# Innovation School Information Form

<table>
<thead>
<tr>
<th>Proposed Innovation School Name:</th>
<th>Paul Revere Innovation School</th>
</tr>
</thead>
<tbody>
<tr>
<td>New/Conversion/Academy within a school:</td>
<td>Renewal</td>
</tr>
</tbody>
</table>
| Proposed School Address (if known): | 395 Revere St.  
Revere, MA 02151 |
| Lead Applicant Name: | Donna Bonarrigo Barbara Kelly |
| Lead Applicant Phone Number(s): | 781-286-8278 |
| Lead Applicant Fax Number(s): | 781-286-8279 |
| Lead Applicant Email Address: | bkelly@reveremecs.edu dbonarrigo@reverek12.org |

If conversion:

<table>
<thead>
<tr>
<th>Existing School Name:</th>
<th>Paul Revere Innovation School</th>
</tr>
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</table>
| Existing School Address: | 395 Revere St.  
Revere, MA 02151 |

Proposed Innovation School renewal school years: 2015-2020
Proposed duration of innovation plan (up to five years): 5 years

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Updated September 2012
- Applicants for each open position will be considered by a team of current staff, including one or more staff members in positions similar to the open position, when applicable.
- The principal may designate replacements for team members if necessary. (i.e. If hiring occurs during the summer when team members may be unavailable)

<table>
<thead>
<tr>
<th>Open position</th>
<th>Hiring team members</th>
<th>Process</th>
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<tbody>
<tr>
<td>Principal</td>
<td>- Governing board&lt;br&gt;- Assistant Principal (if not a candidate)&lt;br&gt;- Assistant Superintendent as Secretary Coordinator&lt;br&gt;- A School Committee member may observe the interviews&lt;br&gt;- Board members who attend all interviews will choose the top candidates</td>
<td>- The Board will collaborate to determine the top candidates for interviewing&lt;br&gt;- A board appointed panel of two teachers, two parents, and one community member will interview candidates&lt;br&gt;- Superintendent has final appointing authority</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>- Principal&lt;br&gt;- Teachers&lt;br&gt;- Parents&lt;br&gt;- District representative&lt;br&gt;- One (1) Representative from the Governing Board</td>
<td>- Superintendent has final appointing authority</td>
</tr>
<tr>
<td>Coach</td>
<td>- Principal/Asst. principal&lt;br&gt;- Teachers&lt;br&gt;- Content director (ELA/STEM)</td>
<td>- Superintendent has final appointing authority</td>
</tr>
<tr>
<td>Teacher</td>
<td>- Principal/Asst. principal&lt;br&gt;- Teachers&lt;br&gt;- One or more teachers in similar positions (i.e. on the same grade level or specialist team)</td>
<td>- Hiring team will review resumes of in and out of district applicants&lt;br&gt;- All in-district applicants will receive an interview out of courtesy for colleagues but are not guaranteed transfer&lt;br&gt;- Out-of-district applicants may be granted an interview&lt;br&gt;- Applicants may be asked to teach a model lesson&lt;br&gt;- Superintendent has final appointing authority.</td>
</tr>
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6. PAR (Peer Assisted Review)

To enhance our current Peer Observation Model we will adopt a non-evaluative Peer Assisted Review Model (PAR) to support teacher growth and development.

Research Base

This document was developed collaboratively by the Department of Elementary and Secondary Education, the Executive Office of Education, and the Center for Collaborative Education. Updated September 2012
work to the original vision as well as Innovation School plan and autonomies. The scope of the Board’s work includes:

- Maintaining the school vision
- Annually reviewing the school’s progress on indicators of student engagement and achievement
- Overseeing that the innovation plan is in place addresses the gaps in student achievement and that goals are met
- Developing school policies
- Conducting the search and hiring process for the principal, assistant principal, classroom teachers, specialists, and interventionists
- Evaluating the principal on an annual basis with recommendations forwarded to the Superintendent
- Approving the annual election to work agreement which includes a dispute resolution process and
- Decision-making based on a consensus process as described in the by-laws. (See Attachments: B-By-Laws, C-Decision Making Matrix, D-Principal Evaluation Process)

The Board has developed a long term strategic plan focused on outcomes that have guided the overall work of the school as a whole. The Board has been charged with securing resources and partnerships into the school in order to support the vision and strategic planning. Implementation of Governing Board decisions as well as the overall management of the school is the primary role of the Principal and the Paul Revere School faculty.

**Article III**
*Commitment of the Governing Board Members*

Each member of the Governing Board is expected to perform the following activities:

- Members will become familiar with the vision of the Innovation plan of June, 2015, and will attempt, through deliberation and deed, to act in the best interests of the Paul Revere School vision and school community.
- Members will engage in and encourage communication with the members of the PRS community so that decisions reflect school-wide agreement as much as possible.
- Members will honor all aspects of confidentiality and meeting norms.
- Members will adhere to the rules, regulations, and policies of the School Board, the Innovation School autonomies, the PRS bylaws, and state and federal laws.
- The absence of a board member from two regularly scheduled meetings within the school year may constitute a voluntary resignation pending Board review.
- Members will actively participate in the board committee work.

*If any changes are made to Article II: The Purpose of the Governing Board, additions need to be documented in Article III: Commitment of the Governing Board Members*

**Article IV**
*The Paul Revere School Governing Board Membership*

*Membership*

The PRS Foundational Governing Board will have at least 12 voting members board, as follows:

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Executive Committee: The Executive Committee shall consist of the officers of the Board and the Principal. The Executive Committee shall have the power to act between meetings of the Board, to make recommendations to the Board, and to carry out special responsibilities assigned by the Board. It will meet in cases where strict confidentiality is required and will not be open to the public. Any interim action must be reported to the full Board at the next meetings. The Chair leads the work of this committee.

Personnel Committee: The Personnel Committee shall be chaired by the Principal. Its duties shall include: ensuring that a process is in place for hiring of staff; ensuring the update of the Election-to-Work Agreement working with the staff members of the governing board, under normal circumstances, by the last week of May of each year; responding to any specific faculty disputes that rise to the level of the board as described in the Election to Work Agreement Dispute Resolution Process. This committee will include the principal, union representative to the board, and one parent and/or community member.

Finance Advisory Committee: The Finance Advisory Committee will be comprised of Governing Board Members, community partners, and funders. The Finance Advisory Committee will work with community partners and funders on identifying individuals and organizations that are interested in becoming active or involved with our funding priorities and seeking grant opportunities. The Governing Board will set the funding priorities with the Advisory Committee who will be tasked with securing those funds. This committee will include the principal, one teacher, one parent, one community member, and a PTO representative.

Principal Evaluation Committee: The committee is charged with an annual evaluation of the principal using a clearly delineated process including a pre-conference with the principal, interviews or surveys of faculty and parents, and a school visit followed by a post-conference with the principal and a formal written report. The final report will be sent to the Revere Public Schools Superintendent by mid-June of each year.

The Principal Evaluation Committee shall be chaired by the Co-Chairs of the Governing Board. Members of the committee can include a teacher faculty member, a parent member, and a community partner member from the Governing Board and one director level administrator or principal. The committee may engage the Revere Public Schools Deputy and/or Superintendent or his/her designee in the principal evaluation process as it deems necessary or useful in the process. The principal will be evaluated according to his/her preset Smart goals.

The evaluation will be forwarded with recommendations for continuance to the superintendent for his or her final approval. If the superintendent does not agree with the findings, he may conduct an additional evaluation upon meeting with the school’s governing board. (SEE Attachment D on Principal Evaluation Process)

Other Committees: The Board may choose to establish other committees as needed to address the core work and implementation of the school’s vision and mission.

Article V

Election and selection of members
Membership on the Governing Board will be determined in the following ways:

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Updated September 2012
• The school's Revere Teachers Association representatives will be responsible for conducting elections for the faculty representatives.
• Initial candidate openings will be announced with requirements of the position sent to all parents.
• An informational meeting will be held in April for any prospective candidates.
• The Paul Revere Innovation Governing Board Secretary will be responsible for creating the parent election ballot.
• Information for candidates for Governing Board will have information be posted in cafeteria windows (office section), Parent News section, school website, and a letter announcing notice of candidates.
• If there are more candidates than openings, new members will be selected from a lottery via broadcast at the following PTO meeting.
• The Governing Board will select the community representatives.
• Any vacancies created during the year will be filled through timely elections or selections for the respective members as described in Article V for a period of two years.
• Election will occur within 15 school days of announcement of vacancy.
• Following an election, all new members will receive a copy of the by-laws.

Terms of office

Nominations for the faculty and parent representatives will be by self-nomination. Elections will be conducted as vacancies occur. Community/Partner members will be reviewed and/or selected as needed.

To ensure a balance of opportunities for new members of the board and continuity of experienced members, parent and faculty members will be elected for no more than two consecutive terms of two years each (four years in total). The purpose of this process is to ensure that the board membership reflects experience and history of the board’s work.

Any vacancies created during the year will be filled through timely elections or selections for the respective members as described in Article V.

Article VI

Guidelines for Meetings

**Quorum:** Fifty percent plus one of the total members of the full Board will constitute a quorum for decisions to be made at any official meeting of the Governing Board, provided however that at least half of the faculty and parent representatives are present. Each board meeting will have a record of attendance of Board members.
Meetings: A minimum of seven meetings Governing Board meetings will be scheduled and held each school year. All governing board meeting dates, sessions, and minutes are open to the public except when in Executive Session.

Decision-making: Decisions of the Governing Board will be made by consensus, meaning that those present can accept the decision. (Refer to the attached definition of consensus and the process for reaching consensus.) In the event that, after a prolonged discussion of an issue, consensus cannot be reached, decisions will be made by majority vote.

Notice of Meetings: Board meetings are subject to the state Open Meeting Law which requires posting of each meeting notice at least 48 hours prior to the meeting at a public location. In addition, the Paul Revere Innovation School will provide staff and parents with the list of all the meetings for the year and the school community shall be informed of Paul Revere Innovation School Board decisions.

Communication: At a minimum, approved draft of the minutes of every Governing Board meeting will be printed, available, and posted online for all parents, faculty, and students in both English and Spanish within 2 weeks of each board meeting at which they were approved. Language accommodations/translations for other language groups will be made available upon request. Minutes will be posted after the Governing Board’s approval of the previous month’s meeting.

Governing Board meeting agendas: The Chair in consultation with the Principal will be responsible for preparing the meeting agendas and announcing the meeting date, location, and agenda in advance of each meeting. Any member of the Paul Revere School community may bring an issue to one of the Governing Board representatives with a request that it be placed on the agenda of an upcoming meeting.

Article VII

Effective Date and Amendment of Bylaws:

Upon approval of the PRS proposal by the School Committee, these by-laws will be in effect. The proposed bylaws herein and any subsequent amendments to these bylaws will be posted for a period of two weeks for public input. After two weeks the bylaws will become effective upon ratification by 75% of the board members approving the amendment to the by-laws.

What is consensus decision-making?
The word 'consensus' derives from the Latin cum meaning 'with' or 'together with', and sentire meaning to 'think' or 'feel'. Thus, etymologically, 'consensus' means to 'think or feel together'.

As a decision-making process, consensus aims to be:

- **Inclusive:** As many stakeholders as possible should be involved in the consensus decision-making process.
- **Participatory:** The consensus process should actively solicit the input and participation of all decision-makers.
• **Co-operative:** Participants in an effective consensus process should strive to reach the best possible decision for the group and all of its members, rather than opt to pursue a majority opinion, potentially to the detriment of a minority.

• **Egalitarian:** All members of a consensus decision-making body should be afforded, as much as possible, equal input into the process. All members have the opportunity to table, amend and veto or "block" proposals.

• **Solution-oriented:** An effective consensus decision-making body strives to emphasize common agreement over differences and reach effective decisions using compromise and other techniques to avoid or resolve mutually-exclusive positions within the group.

**The process of consensus decision-making**

Once an agenda for discussion has been set and, optionally, the ground rules for the meeting have been agreed upon, each item of the agenda is addressed in turn. Typically, each decision arising from an agenda item follows through a simple structure:

• **Discussion of the item:** The item is discussed with the goal of identifying opinions and information on the topic at hand. The general direction of the group and potential proposals for action are often identified during the discussion.

• **Formation of a proposal:** Based on the discussion, a formal decision proposal on the issue is presented to the group.

• **Call for consensus:** The facilitator of the decision-making body calls for consensus on the proposal. Each member of the group usually must actively state their agreement with the proposal, often by using the "Fist or Five" hand signal to avoid the group from interpreting silence or inaction as agreement. (Five means very strong agreement; four means strong agreement; three signals “I can live with this decision”; two indicates agreement with reservations; one signals disagreement; fist equal blocking the decision, very strong disagreement) Any member voting with a one or a fist, block the decision from moving forward; reasons for their dissention must be declared so they can resolve the concerns and reach consensus. The voting using the “Fist or Five” approach is designed to have a transparent process.

• **Identification and addressing of concerns:** If consensus is not achieved, each dissenter presents his or her concerns on the proposal, potentially starting another round of discussion to address or clarify the concern.

• **Modification of the proposal:** The proposal is amended or re-phrased in an attempt to address the concerns of the decision-makers. The process then returns to the call for consensus and the cycle is repeated until a satisfactory decision is made.