort, and Exhibit D for a brochure describing the Hyde Preparatory School of Springfield as it would have opened in the fall of 1991.

1. **Involve community organizations.** We found that we could get invaluable assistance for our efforts from local community organizations with an interest in families and education.⁵²
2. **Use the local media.** To avoid people forming mistaken initial impressions of our program, we relied heavily on radio, television, and newspaper coverage of our efforts in order to inform the community about the ways in which the Hyde program differs from traditional education.
3. **Use mass mailings.** We have been quite successful in generating interest in the Hyde approach by sending literature about Hyde and invitations to promotional programs to families enrolled in local schools.
4. **Use Hyde School.** Perhaps the most impressive lesson of our Springfield, Gardiner, and New Haven experiences was the realization that the best spokespersons for the Hyde program are current and former Hyde students. We invited local teachers, students, and administrators up to Hyde School and allowed them to roam the campus and speak with students and faculty. Most effectively, we brought a cross-section of the entire Hyde School student body to each community for a series of music and dance performances in each of the towns' junior high schools.
5. **Involve parents from the start.** We discovered early on in each community that there were some parents who *immediately* saw the value of the Hyde program, even though it requires a great deal from them. These parents became important allies in selling other parents and teachers on the program. We intend to look for this kind of assistance from parents in all our public school models. (During the spring preceding the opening of the Hyde Charter School, we will conduct a series of Family Learning Centers for those families who are most interested in the program. These FLCs will build the foundation of a critical mass of parents and students who are familiar with the Hyde process and who will help us to build the larger school community.)

⁵² In Springfield, the Urban League and the North End Community Council (an Hispanic group) were instrumental in spreading the word about the Hyde program. We also contacted professionals at Springfield College and American International College for support and insight into the local community. We were in the process of planning a collaboration on teacher education with both schools when the project was postponed.

These lessons form the backbone of our plans for generating the energy for school reform within local communities. We also learned about the *process* by which an outside organization will be able to become trusted partners in public school reform efforts. We will proceed in four stages:

1. Extract initial interest and commitment.

If successful, then:

- 2-A. Expand the interest and commitment;
- 2-B. Begin detailed program design with local stakeholders.

If successful, then...

- 3-A. Select initial teacher team;
- 3-B. Proceed with student application process;
- 3-B. Begin training in the Hyde process;
- 3-C. Identify site and work out necessary operations.

If successful, then...

- 4-A. Proceed with pilot program;
- 4-B. Continue training in the Hyde concept;
- 4-C. Document and evaluate.

Our primary "salesman" for step 1 is Joe Gauld, The Hyde Foundation's president. Gauld's 45 years of teaching experience, together with his unique ability to read people and to understand their deeper motivations, and the wisdom that he has gained from prior reform efforts, make him a perfect spokesman for the Foundation and a "front man" for our school reform efforts. Once Gauld has generated the enthusiasm, a team of FAST, Inc. personnel--including Hyde Foundation Executive Director Ken Grant, FAST, Inc. Executive Director Paul Hurd, Hyde Foundation Director of Training Gary Kent, Hyde Foundation Director of Curriculum and Evaluation Craig Cunningham, and others--can begin to work with stakeholders in the local community to find ways to fit the Hyde program into their environments.

6. ADMISSIONS POLICY

A. Describe the admission methods and standards you will use to select students.

Admission to the Hyde Charter School will be based solely on the commitment of the student and his or her family to address the three questions--"Who am I?"; "Where am I going with my life?"; and "What do I have to do to get there?"

The admissions process consists of five steps. First, application materials are submitted from student, parents (or guardians or mentors), and recommendations are solicited from current teachers. (Remember that mentors will be selected for students who do not have the requisite family commitment.) Second, the family participates in an interview (see below for more on this step). Third, an admissions committee makes a decision based on materials and the interview, and tentative admission is granted or denied. Fourth, the student attends a summer challenge orientation program which puts him or her through various challenges and allows the school to further gauge commitment to the Hyde principles and process. Fifth, final admission is granted or denied based on this orientation program.

The key to gauging the commitment of student and family is an intensive one- to two-hour interview which differs markedly from the traditional admissions interview. Topics of the interview include the student's sense of self, purpose, and family, and the parent or guardian's sense of the student. The interview's main purpose is to determine whether or not the family is willing to tackle the issues which are relevant to its unique potential and the unique potential of the student, and whether the student and family are willing to adhere to the school's expectations and standards. Is the family truly ready to enroll in a program where each member will be expected to accept responsibility for his or her own personal growth? What is the family's commitment to excellence? Specifically, is the family willing to participate in the Hyde program to its full extent and to uphold and maintain the Hyde principles and ethics both in school and at home?

The interview includes both the prospective student and his or her parents, guardians, or mentors. Usually the interview starts with a focus on the student. Typical questions include:

- How is school going now?
- How do you feel about it?
- How could you do better?
- What are your friends like? Do your parents like your friends? Why or why not?
- Give an example of a recent challenge you accepted and assess how well you did in meeting it.
- Assess your own character. Which of the Five Words is your strongest suit?
- Which of the words do you feel you need to work on?
- How do you get along with your parents?
- What's the thing in your life that you're proudest of?
- What are you ashamed of?
- What do you hope to be doing with your life ten years from now?
- Which values will it be important for you to uphold?
- How would the students in your school evaluate you? How about the teachers?

These questions usually lead to a discussion of the dynamics and issues which are pertinent to the prospective family. As fundamental as they are, Hyde finds that many families are discussing them less and less. The interview tries to get the focus of the family back to issues such as these.

After the interviewer has spoken with the student for a while, the conversation turns to the parents. They are asked to assess their own effectiveness as parents. Typical question include:

- What are your family's values?
- Is there a consensus in the family on these values?
- How well are you teaching these values?
- What were *you* like in school?
- How do you feel about your son's or daughter's progress in school?
- Are you proud of your son or daughter? Do you identify with him or her?
- What are the strongest aspect of your child's character?
- What are the strongest aspects of your character?
- What aspects of your character need improvement?
- Can you identify with your son's or daughter's strengths and weaknesses?

After 28 years of interviews for Hyde, we have identified several characteristics of parents and students who will do well in the Hyde program. For parents, these characteristics are:

Vision: "Our family members aspire to strong values and character."

Concern: "I am concerned with my child's level of growth in relation to his or her potential in life."

Accountability: "I will take responsibility for myself and my growth. I will assume that I am the primary teacher in developing my child's character."

Commitment: "I am committed to my best."

For students, characteristics of good Hyde candidates are:

Vision: "I aspire to be a person with strong values and character."

Concern: "I am concerned about my character."

Accountability: "I will address my personal issues openly and honestly with myself and others. I welcome the help of others to accomplish this."

Commitment: "I am committed to my best."

Following a satisfactory interview, both parents and students are asked to write a "Goals Paper" which builds on the interview and sets for a "plan of action" which will serve as a set of objectives for the Hyde experience. Admissions decisions are made by an admissions committee and are meant to ensure a diverse and committed group of families and students.⁵³

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

As we mentioned above, Hyde's commitment to *unique potential* voids the nagging issue of discrimination because each person's unique potential is of equal and incomparable worth. To have any biases in evaluating unique potential would be to fail to take the commitment to unique potential seriously. Visitors to Hyde School (Bath) and now the Hyde Leadership School of Greater New Haven are often struck by how open and un-cliquish is the Hyde student body, for the students also recognize the importance of having open minds in a unique potential process.

We expect that the Hyde Charter School will accept a student body which roughly approximates the demographic character of its applicant pool. This will ensure that the mix of unique potentials in the school is a microcosm of the larger society. If the character of the enrolled student body differs markedly from the applicant pool, steps will be taken to step up marketing efforts in underrepresented groups.

⁵³ The Hyde Charter School will accept the most committed group of families and students from among all applicants. If the pool of highly committed families exceeds the capacities of the school, we would first try to find a way to increase those capacities. Only once the true limits of capacity have been reached would we consider using a lottery for admission. In that case, we would work out an arrangement with a local district to provide specific preference for students from that district, in return for a building or other consideration. Since Hyde accepts *families* and not *students*, siblings of Hyde students would automatically be accepted unless there were reasons to specifically question the commitment of one or more siblings.

Special education students. The Hyde Charter School will accept any student with identified special needs under the same criteria used for acceptance of all students. If the student (and the parents) are committed to addressing the three questions set forth above, and if the family is committed to excellence, special needs will be accommodated in whatever manner is necessary to ensure a quality Hyde program.

7. PROFILE OF FOUNDING COALITION

A Describe the make-up of the group or partnership that is working together to apply for a charter.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other groups.

The Hyde Charter School is a project of The Hyde Foundation and FAST, Inc. together with the financial support of the Smart Family Foundation. The Design Team is led by Joseph W. Gauld, Founder of Hyde School (Bath), President of The Hyde Foundation and author of *Character First: The Hyde School Difference* (San Francisco: ICS Press, 1993).

The Hyde Foundation is a Maine not-for-profit corporation established in 1990 to foster the development of Hyde schools nationally. Its Board of Governors consists of Lennox K. Black (Chairman of Teleflex, Inc. of Plymouth Meeting, Pennsylvania), Jack S. Diskin (Chairman of DiFam Investments, Ltd. of Calgary, Canada), David F. Hinchman (President of U.S. Precision Lens in Cincinnati, Ohio), and Raymond L. Smart (President of the Smart Family Foundation in Greenwich, Connecticut). The Hyde Foundation's senior management consists of President Joseph W. Gauld and Executive Director is Kenneth L. Grant. Additional personnel include Craig A. Cunningham, Director of Curriculum and Evaluation, and Claire D. Grant, Director of Family Learning. FAST, Inc. is a Massachusetts not-for-profit corporation established in 1991 specifically for the

purpose of setting up a Hyde public school in Massachusetts. Its Board of Trustees consists of chairman Joseph W. Gauld, Kenneth L. Grant, and Craig A. Cunningham, its Executive Director is Paul Hurd, and its Director of Training is Gary Kent. Brief biographies of these individuals appear below.

The Smart Family Foundation has been a supporter of Hyde programs for several years, and has made an informal commitment to support The Hyde Foundation for several more. Its president, Ray Smart, is a Hyde parent who deeply believes in the concept and has worked tirelessly to identify other sources of financial support, which have recently included the Donner Foundation, the William E. Simon Foundation, and The J.M. Foundation.⁵⁴

The Hyde Foundation's team is experienced in school administration, school restructuring, curriculum development, and family education. Members of the team were chosen for their extensive experience with the Hyde School experiment. More than half of the team are themselves Hyde graduates; all have demonstrated outstanding Hyde teaching; all have effectively administered both the Hyde School and the Hyde program. This team has worked effectively together over a long period of time.

Below are brief biographies of the Design Team. More information can be found in the collection of resumes in Appendix IV.

Joseph W. Gauld, Project Director

Before he founded Hyde School in 1966, Joe Gauld was Admissions Director, Mathematics Department Head, and Assistant Headmaster of New Hampton School, and then Headmaster of Berwick Academy. He has served as Hyde School's Headmaster and President, President of F.A.S.T., Inc. (Family and School Together), and as continuing President of The Hyde Foundation. He has 45 years of experience as an educator. In

⁵⁴ For financial and legal reasons, The Hyde Foundation receives direct support and then doles money out to FAST as needed.

1980, he served as Interim President of Gauld Equipment Co. in Mobile, Alabama. He has a B.A. from Bowdoin College and an M.A. in Mathematics from Boston University. Joe oversees all Hyde public school projects. He will take primary responsibility for selling the Hyde Charter School program to members of the local community.

Kenneth L. Grant: Director of Operations (Designated Contact Person)

Ken Grant has taught advanced biology and math at the Hyde School, where he has served as Program Director, Science Department Head, Assistant Headmaster, and Director of Business, Development, and Alumni Affairs. He has 17 years experience as an educator; 12 of these were at Hyde School. He has also served as Assistant Director of the Chewonki Foundation, an environmental education organization based in Wiscasset, Maine. He is a graduate of Hyde School and has a B.A. in biochemistry from Bowdoin College and an Ed.M. from Harvard University. Ken will administer the start-up period of the Hyde Charter School, and will be responsible for operations, finance, and organizational infrastructure, and will assist with training.

Paul Hurd, Executive Director, FAST, Inc.

Paul Hurd has taught history, geography, and government at the Hyde School, where he has also served as Director of Studies and Assistant Headmaster. He has 20 years of experience in education, and has also worked for the State of Ohio and Historic Williamsburg as an historian. Paul graduated in Hyde School's first class (1967), and has a B.A. from Bowdoin College and an M.A. in education from the University of Chicago. Paul was the site coordinator during the initial year of the Hyde Leadership School of Greater New Haven. He implements staff training, oversees Hyde pilot programs, supervises site-coordinators, and serves as a trouble-shooter to assist implementation sites with design and implementation problems.

Gary Kent, Director of Training

Gary Kent has taught English and social studies, coached football and wrestling, and served as Dean of Students at Hyde School and a number of public schools. He has a B.S. in education from the University of Maine at Orono, and an M.S. in administration from the University of Southern Mississippi. He has 33 years of teaching experience, including 19 at Hyde School. He has also assisted with coaching wrestling for the U.S. Olympic team. He holds Maine teaching certificates in English, social studies, and school leadership (administration). Gary oversees all training of public school teachers as Director of Training for the Hyde Foundation and served as site coordinator of the Gardiner-Hyde Program during 1991-92.

Craig A. Cunningham: Director of Curriculum and Evaluation

Craig Cunningham has taught mathematics and chemistry at Hyde School, where he has served as Program Director. He has also worked on the development of mathematics curriculum for the University of Chicago Schools Mathematics Project. He has 11 years of experience in education, including a year teaching History and Philosophy of Education at the School of the Art Institute of Chicago. He has an A.B. in history from Lafayette College and an M.A. in curriculum and instruction from the University of Chicago, where he is currently working on a Ph.D. dissertation under Professor Philip Jackson which explores the theories of moral education in the philosophy of John Dewey. Craig oversees the development of Hyde's academic curriculum, the use of computers, and the evaluation of Hyde public school projects. He is also responsible for grant writing and for articulation of the Hyde program to a wider audience through training and promotional materials.

Claire D. Grant: Family Learning Coordinator

Claire Grant has taught English at the Hyde School, and for the past seven years has served as Director of Family Education. Claire has 13 years of experience in

education. She is a graduate of Hyde School and has a B.A. in Political Science from the University of Southern Maine, and is a certified trainer for the Myers-Briggs Type Indicator, and has led workshops on family education for the New England Teachers Association. Claire oversees the further articulation of the family learning program, with an eye toward developing a program that public school teachers can implement in their own communities.

The team from Hyde will be complemented by a group of over 50 committed Massachusetts parents, Hyde alumni, and former students who will help to select the site for the Hyde Charter School and will also be “on call” to help with start-up tasks including marketing, conducting initial interviews, and helping to facilitate leadership Family Learning Centers. A list of participants in this Hyde Booster Team is currently being prepared.

In addition, we have assembled a small group of distinguished Massachusetts citizens who have agreed to serve as the Design Team Advisory Board of the Hyde Charter School during its start-up period. This group includes the follow people (we have listed occupations and Massachusetts towns of residence):

- Professor Kevin Ryan, The Center for the Advancement of Ethics and Character, Boston University; Newton.
- Professor Tom Loveless, John F. Kennedy School of Government, Harvard University; Medford.
- Dr. and Mrs. Charles Wright, Chief of Orthopedics at Melrose-Wakefield Hospital; Andover.
- Professor Lee Perlman, Swarthmore College; residence: Cambridge.
- Mark Brown, Author of children’s books; Dr. Laurie Brown, educator; Hingham.
- Robert and Donald Anderson, The Anderson Insulation Co.; Norwell.
- Scott Cooledge, Airline Pilot; Arlington.

- Richard Howard, Attorney; Judy Howard, Landscape Designer; Marblehead.
- Craig Mael, Restaurant Owner; Winthrop.
- Joseph Jones, Financial Planner; Betsy Jones, Teacher (Landmark School); Salem.
- Mr. and Mrs. Art Norris, Developer; Marblehead.
- Michael Nuesse, Attorney; Hull.

C. Include any plans for further recruitment of founders or organizers of the school.

Once our charter is approved, our Design Team Advisory Board will help us to find a suitable site. Once a site has been located (or at least a community identified), the Design Team Advisory Board will reconstitute itself to form a working Advisory Board to see the project through its first couple of years. We expect this Advisory Board to include local community leaders in addition to some of the members of the original Design Team Advisory Board. A small executive committee of this Advisory Board (4-6 members) will serve as the Board of Trustees for the purposes of the Massachusetts Charter School legislation.

The reconstituted Advisory Board and its Board of Trustees will work with The Hyde Foundation and FAST, Inc. to identify a suitable Headmaster for the Hyde Charter School. It is expected that this Headmaster will initially be someone from the Hyde School in Bath, New Haven, or Baltimore. We feel strongly that an outsider cannot jump right in to run a Hyde school, since the philosophy and process is quite different from traditional schools. A local, experienced public school educator will also be identified during this initial period to serve as Head-in-training. Over the course of three to five years, the Head-in-training will study the methods and concepts of the Hyde system (perhaps spending up to a full year at the Hyde School in Bath to see the "flagship" in operation), and will gradually take over responsibilities for running the school.

Governance of the Hyde Charter School will be modeled after the Hyde School in Bath, with the Board of Trustees having ultimate authority, and the Headmaster will report to the Board of Trustees and serve at its pleasure. The Headmaster will then have complete hiring and firing authority for the teachers and staff (subject, of course, to relevant laws and regulations). This "private school" model will allow the Hyde Charter School to have the leanness and flexibility necessary to move through the challenges of the initial years.

8. TIMETABLE

A. Discuss a timetable of events leading to the opening of a charter school.

Several key steps in the development of the Hyde Charter School have already been completed as of this filing (February 15, 1994):

- Selection of Design Team
- Selection of Design Team Advisory Board
- Preparation of Initial Program Design
- Application for Massachusetts Charter

The following steps will be completed by the dates indicated:

March, 1994:	Initial granting of Charter
April, 1994:	Location of community and site to begin in earnest
May, 1994:	Complete application for financial assistance from Smart Family Foundation and other philanthropic sources
January, 1995:	Finalize selection of community and site Reconstitution of Advisory Board
February, 1995:	Selection of Headmaster Advertising begins for teachers and staff
March, 1995:	Interview for teachers and staff

Advertising/marketing begins for students and families

Performing arts tour by Hyde students

April, 1995: Selection of teachers completed

Initial interviews for students and families

May, 1995: Continue interviews for students and families

June, 1995: Complete selection of initial student body

July 1995: Three-week intensive teacher training program in Maine

August 1995: Three-week student and family orientation

September 1995: School opens