

# Academy for the Whole Child Charter School

*Every child will learn. No exceptions. No excuses.*

The core values for the Academy for the Whole Child Charter School are built on **CARING**



**C**ommunity

**A**cademic Excellence & **A**ccountability

**R**igor & **R**elevance

**I**ntegrity

**N**o Exceptions, **N**o Excuses

**G**rowth

## FINAL APPLICATION

October 29, 2013

for consideration to the Massachusetts State Board of  
Elementary and Secondary Education

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# COMMONWEALTH CHARTER FINAL APPLICATION

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# I. COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET

*This form must be attached to the letter of intent, prospectus, and final application. Please type information.*

**Name of Proposed Charter School:** Academy for the Whole Child Charter School

**School Address (if known):** To be determined

**School Location (City/Town REQUIRED):** Fitchburg, MA 01420

**Primary Contact Person:** Concetta Verge

**Address:** 111 Holman Street

**City:** Lunenburg      **State:** MA    **Zip:** 01462

**Daytime Tel:** 978-582-4672    **Cell:** 978-855-4595    **Fax:** 978-582-1126

**Email:** actionlearning\_cv@comcast.net

1. The proposed school will open in the fall of school year:     2014-2015     2015-2016

School Year	Grade Levels	Total Student Enrollment
First Year	K – grade 3	180
Second Year	K – grade 4	234
Third Year	K – grade 4	252
Fourth Year	K – grade 4	270
Fifth Year	K – grade 4	278

2. **Grade span at full enrollment:** K through grade 4

3. **Total student enrollment when fully expanded:** 270 (year 4) with the intentions of a maximum enrollment of 278 students by year 5 pending charter reinstatement.

4. **Age at entry for kindergarten, if applicable:** age 5 by August 31, 2014

5. **Will this school be a regional charter school?**  Yes     No



## II. COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Proposed Charter School Name: Academy for the Whole Child Charter School

Proposed School Location (City/Town): Fitchburg, MA

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person \_\_\_\_\_ Date \_\_\_\_\_

*(Please label the copy that has original signatures.)*

Print/Type Name: Concetta A. Verge

Address: 111 Holman Street, Lunenburg, MA 01462

Daytime Phone: 978-582-4672 Cell: 978-855-4595

Fax: 978-582-1126

## GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for \_\_\_\_\_ (name of school) to be located at \_\_\_\_\_ is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).
25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).
28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).
30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

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*Signature*

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*Date*

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*Affiliation*

## STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

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*Signature*

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*Date*

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*Affiliation*

## EXECUTIVE SUMMARY

The Academy for the Whole Child Charter School (A4WCCS) will provide a stimulating, nurturing, and inclusive school community that is safe and joyful; encourages academic excellence and innovation; respects the developmental and individual learning styles of children; and recognizes families as a full partner in each child's success. A4WCCS will ensure that each child will attain his/her full potential and is prepared to succeed in a global economy that demands 21<sup>st</sup> century skills by combining academic rigor, utilizing research-based curricula resources and teacher created materials; development of artistic creativity through arts integration and community partnerships; encouraging personal and social responsibility; and by emphasizing the intellectual, emotional, and social needs of each child.

The purpose of A4WCCS is to provide an exemplary education for children in Fitchburg starting in Kindergarten through grade 4 with a maximum enrollment of 278. We will rely on and utilize the most current research and best practices available in the field. A4WCCS will be an equitable place of learning where "all" children have the same opportunities for a robust and well-rounded education, regardless of socio-economic status, including a longer school day and before and after school programs. At A4WCCS teachers, parents, community members, and students will work collaboratively to ensure that all the needs of the whole child are addressed.

The need for this type of educational option is urgent based on Fitchburg's current demographics, the needs of families and the school district's performance and accountability rating by the Massachusetts Department of Elementary and Secondary Education. The City of Fitchburg population is 40,319. It is a diverse community with a high needs population: 15.5% of families live on incomes below the national poverty level as compared to 9.9% statewide and 12.5% nationwide. Most striking is the percentage of children living in poverty at 21.6% compared to the state at 12.8%.<sup>1</sup> The Fitchburg Public Schools is a Title I district serving 4915 children. 77% of children served in the district are considered low income; 32% of children are from families whose first language is not English and 13.2% of children are limited English proficient as compared to the state at 7.7%. Special needs population is 21.1 % as compared to the state at 17%.<sup>2</sup>

Currently, the Fitchburg Public Schools performance and accountability rating by the Massachusetts Department of Elementary and Secondary Education (MA DESE) is level 3 on a five level scale (Level 1 highest).<sup>3</sup> Another compelling indicator is the district's lack of progress to narrow the CPI (Composite Performance Index) achievement gap in English Language Arts and Math. In ELA, the achievement gap has widened since 2008 from -9.2 to -11.2 in 2012. In math, the achievement gap has widened from -10.2 in 2008 to -14.0 in 2012.<sup>4</sup> These indicators, along with others, have placed the Fitchburg Public Schools in the lowest 10% of all districts in the state.

Community support for this school has been very positive as evidenced by the number of 1720 visitors to the project's blog, attendance at two parent informational sessions, including A4WCCS committee members at 64; and response to a public survey in English and Spanish distributed to more than 400 people in which 88% said they would support an elementary charter school in Fitchburg.

The intent of the Academy for the Whole Child will be to show that the philosophy of "all children will learn, no exceptions, no excuses" works! Being cognizant of the low socio-economic population of students that A4WCCS anticipates serving, and knowing how poverty negatively affects student learning, we will be proactive in identifying and addressing the needs of this population as well as students with special and/or creative talents so all children will have equal opportunities to succeed. Children who attend A4WCCS will represent the Fitchburg community coming from varied ethnic and socio-economic backgrounds; and varied learning abilities including regular education, special education and English language learners. We believe that a small school is better equipped to meet the individual needs of students and their families by maintaining

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<sup>1</sup> 2010 Massachusetts census report – City of Fitchburg

<sup>2</sup> 2013 Massachusetts Department of Elementary and Secondary Fitchburg School District enrollment data

<sup>3</sup> Schools are classified into Level 3 if they are among the lowest 20 percent relative to other schools in their grade span statewide.

<sup>4</sup> 2012 MADESE CPI Achievement Gap – ELA and Math: Fitchburg School District

small class sizes where each child is recognized as an individual and as a learner. Essential to our philosophy is creating a strong partnership between school and family recognizing that the parent/caregiver is the child's first teacher. All efforts will be made to support the whole child during the school day and to encourage them to pursue their interests beyond the school day.

While adhering to the Massachusetts Frameworks and the Common Core Standards the instructional methodology at the A4WCCS will focus on educating the whole child in an integrated, individualized fashion. A4WCCS believes in teacher empowerment since the point of contact between student and teacher is the most powerful. "What teachers do in classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement."<sup>5</sup> Curriculum, instruction, and assessment will be teacher created, developed and driven based on analysis of student progress results. A variety of researched-based instructional materials will be incorporated. Program offerings will be ELA (creative writing, composition, reading, spelling, vocabulary, phonics), STEAM (Science, Technology, Engineering, Arts, Math), World Language, Health and Wellness, and History/Social Sciences. Arts integration will strengthen content learning. "Arts integration is the investigation of curricular content through artistic explorations. In this process, the arts provide an avenue for rigorous investigation, representation, expression, and reflection of both curricula content and the art form itself."<sup>6</sup>

Along with a comprehensive academic program, children will be engaged in Reggio Emilia inspired approach to education.<sup>7</sup> This approach centers around the child based on the principals of respect, responsibility and community through the exploration and discovery within an enriching environment. Small group instruction combined with "mindfulness" strategies<sup>8</sup> infused throughout the school day will ensure students' emotional well-being. In addition to academic preparedness, graduates of A4WCCS will have acquired the critical thinking skills that they will need to succeed in the complex world they will inherit. A4WCCS children will be equipped with the emotional and cognitive tools that will enable them to manage emotions and behaviors, reduce stress, and sharpen concentration with increased empathy and optimism. We are positive that our children will be confident, self-assured and successful life-long learners.

We, members of the Founding Group, are confident that our knowledge, education and experiences with a demonstrated track record and our familiarity and continued engagement with the proposed population will further guarantee overall success. These include student achievement, curriculum and instruction, creative design, law, finance, governance, non-profit management, engineering, data analysis, marketing, computer science, nutrition and wellness, and facilities management

### ***PUBLIC STATEMENT***

The Academy for the Whole Child Charter School which will be located in Fitchburg, MA, will provide an exemplary education for 278 children from the City of Fitchburg in grades K – 4. By combining academic rigor with artistic creativity; encouraging personal and social responsibility; and by addressing the intellectual, emotional, and social needs of each child, A4WCCS ensures that each child will attain his/her full potential and will be prepared to succeed in a global economy that demands 21<sup>st</sup> century skills.

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<sup>5</sup> Marzano, R.J. 2003. What works in Schools. Alexandria, VA : ASCD

<sup>6</sup> Donovan, L., Pascale, L. 2012. Integrating the Arts Across the Content Areas. Leslie University: Shell Education, Huntington Beach, CA. p. 14

<sup>7</sup> Mulqueen, Meghan. *Louise Boyd Cadwell and the Reggio-Inspired Approach to Education*.

<http://www.misshope.org/sitebuildercontent/sitebuilderfiles/reggio-approach.pdf>

<sup>8</sup> MindUP Curriculum. 2011. Goldie Hawn Foundation: Scholastic Inc. Publishers.

## **I. Charter School Mission, Vision and Statement of Need**

### ***A. MISSION STATEMENT***

The Academy for the Whole Child Charter School (A4WCCS) will be located in Fitchburg, MA, and will provide an exemplary education for 278 children from the City of Fitchburg in grades K – 4. A4WCCS will provide a stimulating, nurturing and inclusive school community that is safe and joyful; encourages academic excellence and innovation; respects the developmental and individual learning styles of children; and recognizes families as a full partner in each child’s success. A4WCCS ensures that each child will attain his/her full potential and is prepared to succeed in a global economy that demands 21<sup>st</sup> century skills by combining academic rigor, utilizing research-based curricula resources and teacher created materials; development of artistic creativity through arts integration and community partnerships; encouraging personal and social responsibility; and by emphasizing the intellectual, emotional, and social needs of each child,

### ***B. VISION STATEMENT***

#### ***A Vision of Hope***

***Every child will learn. No exceptions. No excuses.***

...to create a school where children have the same opportunities and outcomes as those in middle- and upper-middle-class households and to ensure that children are consistently groomed for academic success. (adapted from Paul Tough’s Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America, NY: Houghton Mifflin, 2008.)

Walking through the doors at A4WCCS, you feel the warm light filtering through the halls and highlighting A4WCCS’s Community mural. The mural displays lots of rich textures and designs from different artists’ hands creating an almost mosaic like feel to the giant wall. You notice that each classroom door has a unique welcome sign making students and parents feel immediately at ease. The Art Room sign says, “I’m happy you’re here! Come on in!”

As you continue your walk through the school, you hear the welcoming rhythms and melodies of Echo’s of Incas gently vibrating through the hallway as you pass the kindergarten classrooms. There you notice a natural environment full of materials where the children are exploring, discovering and learning using their own creativity and passions. You observe teachers carefully organizing space for small and large group projects and small intimate spaces for one, two or three children. Documentation of children’s work, and collections that children have created are displayed both at the children’s and adult’s eye level. Common space available to all children in the school includes dramatic play areas and worktables for children from different classrooms to come together.

As you turn a corner in the hallway you hear 15 tuned drums playing wonderful rhythmic music from Earth Tribe Rhythms by Brent Lewis coming from the music room. This active learning music seems to energize and encourages movement activities. As you pass 2<sup>nd</sup> grade classrooms, you see groups of children working cooperatively to create a short story using the weekly vocabulary words. Children are totally engaged, talking, laughing while the teacher visits each group, orchestrating the process. Finally it’s lunch time and you follow the children to the lunch room. You notice that each table has been dressed with napkins, placemats and cutlery. On this day, the table settings were prepared by Ms. Spring’s 3<sup>rd</sup> grade class to welcome a special visitor to their table.

The Academy for the Whole Child Charter School will be the instrument of inquiry, discovery, and exploration that will adjust to each child’s rate of growth and unique pattern of learning. We shall utilize fundamentally sound teaching practices by highly motivated professionals and continuously seek the most innovative, effective, and appropriate materials, instructional strategies and curricula. The students of A4WCCS will learn in a safe, secure, and nurturing child-centered environment that promotes respect for all. We shall foster lifelong skills to prepare our students for success in an ever-changing society.

The core values for the A4WCCS are built on CARING: Community, Academic Excellence & Accountability, Rigor & Relevance, Integrity, No Exceptions – No Excuses, and Growth.

### ***COMMUNITY***

“A school’s culture creates an environment where students can respond to the instruction afforded them” (Malloy C.E. 2005). Malloy’s definition clarifies that school culture not only impacts the way schools “feel” to people who walk the halls, but that culture also has a direct impact on student achievement and learning.<sup>9</sup>

At A4WCCS, the culture will be one that represents community. We believe that such a culture will promote student engagement, student achievement and increased teacher job satisfaction. We want our school community to emulate CARING. Our goal is to create a sense of belonging for all members of the school community: students, staff, families, and all others who walk through the doors of A4WCCS. We will teach and expect respect, honor individuality, and empower collaboration. More than just being a professional learning community, we will be a family.

We are cognizant of the important role parents play in their children’s education; therefore we will establish a *Community Connections Program*. We have reached out to several community organizations within and around Fitchburg in an effort to further address the needs of our students. For example, United Way of North Central MA provides literacy and math tutoring through their volunteer programs; Fitchburg Historical Society has a vast collection of early colonial and Civil War artifacts to support our 1<sup>st</sup> and 2<sup>nd</sup> grade curriculum theme; Fitchburg State University has many opportunities in professional development for staff and student internships/volunteers during the school day or afterschool; Montachusett Opportunity Council can assist us with our kindergarten recruitment from children at Head Start and in the planning of nutrition and education programs; Rollstone Studios is an artist cooperative and gallery that has a roster of artists in a variety of media including painting, watercolor, pottery, digital photography, guitar, creative movement, puppetry to name a few. These artists have experience working with children and can provide programming in the arts during the school day and afterschool; and Twin Cities Community Development Corporation of Fitchburg and Leominster has a wide outreach to low-income and minority families that will help us with student recruitment but also provide family literacy and parenting programs.

A4WCCS will develop a calendar of frequent events throughout the school year for children and their families to participate together such as movie nights, game nights to support math and literacy, arts night, and parenting programs such as internet safety and bullying workshops. Babysitting and family style dinners will be provided when necessary. These programs will be made possible through volunteers, community partner resources and donations. Families and community partners will be regularly notified of school and family events through access television (FATV), radio, social media, website, newsletters and emails.

With a small student/teacher ratio, our teachers will have more opportunities to develop healthy and nurturing relationships with their students. The teachers will be fortunate enough to know the children on a more personal level. They will better understand their students’ likes and dislikes, families and friends, extracurricular activities and interests, as well as their academic and social/emotional strengths and weaknesses. Our teachers will know the whole child and will be well-informed of their students’ needs.

### ***ACADEMIC EXCELLENCE AND ACCOUNTABILITY***

A4WCCS will set high standards for all students regardless of race or socio-economic status. Our expectations will be clear to school professionals, to parents, to the community, and most importantly, to the students themselves. In an effort to accomplish these given expectations, students will participate in evaluating their own work and setting goals for their own learning. In essence, they will be accountable for their own learning. In keeping with one of the Nine Principles of Learning (Self-management of Learning),

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<sup>9</sup> Bower, H., Powers, J. Academic Leadership-The Online Journal: [What is Rigor?: A Qualitative Analysis of One School’s Definition](#). Vol. 7, Issue 4, Fall 2009

we will expect students to be responsible for the quality of their thinking and learning, therefore we must teach them how to develop and regularly use an array of developmentally appropriate self-monitoring and self-management strategies. For example setting goals for how many words per minute they can read (DIBELS) or graphing their knowledge of math facts (Mad Minutes). Using essential questions, a strategy outlined in Wiggins' and McTighe's Understanding by Design method <sup>10</sup>, the teacher engages the child in a deeper way of thinking. For example, from the Massachusetts Model Curriculum, 3<sup>rd</sup> grade ELA/literacy *Whose Story is It?* children are asked the essential question: Why should we ask ourselves "whose story is it?" when we learn about the past? A child's response might be answered through choosing the best media (drama, visual arts, music, dance/movement, creative writing, technology) to demonstrate learning.

Collaboration among students will promote learning. Since talking with others about ideas and sharing knowledge is fundamental to learning, ample opportunities for cooperative learning will be provided to the students. Students will engage in productive conversation, utilizing the Accountable Talk ®Model, to enhance their knowledge and application of skills. Teachers will create the norms and skills of Accountable Talk so that students are able to respond to and further develop what others in the group have said. "Accountable Talk sharpens students' thinking by reinforcing their ability to use knowledge appropriately. As such, it helps develop the skills and the habits of mind that constitute intelligence in-practice."<sup>11</sup>

### ***RIGOR & RELEVANCE***

"State assessments have become so 'high-stakes' that classroom instruction is geared toward the sole purpose of passing them. In this respect, state assessments have become the finish line. The student's ability to apply high-rigor knowledge in a relevant real-world setting needs to be the true finish line; instead it has become an afterthought."<sup>12</sup> This being stated, it is important that our students are challenged to continuously think about their learning, and to engage in applying their knowledge and thinking to a variety of ever changing situations. At A4WCCS, we will deliver a rigorous and relevant education that inter-relates standards, curriculum, instruction and assessment. Though we do not deny the value of state assessments, we believe that they should *not* be the driving force behind curriculum and instruction. Instead, when curriculum, instruction, and relevant learning become the focus, high levels of achievement will be met, and therefore will be reflected on the state assessments.

### ***INTEGRITY***

Great leaders have a core set of values that is the foundation that his/her leadership ability is built upon. A great leader determines what his/her core values are and ensures that these values will create the most productive work environment in which people will perform their best. The one consistent character, or core value, that can be seen in every great leader is integrity. "Great leaders model integrity by being honest and doing what is right vs. no matter the circumstances. Integrity requires you to make the right choice, even when you may not receive personal gain from the outcome, and to put your own personal agenda aside for the greater good of the organization and the people."<sup>13</sup> As Oprah Winfrey said, "Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not."

The leadership and governance for A4WCCS will emulate integrity. Integrity is essential for lasting success and for the promotion of a happy and productive work environment as well as a positive learning environment. When staff feel that they are respected and valued for sharing their ideas and opinions, performance and productivity will be high. In effect, staff experience better job satisfaction which in turn greatly impacts student learning. At A4WCCS, we will say what we mean and mean what we say. We will lead by example and pride ourselves in being open and honest. To establish and maintain trust, we will have consistent, clear and open communication, develop shared goals through collaborative decision making, and have faith in our teachers to do their jobs without too much interference. We will support the core value of

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<sup>10</sup> Wiggins, Grant; McTighe, Jay. 2013. Essential Questions: Opening Doors to Student Understanding, ASCD, Reston, VA.

<sup>11</sup> Resnick, Lauren. 1999. Making America Smarter. Education Week Century Series. 5

<sup>12</sup> Daggett, W.R., 2005. Achieving Academic Excellence through Rigor and Relevance. International Center for Leadership in Education

<sup>13</sup> Compensation Today. 2009. Leadership in the Workplace: The importance of Integrity. Pgs. 1-4

integrity by developing with children, staff and members of the school community a school constitution or honor code of trust, respect, honesty, consensus building and making right choices. The school constitution will be posted through the school and supported within the classroom and throughout the school community at student council, school council and parent group meetings.

### ***NO EXCEPTIONS NO EXCUSES***

Every child will learn. No exceptions. No excuses. This is the mantra for A4WCCS, and we will uphold it. We will accept “no excuses” for failure and will create an atmosphere of learning. A4WCCS will employ high quality, effective teachers who demand excellence from their students and themselves. We will allow our teachers to draw upon their knowledge, training, and experience to help students achieve success. Our teachers will know that we value and trust their professionalism. In return, our teachers will be collaborative members of the teaching and learning community and will have an enriching effect on the daily lives of our children and their lifelong educational and career aspirations.

Since we are proposing A4WCCS be located in the city of Fitchburg, MA, to provide an educational option for the children of Fitchburg and possibly the surrounding communities, we will be responsible for educating students from low-income households. We are aware that poverty can negatively affect classroom engagement and therefore, we will be ready to address children’s various areas of need.

Overall, people of poverty are less likely to exercise, get proper diagnoses, and receive appropriate medical attention and intervention. “A study by two prominent neuroscientists suggested that intelligence is linked to health. The poor have more untreated ear infections and hearing loss issues; greater exposure to lead; and a higher incidence of asthma than middle-class children.”<sup>14</sup> Each of these health related factors can affect attention, reasoning, learning and memory.

Nutrition plays a crucial role as well. Children who grow up in poor families are exposed to food with lower nutritional value. “This can adversely affect them in the womb. Moreover, poor nutrition at breakfast affects grey matter mass in children’s brains. Skipping breakfast is highly prevalent among urban minority youth, and it negatively affects students’ academic achievement by adversely affecting cognition and raising absenteeism.”<sup>15</sup> When students experience poor nutrition and diminished health practices, it is more difficult for them to listen, to concentrate, and ultimately to learn. To address these issues, students and faculty will engage in the Mind-up curriculum. Faculty will be trained in the MindUp curriculum through professional development and will then implement the curriculum in their classrooms. The MindUp curriculum includes activities that increase movement and incorporates various stretching and breathing techniques, all of which help to increase oxygenation and reduce stress and promotes better learning. In addition we will consult with the Montachusett Opportunity Council Inc., in Fitchburg (MOC, Inc.) to develop a nutritionally sound breakfast and lunch program that will be offered to our students.

“Children that grow up in low socioeconomic conditions typically have a smaller vocabulary than middle-class children do, which raises the risk for academic failure.”<sup>16</sup> Without exception our ELLs also struggle with a lack of rich vocabulary which negatively affects their overall success. Vocabulary is part of the brain’s toolkit for learning memory and cognition. When children aren’t familiar with words, they don’t want to read or participate in class because they don’t want to look ‘stupid’. Cognizant of this, vocabulary enrichment will be incorporated into the daily academics. Text Talk, a research-based program, will be used to develop and enrich the vocabulary of our learners. Thirty minutes of vocabulary building will be embedded into the daily schedule in grades K through 4. In grades K-3, Text Talk will be used as a tool for vocabulary development as well as enhancing reading comprehension. In grade four, the vocabulary focus will be on teaching figurative language. In the Art Room Discussions4Learning program will be implemented.

Some students view the future in a negative context because of lack of hope and optimism. “Low socioeconomic status and the accompanying financial hardships are correlated with depressive symptoms.”<sup>17</sup>

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<sup>14</sup> Jensen, Eric. 2013 Educational Leadership: How Poverty Affects Classroom Engagement. Vol.70. No. 8

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

The “I give up” posture may actually be learned helplessness, and what these students need is for someone to give them something to be hopeful for. At A4WCCS we will continuously give positive feedback to our students, affirming that effort and a positive attitude can help them reach their goals. Students will be guided in making smarter strategy choices and being optimistic. “Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”-Helen Keller.

Teachers at A4WCCS will strengthen relationships with their students by revealing more of themselves (as they are outside the classroom) and learning more about their students. Our teachers will engage and challenge their students. They will get to know the whole child and encourage their children to work hard. The children’s efforts will be affirmed with positive feedback so that students recognize that effort matters and that they can adjust it for even greater success. When affirmed, challenged, and encouraged, students work harder and thus learning is more productive and success is inevitable.

“Commonly low socioeconomic status (SES) children show cognitive problems, including short attention spans, high levels of distractibility, difficulty monitoring the quality of their work, and difficulty generating new solutions to problems”.<sup>18</sup> Such issues have a negative effect on school and learning for children from impoverished backgrounds. To address these issues the high performing teachers at A4WCCS will overcome the barriers of underperforming students by teaching core cognitive skills. They will focus on the core academic skills that the students need the most. The foundation will begin with the basics such as learning how to be organized, how to take notes and study, and how to remember key ideas. Problem-solving and building proficiency will be woven throughout the curriculum at each grade level. Teachers will equip the students at A4WCCS with the necessary tools to overcome cognitive deficits. It will take an abundance of encouragement, positive reinforcement, and persistence, and the teachers at A4WCCS will be prepared to fulfill these needs.

Children living in poverty experience greater amounts of acute and chronic stress than do those children from more affluent backgrounds. This acute and chronic stress, known as distress, is unhealthy and negatively impacts student learning. “Distress affects brain development, academic success, and social competence. It also impairs behavior; reduces attentional control; boosts impulsivity; and impairs working memory.”<sup>19</sup>

Our goal at A4WCCS will be to help our students to reduce their stress and learn coping skills that will help them to better manage the stress that they do encounter in their lives. At A4WCCS, the MindUp curriculum will address these obstacles that children must hurdle by offering children, as well as teachers and other members of the A4WCCS community, simple practices and insights that will become tools for self-management and self-possession. Also, exercise, proper nutrition, vocabulary development, social emotional learning, reducing stress and teaching coping skills, building self-confidence, and strengthening relationships with adults are areas that benefit all children. In addition, the MindUp program will work to make learning joyful and fun. The MindUp program embodies the idea of the Optimistic Classroom – a place where all children have the opportunity to achieve their potential.

Though we have primarily addressed students from low SES (Fitchburg’s dominant population), our proposed teaching practices will be beneficial and engaging for all children including accelerated learners and those with creative/artistic talent: hands-on, project-based learning, cooperative groups, authentic learning experiences (i.e. field trips, community service, gardening, mural-making), and activities that promote creative/artistic expression and problem-solving.

At A4WCCS, we believe in the ability of all students to achieve, therefore we expect that if students are not successfully learning, teachers and school leaders will develop strategies and differentiated instruction to meet the needs of all students including second language learners/ELL, special needs and low income. Our school and our teachers need to continually reflect, learn, and improve to ensure that all students will learn, no exceptions, no excuses. This reflection includes the ongoing use of data about students’ progress as a way to gauge and modify instruction. Teachers should continually use varied, reliable data to inform their teaching, including benchmark and formative assessment. Once teachers have analyzed relevant data, they must have

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<sup>18</sup> Ibid.

<sup>19</sup> Ibid

the autonomy and support necessary to implement the most effective ways to meet those needs. At A4WCCS, there will be collaboration between and among teachers, including special education, ELL and regular education staff, to ensure the needs of diverse learners are met.

Students also need to reflect about their own progress. Students learn best when they are partners in their learning (e.g. set goals, know what they need to improve). The objectives of instructional lessons must be conveyed daily to students. They need to know what is expected of them and what they can expect to learn from each lesson. Teachers must instill in students the belief that they can develop intelligence through hard work. By recognizing, understanding, and addressing the whole child, A4WCCS will ensure that *all* children will learn. No exceptions. No excuses.

## ***GROWTH***

Through the development of positive and healthy interpersonal skills with the adults at A4WCCS, children will cultivate and enhance their own interpersonal skills: verbal communication, non-verbal communication, listening skills, negotiation, problem solving, decision making, and assertiveness. The development of these skills is essential to the foundation for many other skills, ultimately leading to personal, social, and academic growth.

In the Reggio Emilia approach “One of the main benefits in the classroom is that most of the children develop a high level of skills in many of the ‘100 languages’, which refers to the many ways in which children acquire knowledge. This means that they become confident in their own voice, and their ability to describe, wonder, and offer their ideas on how they see the world. Also, they see themselves as active participants in learning, discovering”. While recognizing and acting on the fact that the parent is the child’s first teacher, the educator is the child’s second teacher and the environment is the child’s third teacher (the Reggio Emilia Approach) students are assured to flourish.

Before and after school programs will give the child opportunities to explore new interests, make new friends and build social/emotional skills and academic skill development. Programming will emphasize experiential learning, the use of small groups, multi-modal instruction, student inclusion and accountability, in addition to an array of innovations that encourage student success for all ability levels; and will offer activities that reflect multiple approaches to learning to build social, emotional and character development: Types of activities:

**Open ended-** requires that youth use creativity and draw upon/use their own ideas in order to participate, self-expression. **Cooperative learning activities** - youth must work together towards a common goal; **Project-based learning activities:** Progressive activities linked to a theme or extended inquiry that occur over at least 1 week; **Activities (or portions of activities) led by other youth:** Youth explains the rules of a game to the group; youth teach peers dance moves; not independent work; **Activities in—or connected to the community:** Community service projects, field trips, professionals –visiting artists coming into the program); **Technology activities** – accessing information, understanding media, and learning how to use technology to express one’s viewpoint and develop ideas are essential 21<sup>st</sup> century skills.

The before school time program (7:00 am – 8:00 am) will provide a “safety net” for some students who need help getting ready for the school day including a nutritious breakfast. In the afternoon program (3:30 pm – 5:00 pm), children will start with a healthy snack and 20 minutes of socializing with friends and engage in structured recreation time. This is followed by Learning Enrichment Time (LET). LET is where groups are organized based on the needs of the child. Children will receive the help they need in homework or specialized tutoring, or will be engaged in interactive board-games or computer games that reinforce skills in math and ELA, or will learn a new skill like how to play an instrument, create a photo collage, paint a mural, act in a play or build a rocket.

## C. DESCRIPTION OF COMMUNITIES TO BE SERVED

*Describe the student population of proposed charter school population and the reason for the selected community*

The A4WCCS will be located in the City of Fitchburg, MA. Fitchburg has a population of 40,319 and is located in the Montachusett region of north central Massachusetts. Formerly alive with prospering paper mills and a large General Electric turbine engine facility, this old paper mill town is now left with a few machine manufacturing, tool and die, plastic molding, and textile manufacturing plants. The erosion of the manufacturing base and rise of the regional shopping center has taken its toll on Fitchburg's commercial sector. This has led to high unemployment among workers who do not have the skills necessary to prosper in the 21<sup>st</sup> Century market. This fact, compounded with societal issues such as language difficulties, poverty, lack of child care, and substance abuse, have contributed to the unemployment rate for Fitchburg at 9.6% (December 2012) compared to the state at 6.5%. Today, Fitchburg's largest employers are Fitchburg State University, Health Alliance and the Fitchburg Public Schools.

Because of Fitchburg's economic history, it has been designated as a "Gateway City" by MASS INC Gateway Cities Innovation Institute, whose mission is to prepare a skilled workforce, improve public safety, advance community health, and build the infrastructure for tomorrow's economy.<sup>20</sup> Based on 2010 census data Fitchburg has a diverse and relatively poor population: 22.9% are non-white; 15.5% of families live on incomes below the national poverty level (as compared to 9.9% statewide and 12.5% nationwide). Most striking is the percentage of children living in poverty at 21.6% compared to the state 12.8%.<sup>21</sup>

Similar to other Gateway Cities, a challenge Fitchburg faces is a wide-spread perception of a declining city caused by its large number of unkempt mill buildings and multi-family residences, increased crime, neighborhood deterioration and an under-performing public school district. Real or exaggerated, the negativity lingers and the city struggles to attract businesses, investors, tourists and families to the area.

The Fitchburg Public School district has a student population of 4915. The district consists of three preK-4 elementary schools, one pre-K – 8 arts pilot school, two 5-8 middle schools, one high school grades 9-12 and one alternative education program grades 9-12. The city has one commonwealth charter school, North Central Charter Essential School for grades 7-12 serving 345 students and Montachusett Regional Vocational Technical High School for grades 9-12 serving 1432 students. In addition, there are two parochial elementary schools for grades pre-K-8, one parochial high school, one parochial preparatory school and one private school for grades pre-K-9. In summary, the only option for families with elementary age children other than the district is two parochial schools or one private school, all of which are tuition based.

A troubling statistic that supports the need for a new high-performing public school in Fitchburg is the number of families that choose to send their children to schools outside the city. The 2013 School Choice chart below shows that while taking in 185 students, 435 students left the district with a net loss of 250.5 students and \$2,378,854 from the school budget.<sup>22</sup> A4WCCS will be an option for families to stay in the city rather than looking elsewhere for a high performing public school.

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<sup>20</sup> <http://www.massinc.org/programs/gateway-cities.aspx>

<sup>21</sup> 2010 Massachusetts census report – City of Fitchburg

<sup>22</sup> <http://www.doe.mass.edu/finance/schoolchoice/choice13.html>

## School Choice Pupils and Tuition, FY13 Preliminary as of March 2013

						Adjustment	Adjustment		Net	Net	
		FY13	FY13	FY13	FY13		FY12	FY12		Receiving	Sending
		Receiving	Receiving	Sending	Sending		Receiving	Sending		Tuition	Tuition
LEA	District	FTE	Tuition	FTE	Tuition		Tuition	Tuition		FY13	FY13
97	FITCHBURG	185.0	997,960	435.5	2,378,854		0	0		997,960	2,378,854

The purpose of A4WCCS is to provide an exemplary education for 278 children in Fitchburg starting in Kindergarten through grade 4. We will rely on and utilize the most current research and best practices available in the field. The need for this type of educational option is urgent based on Fitchburg’s current demographics, the needs of families and the school district’s performance. Data from 2012 places Fitchburg Public Schools performance and accountability rating by the Massachusetts Department of Elementary and Secondary Education (MA DESE) at level 3 on a five level scale (Level 1 highest). Another compelling indicator is the district’s lack of progress to narrow the CPI (Composite Performance Index) achievement gap in English Language Arts and Math. In ELA, the achievement gap has widened since 2008 from -9.2 to -11.2 in 2012. In math, the achievement gap has widened from -10.2 in 2008 to -14.0 in 2012. These indicators, along with others, have placed the Fitchburg Public Schools performance rating in the lowest 10% of all districts in the state.

A4WCCS goal will be to serve a student population that reflects the diverse ethnic and economic population of the Fitchburg Public Schools: 45% White, 38% Hispanic, 7% Black, 6% Asian, and 4% other. A Title I district, 77% of children are considered low income; 32% of children are from families whose first language is not English and 13.2% of children are limited English proficient as compared to the state at 7.7%. Special needs population is 21.1% as compared to the state at 17%. Our greatest challenge will be to close the achievement gap for all children with a special focus on SPED and ELL subgroups.

### ***Why this school now?***

Based on the district’s lack of progress to narrow the achievement gap during the past eight years and their placement in the lowest 10% of districts in the state, the Founding Group of A4WCCS are compelled into action to create a school that will ensure that all children will attain academic success and narrow the achievement gap in Fitchburg which will benefit all stakeholders/taxpayers in the community at large – children, families, community organizations, and businesses.

We are very cognizant of the restraints, district regulations and bargaining that can impede a district from implementing sweeping reforms that are needed for student improvement. Our passion for starting a charter school comes from the belief that all children can learn, and at A4WCCS, all children will learn, no exceptions, no excuses. To that end, we understand that nothing is more important than excellent teaching and the amount of quality time between the teacher and students in the classroom; in small group instruction or one-on-one remedial tutoring. When staff feel that they are treated with honesty and valued for sharing their ideas and opinions, performance and productivity will be high. In effect, when staff experience better job satisfaction it will greatly impact student learning. A4WCCS will operate under a “Memorandum of Understanding” (MOU) which will detail the scope of expectations of all staff and the shared understanding of their essential role in contributing to the student growth of all children. Within the scope of the MOU, we will have the ability to provide additional learning time to meet our goals, innovative curriculum and instruction, as well as a workplace that supports a professional environment for teaching and learning.

### ***How will A4WCCS differ from schools in the region?***

1. **A longer school day:** 8 am - 3:30 pm = 7.5 hours. 1.5 hours longer than Fitchburg Public Schools.

2. **Class size** no greater than 18 children with one lead academic teacher and a teaching assistant. The lead teacher and the assistant teacher will work closely together to design and implement the standards to be addressed in order to ensure understanding of content. This allows for whole group instruction, small group instruction, independent workers and individualized assistance.
3. **Student Uniforms:** The students at A4WCCS will wear uniforms to school. Wearing uniforms teaches the value of individuality and self-expression without depending on the clothes being worn or the things being owned. School uniforms have an essential function of teaching students that every individual has the right to learn and be taught regardless of one's status in life. Furthermore, wearing a school uniform provides a feeling of solidarity, unity, harmony, team spirit, oneness in principles, and camaraderie. School uniforms also lessen the stress that students and parents have to go through everyday deciding on what clothes to wear for school. When choosing the uniforms, parents and children input will be a part of the decision making process.
4. **Advocacy-oriented leadership teams:** All stakeholders respond to the needs and assets of each child through a shared leadership and decision-making process between teacher and administrators in overseeing the instructional support and progress of all children. Teams will have opportunities to meet during the all staff professional development afternoons from 1:00 – 4:00 every other Wednesday. This time will be organized and allocated based on the needs of the staff and school goals. One hour each day will be dedicated for collaborative team planning and will include creative arts staff and classroom teachers.
5. **The Whole Child and Arts Integration:** Arts integration at A4WCCS will engage students in a deep, lasting learning experiences, leading them to greater future aspirations for the creative global economy and workforce. It will also supports academic achievement, differentiated instruction and improved social behavior of students while enhancing school climate and parental involvement. In the schedule, children will have a minimum of 1 hour of daily arts instruction which includes project-based, academic enriched activities incorporating ELA and S.T.E.A.M. This is in addition to the arts integration approach within the classroom setting.
6. **The Reggio-Emilia Inspired approach:** Starting at the kindergarten level in year one, building up to grade 2, A4WCCS will implement the Reggio approach. This approach focuses on each individual learner's developmental stage by creating a multi-sensory environment which provides the teacher a window into the child's thinking process. Through the documentation process, a clear understanding of the child's cognitive, linguistic, and social development makes the learning visible to the observer.
7. **Social Emotional Learning:** Social Emotional Learning, or SEL, helps students recognize and manage their emotions, set goals, solve problems, and establish positive relationships with others. Throughout the school day, there will be daily positive student/teacher relationship building: intentionally scheduled times during the school day morning "meet and greet" (MindUP activities) and during the "Family-style Lunch" time when staff and other members of the school community, family members, and community leaders/members will sit with small groups of children and engage in positive communication.
8. **World Language for all children:** Research studies have indicated that the early study of a second language results in cognitive benefits, gains in academic achievement, and increases in self-esteem, creativity, and positive attitudes toward diversity. Starting foreign language learning in elementary school increases a student's level of language proficiency compared to waiting until middle or high school, according to a report from the Center for Applied Second Language Studies in 2010 (CASLS).<sup>23</sup> Thirty minutes of dedicated time is incorporated into the daily schedule. This program addresses the needs of our Hispanic children who are trying to master their native language and gives all other children an opportunity to learn a second language. The primary goal of the World Language program at A4WCCS is to give students the opportunity to begin building a solid foundation in language while paving a path

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<sup>23</sup> **Analysis of 2007 STAMP Results: New Jersey Grade Eight Proficiency Assessment in World Languages** Center for Applied Second Language Studies, 5290 University of Oregon, Eugene OR 97403 9/22/2007

towards developing levels of proficiency. This is accomplished by fostering learning through communication, culture, connections, comparisons, and communities.

9. **Parents as Partners Program:** Family involvement is a powerful predictor that is correlated with student success. A4WCCS will develop a School-Parent Compact (see attachment #14 for draft compact). The compact outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve high standards. Because A4WCCS is a small school, we will be able to develop a culture that is open and transparent to families. As stakeholders, we encourage parents to be part of every aspect of their child's education. In a continued effort to be partners with parents, A4WCCS shall:
- Provide assistance to parents in understanding such topics as the state's academic content and achievement standards, the assessments being used, and how to monitor their students' progress and work with educators to improve their achievement;
  - Provide materials and training, such as literacy training and training on how to use technology to help parents to work with their students to improve achievement;
  - Emphasize to teachers, school personnel, other staff, and all other stakeholders the value and utility of contributions of parents, and reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
  - Ensure that information related to school and parent programs, meetings and other activities are sent to parents of participating students in a format, and in a language the parents can understand; and
  - Provide reasonable support for parental involvement activities as parents may request.

In time, the Parents as Partners program will be led by a parent(s) for parents.

10. **Expanded learning out-of-school time:** Children at A4WCCS will be offered more learning time for homework help, small group skill development/tutoring, and academic enrichment opportunities before and after-school. This program also addresses the needs of families and their work schedules.

The before school time program (7:00 am – 8:00 am) will provide a “safety net” for some students who need help getting ready for the school day that includes serving a nutritious breakfast. In the afternoon program (3:30 pm – 5:00 pm), children will start with a healthy snack and 20 minutes of socializing with friends and engage in structured recreation time. This is followed by Learning Enrichment Time (LET). LET groups are organized based on the needs of the child. Children will receive the help they need in homework or specialized tutoring, or will be engaged in interactive board-games or computer games that reinforce skills in math and ELA, or will learn new skills like how to play an instrument, create a photo collage, paint a mural, act in a play or build a rocket.

We will be challenged with a student population of varied learning styles, cognitive strengths and weaknesses, struggling readers and English Language Learners, as well as children with a range of learning disabilities. We expect our teachers to understand deeply the needs of each child and believe in setting high expectations for learning. Project-based learning, hands-on activities, cooperative teams, arts, recreation and technology programs are rich in ways to introduce differentiated learning. We will provide many opportunities for children with disabilities to succeed with special enhancements or accommodations such as speech and language, occupational therapy, counseling, physical therapy, and remedial tutoring.

***How the founding group has assessed parental support for the proposed school.***

Community support for this school has been very positive as evidenced by the number of visitors to the project's blog at 1720. We held two parent informational sessions resulting in 64 participants. *Overwhelmingly the dialogue among participants at these sessions was the urgent need for a high performing school as an option for families based*

on the Fitchburg Public Schools Report Card<sup>24</sup>. Through our blog spot<sup>25</sup> we distributed a public survey via email in English and Spanish to more than 400 people in which 89% said they would support an elementary charter school in Fitchburg.

We are expanding our efforts of reaching out to families in the community by continuing to conduct informational sessions located at neighborhood centers and agencies; through mailings, posters/pamphlets and surveys; and through the agencies own newsletters and social media. We will utilize social media to distribute information and parent surveys through the school's blog spot and website; and send out press releases to local newspapers, radio and local access television of the proposed A4WCCS.

### ***Opportunities for families to support the success of the school***

At A4WCCS, we firmly believe that parent involvement is a shared responsibility between school and parents in the education of their children. Parents will be asked to sign an agreement prior to their child/children enrolling in A4WCCS, pledging their commitment to being an active participant in their child's/children's education.

***A Parents as Partners*** program will be created to provide opportunities for parents to become involved in the school and their child's education. A4WCCS will develop and distribute to parents of participating students a written parental involvement policy. A4WCCS recognizes that parents/guardians are their student's first and most influential teachers and that continued parental involvement in the education of students contributes greatly to student achievement and a positive school environment. Parents will be encouraged to visit the school often, volunteer in the school setting, and attend monthly parent meetings. We will provide orientation trainings to parents on how to understand the curriculum demands put on their children, how to read the assessment data to fully comprehend their children's academic standings, help parents develop leadership skills and to engage in meaningful dialogue concerning all aspects of the school. School leaders and personnel will strive to familiarize themselves with the different cultures of the families of A4WCCS to be more adept at communicating with the families in an effort to make them feel more a part of the school community and their children's education. In carrying out the parental involvement requirements, A4WCCS will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a format and, to the extent practicable, in a language parents understand. In time, the Parents as Partners program will be led by parent(s) for parents. A4WCCS will be open and transparent to the school community and parents. The Massachusetts Family, School, and Community Partnership Fundamentals (PIRC)<sup>26</sup> tool will be utilized to help evaluate our practices and to design professional development training with staff and families.

## **II. How will the school demonstrate academic success?**

### **A. EDUCATIONAL PHILOSOPHY**

The Founding Group believes that it is essential to employ the best practices based on current brain research on how children learn best and the developmental needs of each child in order to give them the right start in the learning process. To that end, we will create a school where ***all*** children have the same opportunities and outcomes as those in middle and upper middle class households and to ensure that children are consistently groomed for academic success. (adapted from Paul Tough's *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*, NY: Houghton Mifflin, 2008.)

The Founding Group believes that traditional schools do not effectively address the changes in our society as stated so eloquently by Daniel Pink in his book *A Whole New Mind*. "The future belongs to a very different kind of person with a very different kind of mind- creators and empathizers, pattern recognizers, and meaning makers. These people- artists, inventors, designers, storytellers, caregivers, consolers, big picture

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<sup>24</sup> Fitchburg Public Schools Report Card 2012. MADESE website: <http://profiles.doe.mass.edu/reportcard/Fitchburg>

<sup>25</sup> <http://www.a4wcproject.blogspot.com/>

<sup>26</sup> [http://pplace.org/FCE\\_Fundamentals.pdf](http://pplace.org/FCE_Fundamentals.pdf)

thinkers- will now reap society's richest rewards and share in its greatest joys".<sup>27</sup> Children at A4WCCS will be respected for their individuality, right-brain thinking, cultural differences and innate abilities. Innovation, design thinking, and relevant, child-centered curricula will be the cornerstone of learning at A4WCCS.

A common denominator of the Founding Group is our strong connection to the theory of Jerome Bruner called *constructivism*<sup>28</sup> which fully supports our teaching and learning model at A4WCCS. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. With teacher guidance, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners". With a well-planned classroom environment, the students learn how to learn.<sup>29</sup>

Starting with Maslow's Hierarchy of Needs, we believe that a child's social and emotional growth is dependent upon basic needs such as shelter, food, feeling of safety, sense of belonging, self-esteem and love. Our ultimate goal is for every child to reach his/her potential represented in Maslow's Pyramid as Self-Actualization: morality, creativity, problem-solving and tolerance. We believe children flourish in a warm, caring and nurturing environment. At A4WCCS, we will create a stress free environment for students and staff; provide opportunities for staff, students and parents to interact formally and informally; and, maintain a small staff/student ratio to ensure the positive social and emotional well-being. Children in our school will learn how to cope, understand feelings, and learn how to be resilient. We will strive to remove the barriers that inhibit and prevent our children from learning and becoming successful citizens in our community. Our school will give children the tools to succeed in life: empathy, self-confidence, curiosity, sense of belonging, worth, purpose, pride and acceptance.

"All children will learn" is the mantra of A4WCCS. We believe that children successfully learn differently, and teachers successfully teach differently. Howard Gardner's cognitive and developmental theories heavily influence our decision-making process when designing and structuring curriculum. His work in defining multiple intelligences gives us a framework to understand the different learning styles of children. A recent study found that approximately 30-40% of American students were auditory learners; about 40% visual; while the remaining 30-40% are either tactile learners, or some combination thereof.<sup>30</sup> Students with learning disabilities are almost always visual learners with right brain dominance. In an experimental study by Sadoski, Goetz, Fritz 2002 participants were tested on their recall of instructional text. It was found that using concreteness of visual imagery was the variable overwhelmingly related to positive comprehension and recall.<sup>31</sup> Visual learners need something to help them learn the way they learn best, which is in pictures. They don't learn by memorizing details but capture information all at once in images.<sup>32</sup> For "all children to learn", we need a variety of instructional approaches that match the learning styles of each child through differentiated instruction, high-quality kindergarten programs, consistent exposure to excellent instruction, support from families and communities, and to scale up on an on-going basis, the implementation of best practices and instructional strategies.

Language is best learned in an immersive environment. When entering the developmental stages of English Language Learning, ELLs will gain academic skills needed to succeed when included in the mainstream classroom as much as possible. Targeting language fluency, vocabulary, and creating a safe immersive environment is key to ELL students acquiring English more rapidly and continuing on to academic success.

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<sup>27</sup> Pink, Daniel H. 2005. *A Whole New Mind*. New York: Riverhead Books

<sup>28</sup> Bruner, J. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.

<sup>29</sup> Concept to Classroom. 2004. *Constructivism as a Paradigm for Teaching and Learning*.  
<http://www.thirteen.org/edonline/concept2class/constructivism/>

<sup>30</sup> Liu, D., Y., & Ginther, D. "Cognitive Styles and Distant Education". Online Journal of Distance Learning Administration: State University of West Georgia Distance & Distribution Center 1999, 2010. <http://www.westga.edu/~distance/liu23.html>.

<sup>31</sup> Sadoski, Mark; Goetz, Ernest; Fritz, Joyce. "Impact of Concreteness on Comprehensibility, Interest, and Memory for Text". *Journal of Educational Psychology* Vol 85, Issue 2, Jun 1, 1993. p 291-304.

<sup>32</sup> Lombardi, Marilyn. "Authentic Learning for the 21<sup>st</sup> Century: An Overview". EDUCAUSE Learning Initiative. 2007

Benjamin Bloom said: “Education is not a race. It made no pedagogical sense to expect all students to take the same time to achieve the same objectives. There were individual differences among students and the important thing was to accommodate those differences in order to promote learning rather than hold time constant and to expect some students to fail”.<sup>33</sup> Children at A4WCCS under our guidance will achieve success at his/her own pace and level. Both Gardner and Bloom support a student-centered classroom by promoting and accommodating diverse learning styles of students in an environment that strengthens student motivation, peer interaction thus reducing disruptive behavior.

Lauren Resnick’s research on the *Principles of Learning* resonates with the Founding Group. “The common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging children in thinking. Knowledge and thinking are intimately joined”. Resnick further states that “instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge”.<sup>34</sup> Children at A4WCCS will receive a solid foundation of knowledge through a rigorous academic curriculum that supports higher order thinking skills.

Deep learning is the central principle of curriculum for excellence. It involves knowledge, understanding and skills, and the application of knowledge in useful ways. When designing curriculum and instructional strategies, we are guided by Bloom’s Taxonomy, a multi-tiered model of classifying thinking skills. The 2001 revised Bloom’s Taxonomy<sup>35</sup> outlines a plan for effective instruction, to challenge students to move from the most basic skill “remembering” to more complex learning- which leads to the highest order thinking skill called “creating”. When applying high order thinking skills within the classroom, children will be able to apply what they are learning through projects, hands on activities and assignments that are challenging. As a result, children will be likely to learn how to be self-directed, self-disciplined, self-monitored, and self-corrective in their thinking process.

We firmly believe that arts education completes the whole child. In 2011, The President’s Committee on the Arts and the Humanities released the report, *Reinvesting in Arts Education: Winning America’s Future through Creative Schools*.<sup>36</sup> This report details the powerful role that arts education strategies play in closing the achievement gap, improving student engagement, and building creativity and nurturing innovative thinking skills. At A4WCCS, the arts will be an essential component for each child to develop a deeper understanding as they make sense of the complex world around them, and engage them in higher order thinking skills through the creative process. Through the integration of the arts in the school curriculum, children will be able to communicate their ideas in a variety of modes and media.

Our educational philosophy embodies our specific learning goals:

- Help each child become a proficient reader and writer.
- Help each child to develop increased skill levels in using written and spoken language in meaningful ways.
- Help each child to develop knowledge of, and an understanding of, meaningful mathematical concepts and symbols.
- Help each child to become bilingual and/or multilingual.
- Help each child develop superior skills in all academic areas.
- Inspire each child to become a creative, independent learner.
- Encourage and foster the development of each child’s strengths.
- Help each child to develop a life- long love of, and passion for, learning.
- Help each child to develop practical problem solving skills

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<sup>33</sup> Bloom, Benjamin. 1956. *Taxonomy of Educational Objectives: A Classification of Educational Goals*. New York, Longman, Green

<sup>34</sup> Resnick, Lauren. 1999. *Making America Smarter*. Education Week Century Series. 18 (40), 38-40.

<sup>35</sup> Anderson, Loren. Krathwohl, David. 2001. *Taxonomy for Learning, Teaching, and Assessing: A revision Bloom’s Taxonomy of Educational objectives*. Complete Edition, New York.

<sup>36</sup> President’s Committee on the Arts and the Humanities, May 2011. *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools*, Washington, DC.

- Encourage each child’s physical, social, emotional, intellectual, and spiritual development.
- Help each child build self-esteem.
- Help each child begin to understand, and have a sense of, the importance and value of community.
- Build a strong and safe community within our school.
- Help each child become a valuable and contributing member of society.
- Help each child become a productive member of society in the 21<sup>st</sup> Century global work force.
- Help each child to develop control of their own behavior, through interactions with and understanding guidance from adults.
- Guide each child in developing a strong sense of morality and ethics.

In summary, the child is at the center of our beliefs. Everything we do, say, think is all about the child. It will be an honor to have the opportunity to create a school from the ground up that reflects our personal beliefs in education and to influence a generation of children to become life-long learners, socially responsible and active participants in the community of the 21<sup>st</sup> Century.

## **B. CURRICULUM AND INSTRUCTION**

The academic and social curriculum of A4WCCS will incorporate the ELA and Math Curriculum Frameworks and the Common Core Standards as well as world language, science, social studies, health and wellness, and the National Coalition for Common Core Arts Standards (NCCAS). A4WCCS will work in partnership with its families and community to develop students to their fullest intellectual, creative, social-emotional, physical and mindful potential through joint accountability between the home and school. A4WCCS will develop the whole child through a strong academic program that is enlivened through the inspiration of Reggio Emilia, the application of brain research, innovative arts infusion, parents as partners and community experts. Curiosity and creative thinking, collaboration through effective communication, and cooperative problem solving will be pervasive throughout the entire educational experience. It is our belief that curiosity and the desire to be challenged resides deeply in all children, and when cultivated leads students to a life-long engagement in learning.

When incorporating the pull-out model for ELL students, the certified ESL teacher will use curriculum rich in vocabulary, literacy, oral language development, visuals, hands on opportunities and writing. Suggested curriculum will include: Rigby: On our Way to English, Lively Letters, and Fundations; whole language activities including real literature and journal writing; and computer programs, such as MANGO that help aid in the development of social language are recommended. Following the WIDA standards and CAN DO descriptors of WIDA will aid in the development of academic language for second language learners. When incorporating the push-in/co-teaching model, all lesson plans, regardless of curriculum, will take the WIDA guidelines into consideration. The ELL Supervisor/teacher will provide professional development to the classroom teachers on research-based best practices to meet the needs of their second language learners and will follow through with coaching support throughout the academic year.

The academic and social curriculum at A4WCCS will reflect the **Nine Principles of Learning** developed at the University of Pittsburg Institute for Learning.

**Organizing for Effort** –An effort-based school replaces the assumption that aptitude determines what and how much students learn with assumptions that sustained and directed effort can yield high achievement for students. At A4WCCS, high minimum standards will be set and assessments will be geared to the standards. All students will be taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

**Clear Expectations** – If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. At A4WCCS, these expectations will be communicated clearly to school professionals, parents, the community, and most importantly, to the students themselves.

**Fair and Credible Evaluations** – If we expect students to put forth sustained effort over time, we need to use assessments that students find fair, and that parents, community, and employers find credible. At A4WCCS, both the curriculum and assessments will be aligned to the standards, therefore

students will know what they are being assessed on, and will be able to clearly see and understand the results of their learning efforts.

**Recognition of Accomplishments** – If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. At A4WCCS, students’ short term and long term goal accomplishments will be recognized and celebrated within the school community. Parents will also be frequently notified of the children’s accomplishments.

**Academic Rigor in a Thinking Curriculum** – The common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. Knowledge and thinking are intimately joined. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge. At A4WCCS, teachers will ensure that students do their own knowledge construction, while assuring that the ideas students develop will coincide with known facts and established concepts.

**Accountable Talk** – Talking with others about ideas and work is fundamental to learning. Accountable talk sharpens students’ thinking by reinforcing their ability to build and use knowledge. At A4WCCS, teachers will create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion by questioning, probing, and leading conversations. As a compliment to Accountable Talk, Visual Thinking Strategies (VTS) will be implemented in the visual arts classroom. VTS provides a way to jumpstart a process of learning to think deeply and is applicable in most subjects from poetry to math, science and social studies.

**Socializing Intelligence** – Intelligence is a set of problem-solving and reasoning capabilities along with habits of mind that lead one to use those capabilities regularly. Intelligent habits of mind are learned through the daily expectations placed on the learner. At A4WCCS, students will be called on to frequently and regularly use the skills of intelligent thinking. They will be held responsible for getting information, asking questions, exploring solutions, and solving problems.

**Self-management of Learning** – If students are going to be responsible for the quality of their thinking and learning, they need to develop-and regularly use-an array of self-monitoring and self-management strategies. At A4WCCS, learning environments will be designed to model and encourage the regular use of self-management strategies. Students will be held accountable for thinking about their own thinking.

**Learning as Apprenticeship** – For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. At A4WCCS, teachers will create learning environments where complex thinking is modeled and analyzed and teachers serve as mentors and coaches during student learning.

Teachers and students at A4WCCS will connect these principles to the instructional activities in the classrooms. These concepts will be displayed in “kid friendly” language in each classroom ensuring that administrators, teachers, parents, and students are aware of and understand the impact that The Nine Principles of Learning have on educational practices.

## ***CURRICULUM***

Effective teachers have deep content knowledge and strong teaching skills. “Expert teachers know the structure of their disciplines, and this knowledge provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge students’ progress, and the questions they ask in the give and take of classroom life. In short, their knowledge of the discipline and their knowledge of pedagogy interact.”<sup>37</sup> All learners will be immersed in innovative methods of teaching that enrich their language and critical thinking skills as well as their differentiated learning styles. Regular education students,

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<sup>37</sup> Bransford J. D., Brown. A.L. and Cocking, R. R. 1999. How people Learn: Brain, Mind, Experience, and School. Committee on Developments in the Science of Learning, National Research Council, The National Academies Press.

special education students, and second language learner students will thrive through the arts integration such as the dramatic arts which incorporates all aspects of the ELA curriculum such as reading, writing, listening, and speaking (script writing, performance, oral presentation skills and stage directions).

“All children can learn” must be a core belief of teachers hired at A4WCCS and they will be held accountable to act on that belief. Effective teachers consistently give students opportunities to learn deep core knowledge and conceptualize understanding of their learning. They frequently assess student learning and adjust teaching for differentiated learning, as well as giving students the opportunity to work on high quality, cognitively demanding tasks and projects. Effective teachers are the backbone toward prolific learning that leads to student success. “What teachers do in classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement.”<sup>38</sup> *Therefore, teachers will be collaborative decision makers for curriculum, instruction, and assessment at A4WCCS with oversight and approval by the Principal and Executive Director.*

A4WCCS will be a professional learning community in which teachers will be empowered to create a significant number of units of study, lesson plans, and pacing guides aligned to the Common Core Standards, Massachusetts Curriculum Frameworks, and complementary to the researched-based curricula materials that will be adopted by A4WCCS. Learning standards will drive the curriculum. Teachers will be given the time and freedom to develop supplementary materials that align with the standards and enables success. Teachers will also be responsible for developing curriculum pacing guides. Teachers will be provided with professional working conditions, access to resources and a collaborative school culture. They will have a respected and valued voice in educating our students and improving their lives. Planning and development will take place during common planning time, bi-monthly professional development days and during scheduled curriculum and assessment data meetings. Teachers will set clear learning goals, assess frequently, and provide prompt feedback to their students. In addition, small class sizes will enable our teachers to develop strong relationships with their students by getting to know the whole child.

Currently the design team is investigating the adoption and implementation of Math in Focus and Scott Foresman Reading Street. Math in Focus is a Singapore approach to mathematics that is especially strong in developing conceptual understanding. Throughout the series, concepts are taught moving through a sequence of concrete to pictorial to abstract. The Singapore math framework was one of the fifteen national curriculums examined by the Common Core Committee and had a particularly important impact on the Common Core writers and contributors. Two of the design team members have been trained and are experienced Singapore Math trainers. Singapore Math is an approach that these two members found to be significantly beneficial to special education students and second language learners. Three of the design team members have had extensive training and experience implementing the Scott Foresman Reading Street series.

We will continuously assess our standards-based curriculum based on the results of teacher observations and data on student performance. Grade level teams will be responsible for crafting recommendations for revisions, and providing a clear rationale for these changes. These recommendations will be based on, but not limited to: teacher-developed assessments (weekly, monthly, end of term, etc.), both formal and informal; MCAS testing; ACCESS for ELL population; standardized assessments such as STEP Literacy Assessment, DIBELS, Options Math Achievement Predictors, and Buckle Down Math Assessment. The teachers’ suggestions will be submitted to the principal who ultimately is responsible for approving revisions to the curriculum and ensuring that the Common Core Standards are being met and/or exceeded. All teachers will be held accountable for effective implementation of the curriculum and student achievement results.

### ***Professional Development***

Teachers will be provided with extensive quality professional development that will enable them to collaborate with their colleagues on curriculum development and revision, instructional practices and methods, assessments (both teacher and student), classroom management, and in any and all areas that will enhance their teaching and improve student learning. Teachers will spend a minimum of five professional development days at the beginning of the school year in co-planning, revising and enhancing curriculum and

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<sup>38</sup> Marzano, R.J. 2003. What Works in Schools. Alexandria, VA: ASCD.

curriculum mapping and pacing. They will also be analyzing data to determine students' individual academic strengths and weaknesses as well as assessing the individual academic and social needs of each child. For each child attending A4WCCS, all staff members who have direct contact with that individual child will participate in meaningful discussions and share strategies which will facilitate a better understanding of the whole child. During the school year, teachers will engage in three hours bi-weekly of collaborative professional development, regular common planning time and scheduled curriculum and assessment data meetings. During this time, the teachers will work together to continue improving their practice and ensuring student success. Other professional development trainings will include: Higher Orders Thinking Skills (HOTS) the Classroom, Arts Integration, Classroom Management, MindUp, and required MA-DESE trainings. The required trainings for SEI (Sheltered English Immersion) and RETELL (Rethinking Equity and Teaching for English Language Learners) will be scheduled throughout the school year for all staff to attain SEI endorsement.

Professional development for arts integration will prepare K-4 classroom and arts teachers, and administrators to effectively plan and deliver deep, meaningful, and engaging student learning across all subject areas through arts integration, performance-based assessments, and collaborative curriculum design. Professional development will bring together classroom teachers with teaching artists who can collaborate and teach teachers about the arts and how to learn from the experience of making art. The Arts Integration Plan is based on Creative and Flexible Scheduling:

- Regular common planning time with sufficient opportunities to meet with art and classroom teachers to build arts integrated lesson plan, arts strategies and assessment tools.
- Access to state, and national core standards and curriculum in the disciplines;
- Flexible scheduling that allows art and classroom teachers to implement lessons in the classroom;
- Appropriate resources;
- On-going professional development;
- Curriculum development;
- Community support and ;

Creative Collaboration with Community Teaching Artists;

- Administrative support and involvement.

Professional development will occur through in-house trainings, book studies, and outside workshops/conferences in collaboration with Fitchburg State University, Department of Elementary and Secondary Education, and through specialized vendors/clinicians. Draft PD plan:

<b>Training Focus</b>	<b>Location/Provider</b>	<b>Staff</b>
Reggio Emilia training	Dr. Joanne Nichols, FSU; Lesley University	Kindergarten staff
Math in Focus	In-house/Houghton-Mifflin	All staff
Scott Foresman Reading Street	In-house and/or vendor	All staff
MindUp	In-house – Book Study	All staff
SEI/SPED	In-house	All staff
Arts & Arts Integration	Community Partnerships: ex. Enchanted Circle Theatre, Fitchburg Art Museum, Rollstone Studios, Lesley University	Classroom Teachers, Creative Arts Specialists, Administrators, Directors

## OUTLINE OF CURRICULUM

### ENGLISH LANGUAGE ARTS

#### Kindergarten

	Examples of Skills
<b>Reading: Literature</b>	<ul style="list-style-type: none"> <li>Identify characters, setting, and major events in a story.</li> <li>Ask and answer questions about key details in a text.</li> </ul>
<b>Reading: Informational Text</b>	<ul style="list-style-type: none"> <li>Describe the relationship between illustrations and the text in which they appear.</li> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>
<b>Reading: Foundational Skills</b>	<ul style="list-style-type: none"> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Explore a number of books by a favorite author and express opinions about them.</li> <li>Write about a single event in which the events are in the order in which they occurred.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li>Listen to others and take turns speaking while participating in classroom discussions with peers and adults.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Use frequently occurring nouns and verbs.</li> </ul>

#### First Grade

	Examples of Skills
<b>Reading: Literature</b>	<ul style="list-style-type: none"> <li>Compare and contrast the adventures and experiences of characters in a story.</li> <li>Explain the difference between books that tell stories and books that give information.</li> </ul>
<b>Reading: Informational Text</b>	<ul style="list-style-type: none"> <li>Use the illustrations and details in nonfiction text to describe its key ideas.</li> <li>Ask and answer questions to determine the meaning of words in texts.</li> </ul>
<b>Reading: Foundational Skills</b>	<ul style="list-style-type: none"> <li>Segment syllables in words.</li> <li>Identify beginning, middle, and ending sounds and blend them into words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write a narrative with at least two events, details, and a beginning, middle, and end.</li> <li>Revise writing with help from adults.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Produce complete sentences.</li> <li>Describe people, places, things, and events with details and express ideas and feelings clearly.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use past, present, and future verbs.</li> </ul>

#### Second Grade

	Examples of Skills
<b>Reading: Literature</b>	<ul style="list-style-type: none"> <li>Compare and contrast different versions of the same story.</li> </ul>

	<ul style="list-style-type: none"> <li>• Find and describe how words in a poem or song have rhythm and rhyme.</li> </ul>
<b>Reading: Informational Text</b>	<ul style="list-style-type: none"> <li>• Use titles and table of contents to find information.</li> <li>• Read diagrams, charts, and graphs.</li> </ul>
<b>Reading: Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Know the difference between long and short vowels when reading one-syllable words.</li> <li>• Use common prefixes and suffixes correctly.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write clear sentences and paragraphs with a main idea and supporting details.</li> <li>• Write a friendly letter using the correct format: date, greeting, body, closing, and signature.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Ask good questions to understand a topic or another student's ideas.</li> <li>• Give an oral report on a topic with facts and details from several sources.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Use capital letters for special nouns (proper nouns) and abbreviations.</li> <li>• Know what nouns, pronouns, and verbs are and use them correctly.</li> </ul>

### Third Grade

	Examples of Skills
<b>Reading: Literature</b>	<ul style="list-style-type: none"> <li>• Determine the lesson/moral of a story (fables, folktales, and myths)</li> <li>• Tell the difference between a literal meaning or non-literal meaning of a word or phrase.</li> </ul>
<b>Reading: Informational Text</b>	<ul style="list-style-type: none"> <li>• Tell the difference between one's personal point of view and the author's point of view in informational text.</li> <li>• Explain how historical events or scientific ideas fit together using words that describe time, sequence, and cause/effect.</li> </ul>
<b>Reading: Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Decode words with more than one syllable.</li> <li>• Read a variety of text with accuracy, rate, and expression on repeated readings (on level).</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write an opinion piece on a topic or text supporting a point of view.</li> <li>• Write a narrative piece about something real or imagined.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Read and understand about a topic before participating in a group discussion.</li> <li>• Speak in complete sentences to provide details or explanations.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of a word or phrase in a sentence.</li> <li>• Form and use adjectives that compare two things using the ending <i>-er</i> or the <i>more</i> word, and form and use adjectives that compare more than two things with the ending <i>-est</i> or the <i>most</i> word.</li> </ul>

## Math

### Kindergarten

	Examples of Skills
<b>Counting and Cardinality</b>	<ul style="list-style-type: none"> <li>• Count to 100 by ones and tens.</li> <li>• Represent a number of objects (up to 20) with a written numeral.</li> </ul>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• Fluently add and subtract within ten.</li> <li>• Finds the number that makes ten when added to a given number.</li> </ul>

<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• <i>Show that numbers from 11-19 represent a group of ten and leftover ones.</i></li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>• <i>Classify objects into given categories and count the number of objects in each category.</i></li> <li>• <i>Compare two objects to decide which object has more or less of a common attribute, such as length or weight.</i></li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• <i>Describe positions of objects using terms such as above, below, beside, in front, next to, and behind.</i></li> <li>• <i>Identify shapes as flat or solid.</i></li> </ul>

### First Grade

	<b>Examples of Skills</b>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• <i>Add and subtract within 20 by using various strategies.</i></li> <li>• <i>Understand subtraction as an unknown addend problem.</i></li> </ul>
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• <i>Compare two two-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</i></li> <li>• <i>Mentally find 10 more or 10 less than a two-digit number without having to count and explain how.</i></li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>• <i>Organize, represent, and interpret data with up to three categories.</i></li> <li>• <i>Tell and write time in hours using analog and digital clocks.</i></li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• <i>Build and draw shapes using their defining attributes.</i></li> <li>• <i>Divide circles and rectangles into two and four equal shares.</i></li> </ul>

### Second Grade

	<b>Examples of Skills</b>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• <i>Count, read, and write numbers up to 1,000 and tell the place value of each digit.</i></li> <li>• <i>Show multiplication with pictures, counting, and arrays.</i></li> </ul>
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• <i>Record amounts of money correctly.</i></li> <li>• <i>Understand how addition and subtraction are related.</i></li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>• <i>Measure to the nearest inch and centimeter.</i></li> <li>• <i>Show the same data in different ways like tally charts and bar graphs.</i></li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• <i>Put shapes together and take them apart to form other shapes.</i></li> <li>• <i>Identify, describe, and group geometric shapes by the number and shape of faces, edges, and vertices.</i></li> </ul>

### Third Grade

	<b>Examples of Skills</b>
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• <i>Know that in multiplication, the <math>\times</math> symbol means "groups of," so <math>5 \times 3</math> means 5 groups of 3 things.</i></li> <li>• <i>Solve two-step word problem using all four operations.</i></li> </ul>
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• <i>Use the understanding of place value to round numbers to the nearest ten or hundred.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Multiply one digit numbers by multiples of 10.</i></li> </ul>
<b>Number and Operations-Fractions</b>	<ul style="list-style-type: none"> <li>• <i>Know that when a whole number is cut into equal parts, the denominator represents the number of equal parts.</i></li> <li>• <i>Compare fractions by looking at the size of the parts and the number of the parts.</i></li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>• <i>Solve word problems about time to the nearest minute.</i></li> <li>• <i>Find the area of a plane figure by counting unit squares.</i></li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• <i>Know that a quadrilateral is a closed plane shape with four sides (square, rectangle, trapezoid, rhombus, and parallelogram).</i></li> <li>• <i>Partition, or divide, a shape into equal fractional parts, and know that each of these parts have the same area.</i></li> </ul>

## Social Studies

### Kindergarten

	Examples of Skills
<b>History and Geography</b>	<ul style="list-style-type: none"> <li>• <i>Understand the roles of the individual, family, neighborhood and community in society</i></li> <li>• <i>Identify and describe why we celebrate the following United States national holidays: Columbus Day, Independence Day, Martin Luther King, Jr. Day, President's Day, and Thanksgiving.</i></li> </ul>
<b>Civics and Governance</b>	<ul style="list-style-type: none"> <li>• <i>Identify and understand what a map is and what a globe is.</i></li> <li>• <i>Identify one's street address, the city one lives in, Massachusetts as the state one lives in, and the United States as the country in which one lives</i></li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• <i>Give examples of how family members and/or friends use money to buy the things they want/need.</i></li> <li>• <i>Provide examples of the different kinds of jobs that people do, including different jobs that are done at home to help the family.</i></li> </ul>

### First Grade

	Examples of Skills
<b>History and Geography</b>	<ul style="list-style-type: none"> <li>• <i>Identify the cardinal directions and be able to apply them to locations in the playground, neighborhood, and community.</i></li> <li>• <i>Put events in one's life in chronological order.</i></li> </ul>
<b>Civics and Governance</b>	<ul style="list-style-type: none"> <li>• <i>Demonstrate the ability to recite the Pledge of Allegiance and be able to explain its general meaning.</i></li> <li>• <i>After listening to or reading various American folktales, be able to identify main characters and their qualities (polite, honest, courageous, reliable).</i></li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• <i>Describe the different kinds of jobs/services people have within the community.</i></li> <li>• <i>Give examples of products that people buy and use.</i></li> </ul>

### Second Grade

	Examples of Skills
<b>History and Geography</b>	<ul style="list-style-type: none"> <li>• <i>Locate Massachusetts on a map and identify Boston as its capital and Boston's location to Fitchburg.</i></li> <li>• <i>Create a historical timeline for city of Fitchburg.</i></li> </ul>

<b>Civics and Governance</b>	<ul style="list-style-type: none"> <li>• Give examples of people in the community who are/were good leaders and what qualities made them good leaders</li> <li>• Understand and explain the different rights and responsibilities students have in school.</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Distinguish between the community's needs and wants.</li> <li>• Explain what buyers and sellers are, and what their roles are in the community.</li> </ul>

### Third Grade

	Examples of Skills
<b>History and Geography</b>	<ul style="list-style-type: none"> <li>• Locate and identify the thirteen original colonies on a map.</li> <li>• Compare the daily life of the Wampanoags and the Pilgrims.</li> </ul>
<b>Civics and Governance</b>	<ul style="list-style-type: none"> <li>• Explain the basic reasons why colonists revolted.</li> <li>• Describe the basic concept of democracy.</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of what a tax is and what is the purpose for taxes.</li> <li>• Develop an understanding of the idea of money and trade, with a focus on bartering (between the Wampanoags and the Pilgrims)</li> </ul>

## Science

### Kindergarten

	Examples of Skills
<b>Earth and Space Science</b>	<ul style="list-style-type: none"> <li>• Explore the environment and explain that water, rocks, soil, and living organisms can be found on the earth.</li> <li>• Describe the weather changes from day to day and season to season</li> <li>• Explore events around us that have repeated patterns.</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>• Recognize changes in appearances that animals go through as the seasons change.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>• Sort objects by observable properties such as size, shape, color weight, and texture.</li> <li>• Recognize that under some conditions, objects can be balanced.</li> </ul>
<b>Technology/Engineering</b>	<ul style="list-style-type: none"> <li>• Identify and describe the safe and proper ways to use classroom tools and materials (glue, scissors, tape, ruler and paper) to design simple structures.</li> </ul>

### Grade 1

	Examples of Skills
<b>Earth and Space Science</b>	<ul style="list-style-type: none"> <li>• Recognize that the sun supplies heat and light to the earth and is necessary for life</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>• Differentiate between living and nonliving things and group both living and nonliving things according to the characteristics that they share.</li> <li>• Recognize that plants and animals have life cycles, and that life cycles vary for different living things.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>• Identify objects and materials as solid, liquid, or gas.</li> <li>• Demonstrate that the way to change the motion of an object is to apply force.</li> </ul>

<b>Technology/Engineering</b>	<ul style="list-style-type: none"> <li>Identify and explain some possible uses for natural materials (wood, cotton, wool and fur) and human-made materials (plastic and styrofoam).</li> </ul>
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### Grade 2

	Examples of Skills
<b>Earth and Space Science</b>	<ul style="list-style-type: none"> <li>Explore the environment and explain that water, rocks, soil, and living organisms can be found on the earth.(focus is on the seashore)</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>Recognize that fossils provide us with information about living things that inhabited the earth years ago.</li> <li>Recognize that people and animals interact with their environment through their sense of sight, hearing, touch, smell, and taste.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and liquids and gases take shape of their container.</li> <li>Explain and demonstrate that the greater the applied force, the greater the change in the motion of the object.</li> </ul>
<b>Technology/Engineering</b>	<ul style="list-style-type: none"> <li>Describe how human beings use parts of their bodies as tools (teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.</li> </ul>

### Grade 3

	Examples of Skills
<b>Earth and Space Science</b>	<ul style="list-style-type: none"> <li>Distinguish among various forms of precipitation (rain, snow sleet and hail), making connections to the weather in a particular place and time.</li> <li>Describe and illustrate different examples of the water cycle on earth.</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.</li> <li>Classify plants and animals according to the physical characteristics that they share.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.</li> <li>Recognize that magnets have poles that repel and attract each other.</li> </ul>
<b>Science/Technology</b>	<ul style="list-style-type: none"> <li>Identify materials used to accomplish a design task based on a specific property, e.g., strength, hardness, flexibility.</li> </ul>

## ***SOCIAL STUDIES***

In keeping with following the state standards for History and Social Sciences, we will focus on different themes at each grade level in these areas. K-3 students will have two 45 minute periods weekly; grade 4 will have at least two 75 minute periods weekly. The standards will be integrated through literature and the arts. A4WCCS will also refer to the Model Curriculum Units posted on the DESE website to help deliver/support social studies standards. Grade level teams will collaborate with specialists to create curricula that address the social science standards and provide students with rich experiences within each theme. In kindergarten the theme will be Community with a focus on family; First grade's theme will be Fitchburg with a focus on neighborhood/community; the theme for second grade will be Massachusetts with a focus on Fitchburg; Third grade's theme will be the thirteen original colonies with a focus on Massachusetts; and fourth grade's theme will be North America with a focus on the United States, Canada, and Mexico. To support the first and second grade themes, the Fitchburg Historical Society has more than 200,000 items in their collections

that tell the story of people who lived in Fitchburg, Massachusetts. Many items are one-of-a-kind and are found nowhere else, such as diaries or letters written by soldiers in the Civil War or manuscripts written by researchers through the years. They also have a large collection of published books and materials on Fitchburg-related topics and an extensive collection of Civil War books and original Sentinel newspapers from 1844 to 1976. In addition the Society has a small but significant collections of items found in colonial homes of the 1700s and 1800s and turn of the century farms and businesses. These resources will be readily accessible to our teachers and will be utilized as primary source materials in the classroom.

### **SCIENCE**

A4WCCS will follow the Massachusetts Curriculum Frameworks for Science. We will implement a rich, standards-based science curriculum that will engage students in their learning and peak their curiosity about the world they live in. A4WCCS will look to adopt a research-based K-4 science program as our foundation and we will supplement with internally developed curricular aligned to the state standards, as well as the MA Model Curriculum posted on the DESE website. Not only will the science standards be integrated through literature and the arts, but will also include hands-on experiences. K-3 students will have two 45 minute periods weekly; grade 4 will have at least two 75 minute periods weekly.

### **WORLD LANGUAGE**

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which *all* students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language (ACTFL philosophy).<sup>39</sup>

#### **The 5 C's Of World Language Education**

The purposes and uses of world languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who develop competency in multiple languages. Still other students seek greater understanding of other peoples and cultures. Many learners approach world language study, as they do other courses, simply to fulfill a requirement. Regardless of the reason for study, world languages have something to offer everyone. It is with this philosophy in mind that the ACTFL (American Council of Teachers of World Language) and a national task force identified five goal areas that encompass all these reasons: **Communication, Cultures, Connections, Comparisons, and Communities**. These are the **Five C's** of world language education (see attachment #11 for a more comprehensive look at the Standards for Foreign Language Learning).

- (1) **Communication**, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.
- (2) Through the study of other languages, students gain knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.
- (3) Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers.
- (4) Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist.
- (5) Together, these elements enable the students of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other.

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<sup>39</sup> Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century. American Council for Foreign Language Learning, 700 S. Washington St., Suite 210, Alexandria, VA 22314.

This expanded view of language learning offers particular advantages for the teaching of world languages to *all* students. Regardless of educational or career aspirations, world language instruction committed to providing experiences in all five goal areas will be beneficial to all students. Even if students never speak the language after leaving school, they will for a lifetime retain the cross-cultural skills and knowledge, the insight and the access to a world beyond traditional borders.

According to the Center for Applied Linguistics, learning a second language at an early age...

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his or her native language.
- Gives a child the ability to communicate with people he or she would otherwise not have had the chance to know.
- Opens the door to other cultures and helps the child understand and appreciate people from other countries.
- Gives the child a head start in language requirements for college.
- Increases job opportunities in many careers in which knowing another language is an asset.

Research studies have indicated that the early study of a second language results in cognitive benefits, gains in academic achievement, and increases in self-esteem, creativity, and positive attitudes toward diversity. Starting foreign language learning in elementary school increases a student's level of language proficiency compared to waiting until middle or high school, according to a report from the Center for Applied Second Language Studies in 2010.<sup>40</sup>

At A4WCCS, we will adopt an accelerated version of the FLES (Foreign Language in the Elementary School) model for our world language program. FLES is an approach to language learning that allows students to develop basic communicative skills in a language while reinforcing and enriching content in other disciplines. FLES instruction is proficiency-oriented. This means that there is a greater focus on meaningful and purposeful communication than on grammatical mastery. Students are encouraged first to understand and then to produce in the language.

At A4WCCS, all students in grades kindergarten through fourth grade will receive 30 minutes of instruction per day. The program goals are:

- To develop high levels of proficiency in Spanish at the beginning stage of language acquisition.
- To enhance the development of reading, writing, speaking, and listening skills in English and Spanish.
- To develop higher order thinking skills.
- To promote global awareness and cross-cultural understanding.
- To develop increased functional proficiency in all aspects of the language with each year of study.

The expectations for students learning Spanish as a second language who complete the K-4 sequence are to attain the novice-mid to novice-high level as described in the *Proficiency Guidelines of the American Council on Teaching of Foreign Language*. At a novice-mid level, the students can engage in simple conversations, can speak and write short sentences, and can read and understand brief text, among other skills (see attachment #12 World Language Progress Indicators).

A4WCCS will adhere to the Massachusetts Curriculum Frameworks and through instruction will address communication and cultures. Spanish, the identified language for instruction at A4WCCS, will be taught for thirty minutes each day. We will begin at the kindergarten level, and our initial focus will be on beginning

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<sup>40</sup> Ibid.

skills at all grade levels with the goal of accelerating levels dependent upon the level of acquisition through the grades.

Topics in world language will be connected to the content the children are studying in the English speaking classroom. For example: in kindergarten children are studying farm animals as a part of their curriculum. The Spanish teacher will also focus on that content simultaneously. The initial goal is to have all children who begin instruction in Kindergarten to be proficient at level 1 minimally in Spanish by the end of grade 4. This will include reading, writing, speaking, and understanding that language.

### ***MINDFULNESS EDUCATION***

Mindfulness is the ability to center our conscious awareness in the present moment. By focusing their attention and controlling their breath, students can learn to reduce stress and optimize the brain's learning capacity. As mentioned earlier, A4WCCS will implement the MindUp Curriculum, a collaboration of the Hawn Foundation and Scholastic. "MindUp is a comprehensive, classroom-tested, evidence-based curriculum framed around 15 easily implemented lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success."<sup>41</sup> This curriculum focuses on the precepts of social and emotional learning and positive psychology. The curriculum works with students on social, emotional, and attentional self-regulatory strategies and skills developed for cultivating well-being and emotional balance. The mission of the program is to establish social and emotional learning (SEL) as an essential part of education. SEL programs such as MindUp also significantly impart to students a sense of hopefulness. "Hope changes brain chemistry, which influences the decisions we make and the actions we take. Hopefulness must be pervasive and every single student should be able to feel it, see it, and hear it daily."<sup>42</sup> Given the demographic area that we will be servicing, the founding group expects that we will enroll a number of students who come to us already having a feeling of hopelessness. Our intent is to help those students to develop a sense of hope. They work harder, persevere longer, and ultimately experience success.

Teachers will be provided with the MindUp curriculum materials, including the literature books that are linked to each lesson, and will participate in professional development through a collaborative book study that addresses the curriculum. The MindUP curriculum is a user friendly curriculum that is easily understood and adaptable by all practitioners. Teachers will also be given a copy of the teacher created "How the Brain Works" poster. This poster helps students to understand how the brain works and the influence the different parts of the brain has on one's feelings, thinking, and actions. Understanding how their minds work and how their thoughts and feelings affect their behavior is a key starting point for this curriculum. The program begins with the core practice of mindful breathing, which is done in each classroom 1-3 times daily. The program provides students with emotional and cognitive tools to help them manage emotions and behaviors, reduce stress, sharpen concentration, and increase empathy and optimism. The MindUp curriculum will be an integral part of a complete classroom life. It will be at the teacher's discretion as to how and when lessons will be taught and followed up on during each school day.

### ***READING AND VOCABULARY***

Incorporated into each day and in each classroom will be a time to READ (Relax, Enjoy, And Develop a love of reading). During these 20 minutes, students will have the choice of which books they want to read. Students will not be directed as to what they will read nor will they be asked to report on their reading. The objectives of READ time is to help students develop a love for reading; to encourage them to become lifelong readers; and to allow them the time to experience the enjoyment of reading books in different genres and from different authors.

Aside from personal enjoyment and the encouragement to read outside the classroom, silent reading does have academic advantages. During sustained silent reading, students are able to practice reading at their own level and their own pace. Practicing reading for 15-20 minutes a day can improve reading skills for each

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<sup>41</sup> MindUP Curriculum. 2011. Goldie Hawn Foundation: Scholastic Inc. Publishers.

<sup>42</sup> Jensen, E., 2009. Teaching with Poverty in Mind: What being poor does to kids brains and what schools can do about it. Alexandria, VA: ASCD

student. “Data analysis found that more time spent reading had a significant effect on achievement compared to a control condition where less time was allocated for independent reading. In addition, results found that poor readers showed significantly greater gains in word recognition and vocabulary than good readers”.<sup>43</sup>

The 2001 National Reading Panel Report presented three key findings about vocabulary:

1. Vocabulary is critically important to readers who use the words they speak and hear to make sense of the words they see in print. Decoding without understanding what words mean is not reading meaningfully.
2. Vocabulary is critical to reading comprehension throughout the grades. A reader cannot comprehend what is read if he or she doesn’t know the meanings of most of the words. As children advance in reading, they encounter words that are not part of their oral vocabularies, which they need to learn in order to understand what they are reading.
3. Most vocabulary is learned indirectly through everyday experience with oral and written language, but some words that represent complex concepts that are not part of everyday experience must be taught directly.

At A4WCCS, vocabulary development will be an essential and pivotal component of our curriculum. Numerous studies have documented the strong and reciprocal relationship between vocabulary knowledge and reading comprehension (Stahl & Fairbanks, 1987; Bec et al., 2002; Graves, 2002; Baker et al., 1995) as well as general reading ability (Stanovich et al., 1984). Research focused on school-age second language learners similarly concludes that vocabulary knowledge is the single best predictor of their academic achievement across subject matter domains (Saville-Troike, 1984).<sup>44</sup>One method that we will use for vocabulary instruction is classroom read-alouds. “Effective vocabulary instruction and classroom read-alouds are proven to positively impact the development of vocabulary and comprehension skills for all students, and are particularly important for those students who enter school with a vocabulary deficit”.<sup>45</sup>

Another common and consistent practice to be implemented at A4WCCS will be the use of Text Talk. Text Talk is a supplemental curriculum, for students in grades K-3, of robust vocabulary instruction developed by Dr. Isabel Beck and Dr. Margaret McKeown. This systematic vocabulary program builds extensive oral vocabulary and comprehension skills which are necessary precursors for each child’s reading success. “One consistent finding in the research on early literacy is that vocabulary represents a critical component to developing reading proficiency, since knowing the meaning of words links directly to reading comprehension”.<sup>46</sup> Vocabulary is one of the five core components of reading instruction that are essential to successfully teach children how to read. Therefore, it is critical and imperative that we devote time each day to vocabulary development.

The word knowledge that students bring to school vary widely due to their socioeconomic backgrounds and language use in their homes and communities. Students coming from low socioeconomic backgrounds and from second language households have less opportunity to expand their word knowledge. “Graves, Brunetti, and Slater (1982) examined knowledge of the 5,044 most frequent words by children in first through third grade with a focus on economic status. These researchers determined that children coming from disadvantaged backgrounds knew 1,800 of the most frequent words, whereas children from middle-class knew 2,700 words from the tested vocabulary list”.<sup>47</sup> Students who lack adequate vocabulary have difficulty understanding what they read so they read less because they find reading difficult. As a result, they learn fewer words because they read less. Text Talk is designed to improve young children’s ability to construct meaning from decontextualized language. The goal is to make reading aloud beneficial for young children by

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<sup>43</sup> Garan, E, DeVoogd, G. 2008. The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge. The Reading Teacher 62.4, 336-344.

<sup>44</sup> Feldman, K., Kinsella, K. 2005. “Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction”. Scholastic Inc., NY, NY.

<sup>45</sup>Text Talk: A Summary of Research, 2005. Scholastic, Inc. NY., p. 14

<sup>46</sup> Ibid. p. 1

<sup>47</sup> Ibid. p. 4

enhancing their ability to build meaning from text in which the teacher intersperses reading with open questions and discussion, and follows each story with explicit attention to vocabulary.

At A4WCCS students will benefit from the implementation of Text Talk by building their knowledge of vocabulary as well as enhancing their comprehension skills. Implementing Text Talk in early elementary classrooms will help close the vocabulary gap and preparing all students for reading success. We also believe that this systematic vocabulary program will encourage students to read more because they will have a broader vocabulary base and a better understanding of what they are reading. Our students will adopt the belief: *The more you read, the more you know, and the more you know the more you understand.*

## **ARTS LEARNING**

The benefits of arts learning (movement, drama, literary arts, media arts, music and visual arts) are more relevant than ever to the development of the whole child. Every student at A4WCCS will develop skills in the arts and art making, cultivate vocabulary in a language rich environment, make curriculum core standard connections through the process of exploration, invention, and discovery.

We will use arts integration as a key strategy for learning in the classroom. Arts integration is defined as: *Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both* (The Kennedy Center Alliance for Arts Education Network). All arts integration classes will consist of the following key elements: Rigorous Creative Arts Content, Rigorous Common Core Connections, and Rigorous Positive Youth Development.<sup>48</sup>

*What does arts integration and S.T.E.A.M (Science, Technology, Engineering, Arts, Math) look like in the classroom?*

The lesson below is an example of how integrating arts strategies into the classroom reading content will support struggling and/or beginning readers.

This lesson is an example of an instructional strategy that links Common Core Standards in Reading with Dance. *Dance to the Story* is a lesson for grades 1-3 with decoding and fluency through movement. <sup>49</sup>The objectives of the reading content are for students to understand summary, plot, character development, author perspective and inference through dance. Students manipulate their bodies to share a story through movement. Lesson overview: 1) Students choose a short story that relates to a current topic. 2) Students are placed into 3 cooperative groups. Each group summarizes a portion of the story- beginning, middle and end. Each summary may only be 3 sentences long. 3) Groups assign one student as narrator that reads each sentence. Others perform movements that clearly convey the meaning of each sentence. Each movement sentence must flow into the other so that there are 3 movement sentences sequenced seamlessly together. 4) Groups have 5 minutes to create and practice their sequence of movements. 5) Each group performs and receives feedback from the class. 6) Finally, divide the class into three separate areas and ask students to perform the whole story dance from beginning, middle, and end without stopping.

When a student dances, he/she is interpreting information (decoding) and can't stop in the middle of the move. The body is in motion and constantly is preparing for the next move while he/she is still in motion with the current move (fluency). Dance helps with summarizing information into a beginning, middle and end story sequence. Assessment: Students perform the summarized story dance as a class using a narrator to tell the story. The class reflects on their dance and if it accurately conveyed a summary of the story. *Possible Lesson Extensions:* Video the dance and add music to the background. Share the video with another class to get reflections. The extended activities can take place as an after school enrichment activity.

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<sup>48</sup> Voices from the Field: Investigation Teacher Perspectives on the Relevance of Arts Integration in Their Classroom. Research Study by Ford Foundation: Leslie University, Cambridge, MA

<sup>49</sup> Riley, S. 2012. *Shakes the Sketch: An Arts Integration Workbook*. Charlestown, South Carolina: CreateSpace.

S.T.E.A.M. (Science, Technology, Engineering, Arts, Math) uses standards-based content both in S.T.E.M. (Science, Technology, Engineering, Math) and arts integration to deepen the learning and to provide varied learning opportunities for children with different learning styles.

**Example:** Architecture is a cross disciplinary subject that engages students in real world problem solving and helps them develop a sense of place and a sense of self. Fitchburg is a City with a rich and varied history including its industrial and commercial growth that has left its mark in many ways including significant contributions by H.M. Francis, a renowned architect. Students will use this rich architecture of Fitchburg as a learning laboratory as they are guided on a walking tour to explore the local architecture and landscapes. This unit is a hands-on S.T.E.A.M. architecture project for grades 1-4. Students build small scale buildings alongside professional architects and explore design as a career path. While working together with classroom teachers, creative arts specialists, and parent volunteers the students create a memorable scale-model community and they connect many S.T.E.A.M. skills and concepts from the MA Curriculum Frameworks, S.T.E.M. and 21<sup>st</sup> Century Skills. The Community model will be on display during Parent /Community Night and rotate through the Public Library, Historical Society and City Hall.

The *Discussions4Learning* program will be implemented in the visual arts classroom. This program has a scientifically-based research study that was conducted by Clark University of Worcester, Ma.<sup>50</sup> It is an innovative approach to fostering vocabulary development and supporting language development. Learning through the arts is based on constructive conversations. The academically productive discussion skills that teachers develop through *Discussions4Learning* are at the core of the **Common Core State Standards** as well as The Next Generation Science Standards. This will lay the foundation for helping students develop the critical skills needed to have meaningful, purposeful conversations (which are a part of the arts integration practice). It will help teachers become better facilitators of student reasoning and evidence-based discussion as they integrate the arts across the curriculum — in math, English language arts, social studies, science, and world language.

The guiding Principles of the Reggio Emilia philosophy are an approach to teaching, learning and advocacy for children.

- The child as the collaborator and communicator
- The teacher as nurturer and researcher
- The environment as the third teacher
- The parent as partner
- Documentation as communication

These principles will guide the practice of the Kindergarten learning environment. This approach focuses on fostering relationships among, children, teachers, parents, and community, and builds on the premise that each child has the desire to connect with others and to engage in learning. This first happens in an environment rich with visual, auditory and tactile stimuli where teachers observe and record what children know, are curious about, and what challenges them in order to assess a child's academic and social potential. "Another customary practice in Reggio Emilia is that before the children actually gather to begin the project, the adults involved meet to discuss various possibilities, hypotheses, and potential directions that the project might take".<sup>51</sup> For example, the classroom teacher and specialist collaborate, plan and imagine areas of investigation the children might propose from the Science Curriculum expectations on Movement and they use a framework for the project. During the Play and Discover Time (planned time in the Kindergarten schedule), a group of students from varied ethnic and social backgrounds work with the teachers. The project begins with a trigger to initiate motivation by using the picture book *The Mice and the Clockwork Bus*<sup>52</sup> to set the stage for possible engagement or interest. The story is about D. Rat who runs the only transportation

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<sup>50</sup> Place, Barbara. *Discussions4Learning, An Oral Vocabulary and Language Program*. Davis Publication, Worcester, MA

<sup>51</sup> Wein, Carol Ann. (2008) *Emergent Curriculum in the Primary Classroom*. Teacher's College, Columbia University, NY. p 27.

<sup>52</sup> *Ibid.* p 28.

service in town using his bus made from a roller skate. The mice that take this bus are concerned about D. Rat's motive on profits so they decide to build their own bus using D. Rat's own trash from his junkyard. Teacher sets up arts integration strategy using drama: role play techniques to invite students into the story and increase their understanding and enjoyment of the conflict between D. Rat and the other mice. After gathering resources of vehicles that the children were curious about the children were asked to sketch a vehicle of their choice. The project then develops based on the interests of the children. The investigations require ample time to develop and document. At the end the children and teachers share the project process through documentation and presentation with other students at the school and their parents.

### ***CHARACTER DEVELOPMENT***

At A4WCCS, we not only want our students to develop into scholars, but we also want them to possess strong character traits that will build the foundation for their success and happiness throughout life. Through direct and indirect instruction and modeling we will instill in our students the core values of Compassion, Honesty, Independence, Leadership, and Determination (CHILD). These values will help to shape the whole CHILD.

Students at A4WCCS will develop these core values (CHILD) through MindUP, a research-based curriculum that addresses Social Emotional Learning (SEL). The SEL framework guiding MindUP was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), a research-focused organization whose mission is to "establish social and emotional learning as an essential part of education." In 2012 CASEL recognized MindUP as one of the premier SEL programs in the United States.<sup>53</sup>

MindUP lessons align with Common Core Standards and support improved academic performance while enhancing perspective taking, empathy and kindness as well as fostering complex problem solving skills. Students learn how to communicate, cooperate, hone their leadership skills, define and establish their goals, and how to persevere until they've met their goals. These are skills that are vital for success in a global society.

Ultimately, the learning objectives for character development at A4WCCS are:

- Creating responsible children who grow into responsible adults.
- Teaching tolerance in a continually changing and diverse society.
- Building a caring student population.
- Establish lifelong skills in managing conflict and coping.

### ***BEHAVIOR STANDARDS***

At A4WCCS, we will be committed to holding high behavioral standards that will ensure the safety of our students. Because students will feel safe and have a sense of community they will feel more at ease and be more self-assured, allowing them to be ready to learn.

Students who do not uphold the clearly defined behavior standards of A4WCCS will not be permitted to disrupt the education of others. It is imperative that we develop and enforce a firm and consistent discipline policy to assure students and families that we will afford a safe and orderly environment for all. At A4WCCS, we believe that all students should be held accountable for their own choices and should therefore bear the consequences for their choices, good or bad. We will ensure that the philosophy of student behavior is consistent throughout the school and consistent with the mantra that all children will learn no exceptions, no excuses.

Right from the beginning of the school year, students and parents will be made aware of our discipline policy. Classroom rules will be posted in each classroom developed in a collaborative process with children and staff based on A4WCCS mission and core values of C.A.R.I.N.G. Students and parents will be asked to sign off that they have read, understood, and will comply with the rules of the charter school. For minor infractions of the school rules, teachers will have the autonomy to enforce their own classroom consequences. These consequences will be expected to be fair and appropriate to the misbehavior. Should a child continue to

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<sup>53</sup> 1440 Foundation. <http://1440.org/who-we-support/the-hawn-foundation/>

behave inappropriately after receiving classroom consequences, the student will be referred to the adjustment counselor and/or the principal for further consequences.

The types of behavior infractions and possible consequences will be more explicitly explained in the code of conduct/discipline policy section of A4WCCS's school handbook. The school handbook will be developed in collaboration with members of the school community: Parents, teachers, members of the advisory team and community.

### ***INSTRUCTION***

Instruction at A4WCCS will be a mix of whole group instruction (we do), small group collaboration (you do), and independent practice (I do). When new skills and concepts are being introduced, whole group instruction will be used. This allows the teacher to present to the whole class, have open dialogue, assess a general understanding by the whole group, and allows time for students to share their questions and ideas for all to hear. Small group collaboration will be encouraged when students are enhancing their skills and problem-solving. This gives students the time to participate in Accountable Talk and for teachers to work with small groups and/or individual students who need additional assistance and guidance. Independent work will be for assessments, conferencing, additional READ time, and differentiated instruction.

In keeping with this model, our visual art program is based on the principles and practices of nationally recognized and research-based program called "Choice-Based Arts Education".<sup>54</sup> At A4WCCS we will be implementing a modified version of this approach in which students have the opportunity to create, explore, and discover art on their own terms as an artist. With modified Choice, students will also participate in some whole group instruction or be required to complete specific arts integrated assignments that still include as many choices as possible. A key element to this approach is the classroom layout where children rotate among studio centers with a specific art focus and skill development designed to support student choices in subject matter and media. During Choice time, the teacher and the teacher assistant observe and listen to the children. Teachers ask questions and listen for the children's ideas, hypotheses and theories. After observing children in action, the teachers compare, discuss, and interpret their observations. Teachers plan activities, studies and long term projects in the classroom based on their observations. Teachers use their interpretations, intentions and goals (social, emotional and academic) to make choices that they share with children.

With small class sizes, small group instruction, research-based curriculum materials, and teacher-created and student-centered/inspired curriculum, we are confident that teachers will be more successful at differentiating instruction and tailoring the curriculum to meet the needs of all students: English Language Learners, Special Education students, below grade level students, above grade level students, and low income students. Teachers and support staff will be able to modify the curriculum for each targeted population and will be able to implement an inclusion model, whenever possible, so that students can remain in their classes with their peers.

Given the advantage of this type of setting, we will close the achievement gap between low income and non-low income students; minimize the number of students below grade level; and teach the special education and/or English language learners the compensatory skills which will enable them, despite their disabilities to receive instruction in the least restrictive prototype/regular education classroom.

Entering and Emerging ELLs will require pull-out services from a certified ELL teacher to address the mandated time allotment for these second language learners. Developing through bridging ELLs will benefit from a push-in/co-teaching model unless it is deemed necessary for student(s) to receive more direct ESL services. For example, in addition to the push-in/co-teaching model some students might benefit from additional support in the advanced writing lab. For our special education population inclusion intervention will be determined by the individual student's IEP service delivery grid. For students whose IEP recommend services to be rendered in the resource room setting, A4WCCS will provide the service. In cases where out-

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<sup>54</sup> Douglas, Katherine M., Jaquith, Diane B., 2009. Engaging Learners through Artmaking: Choice-Based Art Education in the Classroom: Teachers College Press, NY, NY

of-district placement of a child is determined the district will be decided by the host district and A4WCCS at a team meeting.

Special education staff will consult with the regular education teachers to ensure that classroom and testing accommodations are being implemented appropriately and effectively. Additionally, the Special Education Coordinator will hold professional development on special education laws and regulations, tiered instruction and IEP referral and development. Licensed ESL teacher(s) will provide direct ESL instruction using WIDA frameworks. The ESL Supervisor/teacher will attend grade level common planning meetings to ensure content is being sheltered so that English Language Learners (ELLs) can access grade level content with comprehension. The ESL Supervisor will provide professional development to the classroom teachers during which time she will deliver evidence-based instructional methods for ELLs. The ELL Supervisor will have workshops on creating positive multi-cultural learning environments, co-teaching, and creating differentiated learning centers within the classroom environment. In addition, the ELL Supervisor in collaboration with the Special Education Coordinator will provide an accurate protocol for when a referral is in order for our ELL population and the appropriate process for the referral. This will prevent unnecessary diagnoses of ELLs in need of special education or prevent the neglect of identifying ELLs who in fact need special education services, thus avoiding disproportionality.

Students who are identified as struggling or below grade level will receive additional small group and/or one-on-one tutoring from the assistant teacher and other tutorial staff. To the other end of the academic spectrum, those students who are identified as excelling and/or exceeding grade level expectations will be challenged through small group instruction and independent studies. These challenges will be facilitated and monitored by the classroom teacher and/or the assistant teacher.

Our teachers will be provided with ample professional development before the start of the school year and consistently throughout the school year. Teachers engage in a minimum of five days of professional development, prior to the start of the academic year, which will focus on curriculum development and implementation, revisions to curriculum and assessments and data analysis. Professional development throughout the school year will be a continuation of monitoring and enhancing the development, implementation, and assessment of curriculum to foster student achievement. All the while, data will be collected and analyzed to drive our instruction. Another component of professional development will be addressing the teacher evaluation expectations and procedures. At A4WCCS, we will be working towards implementing the current state mandated teacher evaluation system as well as multiple in-house developed evaluation tools.

## **C. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS**

### ***Performance***

A4WCCS performance standards will be the criteria for consistent evaluation of student achievement across grade levels and subject areas. In the pre-operational year, the founding members will develop curriculum documents that that will outline the student grade level expectations for teachers, students, and parents. These performance standards will be the basis for progress reports, report cards, and the school's overall accountability system.

The performance standards will help to create a shared understanding of student expectations for all administrators, teachers, families, and the students themselves. This mutual understanding will assist in the communication among all stakeholders. The performance standards will be clearly communicated to families and students by the classroom teacher at the beginning of the school year.

A4WCCS holds high standards for the young people it serves. The data collected on student performance is critical for planning and revising the curriculum for our student population, and for the advancement of individual children. Since the curriculum is based on Massachusetts Curriculum Frameworks and the Common Core Standards, performance will be evaluated by a standards-based system and reported in a standards-based format. This system will: delineate in keeping with the stated standards what a child should know and be able to do at an identified point in time; measure the effectiveness of the curriculum and instructional methodologies the classroom teacher uses in targeting the delineating standards; measure learning in the extent to which a child has met each standard; and provide a communication tool that allows a teacher to report clearly, to parents, children's progress for meeting standards.

Students' performance will be evaluated both formally and informally by the classroom teacher on an on-going basis. Progress reports will be sent home mid-way through each trimester and report cards will be issued at the end of each trimester. A4WCCS teachers will evaluate and report students' academic performance using the following four-point scale:

- (4) **ADVANCED:** Shows advanced understanding of relevant content and/or skills. Applies knowledge and/or skills in multiple contexts without significant errors. Works independently.
- (3) **PROFICIENT:** Shows understanding of relevant content and/or skills. Applies knowledge and/or skills in several contexts without significant errors. Works independently most of the time.
- (2) **PROGRESSING:** Shows some understanding of relevant content and/or skills. Applies knowledge and/or skills in a few contexts but does so with some errors. Does not often work independently.
- (1) **BEGINNING:** Does not yet show understanding of relevant content and/or skills. Does not yet apply knowledge and/or skills in different contexts or does so only with significant errors. Does not yet work independently.

Academic Key Terms: F =Fall W =Winter S = Spring		<b>Academy for the Whole Child Charter School</b>	
Shows advanced understanding of relevant content and/or skills	4		
Shows understanding of relevant content and/or skills	3		<b>Student Name:</b>
Shows some understanding of relevant content and/or skills	2		<b>Student ID:</b>
Does not yet show understanding of relevant content and/or skills	1		<b>Teacher Name:</b>
Not Assessed at this time	NA		<b>Academic Year:</b>

Math			
<b>Mathematical Reasoning</b>	<b>F</b>	<b>W</b>	<b>S</b>
Efficiently applies strategies to solve problems			
Clearly communicates mathematical thinking			
<b>Operations and Algebraic Thinking</b>	<b>F</b>	<b>W</b>	<b>S</b>
Adds and subtracts whole numbers fluently			
Represents and solves problems involving multiplication and division			
Multiplies whole numbers fluently			
Divides whole numbers fluently			
Solves word problems			
<b>Number Sense and Operations in Base Ten</b>	<b>F</b>	<b>W</b>	<b>S</b>
Uses place value understanding to perform multi-digit arithmetic			
<b>Number Sense and Operations-Fractions</b>	<b>F</b>	<b>W</b>	<b>S</b>
Demonstrates an understanding of fractions			
<b>Measurement and Data</b>	<b>F</b>	<b>W</b>	<b>S</b>
Tells and writes time			
Solves problems involving measurement			
Represents and interprets data			
Demonstrates an understanding of area and perimeter			
<b>Geometry</b>	<b>F</b>	<b>W</b>	<b>S</b>
Categorizes and partitions shapes			
<b>Social Studies</b>			
	<b>F</b>	<b>W</b>	<b>S</b>

Demonstrates an understanding of social studies content and concepts			
Applies critical thinking to extend understanding of content and concepts			
<b>Science</b>			
	<b>F</b>	<b>W</b>	<b>S</b>
Demonstrates an understanding of scientific content and concepts			
Applies process skills in problem-solving to develop and justify explanations			

<b>English Language Arts - Reading</b>			
<b>Literature</b>	<b>F</b>	<b>W</b>	<b>S</b>
Asks and answers questions about the text			
Recounts stories to include story elements			
Distinguishes a personal point-of-view from that of the narrator/characters			
<b>Informational Text</b>	<b>F</b>	<b>W</b>	<b>S</b>
Asks and answers questions using evidence from the text			
Determines the main idea of the text; recounts the key details and explains how they support the main idea			
Compares and contrasts the most important points and key details presented by the two texts on the same topic			
<b>Foundational Skills</b>	<b>F</b>	<b>W</b>	<b>S</b>
Knows and applies grade-level phonics and word analysis skills in decoding words			
Reads fluently and accurately to support comprehension			

<b>English Language Arts - Writing</b>			
<b>Text Types and Purposes</b>	<b>F</b>	<b>W</b>	<b>S</b>
Writes to communicate ideas and information effectively			
<b>Productions and Distribution</b>	<b>F</b>	<b>W</b>	<b>S</b>
Produces writing in which the development and organization are appropriate to task			
Strengthens writing by planning, revising, and editing			
<b>Research to Build and Present Knowledge</b>	<b>F</b>	<b>W</b>	<b>S</b>
Conducts short research projects and builds knowledge about a topic			
Takes brief notes when gathering information from print/digital sources and personal experiences			
<b>Language</b>	<b>F</b>	<b>W</b>	<b>S</b>
Demonstrates command of the grade-level conventions of standard English grammar and usage			
Acquires and uses grade-level appropriate vocabulary			
Applies correct spelling of grade-level words in written work			

<b>English Language Arts – Listening and Speaking</b>			
<b>Comprehension and Collaboration</b>	<b>F</b>	<b>W</b>	<b>S</b>
Effectively engages in discussions within a group			
Understands and identifies main idea and details from text read aloud			
<b>Presentation of Knowledge and Ideas</b>	<b>F</b>	<b>W</b>	<b>S</b>
Presents information with appropriate facts and relevant, descriptive details			

Speaks clearly with appropriate pace, volume, and expression			
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<b>Creative Arts</b>			
<b>Visual Arts</b>	<b>F</b>	<b>W</b>	<b>S</b>
Creates			
Performs			
Responds			
<b>Music/Movement</b>	<b>F</b>	<b>W</b>	<b>S</b>
Creates			
Performs			
Responds			
<b>Dramatic Arts</b>	<b>F</b>	<b>W</b>	<b>S</b>
Creates			
Performs			
Responds			
<b>World Language</b>			
	<b>F</b>	<b>W</b>	<b>S</b>
Communication			
Culture			
Connections			
Comparisons			
Communities			

<b>Learner Behavior Key: Grade Level Expectations</b>	
<b>Exceeds Expectations</b>	<b>4</b>
<b>Meets Expectations</b>	<b>3</b>
<b>Progressing Toward Expectations</b>	<b>2</b>
<b>Not Meeting Expectations</b>	<b>1</b>

<b>Learner Behaviors</b>			
	<b>F</b>	<b>W</b>	<b>S</b>
Respects others' rights, feelings, and property			
Accepts responsibility for own behavior			
Exercises self-control			
Organizes self and materials			
Follows directions			
Approaches challenges using a variety of strategies			
Uses time effectively to produce quality work			
Completes homework			

<b>Attendance Key</b>	
<b>Excused Absence</b>	illness, doctor's appointment, hospitalization, or funeral
<b>Unexcused Absences</b>	family vacation, missed bus, non-school related sports or extra-curricular activities
<b>Late Arrival</b>	any time after the official beginning of the school day
<b>Early Dismissal</b>	Any time prior to the official end of the school day

<b>Attendance</b>			
	<b>F</b>	<b>W</b>	<b>S</b>

Excused Absences			
Unexcused Absences			
Late Arrivals			
Early Dismissals			
<b>Teacher Comments</b>			
<b>Fall:</b>			
<b>Winter:</b>			
<b>Spring:</b>			

**Promotion**

We will not “socially promote” students at Academy for the Whole Child Charter School. Students will not be promoted to the next grade level simply because they are old enough to be in that grade. At Academy for the Whole Child Charter School, a student’s promotion will be primarily determined by their grade-level mastery of standards, their overall reading level, and their attendance. “Research shows that missing 10% of the school year-or 18 days in most districts-correlates with academic trouble.”<sup>55</sup> “Groundbreaking research published in 2008 by the National Center for Children in Poverty showed that the ill effects of chronic absence extend to kindergarten and elementary school students. That study demonstrated that chronic absence in kindergarten was associated with lower academic performance in first grade for any student, regardless of gender, ethnicity, or socioeconomic status. For low-income children, the connection to poor performance extended through fifth grade.”<sup>56</sup> Based on research it is imperative that we demand that all students attend school regularly.

In the 0-4 standards-based grading system an average of 3 in each core subject area is meeting grade-level standards mastery in that subject. In grades K-3 for students to be promoted to the next grade level: they must have an overall average of 3 in reading and math; they must be reading and comprehending on grade level by the end of the school year; they must have an overall average of 2.5 or higher in all other core subject areas; and they must have a minimum of 90% attendance rate. In grade 4, in order for students to be promoted to the next grade level students must: Have an overall average of 3 in all core classes (Reading, Writing, Math, Social Studies and Science); they must be reading and comprehending on grade level by the end of the year; and they must have a minimum of 90% attendance rate. At A4WCCS, we will adhere to these sets of criteria for promotion to the next grade and/or graduation from 4th grade. That being said, we realize that there may be times when a set of circumstances will require us to change that criteria for an individual.

If a student’s IEP sets specific criteria or targets for promotion, the school will use these criteria. Without such criteria specifically outlined on an IEP, the school will hold all students, including those in special education, to the same promotion criteria. No ELL student may be retained solely due to language acquisition. If a teacher is questioning whether or not an ELL student should be promoted to the next grade level or be retained, teachers will be asked to provide documentation of ELL best practices appropriate to the student’s language proficiency level. This documentation can include observations made from the ELL Supervisor during coaching and co-teaching opportunities. An ELL committee will be responsible for

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<sup>55</sup> Balfanz, R., Chang, Hedy Nai-lin. 2013. “A Focus on Attendance is Key to Success”. Leading Success.org

<sup>56</sup> Ibid.

reviewing this documentation and discussing the ELL student in question. The student's parents will be part of the decision-making on the promotion or retention of their child. Decision outcomes will be in the best interest of each individual student, on a case by case basis.

Students who have extreme mitigating factors may be considered for promotion, as long as the student(s) consistently make up all work when they are absent. Students who miss more than 10% of the school year will not be promoted to the next grade level unless the child has a medically-documented issue. In such cases, if the school deems that the child has missed too much instruction and is too far behind (even with medically-documented reason), the child will not be promoted. A4WCCS will seek input from teachers, parents, and other school staff before making promotion decisions. The school's administrative team (and ultimately the principal) will have full authority to make all promotion decisions.

At A4WCCS, we are driven by our mantra that all children will learn, no exception, no excuses, therefore it is our responsibility to do all that is possible to assure parents that their children will be successful at each grade level and will be readily prepared for promotion to the next grade level. Consistent and continual communication between the school and the parent is critical uphold our mantra of A4WCCS. For all students, retention will only be considered after all measures have been taken to move a student forward toward promotion.

### **Exit/Graduation Standards**

Our 4th grade exit standards will mirror the promotion criteria.

## **D. ASSESSMENT SYSTEM**

Assessment is an integral part of teaching and learning. Assessment informs teachers, administrators, parents, and other stakeholders about student achievement. It provides valuable information for designing instruction; acts as an evaluation for students, classrooms, and schools; and informs policy decisions. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. Using different types of standards-based and performance-based assessments as part of instruction, results in useful information about student understanding and progress.

*Explain how the assessment system is linked to curriculum and instruction, facilitates decision making about necessary adjustments to the educational program, and informs any staff development plan that will support the goal of improved learning.*

A common denominator to all high performing schools that serve low income populations is, "frequent assessments of student progress and multiple opportunities for improvement."<sup>57</sup> A4WCCS will utilize a variety of independent external assessments as well as internally-developed assessment tools. Results will be closely analyzed and used as a means to alter curriculum and instruction to enhance student performance and achievement. Results of assessments will be reported to all relevant stakeholders.

A4WCCS will utilize the management systems of the selected texts and curricula materials as a component of the assessment process. These systems will assess the specific skills and content which have been taught (previously coordinated with the frameworks and common core). Teacher made assessments which also are based on the skills and objectives that were determined as essential to be taught (based on frameworks and common core standards) will be frequently administered in order to give the classroom a snapshot of what areas/skills need to be addressed and which have been mastered.

A4WCCS is reviewing various management systems which will produce frequent updates/reports on individual and whole class attainment of the agreed upon objectives. This will facilitate the determination of instruction for individual students in the class as a whole. No determination on such a system has been made at this point.

A4WCCS has adapted a model called "A Cyclical Process for Improvement" (refer to page 78 for chart) which in addition to ensuring continuous improvement but also clarifies how decisions about curriculum adjustment and professional development will be made.

*Indicate which individual(s) in the school have primary responsibility for overseeing the assessment system.*

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<sup>57</sup> Reeves, Douglas B. 2005. The 90/90/90 Schools. Accountability in Action, CO: Advanced Learning.

The Principal of A4WCCS will have the primary responsibility for overseeing the school-wide assessment system. It is the Principal's responsibility to facilitate the analysis of student assessment data with the curriculum team (directors, teachers, support staff). The Principal will then consult with the Executive Director to discuss the assessment data and to develop a plan for dissemination to the Board of Trustees, the parents, and to the public.

*Describe how achievement data will be collected and how it will be used.*

We will be generating comprehensive assessment data through the use of an authentic assessment system which includes web-based assessment systems (S.T.E.P., ANet, STAR, MCAS), traditional classroom assessment tools and performance-based assessments- all of which will be formative and/or summative. These measures will yield a wide-range of quantitative and qualitative data about each student. The results of continuous progress monitoring will be used as part of individual and classroom assessments. Information from these sources of assessment data will be used to help ensure that students are progressing toward and/or meeting mastery of the standards-based curriculum objectives resulting in student success.

*Describe the school's approach to identifying students who may be struggling or excelling, and the plans to support those students within the proposed educational program.*

Formal and informal assessment at A4WCCS will be frequent and on-going. Classroom teachers will rely heavily on their observations of the daily work of the children they serve. Other inputs may come from parents and other support services. Given the low student teacher(s) ratio it will not be difficult to identify those children who are experiencing difficulty and those children who are accelerated. Instruction, materials and methodologies will be adjusted to accommodate the needs of these special populations. This could include utilizing the classroom inclusion model, one-to-one instruction within the classroom, before and/or after school tutoring, special challenge projects with teacher guidance and advanced vertical skill development. Teachers will be cognizant of each child's individual learning style when evaluating the whole child.

*Indicate whether, in addition to administering the MCAS tests as required by law, the school will use additional standardized assessment tools to determine and report student progress. In either case, explain why those tools were selected for the targeted population and how the data will be used.*

Students in grades 3 and 4 will participate in the MCAS exams, as required by law, and in any other state-mandated assessments. Although the MCAS is an excellent mechanism for measuring student academic success, A4WCCS will implement a variety of other external standardized assessment tools to ensure that we have a plethora of comprehensive assessments that provide us with the necessary data to continually monitor, assess, and improve our academic program. Additional school-wide standardized tools may include but not limited to: Dibels, Daze, GRADE, and STAR (Sustainability Tracking, Assessment and Rating system); the Step Assessment (Strategic Teaching and Evaluation of Progress) as a developmental literacy tool that provides literacy growth data in fluency and comprehension every 6-8 weeks for grades K-2; the Achievement Network (ANet) interim assessments in both math and literacy for grades 3 and 4; the Stanford 10 or the Terra Nova, nationally-normed summative assessments that measure growth over time and compare performance to similar grade cohorts across the nation; and the Access test, a part of the WIDA consortium, for our ELL population.

*Include descriptions and/or examples of assessments that are researched based and are consistent with the school's mission, broad academic and nonacademic student goals, educational program, and high expectations of students.*

#### External Assessment Data

To ensure student progress and achievement, it is imperative that common assessments are being conducted consistently. A4WCCS will use standardized assessments to provide staff with data related to individual and school-wide performance. Such external standardized assessments as Dibels, Daze, GRADE, and STAR assessments will be further investigated by the Founding Group of A4WCCS to determine those tests best suited for our students.

Because our targeted population (low income students) benefits from extensive literacy instruction in the early grades we anticipate using the Step Assessment (Strategic Teaching and Evaluation of Progress). STEP is a developmental literacy tool that provides literacy growth data in fluency and comprehension. This assessment will be administered routinely (every 6-8 weeks) in grades K-2. Step is based on a developmental model that empirically combines essential skill assessments with authentic reading of leveled text.

For grades 3 and 4, A4WCCS we anticipate utilizing the Achievement Network (ANet) interim assessments in both math and literacy. As stated as their mission, "The Achievement Network works alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and

achievement data to get breakthrough results for students in low-income communities.” Again, these assessments will be administered routinely (every 6-8 weeks) to allow teachers and administrators at A4WCCS to make accurate decisions about refining curriculum and instruction in an effort to be more proficient at accelerating student academic outcomes.

At the start and end of each academic school year, A4WCCS intends to administer the Stanford 10 or the Terra Nova. Both the Stanford 10 and the Terra Nova are comprehensive nationally-normed summative assessments that measure growth over time and compare performance to similar grade cohorts across the nation. The Terra Nova assessment or the Stanford 10, whichever one we choose to use, will allow A4WCCS to gather nationally normed data on our student performance until the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment tool is available.

Our EDL students (English Language Development) and our ELL students (English Language Learners) will take the Access test in the spring. The Access test is part of the WIDA consortium. If a language other than English is identified in the home after a Home Language Survey has been administered, the student will be assessed for English proficiency in reading, writing, speaking, and listening using MODEL, which is the initial assessment in the World Class Instructional Design and Assessment (WIDA). A WIDA classification will be given to the student and an instructional program will be planned and carried out accordingly.

*Describe which internal/school developed instruments will be administered in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population and how the data will be used.*

#### Internal Assessment Data

Teachers will develop and use a variety of internal assessment tools to measure student progress. Teachers will engage in formative assessment of their students through weekly quizzes/tests, daily observations, oral presentations, student class participation, examination of student writing and art integrated, project-based assignments to determine if students are moving toward mastery of curriculum objectives. On-going assessment of students’ progress allows A4WCCS to identify the students who may be struggling and require re-teaching, individualized instruction, tutoring, and/or before and after school tutoring assistance in order to fill in the gaps in their learning *before* their learning has been impeded. On-going assessment will assist A4WCCS to identify the strengths and weaknesses of the curriculum, to make revisions to the curriculum, and to identify best teaching practices. The use of student portfolios will also be investigated and considered as an assessment tool.

Teachers will be utilizing pacing guides for their instruction which will consist of the standards to be addressed each month. On-going assessment of the standards taught will be assessed every two weeks and will culminate in a comprehensive summative assessment at the close of the trimester. By assessing the students regularly, the gaps or deficits in their learning will be identified and targeted for remediation. Interventions that will be put into place for the struggling learner will include: individualized instruction during the school day; small group instruction; peer tutoring; modified instruction (if applicable); and before and/or after school tutoring. A standards-based report card will be the major formal reporting system for parents. Internal/school developed assessments will be aligned with the Massachusetts Curriculum Frameworks and the Common Core Standards.

*Define a meaningful and practical approach for measuring student progress toward attaining non-academic goals.*

Some of the non-academic goals for students at A4WCCS are to become resilient, focused, and mindful learners. The MindUp Curriculum will be implemented at A4WCCS and will foster social and emotional awareness and enhance psychological well-being, which in turn will promote academic success. The success of the MindUp program will be evident within each Optimistic Classroom- a place where all children have the opportunity to achieve their potential, and throughout the culture of the school environment where children, as well as adults, learn and grow and treat each other with respect and consideration.

At A4WCCS we not only want our students to develop into scholars, but we also want them to possess strong character traits that will ensure their success and happiness throughout life. Through direct (MindUp Curriculum) and indirect instruction and modeling we will instill in our students the core values of Compassion, Honesty, Independence, Leadership, and Determination (CHILD). These values will help to shape the whole CHILD.

Our non-academic goals will be measured in a variety of ways: student attendance; student achievement/success; behavior infringements; faculty observations; faculty, parents and student surveys; and participation in school-related extra-curricular activities.

*Feature multiple measures of student outcomes that may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses.*

Quantitative data of student outcomes will be featured in state assessment reports: MCAS, Student Growth Percentiles, CPI, Annual Measurable Achievement Objectives (AMAOs) for ELL students, and PPI (Progress and Performance Index). Other assessment reports such as Dibels, Daze, GRADE, Terra Nova, Stanford 10, STEP and STAR will be further investigated by the Founding Group to determine those tests best suited for our students.

*Provide a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting the performance and progress of the school as a whole and the academic and social development of each student to all relevant stakeholders. Indicate which audiences will receive this information and how often.*

A4WCCS will measure academic performance in a variety of ways. In addition to the MCAS exam, other external standardized tests, and internally developed assessments, we will collect data on: student attendance; retention rates; student growth performance (SGP); retention of teachers; results from student, family, and teacher surveys; and any other key data that will assist us in measuring the success of the school. We will closely monitor the progress of both academic and non-academic performance goals throughout the school year.

Ultimately, the Board of Trustees is responsible for the academic success of the school. However, the day-to-day responsibility of meeting the stated goals of the school and achieving success lies with the principal. The principal will collaborate consistently and continually with other school administrators and teachers to ensure that A4WCCS is successful as a whole.

Parents will be kept well-informed of their child's progress through weekly reports, progress reports, end of term report cards, and parent/teacher conferences. In addition, parents and teachers will communicate through email as needed. The Board of Trustees, DESE, and the broader community will also be kept apprised of the progress and success of A4WCCS and its students. Monthly Director's Reports will be submitted to the Board each month; the school administrators will provide the Board with periodic reports on progress toward the goals set forth in the Accountability Plan; and an annual report will be submitted at the end of each school year that will provide data and analysis of the school's performance and progress towards meeting its goals of the program. The annual report will be made readily available to the public as well.

*Describe how each of the following stakeholder groups will use student achievement data:*

**The Board of Trustees:** will use the data to evaluate the Executive Director, as he/she has direct responsibility for student achievement and to determine areas of success and areas of concern.

**The School Administrator(s):** will use the data to evaluate teachers, revise standards, and facilitate the revision of the curriculum and to identify areas of strengths and weaknesses within the curriculum. Data will also be used to market the school, recruiting students, and in our efforts to apply for grants and other funding opportunities.

**Teachers:** will use the data from their students to inform their own professional development, to improve student instruction, design and implement new teaching strategies to formulate corrective measures to be taken to ensure student success (re-teaching a concept or skill, individualized assistance, and before/after school tutoring help).

**Students:** will use the data to reflect on their own learning and to communicate either orally or in writing their ideas, needs and strategies for improvement to the classroom teacher and or the school administration.

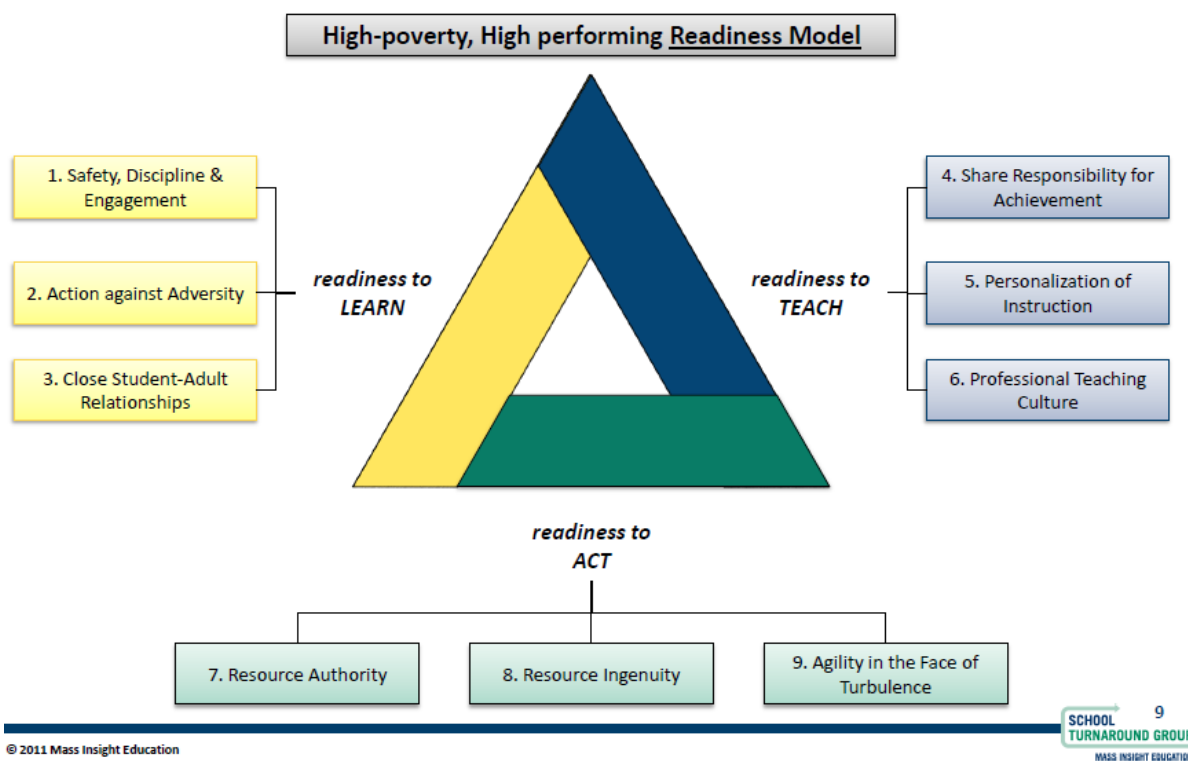
**Parents:** will be able to determine the academic strengths and weaknesses of their own child, evaluate the effectiveness of the school, and will confer with the school administrators and teachers to determine if they want their child to continue attending the school.

All stakeholders will use student achievement data to identify how the school is meeting the community needs, the needs of students and staff, safety and school culture, and to make changes as necessary.

## E. SCHOOL CHARACTERISTICS

At Academy for the Whole Child, we will strive to possess the characteristics of successful turnaround schools who have adopted the HPHP (high-performing, high-poverty) Readiness Model that is described in *The Turnaround Challenge* (*The Turnaround Challenge*, Mass Insight and Education Research Institute, 2007).<sup>58</sup> There are nine key elements that are focused on to aim at turning the daily turbulence and challenges of high-poverty settings into design factors that increase the effectiveness with which these schools promote learning and achievement. Making up this model of the Readiness Triangle are three major components: The *Readiness to Learn*, the *Readiness to Teach*, and the *Readiness to Act*. Within each component are three key elements that aid in the success of this readiness model. This dynamic “HPHP Readiness Model” is illustrated below:

### How do high-performing, high-poverty schools do it?



In the Readiness Model, schools acknowledge and foster students’ *Readiness to Learn*. Whatever stands in the way of student learning, including students with special needs and students whose first language is not English, will be adequately addressed. At A4WCCS, we will proactively address the challenges accompanying our students as they walk through the school’s doors. We will address these issues through the collaboration with community organizations, family involvement, implementing the MindUP curriculum, delivering research-based best practices for second language learners and implementing mandated modifications to curriculum to provide fair and equal access to the general curriculum, establishing numerous and intensive relationships between students and adults, and implementing a strict safety and discipline policy. These initiatives will enable us to attack the significant cognitive, social, cultural, and psychological barriers to learning that many students of poverty tend to experience.

*“A calm and orderly environment is a prerequisite for learning, reducing the stress and distractions for students and teachers, and creating norms and confidence to enable deeper staff and instructional changes to occur.” (Orr, 2005)*

58 MassInsight, 2007. *Turnaround Challenge Main Report*; Calkins, A., Guenther, W., Belfiore, G., and Lash, D.

*Research shows that “school-based initiatives that actively shield disadvantaged children from risks and adversities within their homes, schools, and communities are more likely to foster successful academic outcomes than are other school-based efforts.” (Nettles & Robinson, 1998)*

*“The ability of teachers to forge relationships with children in poverty is cited by some researchers as the key factor in high-performing schools. (CPE/Caliber Associates, 2005; Haberman, 1999)*

In the Readiness Model, schools elevate and focus staff’s *Readiness to Teach*. A4WCCS will hold high expectations and curriculum standards, as well as use data effectively to drive instruction. Assessments will be frequent and feedback will be immediate. Students will come to understand that assessment is part of learning and will thrive on the instant feedback and opportunity to see their progress. The Academy for the Whole Child Charter School will be a professional learning community in which teachers work collaboratively; focusing on improving instruction, diagnosing student learning challenges, and helping each other improve their practice. We will develop a culture in which there is a shared responsibility for achievement, this includes our special needs and English Language learning population as well. It will be inclusive, involving all students and adults in the building, parents, and community members. Student achievement will be a joint venture. There will be no exceptions, no excuses. All students will learn.

In the Readiness Model, schools exercise more *Readiness to Act* in dramatically different ways than is typically possible in public schools. At A4WCCS, we will have the autonomy to make mission-driven decisions about people, time, money, and programs. We will be able to recruit excellent teachers who are best- suited to our mission and share our vision, allow our teachers to be collaborative decision makers, have flexible schedules, and allocate funds for the promotion of student achievement. We will work tirelessly to find the resources needed to accomplish the tasks on hand. We will be creative in finding ways to obtain the funds and resources necessary to ensure high student performance. Our leaders will be flexible and inventive in actively shaping the success of A4WCCS and its student population.

## ***CULTURE***

Culture is the personality of the school, while climate represents the school’s attitude. The culture at A4WCCS will be hospitable to learning. At A4WCCS we will nurture a positive school culture in which all individuals are valued, cared for, and respected. A4WCCS will reflect a caring community where the welfare of each individual is fostered and the concerns of all are taken into account. This aligns with the core values described in the CARING model. Strong school cultures have better motivated teachers, and highly motivated teachers have greater success in terms of student performance and student outcomes. Friedberg and Stein (1999) in the article, *The Effects of School Culture and Climate on Student Achievement* describe school climate as the heart and soul of the school and the essence of the school that draws teachers and students to love the school and to want to be a part of it.<sup>59</sup> We will ensure that the climate of the school builds a strong foundation for the culture. Since the climate dictates the culture, we will incorporate the following strategies for creating a safe and positive climate:

- Building effective communication within the school
- Providing professional development that will empower the teachers to operate at the highest professional levels and to find joy in their work
- Catering for individual needs
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school
- Developing a school approach to assessment

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<sup>59</sup> MacNeil, Prater, Busch. *The Effects of School Culture and Climate on Student Achievement*. *The International Journal in Education*, Jan-Mar 2009, Vol. 12, No.1, 73-84.

For example, in collaboration with the local police department, A4WCCS will develop a crisis plan based on best practices to solidify building, student, and staff safety protocols. The plan will address such topics as medical emergencies, natural disasters, student behavior, response to violence, and much more. Additionally, we will partner with the police department to establish building safety, visitor protocol, and parking and bus plans from the traffic division.

A4WCCS intends to recognize and honor the on-going progress and achievement of our students by holding regular group assembly programs called “Sharing our Success” where students have the opportunity to share something of their choice such as a poem or a special project; twice a year evening event, Academic & Arts Showcase for families and the community, as well as opportunities for students to exhibit their work at Rollstone Studios or the Fitchburg Art Museum.

### ***ADMISSIONS***

Children entering the Academy for the Whole Child Charter School’s Kindergarten program must attain the age of 5 years by August 31<sup>st</sup>, prior to entering that school year. Children entering grade one must also attain the age of 6 years by August 31<sup>st</sup>, prior to entering that school year. In the first year of the A4WCCS children will accept three sections of grade K and 1, and 2 sections of grades 2 and 3. In year 2, we will increase to three sections in grade 2, and add 2 sections in grade 4. In year 3, we will increase to three sections in grade 3. By year 4, we will have 3 sections at each grade level K-4 for maximum enrollment of 278. A section represents 18 children.

### ***SCHEDULING***

The A4WCCS school year will begin in late August and conclude in June. The number of school days will be no fewer than 180 days for students with more days given to staff professional development and conferences. In our first year of operation we intend to follow the Fitchburg Public School district school year calendar of instructional days with the exception of their planned in-house professional development days. Teachers and teachers’ assistants will begin one week prior to the beginning of the academic school year. During this time the school staff will have opportunities in professional development, preparing the classroom environment, and data analysis that will focus on the academic, social and emotional needs of each child to ensure that A4WCCS understands and addresses the whole child. There will be an early release day for students twice a month to allow for professional development and planning for teaching staff.

The regular core academic school day will begin at 8:00 a.m. and end at 3:30 p.m., with student drop off and breakfast beginning at 7:30 a.m. The transition for parent pick-up, bus and the after school program will occur at 3:30 p.m. This provides the children with approximately 8 hours daily of direct interaction and quality time on task with staff. The overall instructional time for the academic school year will be approximately 1300 hours, which amounts to roughly 40 days more than the Fitchburg Public Schools offer to their students.

The Founders believe that children must be in a safe supervised environment before and after school. Given the community that A4WCCS will serve- poverty level, one parent, non-English speaking parents, it is essential that the opportunity for before and after school supervision/activities be available to parents who cannot provide direct supervision or meaningful activities for children. To that end before and after school programs will be a component of the school day. The before school program will begin at 7:00 a.m. and the after school program will run from 3:30 to 5:30 p.m. with an academic and integrated arts focus.

The A4WCCS program will be designed especially for the population it serves. Schedules will be structured yet flexible taking into consideration the age and needs of our youngest population and the various developmental stages of those children as they grow chronologically.

The Founders believe that relevant and on-going professional development for all staff is of critical importance. In addition to formal professional development, frequent common planning time will be incorporated in the schedules of all staff. It will allow teachers at grade levels, specialists and/or vertical teams to meet and communicate. This meeting time allows staff opportunities for planning curriculum, planning specific lessons, reviewing of data, reviewing what is working/what isn’t, planning arts integration with specialists, and creating authentic assessments, and school-wide projects and activities.

**A4WC Proposed Schedule for 2<sup>nd</sup> Grade**  
**8:00 am -3:30 pm**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30 Meet and Greet (30 min.) Students are greeted by their teachers. Attendance is taken, notes/concerns addressed, and a MindUP activity is done.				
8:30- 9:00 am	8:30- 9:00 am	8:30- 9:00 am	8:30- 9:00 am	8:30- 9:00 am
Vocabulary Development (30 min.)	Vocabulary Development (30 min.)	Vocabulary Development (30 min.)	Vocabulary Development (30 min.)	Vocabulary Development (30 min.)
9:00- 11:00 am	9:00- 11:00 am	9:00- 11:00 am	9:00- 11:00 am	9:00- 11:00 am
ELA/Writing Block (2hrs) This time is used to teach reading and grammar and includes 20 minutes of silent reading.	ELA/Writing Block (2hrs) This time is used to teach reading and grammar and includes 20 minutes of silent reading.	ELA/Writing Block (2hrs) This time is used to teach reading and grammar and includes 20 minutes of silent reading.	ELA/Writing Block (2hrs) This time is used to teach reading and grammar and includes 20 minutes of silent reading.	ELA/Writing Block (2hrs) This time is used to teach reading and grammar and includes 20 minutes of silent reading.
11:00- 11:30 am	11:00- 11:30 am	11:00- 11:30 am	11:00- 11:30 am	11:00- 11:30 am
World Language (30 min.)	World Language (30 min.)	World Language (30 min.)	World Language (30 min.)	World Language (30 min.)
11:30 – 12:15 Lunch/Recess (45 min): This includes 25 minutes for eating lunch and 20 minutes for a recess.				
12:15-1:45 pm	12:15-1:45 pm	12:15-1:45 pm	12:15-1:45 pm	12:15-1:45 pm
Math Block (90 min.) Cooperative problem solving should be built into this time frame.	Math Block (90 min.) Cooperative problem solving should be built into this time frame.	Math Block (90 min.) Cooperative problem solving should be built into this time frame.	Math Block (90 min.) Cooperative problem solving should be built into this time frame.	Math Block (90 min.) Cooperative problem solving should be built into this time frame.
1:45 – 2:45 pm	1:45 – 2:45 pm	1:45 – 2:45 pm	1:45 – 2:45 pm	1:45 – 2:45 pm
Arts Integration/ Enrichment (1 hr.)	Arts Integration/ Enrichment (1 hr.)	Arts Integration/ Enrichment (1 hr.)	Arts Integration/ Enrichment (1 hr.)	Arts Integration/ Enrichment (1 hr.)
2:45- 3:30 pm	2:45- 3:30 pm	2:45- 3:30 pm	2:45- 3:30 pm	2:45- 3:30 pm
Social Studies (45 min)	Science (45 min.)	Social Studies (45 min.)	Science (45 min.)	S.T.E.A.M.
3:30 <u>Dismissal</u>				
**Schedules will be altered on Wednesdays, every other week because of early release for professional development.				

**A Student’s typical day - overview**

- **At 7:00 am**, as Dante and his mother enter the front door of A4WCCS they are greeted by a highly colorful banner announcing one simple word, “Community.” This is the school-wide theme for the trimester. Mrs. Wiggings meets them in the lobby. “Good morning, Dante. Good morning, Mrs. Santos. Dante, you can join Jasmine in the classroom.” Mrs. Santos heads down to the gym for her yoga session with the Early Birds. Before Dante’s tutoring session begins, Mrs. Wiggings does a quick deep breathing activity with the students before they begin to review subtraction with regrouping. Dante likes the breathing activities they do each morning before tutoring because it helps him to get ready to learn and to stay focused on the task on hand.
- **At 7:50**, Dante gets ready to go to class and begin the school day. Mr. Fray greets Dante and his 14 classmates at the door of their classroom. Dante puts his homework folder in the homework bin and goes to the morning meeting place on the rug. Dante is excited to share his gratitude leaf that will be put on the gratitude tree in the classroom. When Dante is asked to share his leaf, he says, “I am grateful for my

grandmother because she takes care of me every afternoon until my mom gets home from work.” After the sharing, the children stand up and hop on one foot and then the other before getting ready to listen to Mr. Fray read aloud, *Mice Make Trouble*.

- **At 8:30**, the ELA/Literacy block begins with a read aloud and then Dante moves to a literacy center with two other children where they are playing “concentration” with the word cards that Mr. Fray has created. They have to find words that can be put together to create the compound words that they are learning about in Language and Spelling. When they are done with this activity, Dante writes in his reading journal what his prediction is as to what is going to happen next in the story, *Mice Make Trouble*. During his small reading group, with 3 of his classmates and Ms. Hart, the assistant teacher, Dante is learning how to answer comprehension questions from the story by going back into the story and proving his answers. For the last 20 minutes of this block, Dante gets to read silently at his desk. This is one of his favorite times of the day. Right now, he is hooked on *The Magic Tree House* series.
- **At 11:00** the class reviews the numbers from 1-20, the colors, the days of the week, greetings, and other common vocabulary that they’ve been learning in Spanish. Although Dante is Spanish, he doesn’t speak it very well so he is happy that they have Spanish lessons each day.
- **From 11:30 to 12:15**, Dante has lunch and recess. During “family style” lunch, it was Dante’s turn to help set out the napkins. He was excited to sit with his friend and Mrs. Rios, the Spanish teacher. At recess he and his friend Sam are going to play basketball with a couple of other boys from Mr. Trainor’s 2nd grade class.
- **At 12:15**, math class begins. When Mr. Fray asks for a volunteer to solve the subtraction problem on the board, Dante quickly raises his hand. He tells Mr. Fray, “I’d like to solve that problem. I’ve been working with Mrs. Wiggins in the mornings and I’ve gotten much better at subtraction.” Dante successfully solves the problem and is congratulated by his teacher and his classmates. He is very proud of himself. Later in the math block, Dante works with Sheng on solving a subtraction word problem and then on creating one of their own subtraction word problems that they will share with their classmates.
- **At 1:45**, Dante heads to the art studio. Since Dante is primarily a visual learner, he is always enthusiastic to go to the art studio. He is greeted as an Artist coming to work in a Choice based studio. Dante brings to the studio a playground map that he is creating in Social Studies. After the teacher gives a demonstration of techniques and methods of the new Construction Center, Dante can’t wait to begin to work with a partner. He begins by creating a scale of a person by giving the person a name, age and occupation. Dante and his partner are making sketches for their playground equipment, and then they will construct a 3D scale of their design using the materials from the Construction Center. The culmination of the project will occur at the Media Arts Center. Dante and his partner will take a digital photo of their completed prototype and publish it on the school’s website. At the end of a work period, Dante takes out his art journal and writes reflections on two things he learned about his art design process.
- **At 2:45**, when Social Studies class begins, the class is continuing to learn about maps. Dante is drawing a map of the playground at A4WCCS. He is currently working on the map key to identify what each symbol on his map stands for. Since Dante is a natural artist, his picture symbols are well detailed and precise.
- **At 3:30 pm**, Dante puts his homework in his backpack and waits to be called for dismissal. As Dante and his classmates wait to be called they review the day’s lessons and reflect on their learning with Mr. Fray. His grandmother is picking him up from school today because he has a dentist appointment. He’s disappointed because he will miss out on the Lego robotics enrichment class in the after school program.

### *Typical Day from the Perspective of a Teacher*

- **At 7:00 am**, Mrs. Collins arrives at school. Monday is one of the days that she meets with the Early Birds in the gym to participate in some yoga exercises. She likes to start her week off feeling refreshed and energized.

- **At 7:30**, Mrs. Collins is in her 4<sup>th</sup> grade classroom writing down the schedule for the morning. Although the students have gotten used to their morning routine and know it well, there are still some students in the class that rely on the visual reminder of the morning expectations/schedule.
- **At 7:55**, Mrs. Collins greets her students as they enter the classroom then she meets them at the morning meeting rug. The class recognizes Tommy and Shayla for their acts of kindness they showed the previous Friday. These students get stickers to put on their “Be Kind” charts.
- **At 8:30** ELA/Writing begins with Mrs. Collins rereading the story, *The Great Kapok Tree*, to the students. Her animation during reading has captured the students’ attention once again. Following a discussion of how cutting down the tree would affect each animal’s habitat, students were asked to begin writing their persuasive essays convincing their readers that the tree shouldn’t be cut down. Mrs. Collins reminds the students that they must cite evidence from the text to help make their argument. Prior to beginning writing, the class brainstorms and compiles a list of vivid adjectives that pertain to the story and that would enrich their writing. As the students begin their writing, Mrs. Collins sits with Juan, an English Language Learner, to assist him in filling out his graphic organizer in an effort to make the writing process easier for him. Meanwhile Mr. Yang is helping two other students to find evidence in the text. For the last 20 minutes of this block, the students take out their chapter books and Relax, Enjoy, And Develop (READ) their reading skills.
- **From 10:30 to 12:00**, Mrs. Collins’s students are engaged in math class. Math class begins with Mrs. Collins having the students work in pairs to solve the problem of the day in their math journals. Today, she asks Lauren and Jonathan to show the class how they solved the problem. Because the students have been having difficulty understanding fractions of whole numbers, Mrs. Collins reviews this with them, doing examples on the board, answering the student’s questions, and calling on students to help her solve some of the problems she has put on the board. Then the students break into small groups and work in the various math centers for the rest of the math block. Both Mrs. Collins, and her assistant teacher, Mr. Yang, work with one of the math groups.
- **At 12:00**, the students go to lunch and recess. Mrs. Collins is going to be having lunch with her students today. During their recess time, Mrs. Collins changes her schedule board so that her students will know what their expectations are for the afternoon.
- **At 12:45** when the students return to the classroom Mrs. Diaz greets them in Spanish and then presses the play button on her iPad. The singing sound of the coqui frogs catch the attention of the students. This gets them excited to head to the computer lab to begin the research on these frogs, native to Puerto Rico and inhabitants of the rain forest. Today, Mrs. Diaz and Mrs. Collins help the students to get started.
- **At 1:15**, the students go to music for enrichment. During this time Mrs. Collins, Mr. Yang and Mrs. Bright, the creative arts teacher, are coordinating the afternoon’s arts integrated social studies lesson on the Great Kapok Tree. Their collaboration includes clarifying the specific social studies content areas to be addressed; setting objectives; gathering resources; developing a time-line; and creating an assessment rubric for a dramatic arts play depicting the Great Kapok Tree.
- **When the students return to class at 2:15**, Mrs. Collins brings the students to the Choice Based Arts Studio to begin working on the puppet design of their characters/animals and background setting. Mrs. Collins and Mr. Yang works with Mrs. Bright to facilitate the lesson.
- **By 3:30**, the students are back in class and ready for dismissal. Mrs. Collins reviews the night’s homework with the students as they wait for dismissal. As the students leave the classroom, they are singing the newly learned Coqui song to Mrs. Collins.
- After all of the students are dismissed, Mrs. Collins spends the next hour in her classroom, preparing for tomorrow’s lessons and making parent phone calls.

### ***ORGANIZATION OF STUDENTS AND FACULTY***

The Founders believe that maximum staff and teacher child interaction not only assures academic success but optimizes opportunities for children to develop socially, emotionally and holistically which is the mission/vision of the A4WCCS. The Founders realize that the earlier children are exposed to meaningful experiences and learning the more they will learn and retain. It has also been proven that individual and small group instruction is a key advantage to academic success. Not only do we realize the positive effect of low teacher/child ratio on academics, but also the opportunity for children to communicate frequently, comfortably and openly with the adults in the A4WCCS family positively impacts the development of the rest of the whole child. For that reason, small group and adult to child ratio will be an integral component of the A4WCCS design.

Each classroom will have a maximum of eighteen heterogeneously grouped students with one certified teacher and one teacher assistant. The role of the assistant teacher will be to aid in the delivery of the curriculum, classroom management, and facilitating small group and one-on-one tutoring. Through mentoring, and under the direction of the certified teacher, the assistant teacher will be capable of assuming all aspects of the classroom when needed.

All classrooms will be inclusion classrooms for our special education students and second language learners. Collaboration among the regular education teachers, the assistant teachers, the special education teachers, and the ESL certified teachers will guarantee that the curriculum and assessments are presented appropriately for the students' individual needs.

## **F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES**

The Founding Members of the Academy for the Whole Child Charter School believe that all students regardless of ethnicity, socioeconomic status, family background, race, disability, or state of health will learn. A4WCCS's Vision states all children will learn no exceptions, no excuses. A4WCCS will focus on educating the whole child in an integrated, individualized fashion. The Academy for the Whole Child Charter School will provide a relevant and rigorous program to all students including additional special education services to all eligible students in compliance with state and federal regulations, including Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Family Education Rights and Privacy Act (FERPA).

### **ENGLISH LANGUAGE LEARNERS**

We are committed to recruiting and maintaining a significant percentage of children with a first and perhaps second language that's not English (ELLs). We are dedicated in the mission of providing outstanding English Language support services for these students, not only as required by law, but above and beyond that requirement.

Students who are either ELLs (English Language Learners) or ELDs (English Language Development) will be initially identified upon enrollment after a Home Language Survey has been administered. If a language other than English is identified in the home, the students will be assessed for English proficiency in reading, writing, speaking and listening using the MODEL, which is the initial assessment in the World Class Instructional Design and Assessment (WIDA) consortium. A WIDA classification will be given to the student on a scale from 1 – 6 and an instructional program will be planned and carried out accordingly. Depending on the level of the student's classification, one or more of the following methods will occur:

**Structured English Immersion (SEI)** –A4WCCS will instruct Entering-Developing/Expanding English Language Learners (based on the WIDA classifications) using SEI approach. This includes a combination of placement in a regular education classroom using sheltered content instructional strategies as well as ESL services by a licensed ESL teacher. All classroom teachers will be trained in evidence-based, best instructional practices for ELLs.

**Sheltered Content Instruction-** Best instructional strategies for all English Language Learners will be evident in each mainstream classroom including scaffolding the instruction, the inclusion of visuals and hands on activities, modifying assignments, preferential seating, differentiated learning centers, and the reinforcement of language input through the exposure of a welcoming and safe environment. Each classroom will be rich with literature for all reading levels. All teachers will be trained in RETELL (Rethinking the teaching of English Language Learners) to assure that the best instructional strategies

are taking place with all aspects of the curriculum. A licensed ESL teacher will be available as needed for coaching, support and professional development workshops for staff and families

**Pull out program** - Students who are entering the school as entering/emerging English Learners will benefit from additional intense English Language Development and early literacy instruction following the WIDA standards and Common Core for 2 to 2.5 hours daily. This will be taught by an ESL/Elementary Dual Certified Teacher. The teacher will be trained in WIDA as well as explicit literacy instructional approaches and curriculum.

**Push in/Co-Teacher program** - ELLs who are bridging and reaching should remain in the general education classroom with the benefit of a licensed ESL teacher co-teaching with the classroom teacher during allotted time of service needs. Both teachers will be trained in Co-Teaching models and strategies for ELL/ELDs and WIDA as well as in explicit literacy instruction.

**Advanced Writing Workshop Lab** – ELLs, who advance with oral language skills rapidly, are often dismissed from ESL programs prematurely because of the misconception that they are “ready” for the mainstream. Unfortunately many of these students begin to struggle with their writing skills in the upper elementary grades when this focus is in more of a demand. Since composition writing of various genres is assessed and vital for the students to be competent in, we will offer our transitional and bridging ELLs a Writer’s Workshop Lab for 60 minutes daily with small group instruction by an Elementary/ESL certified teacher(s) with specific experience in process writing.

Students will be assessed each spring using the ACCESS test, which is also part of the WIDA consortium. Interpretation of the scores will be used in determining the students ELL classifications for the following school year. All students will be monitored carefully throughout the year by the Language Acquisition Team which will be comprised of an administrator, guidance counselor, classroom teacher(s), ESL teacher(s) and if appropriate, special education teacher(s) and or a speech/language pathologist.

Students determined to be eligible for dismissal exit from the ESL program and become labeled FLEP (former limited English proficient) will continue to be monitored carefully for at least two years or until the student leaves the school.

Although family involvement will be recruited and encouraged from all of our students, special considerations will be made to obtain the involvement of our limited English speaking parents and families by using community resources for support, and by providing an environment that is rich with multi-cultural awareness and acceptance throughout the school community.

## **STUDENTS WITH DISABILITIES**

*Describe how the school will identify, assess, and develop IEP’s for students who require special education.*

Some children will have an existing IEP from their sending district school which the special educator will obtain for review and implementation in our school. For students who do not have an existing IEP but may need special education services, we will use the appropriate processes for identification, assessment and IEP development.

The first step in identifying students with potential special needs is to determine which students entering A4WCCS have an IEP already in existence. We will utilize formal school records and we will communicate with the parents of each student to discuss each child’s needs and to determine whether a student already has an IEP in place. Those students who have been determined to have an existing IEP from their sending district school, the special education teacher will obtain a copy for review, arrange a parent conference to discuss the present IEP and then proceed to implement/provide the necessary services that that IEP requires in our school until the IEP is revisited or revised.

For students who do not have an existing IEP but who may demonstrate potential support needs we will initially provide a period of intervention and an evaluation of response to intervention. In that period of intervention, we will provide additional academic support from the classroom teacher, the teacher assistant, the special educator, and the student support teacher or any other needed professionals such as speech and language for a minimum of 4 weeks. We will then assess the student’s progress to determine if he/she has indeed made a positive response to the intervention. However, if the student support teacher, parent, related

service provider, or classroom teacher determines that the intervention is not enabling the student to make adequate progress the student will be referred for special education testing. The parent will be contacted and we will follow/adhere to all laws and regulations regarding assessment and the potential creation of the IEP. If a parent requests testing, we will begin the special education process immediately rather than starting with the intervention period.

However, in the event that the student is found eligible for an IEP based upon a disability at his/her TEAM meeting, the TEAM will work together to construct one with appropriate goals and objectives to meet the student's needs. The IEP is modified annually to reflect student's progress and continued level of services. Reevaluation, with parental consent is done every three years. If deemed appropriate the student can be reevaluated prior to the three year timeline.

The Special Education Coordinator/Team Chair will oversee the evaluation of each referred student and the creation of the IEP. Creating new IEPs and conducting annual reviews will be conducted by a team. This team will consist of the collaboration of Principal, the Special Education Coordinator/Team Chair, the special education staff, related service providers, teachers and parents.

- **Pre-referral process:** When a teacher suspects that a student may have a learning difficulty, he/she will report it to the special educator and the "ETL" to initiate a child study. At this meeting it will be determined whether to provide direct, explicit intervention(s) or move forward to the referral process.
- **Assessment:** If these interventions do not result in a positive impact, the special education process is begun. After parental consent is given, the special educator, teacher, related service providers and the student's parent/guardian will discuss the up-coming assessments that will be administered based upon the referral/referral question(s).

After the assessment is completed, the Student Support Team (Principal, student's regular education teacher, special educator, outside specialists and related service providers, if warranted and the student's parent/guardian) will meet to review the results of the assessments administered to determine whether there is an identifiable disability that is impeding the effective progress of the student.

- **IEP Development:** In the event that an IEP is appropriate, one will be written at the TEAM meeting with all TEAM participants input. An annual meeting is held each year, bringing the TEAM participants together and the IEP modified annually to reflect student's progress and continued need of services. Additionally, with parental consent, the student's IEP is reevaluated every three years. If deemed necessary, the IEP can be re-evaluated prior to the three year timeline, based upon student need.

The A4WCCS is committed to educating all students. It is our belief that all students will learn- no exceptions, no excuses. The environment of the school is to have each and every student reach their own level of excellence. Students on IEP's will adhere to the high standards set for all of the children of the A4WCCS. They too will excel, achieve a strong work ethic, and persevere to become an active participant in his/her own education.

*Describe how the school will comply with state and federal special education requirements for serving students with disabilities. Describe how special education services will be delivered within the school's daily schedule, the settings in which these services will be provided, the titles, salaries, and qualifications of the individuals delivering the services and the methods they will use.*

The staffing plan for the school will assign the appropriate number of teachers in every classroom to provide students with disabilities (SWD) with services in the general education classroom for 80% of the day. The Academy for the Whole Child Charter School will recruit Special Education teachers and other professionals qualified to provide instruction for students in need of special education services who believe that students can work toward grade level standards when provided with specialized instruction and accommodations within a full inclusion setting.

The A4WCCS Special Education services will address the broad range of student needs, including specific learning disabilities; emotional, intellectual and communication deficits; health needs such as attention deficit; developmental delays, or autism. The A4WCCS Special Education program will be the responsibility of a

licensed special educator who will oversee the participation of grade-level team and student support team meetings, the development of initial Individual Education Programs (IEPs), supervision/evaluation of special education teachers and other special education staff members. This licensed special educator will ensure the school's compliance with federal and state special education laws and regulations. Special education staff shall include licensed special education teachers and additional licensed staff and/or contracted professionals from outside agencies as necessary to address the identified needs of students, including but not limited to, psychologists, speech and language therapists, occupational and physical therapists. Staffing and contracted services will be procured in accordance with the needs and numbers of the children we serve.

A4WCCS's special education program will comply with all state and federal laws regulations as it works to provide appropriate educational services for each student in need of special education services in the least restrictive setting. All teacher and staff members will participate in training specific to special education laws, policies and procedures, the evaluation process, communicating effectively with parents, and using evaluation data to guide the development of measurable goals and objectives which will ensure that specially designed instruction and related services that addresses students' identified needs.

In-class accommodations based on the IEP will be made for each student whenever possible in order to maintain involvement and focus throughout lessons and class activities. Seating adjustments, additional time on task, use of audio books and other assistive technology are examples of in-class accommodations. Classroom and special education teachers will work together to differentiate lessons based on students' strengths and needs. Small group instruction is an integral component to meet the needs of all students, including students with IEPs that include small-group instruction as an accommodation. Instruction will follow a tiered model with core curriculum delivered to all students, targeted supplemental interventions for students experiencing difficulty and intensive interventions for students with marked difficulties.

Special Education teachers with input of the classroom teachers will monitor the progress of students receiving Special Education services, using data collected from assessments and observations to develop and/revise individualized learning goals, adjust instructional groups and recommend further diagnostic testing and interventions for students who are not experiencing progress.

The Academy for the Whole Child will implement systemic procedures to evaluate the effectiveness of the Special Education program and compliance with state and federal laws and regulations pertaining to Special Education services. Evaluation activities will include an annual assessment of the program's effectiveness in relation to students' progress in meeting the state learning goals measured by MCAS.

## ***STUDENT SERVICES***

*Explain how the proposed school plans to deliver nutritional program services to students including what meals and/or snacks will be served and when.*

The Academy for the Whole Child Charter School will establish a Wellness Committee consisting of at least one member of the Nutrition and Wellness Program from the Montachusett Opportunity Council INC. (MOC), located in Fitchburg, MA. Also included will be one or more parents, one or more staff members and administration.

Under the guidance of the MOC certified nutritionist, specifications will be established for healthy meals and snacks. Once the specs are completed the A4WCCS will go out to bid in search of a food service contractor who can meet the standards set by the Wellness Committee.

A4WCCS considers proper nutrition an integral component of the "way of life" at the school. Healthy meals and snacks will be provided for the children and staff at the school. All members of the A4WCCS family: children, staff, administrators and parents who take their meals and snacks at the school will adhere to the standards set by the Wellness Committee. The adults will role model good eating habits and proper nutrition by partaking of **only** healthy foods and snacks while in school.

Our intent is to have meals served family style. Sufficient dining time will be scheduled in order to allow the children to help set up the dining tables and assist in the serving. Adults will eat with the children and will be encouraged to talk about the various foods being served and their nutritional value.

If there are vending machines in the school they will hold only Wellness Committee approved healthy snacks and healthy drinks. Drinks served with the meals will be low or non-sugar varieties and milk will be no more than 2 percent fat.

*The Academy for the Whole Child Charter School will meet or exceed all federal regulations addressing proper nutrition.*

**Ancillary and Support Services**

**Parents as Partners:** At A4WCCS, we will establish Parents as Partners. We firmly believe that an important component for the success of the school is the involvement of parents. Parent involvement is a shared responsibility between school and parents in the education of their children. Parents will be asked to sign an agreement prior to their child/children enrolling in A4WCCS, pledging their commitment to being an active participant in their child’s/children’s education. Parents will be encouraged to visit the school often, volunteer in the school setting, and attend monthly parent meetings where parents are coached and mentored on how to understand the curriculum demands put on their children, how to read the assessment data to fully comprehend their children’s academic standings, and to engage in meaningful dialogue concerning all aspects of the school. School leaders and personnel will strive to familiarize themselves with the different cultures of the families of A4WCCS to be more adept at communicating with the families and making them feel more a part of the school community and their children’s education.

**Community Connections Program:** For better understanding of the diverse population we serve, our Founding Group has reached out to several community organizations. By utilizing the expertise of these organizations we will mutually plan activities and/or interventions to help address the various needs of the children and families.

<b>Organization</b>	<b>Services- ways our partners can help.</b>
Fitchburg State University	Student interns, pre-practicum opportunities, arts residences/performances through cultural affairs/CenterStage, professional development (Reggio Emilia, Behavior Management, SEI Endorsement)
Montachusett Opportunity Council	Nutrition and wellness programs, Kindergarten recruitment, family support programs, school age programs.
Fitchburg Art Museum	Art workshops for teachers, community gallery and exhibition space, art classes for children on or off site, museum tours free for children.
Fitchburg Historical Society	Primary source materials, professional development, curriculum resources, large research library and exhibition space.
Fitchburg Public Library	Reading program, story time, meeting spaces, performance/lecture theater, within walking distance to proposed school.
Rollstone Studios	Children art/music classes, children’s exhibit space, summer art camp, roster of experienced artist educators, working artist studios.
Top Fun Aviation Toy Museum	Hands-on aviation toys for children, airplane pilot simulator, special children’s programs on and off site aligned with science frameworks for after school and school day programming.
LUK Crisis Center	Counseling, case management services, youth development programs.
Children Aid & Family Services	Kindergarten recruitment, family programs and services in the home, school age after school programs.
Growing Gardens, Growing Places	Nutrition and cooking programs for children and families, assists school in all aspects of building a community garden.
Cleghorn Neighborhood Center	Afterschool programs, family programs, recruitment.

Boys and Girls Club of Fitchburg & Leominster	Afterschool and vacation programming, family programs.
Fitchburg Access Television	Publicity/advertisement (recruitment tool, highlighting student successes, school events), education programs in video production for children during school day or after school.

At the end of each trimester, A4WCCS will hold a pot-luck dinner. Family and community members will be invited to recognize the students' accomplishments. This is a celebratory time for children to showcase their thematic projects with emphasis on the learning process. The *Early Birds* program will be offered every morning from 7 am to 7:30 am to staff, students and families of A4WCCS. The purpose of *Early Birds* is to awaken the body and mind in the preparation of the day's activities. Participants will engage in techniques to awaken the mind, reduce stress and increase concentration which will allow them to navigate through the day more energized.

### III. How will the school demonstrate organizational viability?

#### A. ENROLLMENT AND RECRUITMENT

*Indicate in a table the number of students to be enrolled by grade each year over the five year term of the charter, as well as the maximum enrollment requested. Explain in detail your rationale for selecting the particular enrollment size for your school as well as the growth strategy you have developed. In your projection, indicate clearly the potential for variation in enrollment to safeguard against the need for a future minor amendment if chartered.*

Grade	K	1	2	3	4	totals
Year 1	54	54	36	36	0	180
Year 2	54	54	54	36	36	234
Year 3	54	54	54	54	36	252
Year 4	54	54	54	54	54	270
Year 5	54	54	54	54	54	270

A4's enrollment plan organizes students in sections of 18 each per grade level. In year 1 we will accept children in grades K – 3: three sections of grades K and 1; two sections of grades 2 and 3. In year 2 we maintain K and grade 1 sections, and add a third section to grades 2; maintain grade 3 at two sections and add two new sections of grade 4. In year three, grades K – 3 are maintained with three sections each and grade 4 will be maintained at two sections. In year 4 and 5, all grades will be at the maximum number of sections and enrollment numbers. This gradual expansion allows time to reconfigure staffing and, if needed, expand facilities. The founders of A4WCCS believe that small class size affords the targeted population the opportunity to excel academically at an accelerated pace. By providing lower student/adult ratio the student will grow emotionally and socially and will become well-grounded future productive citizens. To that end class size will be maintained at 18 and maximum enrollment at 278. A teaching assistant will also be assigned to each class to aid the teacher by working with individual and small groups of children.

If the charter is reinstated by year 6, A4WCCS would continue to accommodate up to 278 children. Since the cap on the enrollment at A4WCCA is 278 there would be no variations in the enrollment. However, when the Charter is up for renewal in year 6, it may be determined by the Board of Trustees to seek an amendment to expand A4WCCS by adding new sections and/or grade levels based on the needs of the community. By maintaining the number of 278 students there would be no need to seek a minor amendment at a later date.

*Link enrollment and recruitment to the parental support you outlined in the Description of Community(ies) to be Served section of the application.*

As stated in the Community to be served section of this application, Fitchburg is a very needy community. A4WCCS goal will be to serve a student population that reflects the diverse ethnic and economic population of the Fitchburg Public Schools: 45% White, 38% Hispanic, 7% Black, 6% Asian, and 4% other. A Title I district, 77% of children are considered low income, 32% of children are from families whose first language is not English and 13.2 % of children are limited English proficient as compared to the state at 7.7%. Special needs population is 21.1% as compared to the state at 17%. Our greatest challenge will be to close the achievement gap for all children with a special focus on SPED and ELL subgroups.

In addition to continuing parent and community informational sessions at various neighborhood centers we will collaborate with private and public early childhood programs in order to make the pre-school teachers and parents aware of the A4 option for their young children. We will also meet with the leadership of advocacy groups for multi-ethnic, non-English speaking and special education populations so that they may help the population they serve. We are in consultation with Mary Giannetti, Director of Nutrition and Wellness of MOC (Montachusett Opportunity Council), Kathleen McDermott, Executive Director of MOC, and Deborah Hubbard, Director of Child Care and Head Start Services regarding a recruitment plan and services for children. These organizations will allow us to utilize their newsletters. We will continue mailings, newspaper advertisements, posters and surveys. We will reach out to the various churches in the city and avail ourselves of the opportunity to submit A4WCCS notices in their weekly bulletins.

***See Attachment #2 for Draft Enrollment and Recruitment***

*Describe how the school will publicize its program to a broad cross-section of prospective students throughout the district(s) that the school plans to serve, including families that may be less informed about options.*

A4WCCS will publicize its program to a broad cross-section of prospective student families throughout the sending district, using extensive, bi and/or tri lingual advertising through a range of media: radio, local access television (FATV) print media, leaflets, A4WCCS web site, social media, direct mail, and engage community organizations as partners to inform parents.

The main elements of the campaign will consist of 1) a series of public informational meetings held throughout the district, at which board members and A4WCCS representatives will describe the school's plans and answer parent questions; 2) outreach to all of the public and private pre-schools; 3) partnership with local neighborhood-based and social service organizations, including churches 4) creation of and publicity about the school's website immediately after charter is authorized; 5) door-to-door flyer drop-off in select underserved neighborhoods, and regular issuance of press releases announcing achievement of key milestones.

We will also offer a more personal and informal approach in working with parents. Dates, times and places will be established for individual parents or families to meet one-on-one with members of the A4WCCS Design and Development Team for consultation on their children's needs and/or a personal question and answer session about the school.

*Tell how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.*

The A4WCCS is committed to ensuring that the programs and facilities of the school are accessible to all members of the public and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language or prior academic achievement when recruiting or admitting students. In addition, we will fully comply the requirements of the Americans With Disabilities Act.

The school will ensure adequate enrollment by implementing a comprehensive recruitment plan (as described in more detail above) as well as taking a practical approach, in accordance with the charter school statute, to filling any seats that may be vacated during the school year. We will ensure full accessibility for all eligible students by deliberately monitoring enrollment activities to certify there is no real or perceived bias during the admission of students. We will also ensure that information about the school is made widely available in various languages, particularly to families who may be less informed about school choice options. Lastly, we ensure accessibility by providing detailed information to prospective families regarding the full range of

services we will provide to meet the needs of all students, including students with learning disabilities, physically disabled students and students with limited English proficiency.

*Include your complete draft enrollment policy in the attachments and describe how the school will be ready for the required submission of enrollment data to the Department by mid-March 2014 or 2015. See the laws and regulations on charter school enrollment and student recruitment in Appendix A, and the guidance on enrollment policies in Appendix G. The Draft Enrollment Plan is submitted as Appendix \_\_\_\_.*

## B. CAPACITY

Briefly describe how the **Founding Group** came together for this proposed school and why the group is united to establish the proposed charter school.

The originating Founding Group, the Design and Development Board (DDB), came together because of a shared belief and passion that *all* children deserve access to a high quality, exceptional education regardless of socioeconomic status. We recognized that there is a need for a non-tuition, high performing school in Fitchburg. Therefore, the DDB began working together a year ago on the exploration of an elementary charter school in Fitchburg. During this exploration, the DDB invited like-minded professionals to join us in this endeavor.

The Founding Group has a profound interest in the improvement of the City of Fitchburg and a passionate commitment to the provision of an excellent education for the young children in Fitchburg, in order that they are given a solid foundation to becoming capable, successful and productive contributors to the community. The Founding Group shares the beliefs that by addressing all aspects of the child's development (the whole child), coupled with a rigorous academic program, this vision will be achieved.

The A4WCCS Founding Group is divided into two smaller teams who began working together a year ago.

- The Design and Development Team (DDT) are the primary authors of the charter school prospectus.
- The Advisory Team (AT) is comprised of proposed Board of Trustee members and advisors to the Design and Development Board.

Individual members have varied, relevant and highly complementary backgrounds. Together they have experience in: teaching; curriculum development and implementation; professional development; art program development; special education and ESL; school leadership; board leadership and governance; human resource management; budgeting and finance; accounting principles and financial forecasting; community outreach; fundraising and event planning; marketing, business development; program management; engineering; data analysis and management; nutrition and wellness; community housing; law; property management; and many other areas of expertise that will ensure the successful operation of the proposed school.

Most importantly, a majority of the Founding Group are parents of children who have completed or are currently attending a school and have a high stake in seeing that all children are appropriately educated.

In addition, several members have strong ties to the political community, churches, non-profit entities, schools and other organizations that we are seeking to partner with to enhance the service delivery of this program.

*Explain how often the group meets, how the planning and writing process is completed, and identify the primary author of the prospectus.*

The Founding group meets minimally weekly, discusses all aspects of the proposed charter, including most recent research, means of maintaining the integrity of the charter, building relationships and partnerships with community organizations.

The Founding Group Design and Development Team has taken on the task of writing the Charter Prospectus with continuous input and advice from the Founding Group Advisory Team. Members of the Advisory Team have intermittently reviewed drafts throughout the process and have contributed to sections

of the document. The Founding Group has come to consensus on all aspects of the proposed school. The Prospectus is a group effort with equal input and responsibility of all members.

Summarize within the text of the document each founder's and/or proposed board member's experience and qualifications, including previous charter school board or employment experience. The combination of individuals' experience and qualifications should demonstrate that the founders and/or proposed board members:

## **Founding Group**

### ***Design & Development Team***

**Concetta A. Verge** has forty-two years of educational experience. She served as MA School Superintendent for eighteen years and held building and system wide leadership positions for 11 years. Ms. Verge, who is a firm believer in shared decision making, created and implemented a team model which brought great success to her former districts. Ms. Verge's entrepreneurial approach, coupled with her business and financial acumen, saw to district solvency in difficult financial times. Under her leadership Ms. Verge raised academic standards and elevated test scores. Ms. Verge is the proposed Executive Director for the Academy for the World Child Charter School.

**Jane A. Kennedy**, proposed Assistant Executive Director for A4WCCS, has extensive experience in the educational areas of teaching, curriculum development and revision, program development, management, dissemination, mentoring and teacher training. She spent thirty-six years in various positions in the Fitchburg Public Schools. Ms. Kennedy's advanced degrees in Reading and Special Education contributed to her ability to create effective diagnostic prescriptive interventions for the needy student population in Fitchburg. Her graduate work in Leadership has served her well in implementing and disseminating the many educational innovations for which she was responsible.

**Kim L'Ecuyer** brings to A4WCCS effort eighteen years of teaching and leadership experience. Her educational roles include internal and external team leader, group facilitator, teacher trainer, professional development provider and grant writer. Ms. L'Ecuyer, who also held the positions of 21st Century Site Coordinator and Coordinator of Supplemental Educational Services for the City of Fitchburg, has extensive experience in budget preparation and management scheduling, maintaining compliance, completing all mandated reports, hiring, supervising and evaluating of staff, and the collection and interpretation of data. Ms. L'Ecuyer's proposed position at A4WCCS is that of principal.

**Josephine Rivers**, who is the proposed Director of Creative Arts Education at A4WCCS, has thirty-one years of varied educational positions and experience including instructional design, developing and overseeing innovative school day art program curriculum for Kindergarten through eighth grade. She has supervised creative arts student teachers, coordinated, effectively collaborated individually and with classroom teachers, designed and taught creative cross-functional curriculum and implemented school wide integrated arts programs for classroom and school wide theme community events. In the Fitchburg community Ms. Rivers has served as District Art Director Assistant/Coordinator for School Art Events, Community District Art Events and Fitchburg Arts District, where as a Showcase Coordinator she developed community stakeholder relationships, was involved in grant writing, budget preparation, and financial management. She selected venues for displays and performances, prepared schedules, and initiated product fundraising.

**Jennifer L. Jones** has more than thirty years in arts education as a public school music teacher and as an administrator. She held the position of Director of Arts and After School programs for the Fitchburg Public Schools for 14 years. As Director of 21st Century programs in Fitchburg Ms. Jones brought a fledgling 21st Century Program and expanded it to seven schools in the district. She is president of the Fitchburg Cultural Alliance, and this year was the recipient of the Fitchburg Access Television Boulder Award for Excellence in Community Service, Communication and Media. Ms. Jones is dedicated to sharing her expertise to ensure the success of A4WCCS as the proposed Director of Program Development, Grants and Community Outreach. Her knowledge and technical skills in arts administration, non-profit management, program planning and implementation, assessment design, grant consultation and writing, strategic planning, data analysis, web design, family engagement and community outreach are invaluable to the A4WCCS effort.

### ***Board of Trustees***

**John P. Russo:** Founding Group Member; Proposed Board of Trustee Member. John is completing his PhD in Computer Science at Worcester Polytechnic Institute in Worcester, MA. Presently, Mr. Russo holds

two Masters' of Science Degrees, one from Boston University specializing in Computer Science and the other from Lowell University specializing in Mathematics Computer Science Concentration. His expertise will serve the Board of Trustees and A4WCCS well. He and his wife Kim are residents of Fitchburg and have three children.

**Kim Russo:** Founding Group Member. Proposed Board of Trustee Member. Kim resides in Fitchburg with her husband John and their three school age children. Two children attend the Fitchburg Public Schools and have ASD – Autism Spectrum Disorder. She is a strong advocate for families with children of disabilities and her participation on the board of trustees is an opportunity to ensure that A4WCCS reaches out to children with disabilities and will provide an inclusive environment where all children can learn. Kim is enthusiastic about leading a parent involvement group to support parent and teacher communication; and to promote parents to become more active in their whole child's educational experience.

**Katherine Cannon:** Founding Group Member; Proposed Board of Trustee Member. Katherine is the Director of Business and Financial Services/Controller at Clark University in Worcester, MA. Prior to her present position, Ms. Cannon was the Director of Accounting at Fitchburg State University. Kathy brings to the Board and to the school her wealth of experience in finance, financial accounting and software systems. Ms. Cannon has been a life-long resident of Fitchburg. She has two grown sons.

**Mary Whitney:** Founding Group Member; Proposed Board of Trustee Member. As the former Mayor of the City of Fitchburg, Mayor Whitney has a solid proven financial background, extensive managerial experience; and the ability to research and analyze complex situations. Mayor Whitney is an assertive hard-working professional who is known for her excellent interaction with people and her ability to handle multiple projects. Mayor Whitney brings a wealth of knowledge and experience to the Board that will be invaluable to the Board and to the school. Mayor Whitney and her husband Bob have been life-long residents in Fitchburg. They have three grown daughters.

**Helen Obermeyer Simmons:** Founding Group Member; Proposed Board of Trustee Member. Helen earned a Master of Fine Arts Degree in Photography from Rochester Institute of Technology and a BFA in Art and a BA in Psychology from Stephens College, Helen is a Professor in the Communications Media program at Fitchburg State University for over 32 years. She is presently the director of exhibits for Rollstone Studios, an artist cooperative in downtown Fitchburg and one of its founding resident artists. Helen is a Past President of the Fitchburg Historical Society and served as Acting Director in 2007. She is President of the Central Massachusetts Chapter of the Women's Caucus for Art (WCA) and serves on the National Board of the WCA.

**Nancy Kerylow:** Founding Group Member; Proposed Board of Trustee Member. Nancy is presently working as an Interior Designer in a small firm in Concord Ma. She has been employed there for the past sixteen years. She has been actively involved in the community for several years primarily focused on schools and citizens in need. Her creativity and expertise in project management will be an asset to A4WCCS Board of Trustees. She resides in Lunenburg with her husband and daughter.

**Phillip Fallon:** Founding Group Member, Proposed Board of Trustee Member. Dr. Fallon was the former Superintendent of the Fitchburg Public Schools from 1986 to 2002. During his extensive career, he has managed 14 school budgets ranging from \$14 million to \$40 million. Dr. Fallon has since immersed himself into the Fitchburg community serving on several community boards and most notably the co-founder of ALFA (Adult Learning in the Fitchburg Area) at Fitchburg State University. He is looking forward to sharing his expertise in this new endeavor.

**Sheila Lumi:** Found Group Member; Proposed Board of Trustee Member. Sheila Lumi is the founder of the Central Mass Art and Agriculture Coalition (CEMAAC) formally known as the Fitchburg Farmers' Market Association. She holds a Bachelor of Science Degree in Human Services from Fitchburg State University and a Certified Master Urban Gardener - Boston Natural Areas Network- 2013-present. Sheila lives in Lunenburg, with her husband Rob and a boxer named Clancy. Her hobbies include gardening, maintaining a natural bird habitat, caring for a 10 hive apiary (Sheila's Local Honey) and promoting local agriculture. She is delighted to be a contributing member of the Board of Trustees.

### ***Advisory Team***

**George E. Watts:** Founding Group Member. George has been a practicing attorney in the city of Fitchburg since 1976. He earned his Juris Doctor from Suffolk University; his Master of Arts in Liberal Science from Wesleyan University; graduated from the United States Coast Guard with his Bachelor of Science Degree;

was on active duty from 1964 to 1985; retiring from the United States Coast Guard with the Rank of Commander. Mr. Watts's approximate forty years as an attorney in the city will assist both the Board and the school in all aspects of the law. Attorney Watts resides in Fitchburg with his wife Mary. They have two grown children.

**Paul J. Piccolomini:** Founding Group Member. Paul is presently an Independent Professional Consultant in the areas of Product Management, Program Management, University Programs, Engineering, Technical Training, Technical Support, Quality Assurance and Product Marketing. Prior to his present position Mr. Piccolomini held the position of Vice President of Global Engineering for Tyco Safety Products. The experience that Paul brings to the Board and to the school is vast. Paul and his wife Dawn reside in Leominster and have two grown sons.

**William C. Colonis:** Founding Group Member. Bill is a retired Chemical Engineer. He is presently an Independent Contractor and a residential property manager. Mr. Colonis obtained his Massachusetts Construction Supervisor's License in March 2006 which requires a working knowledge of the Massachusetts Building Code. Prior to obtaining his Construction Supervisor's License Mr. Colonis was a Facilities Manager for Pharm-Eco, A Johnson Matthey Co., Devens, Ma (Currently Johnson Matthey Pharma Services). Mr. Colonis's engineering background along with his knowledge of Facilities Management will be a tremendous asset to the Advisory Board, the Board of Trustees and to the school.

The Founding Group has determined by consensus that the members of the Design and Development Team have the necessary qualifications and experience to assume the following roles at A4WCCS:

Concetta A. Verge, Executive Director	Jennifer L. Jones, Program Development & Community Outreach
Jane A. Kennedy, Assistant Executive Director	Josephine A. Rivers, Creative Arts Director
Kim L'Ecuyer, Principal	

### C. SCHOOL GOVERNANCE/STRUCTURE

*Provide a narrative that clearly explains the reporting structure and the relationship between the board of trustees and the school's leadership regarding the governance and the management of the school.*

The Board of Trustees will hold the charter for the A4WCCS and will be legally, ethically and morally responsible for the school. A4WCCS's Executive Director, Principal and administrative staff will be responsible for the day to day management of the school.

The Board will have governing functions and the ED will have management functions. The Board and the ED will work together to create a written manual on how to distinguish between these factions. The manual will be based on the best practices used by other charter schools and non-profit organizations. The main distinction is that governance defines the ends (results) and management defines the means (methods). If an issue sets a goal or an expectation, or determines a direction, then it is governance and will be a responsibility of the Board. If an issue is related to the means to accomplish the goal, or carry out an activity, then it is a management issue and will be a responsibility of the ED. Special attention and time will be dedicated during the Board development sessions to train the Board members to understand and to make the distinction in practice.

*Describe the Roles and Responsibilities of the Board of Trustees consistent with public accountability, such as open meeting law, state ethics law and charter school law.*

#### **Board of Trustees**

All board members will meet certain standards of conduct and attention in carrying out their statutory responsibilities to the school. The board will comply with Massachusetts laws and regulations governing charter school boards, including such duties and standards usually described as the duty of care, the duty of loyalty and the duty of obedience. Other essential board duties are: 1) Avoid actual (or appearance of) conflict of interest or ethical breach; 2) comply with board by-laws at all times; 3) follow Robert's Rules of Order in conducting board meetings; 4) comply fully with the state's open meeting law.

The board will review annual independent audited financial statements and findings, and will receive and review monthly reports from the school director on student performance, staffing, budget, and school operations, well as the school's efforts to meet performance on school and state performance standards. The board will also actively engage in fundraising to supplement extra-curricular activities. Lastly, the board will work to enhance the school's public image by serving as the school's public image by serving as the school's ambassadors, advocates and community representatives.

*Explain how the Board of Trustees is reflective of or consistent with the school's mission and program.*

The board plays a crucial role in creating and sustaining a quality charter school by ensuring that the school remains focused in its vision and mission. Therefore, it is critical that board members remain reflective of the school's mission and program, and frequently revisit its charter for guidance. The board will ensure this alignment by first and foremost ensuring each board member is a "match" i.e., believes that all children will learn (no exceptions no excuses).

*Outline the criteria and process the board will use to choose the school's leader.*

The board will review the credentials and accomplishments of the recommended candidate and conduct an intensive interview with said candidate. The board will then vote whether to ratify that candidate. If the board fails to ratify the proposed candidate the board will reopen the process.

*Describe the criteria and process by which the board will evaluate the school's leader.*

The Executive Director will be evaluated annually by the Board according to the following criteria:

- Faithfulness to the Academy's mission and vision
- Implementation of the educational process
- Compliance with applicable laws
- Student academic achievement, as demonstrated by internal and external test indicators
- School organizational viability, including financial health, organizational growth and stable infrastructure
- Acquisition, professional development and retention of highly professional administrative and instructional personnel
- Parental relationships
- Success in working with the Board toward the Academy's goals
- Fiscal management
- Staff management and supervision

For the ED evaluation, the Board will appoint a school leader evaluation task force that may consist of both board and non-board members. The task force will develop and annually re-examine the ED evaluation procedure, performance expectations and timetable. The evaluation also will include input from the ED. The task force will conduct the evaluation using the developed tools and within the set timeline, and report it to the Board.

*Describe the role distinctions between the Board and the school administration as they relate to curriculum, personnel decisions, budget allocation and vendor selection.*

The chart below depicts the role distinctions while demonstrating how the board and leadership team will work together.

<b>The following are examples of responsibility distribution:</b>						
	<b>Set Goals</b>	<b>Inputs (recommendations)</b>	<b>Main Decision Maker</b>	<b>Implements</b>	<b>Supports</b>	<b>Approves</b>
Curriculum	Board	ED, Principal, Dir of Arts, IT and Data Specialist, staff, Dir of Prog. Develop, Parents/students	Principal	Principal, teachers, Dir. of Creative Arts, IT, Dir. of Prog. Dev.	ED, Asst. ED	ED
Personnel Decisions	Board	ED, Principal, Dir of Arts, IT and Data Specialist, Dir of Prog. Develop.	ED, Principal, The Board hires ED, ED hires Principal	ED, Principal, Dir of Creative Arts	ED, Principal, Consultants as needed for specialized positions	ED
Budget Allocation	Board (Finance Committee)	ED, Principal, Dir of Arts, IT and Data Specialist, Dir of Prog. Develop.	Board, ED	ED	ED, Business Manager/Book keeper, Asst. ED	Board
Vendor Selection	Board	ED, Principal, Dir. of Arts, IT and Data Specialist, Dir. of Prog. Dev.	ED	Business Manager/Book-keeper	ED, Business Manager/Book keeper, Asst. ED	ED

*Indicate if there are any ex-officio members of the board of trustees, denoting seats that are earmarked based on a person's position or status, such as school principal, teacher, parent or student representative. Please clarify the voting status of any ex-officio members of the board in the submitted draft bylaws.*

The following will be ex-officio members of the Board of Trustees, Executive Director, Principal, two teacher reps and two parents. The intent of the A4WCCS is to maximize understanding of the school, how it functions and what the future holds for it. It is also the belief of the A4WCS that there is a need for transparency in public education. Ex-officio members will not have voting privileges.

*Provide a brief job description for the board of trustees' chairperson, including a plan for succession.*

Responsibilities of the Chair of the Board of Trustees include the following important functions:

- In cooperation with the ED, create the Board meetings' agendas and preside at Board meetings.
- Appoint, supervise and assist committees and task forces.
- Manage the Board's work, set the Board development goals and ensure that the goals are achieved.
- Ensure effective and open communication among the Board members.
- Support the ED.
- Cultivate future leadership, attract new talent to the Board.
- Take a leadership role in representing the A4WCCS to major stakeholders.

In accordance with bylaw Article IV (section 4.2 "Election and Tenure"), the chairperson shall be elected annually by the Board of Trustees at the annual meeting. If the office of Chair becomes vacant or expires the Board of Trustees shall elect a successor.

**Policy Development:** *Describe the process by which the Board of Trustees will develop policies and make decisions. (For illustrative purposes, please describe the decision making process for a decision the founding group has already made.)*

The draft copy of the A4WCCS Bylaws is included in Attachment 1.

- The Board is responsible for ensuring that the school's philosophy and mission are followed. The Board will focus on the broad organizational policies, while development of the operating policies and procedures will be responsibilities of the ED with concurrent Board approval.
- The Board will seek input from the school's staff and administration, parents and community. The Board will assign a task force. The full Board will consider the policy need and establish general considerations for the policy. The Board will assign a team to draft a new policy.
- The task force will write a draft of the policy based on the Board's input during their discussions.
- Depending on the issue, it may be suitable for the task force to seek legal advice and will do so when necessary.
- The draft policy will be presented to the full Board for approval. After review and discussion, the Board votes.
- The Board will review all its policies periodically and revise as needed.

An example of the founders decision making process at this point in the process (no official board of trustees) is as follows:

- The Mission and Vision Statements were presented to the founders as drafts. Founders were encouraged to discuss, submit suggestions and critique the statements either in informal small group meetings/get-togethers or by email. Consensus would drive the direction of the statements. However, the founders, who are the proponents of the charter model and are, at this point, all of one mind agreed with the statements as drafted.

*Describe the plan for seeking feedback from the school staff, parents and the larger community when setting policy.*

Gathering feedback from the staff, parents and the community is a management rather than governance issue. It will be the responsibility of the ED and other administrative staff to do so. The ED will collect feedback utilizing the Academy's website which will have an option open for everyone in the community to submit comments through email. The staff will be able to discuss the policies at the regularly scheduled full staff and small group meetings. The parents will be able to bring their comments and concerns to the Parent Support Organization whether in person (coming to the meetings) or through email to the Parent Support Chair.

The ED will collect the received feedback and report it to the Board during the Board meetings. She will include in the report suggestions on the action (e.g. revisit and modify the policy) that may be warranted by feedback. The Board will make a decision if the feedback requires an action and if the proposed action is appropriate.

*Indicate whether legal counsel and an independent auditor have or have not been obtained. If not, describe what plans there are to do so.*

An independent legal counsel and auditor have not yet been retained. The Board will interview a number of firms or individual experts if and when the school is chartered and will use said counsel(s) as needed.

**Board Development:** *Describe how the present proposed board coalesced to found the proposed school.*

A small group of retired and practicing educators who had worked with one another over the years and who respected each other personally and professionally, had often talked about their vision of the school in general, and specifically a school that would meet the needs of the children of Fitchburg with whom we have or had worked. We decided that we would like to pursue a proposal for a Commonwealth Public Charter School.

Each member of this group of five has or had a teaching or administrative experience in the Fitchburg Public Schools and either live or has lived in the community. This afforded us the opportunity to and pleasure of meeting and interacting with numerous community members who were involved with community efforts. Over the years we developed personal and professional respect for one another and found that we were of a

very similar mind in regard to the educational needs of the children in Fitchburg. We approached various individuals to ascertain their level of interest in becoming a part of the charter school effort.

As word spread of our endeavor more Fitchburg supporters and residents approached members of the group expressing an interest in becoming involved. A meeting was held in March, 2013 of all potential founders. It was determined that everyone believed in the charter movement and was interested in becoming involved either as supporters, advisors or trustees. Ultimately each of the founders found his/her niche. From the eleven founders listed, seven self-selected the position of board of trustee member. Since that time Dr. Philip Fallon, former Superintendent of Schools in Fitchburg, who was one of the original founders discovered that he could be an active participant in the effort, and assumed the position as a trustee for the A4WCCS board.\*

\*Dr. Fallon had become ill early in the summer and had to have surgery. He did not know if he would be able to be an active participant in the process. When it was determined that he had recovered and was healthy Dr. Fallon rejoined the original founders and since has become more active. We are thrilled to have his leadership and expertise back for this effort.

Once we were invited to submit a final application the founders regrouped and are in the process of determining future tasks including finalization of board composition.

*Describe the recruitment and selection processes for new board members.*

The Board of Trustees shall consist of seven to eleven members, each to serve a maximum three year term renewable once. Terms for individual members will be staggered.

For the initial Board development (the charter application) each Founding Board member assists in the recruitment of additional Board members. The Founding Board has developed a written board member “job” description that lists desired qualifications as well as indicating responsibilities and the expected time commitment. Once a potential candidate is identified and is familiarized with the “job” description, a board member will conduct an interview base on the developed list of questions to determine whether the candidate fits the criteria and is willing to commit the time and effort necessary to serve on the board. Then the Lead Founder will conduct a second interview. Candidates who pass the two interviews will be presented to the original founding members for confirmation.

Once the Founding Board becomes a legally recognized Board of Trustees, it will establish a Governance Committee to be responsible for overseeing the nominating and election process. The Governance Committee will ensure that a fair and equitable process is maintained for consideration of all potential candidates, that the candidates have specific skills and qualifications required for the benefit of the Academy, that the diversity of the regional tax-payers base as well as the diversity of opinions is represented. The Governance Committee also will recruit non-board members to serve on committees and task forces with the intent that they might be potential Board members at a later date.

*Describe the orientation and development process for new board members.*

New board members will be given in advance a *Board of Trustees Manual*. The manual will contain the bylaws, the charter, current budget, biographical information of current Board members, and all additional policies and procedures the Board follows in its activities. The Manual will be periodically revised and renewed.

The meeting should cover the Academy’s mission, vision and current strategic plan, the Board organizational structure and operation procedures/policies, Board member roles and responsibilities, the relations between the Board and the ED/administration (the governance and management relations). The new members will be given a tour of the Academy, so they can see the school in action.

Once a year, the entire board will attend a retreat where it will assess its previous year, renew its goals for improving board performance, and discuss planning the future with the ED and school staff.

*Describe the process the board will use for its own evaluation and development.*

The board will utilize a standard form and the developed procedures for a yearly evaluation. A special Board meeting will be dedicated to discussion of the self-evaluation results. The Governance Committee will distribute in advance the Board evaluation forms, then will collect and summarize the feedback of members.

A Governance Committee member will present the results of the meeting for Board discussion. The summary and the discussion will be recorded and used by the Committee for development of the following year Board development plan. In addition, the Board will routinely conduct evaluations of the Board at the end of Board meetings.

**Network of Schools** - This is not applicable for A4WCCS.

**School Management Contract** – This is not applicable for A4WCCS.

**Programmatic relationship with other organizations** – This is not applicable for A4WCCS.

## D. MANAGEMENT

*Present an organizational chart and narrative that encompasses all employees of the school and the board of trustees.*

*Describe how the founding group determined the structure shown in the organizational chart.*

The Founding Group determined the organization chart presented in keeping with the logical and legal aspects of a school structure. The DESE oversees the charter and has established, and may continue to establish regulations under which the charter school will function. The DESE has an effect on all members of the school through the leadership team.

The Board of Trustees oversees the maintenance of the charter and viability of the organization bylaws. The Board hires and evaluates the Executive Director.

The Executive Director supervises and evaluates the Assistant Executive Director, Principal, Business Manager, Directors and Specialists on the organizational chart. The Principal supervises and evaluates all instructional and non-instructional staff.

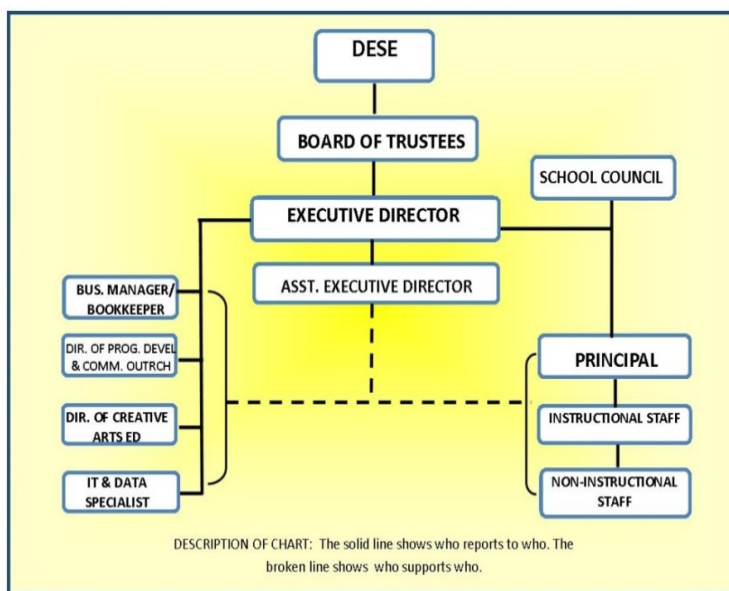
The School Council provides on-going input and feedback to the Principal and Executive Director to assist in maintaining the mission of A4WCCS.

The dotted lines indicate that the Principal direct contact with those under the supervision of the Executive Director for planning purposes and program direction at the school.

Initially the Executive Director and the Assistant Executive Director will model and provide assistance as needed and/or requested by the Principal. Once the organization is up and running, and on very solid ground with all staff trained and functional at a top level status, the Assistant Executive Director position will be limited.

The Founders believe that the team structure and approach of A4WCCS and shared decision making are key to the success of the school. Input and feedback from all members of the team at the school and parents and families will be sought and on-going. Open dialogue and sharing of ideas and perspectives are an integral component of decision making. The Executive Director, Assistant Executive Director and the Principal at A4WCCS value the ideas and opinions of the practitioners and the parents ( those who work most closely with the children) and will seek their input and feedback informally and at regularly scheduled grade level, specialist, vertical team meeting, School Council

**Organization Chart**



and parent meetings. This decision making process will encourage continuous improvements in curriculum, professional development, and instructional methodologies, and will ultimately lead to student success.

*Provide a narrative that clearly explains the reporting structure and relationship between the school's leader and administration regarding teachers, specialists, and other staff members.*

In keeping with the tenets of shared decision-making collaboration and the team concept to which A4WCCS will adhere, an internal management team, consisting of the five members of the Design and Development Team will be established. This group will meet weekly (initially) and eventually bi-weekly to share observations, perceptions and ideas, and to uphold the integrity of the mission and vision of A4WCCS. The ultimate responsibility of this group will be to implement and sustain the charter and to ensure the continual progress and growth, smooth functioning and advancement of A4WCCS.

On-going dialogue among all parties is essential to the smooth management of the school. We also believe that all members of the leadership team should understand and have input on all aspects of the charter school. Therefore, the leadership team will meet regularly and share observations, successes and failures, needs and new ideas. The leadership team will problem-solve and collectively determine alterations in program(s) needs based on current functioning and solutions to problems that may arise within the school. The entire leadership team will understand the executive functions and budget of all aspects of the organization and the curriculum, program, student assessment and data analysis at the school itself. The Executive Director will keep the Board of Trustees informed of any major changes within the organization.

As depicted in the organizational chart, the school's instructional and non-instructional staff report directly to the principal who reports directly to the ED. The principal will consider the input of the school level practitioners and ultimately responsible for all decision making at the school level. The principal will make personnel recommendations and plans for major change at the school to the ED.

*Describe the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.*

The principles of the roles and responsibilities of achievement, personnel, fiscal management and operations are reflected in the chart below. It further depicts how the Board and the practitioners within the school under the direction of the Executive Director, will work together.

<b>PRINCIPLE ROLES AND RESPONSIBILITIES</b>					
	<b>Set Goals</b>	<b>Main Decision Maker</b>	<b>Implements</b>	<b>Support</b>	<b>Approves</b>
<b>Student Achievement</b>	BOT, ED	Principal	Principal, Teachers, SPED & ESL teacher	Potential Consultants	BOT, ED
<b>Personnel</b>	BOT, ED	Principal, ED	Principal	Potential Consultants	ED
<b>Fiscal Management</b>	BOT, Finance Com	ED	Business Manager	ED, Asst ED, Business Manager	BOT, ED
<b>Operations</b>	BOT	ED	ED, Asst. ED	Potential Out-sourced agencies	ED

**Student Achievement:** The goal for these areas which are driven by the A4WCCS mission is set up by the Board and is formulated in detail by the ED. The Principal, will be the ultimate decision maker in all decisions regarding these areas. The Principal will rely heavily on the teachers/practitioners opinions on implementation of the curriculum, teaching and, ultimately, student achievement improvement will be the

responsibility of all teachers including SPED and ESL teachers and the Principal. Finally the Principal will report to the instructional and student achievement progress to the ED who will inform the Board of such.

**Personnel:** The Board will hire the ED, and the ED will hire the Asst. ED and the Principal. The ED will make all decisions related to hiring administrative personnel, and the Principal will be the main decision maker when hiring instructional staff. A hiring agency may support their recruitment efforts. Because personnel decisions belong to the management functions, approval will be granted by the ED.

**Fiscal Management:** is governed by the Board, which is ultimately accountable for the A4WCCS finances. The ED, in concert with the board's Financial Committee, will prepare the long-term fiscal plan, which the ED will manage. Actual implementation of the fiscal plan will be the responsibility of the Asst. ED who will make purchasing decisions on a daily basis and by the Business Manager/Bookkeeper who will write the checks. Fiscal management will be supported by the CPA, who will provide financial advice and review the Academy's books.

**Operations:** The Board will set core goals related to such operational issues as facilities planning, acquisition, remodeling, and policy on vendor selection as well as transportation. Decisions on the details of the day-to-day operations reside with primarily the Asst. ED with the assistance of the ED.

*Roles and Responsibilities: Describe the roles and responsibilities of the school's leader and other administrative staff.*

**The Executive Director** will be responsible for the overall management of the A4WCCS departments, sections and branches function in an effective, expeditious and coordinated manner. He/she will hire, supervise and evaluate the Assistant Executive Director and the Principal. The Executive Director will maintain an open give and take dialogue regarding all aspects of the school program with the Assistant Executive Director and the Principal. Initially, The Executive Director will be responsible for all reporting as mandated by the Massachusetts Department of Elementary And Secondary Education.

**The Assistant Executive Director** will report directly to the Executive Director in all aspects of the management of the A4WCCS. This will include but not limited to the day to day operations and academic affairs of the school. The Assistant Executive Director will assist with grant writing, community involvement and outreach and public relations. The Assistant Executive Director will also provide professional development training and serve as a mentor to the building principal and may be called upon to participate in school level team, vertical team and special service meetings upon the request of the building principal.

**The Principal** will ultimately be responsible for program decision making at the school. The staff at A4WCCS report directly to the Principal. However, the open communications/dialogue and on-going feedback with the staff and the Executive Director will help formulate the Principal's final decisions. Because our mission is to focus on educating the whole child, the Principal's job responsibilities will primarily consist of issues related to instructional activities; preparing and monitoring school budget in accordance with educational needs; supervising curriculum development; recruitment, hiring, training and evaluation of instructional and non-instructional staff; organizing professional development opportunities; managing the school's assessment system; and overseeing student performance. Additionally, the Principal will be responsible for all reporting as mandated by the Massachusetts Department of Elementary and Secondary Education.

**The Director of Creative Arts Education – a .5 position** will report to the Executive Director and the Principal. This person will be responsible for articulating the needs of the arts program to the Principal and Executive Director relevant to the budget, staffing, materials, curriculum, community outreach, marketing and professional development. He/she will be responsible for hiring, mentoring and evaluating creative arts staff. Initially the DCAEd. will provide classroom instruction for the other .5 of his/her assignment.

**The Director of Program Development/Grants and Community Outreach** will report to the Executive Director and the Principal. This person will be responsible for seeking outside community resources and funding opportunities to enhance curriculum and instruction, programming, and opportunities for children. He/she will assist the Executive Director and the Principal in the growth, development and sustainability of

A4WCCS. Initially, this position will be an outside consultant for the charter who will be called upon on a needed bases.

**The Business Manager/Bookkeeper** will report to the Executive Director and will assist in budget development, oversight, management and all financial matters as needed.

**The IT and Data Specialist- a .5 position** will report to the Executive Director and the Principal. This person will be responsible for the oversight of computing networking system; provide technical support, troubleshooting and training; and computer/technology purchasing recommendations. He/she will be responsible for the school data management system including data collection, input, analysis and reporting. Initially the IT and Data Specialist will provide classroom instruction as part of his/her assignment.

**The Faculty** will be hired by the Principal/Faculty Committee and will be approved by the Executive Director. A4WCCS teachers will be highly qualified. They will have experience with and the desire to work with the multi and varied student populations that exist in the City of Fitchburg.

*Articulate key role distinctions with regard to student achievement, personnel, financial management and operations.*

**See Chart above: Principle Roles and Responsibilities**

**Educational Leadership:** Describe the proposed process for the development, supervision, coordination and continual assessment of the educational content and pedagogical approach of the school. Explain how the operations of the school will be aligned to support instructional goals and student achievement.

The mission of the A4WCCS is to prepare our children to succeed in a global economy that demands innovations. The A4WCCS will ensure that each child reach his/her full potential by combining academic rigor with artistic creativity; encouraging personal and social responsibility; and by addressing the intellectual, emotional and social needs of the child. The Mission implies that key tasks of the school personnel are continuous work on improving curriculum and teaching techniques and professional development; to better address the needs of the whole child. These will be means of improving achievement and overall whole child development. The Principal will lead the process of the teachers' curriculum improvement and professional development.

Prior to the opening of A4WCCS in August of 2014 teams of staff comprised of grade level, specialists, special education, ELL and teaching assistants will meet to review existing curriculum materials, create additional curricula/lessons and develop the structure of the educational teams.

After the school opens, a cyclical process of improvement will be employed.

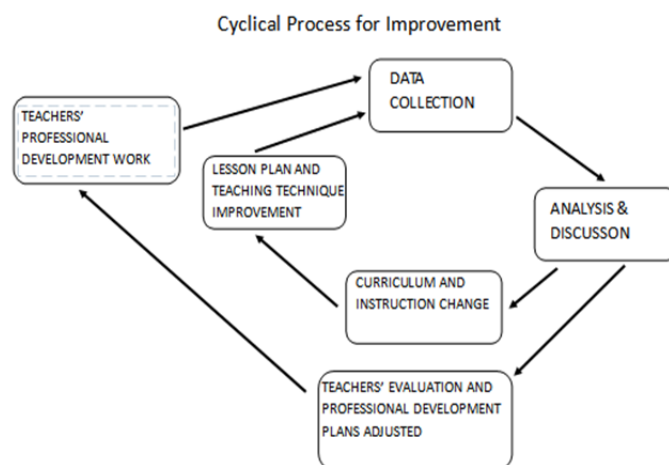
The Principal with the assistance of the Asst. ED and ED will oversee the process.

Data collection includes the following:

- The first set of data will include student assessment data: class work and results of internal and external tests. This data will be collected electronically. It will be immediately accessible to all instructional personnel for viewing in the form of flexible customized reports.
- The second set of data will include classroom observations.

The Principal sits in classes weekly. The schedule of the sit-ins is so that components of the curriculum and all teachers are observed periodically.

The Principal may request assistance in observing teachers from the Assistant Executive Director and the Executive Director.



A less formal and non-threatening means of support for curriculum improvement and improved student achievement will be the use of peer evaluation/consultation/support model.

Every teacher of a specific grade level will sit in another teacher's class of that same grade level to observe the methods of teaching and use of curriculum in the classroom. This will take place once, every month. For example during the first year of operation the A4WCCS will employ 3 grade 1 teachers. Each teacher will have a visiting teacher/grade level colleague observe a lesson every month making the classrooms open places where teachers can and will discuss their pedagogy/teaching practices.

Special Education, ESL teachers and the specialists (who will be integrating their specialties with the regular classroom curriculum) will participate in these meetings.

Self-observations might also be included monthly by videotaping and self-analyzing lessons and after the lesson sit-ins observers/colleagues will engage in dialogue with the presenting teacher re: the strengths and weaknesses of the lesson sharing ideas for improvement relating to curriculum, teaching techniques and student participants. Each grade level teacher will be an observer and an observee. Grade level teachers will be planning and working together on grade level curriculum so this collegial non-threatening sharing of ideas and improvements will lend itself to better teaching and improvement for the whole team. These grade level teams will meet bi-monthly to collectively discuss and adjust curricula coordination.

In support of the mutually determined needs for improvement and augmentation of the curriculum and the pedagogy, the administration will respond and commit resources (allocation or reallocation) which will drive the school level budget.

*In the last section of the application you described the criteria and process the board will use to choose the school's leader. If the educational/instructional leader is different from the school leader, describe the qualifications and attributes of an ideal educational/instructional leader.*

Although the school Executive Director is the overall leader of the school, charged with the responsibility to ensure academic success, organizational viability, and adherence to the charter's mission, the instructional leader will be the Principal who will ultimately be responsible for direct leadership at A4WCCS.

The key attributes the Principal will need to possess are: The values, skills, knowledge, confidence and character that will seek to develop in our students; a true love for students; a conviction that all students can achieve at high levels; a commitment to developing every student's values and character; a clear record of elevating student achievement in an urban classroom, with a very strong understanding of pedagogy and how it drives results; demonstrated success using data to drive instruction; knowledge of the Massachusetts Curriculum Frameworks and the new Common Core Standards; strong analytical and problem solving skills; a record of successfully leading, managing and facilitating collaboration in, a diverse team of teachers; a commitment to education standards, state-wide testing, and accountability; a belief in a structured and predictable environment for children; a commitment to building student relationships and engaging parents/guardians in their children's education; a positive attitude and strong work ethic; excellent written and verbal communication skills; attention to details; excellent organizational skills and follow-through; The ability to work well with others as a member of a team; personal and professional integrity; perseverance in the face of challenges; and a powerful commitment to the mission and goals of the A4WCCS.

The educational/instructional leadership of the school in its beginning stages will be comprised of a team consisting of the Executive Director, the Assistant Executive Director and Principal. The Principal will take the lead position and be ultimately responsible for the building level decision making but will be able to avail herself of the guidance, support and advice of the more veteran Assistant Executive Director and the Executive Director. Although we believe that the need for the support of the Assistant Executive Director and the Executive Director will diminish rapidly that support will always be available to the principal/educational of the A4WCCS. Another set of data the A4WCCS will utilize is feedback solicited by the Principal and the Assistant Executive Director from parents and outside agencies/support services re: perceptions of student learning, student behavior and attitudes and student social emotional development.

The "analysis and discussion" step includes meetings with the Principal with each grade level teachers to summarize and discuss the data. As preparation for the meetings, all participating parties are expected to

review and analyze the data and come up with suggestions regarding curriculum and instruction improvement. Student achievement data will provide the key input to the analysis step. In their analysis, the participants will answer the following questions:

- How does the student achievement data measure against the A4WCCS internal performance standards?
- What is the trend in the data since the last review? During the last month? The last few months?
- How did the last incorporated changes affect student achievement?
- How does the effect vary for different student populations?
- What changes are needed in the curriculum and teaching?

As a result of these meetings decisions will be made:

- On curriculum and instruction: changes in the curriculum and instructions adjustment will be adopted. Modifications to the curriculum will be recorded in the curriculum database to be studied and integrated into everyone’s practice over time.
- On the teachers’ evaluation and professional development: information will be added to teachers’ evaluations and professional development plans will be adjusted as deemed appropriate.

As the final step in the curriculum development cycle, the principal will meet with the teachers by grade level to inform the teachers about curriculum changes and to discuss and suggest lesson plans and teaching technique improvement. During these meetings mutually determined specific lesson plans and techniques will be collectively discussed and improved.

This cycling process will be on-going to ensure constant student achievement improvement.

**Human Resources:** Please provide a staffing chart and narrative staffing plan, for each year of the proposed charter school within the five year term of the charter. Indicate the number of administrators by title, faculty including classroom teachers by grade and/ or subject, aides or assistants, special student service providers, and other specialists, clerical staff, and any other school employees. Include contractors a applicable. Be sure it coincides with the organizational chart and the staffing levels you described in the section on special student populations and student services. Explain the process of determining job positions, roles, and responsibilities. For information on teacher qualifications, please see the technical advisory entitled *Teacher Quality in Massachusetts Charter Schools*.

**Staffing Plan** The chart below outlines the plan for staff growth over the first 5 years of the A4WCCS. :

<b>School-Based Instructional Staff</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Principal	1	1	1	1	1
Kinder Teachers	3	3	3	3	3
1st Grade Teachers	3	3	3	3	3
2nd Grade Teachers	2	3	3	3	3
3rd Grade Teachers	2	2	3	3	3
4th Grade Teachers	0	2	2	3	3
Creative Arts Teachers	1.5	1.5	1.5	2	2
Assistant Teachers	6	6	7	7	7
Sp. Ed. Teachers*	1	1	1	1	1
ELL Teacher*	1	1	1	1	1
<b>Total Instructional Staff</b>	<b>20.5</b>	<b>23.5</b>	<b>25.5</b>	<b>27</b>	<b>27</b>
<b>Administration and Additional Staff</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Executive Director	1	1	1	1	1
Assistant Executive Director	1	1	1	1	1
Business Manager	1	1	1	1	1
Director of Creative Art Education	.5	.5	.5	.5	.5
IT/Data Manager	.5	.5	.5	1	1
Adjustment Counselor	1	1	1	1	1

Secretary	2	2	2	2	2
Nurse	.5	.5	.5	.5	.5
Custodian	.5	.5	.5	.5	.5
Program Dev.& Outreach Director**	.5	.5	.5	.5	.5
<b>Total Admin/Additional Staff</b>	<b>8.5</b>	<b>8.5</b>	<b>8.5</b>	<b>9</b>	<b>9</b>
<b>Total Staff</b>	<b>29</b>	<b>33</b>	<b>34</b>	<b>36</b>	<b>36</b>
<p><b>*Will be adjusted upward in accordance with the ELL and SPED population</b>  <b>** Will be on a consulting basis, out of contracting services.</b></p>					

As detailed in the above chart A4WCCS intends to staff the school in a manner that is consistent with the projected growth of the student enrollment.

*Describe the school's plan for staff recruitment, advancement, and retention.*

The proposed A4WCCS will be located in a community that is eager for parent choice and educational alternatives. Despite the fact that the A4WCCS has not yet been awarded a charter the founders have been inundated with requests from student teachers, retirees, and practicing teachers and administrators from the area to be considered for positions at A4WCCS. The founders have set a very high standard for the practitioners who will be willing to commit to the A4WCCS standards.

However, in addition to the consideration of those educators who have approached us the A4WCCS will:

- Advertise and recruit at local universities and colleges and will send job descriptions to career offices at graduate schools with education programs.
- Announce the availability of positions to a variety of job placement centers, and host information sessions about available positions at community-based organizations.
- Advertise in the local media
- Post available positions on the website.
- Contact education organizations and associations such as Massachusetts Charter School Association.
- Attend job fairs.

Attributes that A4WCCS will be seeking for *all* staff include:

- Fully understands, shares and is fully committed to the A4WCCS mission.
- Loves children. Considers all children at A4WCCS his/her “own” and in all actions puts the child’s interest first.
- Is a cooperative, respectful colleague, easy to work with, ready to help and share.
- Possesses honesty, integrity and modesty.

Additional criteria for teachers includes:

- A minimum of 2 years education experience
- Holds the status of “highly qualified teacher”
- Preferably holds a Masters Degree.
- An expert in his/her grade level or area of specialization.
- Is an excellent teacher: Has a clear lesson plan, gives detailed and clear expectations, ensures enthusiastic engagement of the entire class, reaches out to multiple learning styles, makes sure everyone understands and has an opportunity to demonstrate understanding/learning, challenges advanced students, and is engaged in, and successfully learning from professional development.
- Is committed to dedicating as much time and effort as needed to reach the A4WCCS target student achievements.

The Executive Director, the Assistant Executive Director and the Principal will screen all resumes. Those who meet the criteria and the qualifications for the position(s) will be interviewed by the Executive Director, the Assistant Executive Director and the Principal.

Should the candidates be deemed as an appropriate fit with the A4WCCS they will be invited to teach a model lesson for the principal prior to final acceptance and appointment of said teacher.

Although the intrinsic rewards of being a part of A4WCCS family far outweigh those of the extrinsic awards such as salary and professional advancement A4WCCS will work to provide competitive professional salaries, professional development opportunities and upwardly mobile positions for those who are interested in moving on and up in the educational hierarchy.

Teachers at A4WCCS will be involved in decision making. Their opinions will be heard and respected. Their roles and experience in shaping the direction of and leading A4WCCS to greater heights will enable them to grow professionally and advance within the A4WCCS system or to move on to other institutions at elevated positions. Their experience at A4WCCS will be instrumental in advancing their professional careers.

Staff who are respected and appreciated within an organization are happy and enthusiastic in the workplace therefore, more productive. Too often the practitioners are not appreciated by the administration and not recognized for their accomplishments. While holding high standards and strict accountability for staff, the feeling of being a contributing member to the student accomplishments at A4WCCS will engender a sense of worth/value not often found in the workplace.

A4WCCS will be a great place to work for both instructional and non-instructional personnel for the following reasons:

- The A4WCCS mission of innovative teaching approaches will result in strong student achievement. The greatest reward for all adults at the school will be watching students succeed beyond their and the parents' expectations, and to feel their participation in the students' success.
- Conditions of work at A4WCCS will be, although demanding, nevertheless highly desirable for an energetic' committed person: challenging teaching environment, maximum opportunity for professional development and innovation, professional courteous working relations with administrations and co-workers, structured work schedule allowing time outside of the classroom, clearly defined responsibilities and specified requirements.
- Competitive salary and benefits package.

To ensure that personnel are retained, the administration will conduct annual surveys on job satisfaction using questionnaires that will cover issues such as those described above. If a staff member decides to leave A4WCCS, the Executive Director, and the Principal will conduct an exit interview and will record the reasons why the person is leaving. The reasons will be discussed by the A4WCCS administration and, if the reasons relate to problems in procedures or policies, they will be revisited and revised.

*Explain how individual base salaries and increases will be determined. Describe how faculty and administrators will be evaluated and by whom.*

A4WCCS wishes to attract and retain the brightest and the best. We also hold very high standards for and expectations for all staff. Accountability will be prominent. Because we wish to attract veteran/ master teachers and because the time and energy necessary to carry out the A4WCCS mission is demanding we feel that our professionals should be compensated at least competitively with the school district entity. To that end we plan to pay our teachers' salaries that averages around \$57,000. A4WCCS is in the process of creating salary schedules for instructional staff and non-instructional staff. However, the \$57,000 reflects what we believe will be the average for teachers' salaries. Other instructional, clerical and custodial staff will also be compensated competitively. In the first three years of the charter we are anticipating a 2.5% annual increase in pay. A4WCCS is in the process of creating a possible agreement with staff that may include such components as differentiated and/or merit pay.

A4WCCS is also in the process of determining the evaluation tool(s) which will be utilized. The goal is to select and/or create an instrument which will be friendly, non-threatening and helpful not only to the evaluatee but to the evaluator as well.

The Executive Director will be evaluated by the Board of Directors. The Assistant Executive Director, Principal, and the Business Manager will be evaluated by the Executive Director. The Creative Arts Director and IT will be evaluated by the Executive Director and the Principal. All instructional and non-instructional school staff will be evaluated by the principal. However, initially the Executive Director and the Assistant Executive Director will assist in faculty evaluations. As stated earlier one of the roles for both the Executive director and the Assistant Executive Director is to mentor the principal and other leadership type staff hence, the initial involvement of the Executive Director and Assistant Executive Director in the evaluation process. Ultimately school level evaluations will be solely the responsibility of the principal.

*Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school related responsibilities they will have outside the classroom.*

The Teachers day at A4WCCS will begin at 7:45 a.m. and conclude at 3:45 p.m. Although this will make their work day 9 hours long it is anticipated that all their school work will be completed at the school. Teachers will be given ample time for preparation, collaboration and training within their structured day. They will be providing direct instruction for children for a period of 5 hours and 45 minutes each day.

Teachers may be called upon to supervise arrivals, dismissals or recess. However these duties will mostly be assumed by teaching assistants and other staff. A4WCCS encourages all adults to have direct interaction with all children at A4WCCS.

Teachers will rotate having lunch with groups of children in the cafeteria. This will not be a daily assignment.

It is imperative that teachers have the opportunity to meet with their grade level teams and other staff and the administration. A4WCCS believes that common planning is essential to the success of the school. Therefore, staff will be guaranteed a minimum of weekly common planning time.

## **E. FACILITIES AND STUDENT TRANSPORTATION**

*Describe the process for identifying viable options for a facility for this school and any sites already identified. Explain why these sites were chosen as possibilities. If a specific facility has not been determined, describe the applicant's plan for identifying possible locations, choosing one, securing all necessary local building approvals for use of the facility as a charter school, and securing financing.*

During the past several months the founders have investigated various Fitchburg buildings that were researched as potential sites for the A4WCCS physical plant. Potential sites were visited formally and informally. Two sites were immediately ruled out: one because of the condition of the building (would require significant funds to make the building usable as a K – 4 facility). The second facility ruled out was way too large and could only be rented as a whole (owner wouldn't rent a portion of the building).

Recently we have been working with a realtor who has extensive experience with the Fitchburg real estate market. He has proposed various sites and is negotiating pricing with the “landlords”.

The founders at A4WCCS will limit options to rental properties. Our long range plan would include the options of purchasing an existing facility or new construction.

Two of the sites being seriously considered have already housed a charter school.

The DESE previously approved these sites for charter school use. The City of Fitchburg previously gave all local building approvals for use of these facilities as charter schools. While either of these sites would appear to be a good fit and logical choices, at least two new additional sites will be considered. The A4WCCS will pursue a lease/rental agreement that would allow quarterly payments. These costs will be budgeted as a part of the whole A4WCCS budget.

It is the founders' intent to escalate the facilities search over the next few months with a goal for determination of an appropriate facility for the proposed Academy for the Whole Child Charter School by the beginning of April 2014.

*If possible, provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.*

While a definite layout has not yet been determined the minimum facility requirements we have established are as follows:

- 20 classrooms
- 1 computer lab(s)
- 3 small class instruction classrooms
- 1 gymnasium
- 1 library
- 1 playground
- # of rest rooms: 2 girls/2 boys
- # of teachers lavatories: 2 Women/2 Men
- 2 teachers' workrooms
- 1 teachers' lounge
- 4 offices

These components are based on the needs of A4WCCS at full enrollment (278 students). Full enrollment will be reached in year three. We will secure a facility that would allow for minor subdivisions (classroom special areas) if needed. In other words it is our intent to have the flexibility to create/alter space within the given structure to house new and/or different programs and opportunities.

*Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school's needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements. Please be aware that Commonwealth charter schools may take out loans, but the loan may not extend beyond the term of the charter without approval of the Board of Elementary and Secondary Education. Please see M.G.L. c.71 € 89(k) (6), found in Appendix A.*

The founders have determined that initially they will lease a facility. The agreement pursued would cover the first three years of the charter's operation. In the interim/going forward a sub-committee will investigate options and make a recommendation prior to lease renewal negotiations.

*Indicate plans for student transportation and describe how transportation services will be provided to eligible students.*

A4WCCS will avail itself of the opportunity to utilize Fitchburg Public School transportation. The administration of A4WCCS will work collaboratively with the Fitchburg Public Schools in scheduling in order to avoid disruption to the Fitchburg Public School System. Eligibility for transportation of the A4WCCS's students will be determined according to school district guidelines.

*Explain how students who are physically challenged will be transported and how all students, staff, parents, and the general public who are physically challenged will have access to the school facility in accordance with state and federal laws<sup>5</sup>.*

Students who are physically challenged will be provided transportation access according to the Fitchburg Public School eligibility rules. Students, staff, parents, and the general public who are physically challenged will have access to the school facility in accordance with state and federal law.

## F. SCHOOL FINANCES

***Fiscal Management:*** Explain the structure and process for managing the school's finances. Name the individual responsible and describe his/ her qualifications.

The Board of Trustees ultimately will be responsible for A4WCCS's finances. To fulfill its fiduciary responsibility, the Board will adopt financial controls and fiscal management policies to govern daily financial management in compliance with generally accepted accounting procedures. The Board of Trustees will approve policies to establish and maintain adequate accounting records and internal control procedures.

The school's day to day business and financial operations will be handled by the Business Manager. The business manager's minimal qualifications will be (1) Associate's or higher degree in business, accounting, or finance from an accredited college or university and a minimum of 5 years of experience in a field related to business or finance; or, (2) documented experience of ten or more years in the field of business and financial management. The business manager's responsibilities are: accounts payable, payroll, general ledger, reconciliation of accounts, production of financial statements, preparations for audits, accounts receivable, financial data entry (lunch and after-school programs, etc.). The Executive Director will approve of purchases, sign checks, budget planning and oversee overall fiscal controls.

*Describe the fiscal controls and financial management policies the board of trustees will employ to remain informed of the school's financial position.*

The Board of Trustees will contract annually with a qualified independent certified public accountant firm to conduct an audit of the school's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the *U.S. Office of Management and Budget's Circular A-133*. The audit firm will be familiar with these standards, related State and Charter School regulations, and the Massachusetts Charter School Audit Guide in order to properly conduct the audit.

The school's business office will be guided by a comprehensive fiscal policy and procedure manual. The manual encompasses such categories as Chart of Accounts, Cash Receipts, Cash Disbursements, Bank Reconciliation, Accounts Payable, Payroll Procedures, Annual Budget, Capital Outlay and Depreciation, Audits, Purchases, Internal Controls, Financial Management, Procurement Policies, Travel Policies, and Account Management.

The school's business manager will provide the Director with detailed statements of all revenues received from all sources as well as expenditure. The Executive Director will present a monthly report to the Board. This report will include direct expenditures for contracted services compared to the budget as well as variances. The business office will provide the Director with quarterly detailed schedules of expenditures at an object level for Board review. The Director will also report on operations, management, and finances at regular board meetings. Although the Board of Trustees has final authority to establish the bottom line budget, the Director, is the closest to the day-to-day finances and operation and will implement financial decisions.

All financial records will be kept onsite at the school. Vendor records, cash receipts journals, cash disbursement records, personnel files, human resources files, and accounting records will be organized independently in the school's business office. The business office will initially include one business manager.

*Describe how the school will track finances in its daily business operations in order to maintain needed cash flow.*

The Academy for the Whole Child Charter School will utilize a fully integrated general ledger accounting software. The software will have the ability to provide a balance sheet, income statement, cash flow, and

budget reports. The software also will feature integrated purchasing, cash disbursements, cash receipts, and inventory capabilities and payroll.

The Academy for the Whole Child Charter School will set up the financial data in accordance with guidelines established in the *Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide*: The accounting software will also design a chart of accounts formatted with appropriate fund, function, and object levels in accordance with the Guide.

*If intending to build a network of schools, describe the structures and processes for managing the school's finances in relation to the network of schools, including the level of site-based financial management the proposed school(s) will have.*

A4WCCS does not intend to build a network of schools.

*The budget needs to be realistic and reflect the expenses related to all commitments proposed in the application, through the proposed school's third year of operation, including the school's mission, educational program, expected student population of special education and English language learners and human resources.*

### **Operating Budget Narrative:**

The budget for A4WCCS will follow the school's mission to ensure that each child will attain his/her full potential and is prepared to succeed in a global economy that demands 21<sup>st</sup> Century skills. To that end, the greatest share of funds will be put in front of the children in the form of expert educational staff and proven effective research based curriculum materials.

A detail A4WCCS budget from the start up through 3<sup>rd</sup> of operation is given in attachment #5.

### **Revenue Assumptions\*:**

The estimated tuition rate for the A4WCCS is based on the assumption that the population of the school will serve the identical elementary population served by the Fitchburg Public School entity. This includes regular, special education, disabled and ELL students. A4WCCS believes this tuition estimate which was arrived at in concert with a member of the DESE Charter School Tuition and Reimbursement Department is a conservative estimate.

- The A4WCCS has projected zero availability of CSP (Charter School Planning) start-up funds
- The A4WCCS believes it will qualify for entitlement grant funds (Title I, Special Education and Title IIA) and will pursue such funds.
- The Founders plan to pursue alternative funding avenues such as foundation funds, other grants and donations but does submit an estimate of said funds at this time.

\*In anticipation of the need to pursue significant alternative funds, the A4WCCS Founders established a sub-committee which is conducting preliminary discussions with area bankers and known philanthropists and potential contributors. Although amenable to on-going discussions it is clear that no commitments can be made by these potential resources. A second sub-committee of Founders with extensive educational, business and grant writing expertise is researching foundations which would likely to fund educational endeavors and will be requesting applications (which of course will not be submitted until A4WCCS is granted a charter). However, once an organization is identified as a potential funding source we plan to open preliminary discussions with representatives from the foundation. This would allow us to hit the ground running if A4WCCS is chartered.

- Personnel expenditures represent the lion's share of the budget (approximately 80%). For that reason we are fiscally conservative with personnel related assumptions. The estimated average teacher salary in year 1 is \$57,000. This is in keeping with the average teacher salary in the Fitchburg Public Schools. We are aware that because we want to hire and retain the brightest and the best we will have many more veteran teachers. However, we hope to recruit train and mentor a goodly number of bright and talented recent education graduates who we can shape and mold into master teachers.
- At this time we are assuming annual salary increases of 2.5% for all staff.

- While the A4WCCS has not decided on which facility it will lease we are leaning toward one or two buildings which we believe will be reasonable and affordable. A4WCCS initially will pursue a three year lease with the potential of purchasing an existing facility or engaging in new construction in the future.
- The pre-operational period assumes hiring the Executive Director, school principal and business manager prior to June 1<sup>st</sup>, 2014. We believe that it is critical to tap the expertise of the more veteran administrators to ensure the solid foundation of A4WCCS prior to school opening. Part-time curriculum and program specialists and clerical personnel will also be hired as needed. The pre-operational deficit of \$116,100 will be covered by a temporary line of credit from a local bank.

#### **Operating Revenues:**

There is no amount projected for Nutrition funding since we do not know the composition of the student population; there are also no expenses projected under food Services. We do know however, that Federal Lunch monies, as well as the projected Food revenue from other sources, will be sufficient to cover the cost of the program.

#### **Operating Expenses:**

- *Administration:* This includes the salaries of the Executive Director, a Business Manager and Principal.
- *Instructional Services:* The largest expenses are the teachers' salaries that are projected based on a competitive rate. We will have one Principal for the first five years of operation. And initially, we will have one Special Education coordinator/teacher and one ELL Coordinator/Teacher.
- *Other Student Services:* This in part includes the projected costs of equipping the Nurse's Office and supplies. The Food program is expected to be outsourced to an outside vendor. No expenses are shown since we expect the Revenue and expenses to offset each other. The student transportation is assumed to be provided by the local district free of charge.

*Operation and Maintenance of Plant:* Our model assumes leasing a facility large enough to accommodate the student population. All other expenses associated with the maintenance of the building, and all utility costs are estimated based on similar sized schools in Massachusetts.

*Fixed Charges:* Payroll taxes, fringe benefits, and insurance costs are estimated based on scenarios of similar size charter schools.

A4WCCS intends to apply for any and all state and federal grants that may become available. This would include but not necessarily limited to: Title I, Title IIA and Special Education.

It is also the intent of A4WCCS to pursue additional funding from foundations that support innovative instructional endeavors. While A4WCCS believes it can and should sustain itself on the tuition received, the Founders would like to set up a separate fund for the purchase of an existing facility or new construction.

The Founders are not opposed to fundraising and tentatively intend to pursue these efforts. If a determination is made to do so, the fundraising effort will be led by the fundraising committee of the Board of Trustees. The Chair of the Board, together with the Executive Director, will develop a plan for fundraising and will review the plan annually. The plan will include the list of contacts, preparation, and mailing of fundraising letters, phone calls, follow-up, and schedule of the fundraising events such as dinners, golf tournaments and silent auctions. Although it will be the responsibility of the fundraising committee to follow-up the plan, the entire Board will participate as well as solicit donations.

*Financing (Short and Long term):* A4WCCS is not currently anticipating the need for long term financing. During the first 3 years (and potentially the first 5 years) A4WCCS plans to lease a facility short term line of credit will be obtained to cover start-up expenses.

## G. ACTION PLAN

The following table summarizes the actions to be taken from February 1, 2014 through the first day of school for students (tentatively Tuesday, September 4, 2014). *The Executive Director will oversee the Action Plan and will identify those best to carry out specific tasks.*

Title	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
<b>Governance</b>								
Expand governing Board	x	x	x	x	x	x		
Approve hires and ed. Program				x	x	x	x	
Form parent advisories					x	x	x	
<b>Recruitment and Enrollment</b>								
Students		x	x	x	x	x	x	
School Opens								x
<b>Organization</b>								
IT Systems			x	x	x	x	x	
Management Systems			x	x	x	x	x	
<b>Financial</b>								
Revise Budget		x	x	x	x			
Set up accounts		x	x	x	x			
Insurance			x	x	x			
<b>Personnel</b>								
Hire heads		x	x	x				
Hire teachers			x	x	x	x	x	
Hire staff			x	x	x	x	x	
<b>Education Program</b>								
Develop Inventory		x	x	x	x	x	x	x
Purchase curriculum/supplies					x	x	x	
Map out replicable components	x	x						
<b>Student Services</b>								
Transportation					x	x	x	x
Food					x	x	x	x
After School					x	x	x	x
<b>Staff Training</b>								
School culture					x	x	x	x
Education program					x	x	x	x
<b>Facilities</b>								
Site identification	x	x	x	x				
Cost estimates	x	x	x	x				
Renovation				x	x	x	x	

We will comply with the MA-DESE Department of Charter Schools and Redesign *Opening Procedures Handbook* /deadlines below that show completion dates for the various actions or documents required as part of the opening procedures process of new charter schools.

<b><u>ASAP (All Schools)</u></b>	<b><u>MARCH 15, 2014</u></b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Draft board bylaws</u></li> <li><input type="checkbox"/> <u>Complaint Procedure</u></li> <li><input type="checkbox"/> <u>Organizational chart</u></li> <li><input type="checkbox"/> <u>Financial disclosures</u></li> <li><input type="checkbox"/> <u>Request approval of new board members, if applicable</u></li> <li><input type="checkbox"/> <u>Submit required paperwork to Grants Management</u></li> <li><input type="checkbox"/> <u>Draft management contract, if applicable</u></li> <li><input type="checkbox"/> <u>Memorandum of Understanding, if applicable</u></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Pre-enrollment Report</u></li> </ul>
	<b><u>APRIL 15, 2014</u></b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Enrollment policy and admission application</u></li> <li><input type="checkbox"/> <u>Recruitment and Retention Plan</u></li> <li><input type="checkbox"/> <u>Annual school calendar</u></li> <li><input type="checkbox"/> <u>Sample student schedules</u></li> <li><input type="checkbox"/> <u>Student learning worksheet</u></li> <li><input type="checkbox"/> <u>Projected enrollment data for low income, special education, and English language learners (May 1<sup>st</sup> Deadline)</u></li> </ul>
<b><u>MAY 30, 2014</u></b>	<b><u>JUNE 28, 2014</u></b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Evaluation Criteria and Professional Development Plans</u></li> <li><input type="checkbox"/> <u>CORI Policy</u></li> <li><input type="checkbox"/> <u>Code of conduct and/or student handbook (Expulsion Policy)</u></li> <li><input type="checkbox"/> <u>Bullying Prevention and Intervention Plan</u></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Fiscal Policies and Procedures</u></li> <li><input type="checkbox"/> <u>Budget for the first three years of operation (FY14-FY16 or FY15-FY17)</u></li> <li><input type="checkbox"/> <u>Cash flow projection for the first year of operation (FY14 or FY15)</u></li> <li><input type="checkbox"/> <u>District Curriculum Accommodation Plan</u></li> <li><input type="checkbox"/> <u>English Language Education Policies and Procedures</u></li> <li><input type="checkbox"/> <u>Contact ESE Nutrition Office</u></li> <li><input type="checkbox"/> <u>Contact MTRS Employer Services</u></li> </ul>
<b><u>JULY 15, 2014</u></b>	<b><u>AUGUST 1, 2014</u></b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Teacher Qualification Summary</u></li> <li><input type="checkbox"/> <u>Special Education Administrator Agreement</u></li> <li><input type="checkbox"/> <u>ESL/ELL Teacher Agreement</u></li> <li><input type="checkbox"/> <u>Special Education Program Plan</u></li> <li><input type="checkbox"/> <u>School nurse agreement</u></li> <li><input type="checkbox"/> <u>School physician/medical consultant agreement</u></li> <li><input type="checkbox"/> <u>Health Plan and Medications Administration Plan</u></li> <li><input type="checkbox"/> <u>School Wellness Policy</u></li> <li><input type="checkbox"/> <u>National School Lunch Program (NSLP) assurance, if applicable</u></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Update school profile listing</u></li> <li><input type="checkbox"/> <u>Transportation Services Plan</u></li> <li><input type="checkbox"/> <u>Nutrition Services Contract, if applicable</u></li> <li><input type="checkbox"/> <u>Copy of lease or sale agreement</u></li> <li><input type="checkbox"/> <u>Multi-Hazard Evacuation Plan</u></li> <li><input type="checkbox"/> <u>Medical Emergency Response Plan</u></li> <li><input type="checkbox"/> <u>Building Accessibility Assurance and/or Plan</u></li> <li><input type="checkbox"/> <u>Building Permits and Certificates</u></li> <li><input type="checkbox"/> <u>Asbestos Inspection Report and Plan</u></li> <li><input type="checkbox"/> <u>Lead Inspection and Report</u></li> <li><input type="checkbox"/> <u>CORI check assurance</u></li> <li><input type="checkbox"/> <u>MTRS Evidence</u></li> <li><input type="checkbox"/> <u>Insurance coverage</u></li> </ul>

## IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?

### A. Process

*Please describe the process you will undertake in the first year of the proposed school to create an effective accountability plan. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school's progress towards accountability plan objectives.*

The school leadership team will have primary responsibility for overseeing the development of an accountability plan for the school's first five year charter term. A draft plan will be written by the school leaders and reviewed and revised as necessary. Once the plan is in its final draft form, it will be presented to the board for review and approval before it is submitted to the DESE for final approval. Once the plan is approved the school's leadership team will be responsible for collecting, analyzing and evaluating data that will be used to measure progress towards accountability plan objectives each year. The school's director will present the data as it becomes available to the Board of Trustees during monthly board meetings. Final data will be compiled and presented in the school's annual report.

### B. Accountability Plan Objectives (samples)

***Academic Success:*** The school will make Adequate Yearly Progress (AYP) in ELA and Math as proven by AYP ratings. The school will make annual proficiency (advanced/proficient) gains on all MCAS exams (grades 3 & 4). By the fifth year of the charter, A4WCCS will achieve higher proficiency levels than the Fitchburg Public Schools on the subjects tested in grades 3 and 4 as evidenced by MCAS results. The school will outperform the sending district as evidenced by the CPI scores and the aggregate in ELA and Math as evidenced by MCAS Composite Performance Index.

***Organizational Viability:*** Enrollment applications for all grade levels will exceed the number of available seats thus sustaining the school's budget as evidenced by the enrollment applications. The school's annual independent audit is free of material or repeated findings as evidenced by the independent audit.

***Faithfulness to the charter:*** One hundred percent of the children who exit grade 4 of the A4WCCS will successfully complete the school's academic and social requirements, and will meet or exceed MA Common Core requirements as evidenced by MCAS, and eventually the PARCC results.

### C. Narrative

*In no more than two paragraphs, please give a narrative description of the key indicators of success you would like a renewal inspection team to see during their three-day visit in the school's fourth or fifth year. What would be a few of the key pieces of evidence you would expect the renewal inspection team to find that demonstrate the school has been successful?*

During the charter renewal inspection, inspectors will see a school that is academically rigorous, clean, safe, and structured with a warm, joyful and nurturing environment. Students will be engaged and teachers will be passionate and committed to the A4WCCS mission. The evidence for success will include outstanding student achievement results where our student will outperform local and state averages on MCAS and eventually PARCC. The inspection team will observe dynamic teaching and student involvement/engagement. The quality of the teaching will attest to the degree of planning, professional development and collaboration expected of all staff. Inspectors will see a climate and culture of excellence and community/family spirit. Additional evidence of success will include high teacher retention rates, a stable and viable budget that is managed in accordance with sound fiscal

policies, an effective and stable governance and management structure and high parent satisfaction rates as measured by surveys and student retention rates.

#### **D. Dissemination**

*Discuss ways in which the charter school will be able to collaborate with the school districts from which it draws students to provide educational models, including programs, curriculum, and teaching methods that can be replicated by other public schools.*

A4WCCS will seek to form a significant and meaningful partnership with the Fitchburg Public Schools. Workshops, trainings, and presentations will be organized at which time our staff will share ideas and strategies with local educators. A4WCCS will have a standing open invitation for local educators and school leaders who wish to observe our program first hand.

A4WCCS intends to operate in an open way and will create systems and structures for sharing its models, programs and practices with other schools in the district. We will actively invite local educators to observe the program firsthand. Our program will be described and publicized on the school's website and the annual report. A4WCCS believes that it takes effort to build meaningful collaboration with the local district's schools given the inherent competitive tensions that unfortunately can exist. Despite this challenge we are fully committed to working to establish opportunities to partner with the local district's schools to share best practices and learning.

## V. REQUIRED ATTACHMENTS – FINAL APPLICATION

ATTACHMENT 1: Draft Bylaws

# **DRAFT**

## **Bylaws of the Academy for the Whole Child Charter School, Fitchburg, MA**

### ARTICLE I

#### *Purposes*

The purposes for which The Academy for the Whole Child Charter School (the “School”) is organized are: to organize and operate a public charter school in Fitchburg, Massachusetts and to engage in any other activity permissible. The School is a subdivision of the Commonwealth of Massachusetts created and operated pursuant to Massachusetts General Laws Chapter 71, Section 89, as the same may be amended. The governing Board of Trustees represent a public entity which operates independently of a school committee; and individual members are considered public officials of the state.

### ARTICLE II

#### *Board of Trustees*

Section 1: The Board of Trustees (“the Board”) shall have an odd number of trustees consisting of at least 7 Trustees and no more than 11 Trustees. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board. Board members shall not discriminate against potential members on the bases of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, marital status, sexual orientation or non-disqualifying handicap or mental condition.

Section 3: The School nominating committee, known as the Committee on Trusteeship, shall present a slate of potential Trustees for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Except as provided for the initial Trustees, Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall take office on January 1 following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with

new perspective. One third of the initial Trustees shall serve initial terms of three (3) years; one third shall serve initial terms of two (2) years and one third shall serve initial terms of one (1) year. Subject to the foregoing provisions, the Chair shall assign the term limits of the initial Trustees.

Section 5: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Committee on Trusteeship, by the affirmative vote of the majority of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 6: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 7: The Board may remove any Officer or Trustee with or without cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Trustee proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice. (M.G.L. Chapter 71, Section 89 (II) 603 CMR 1.10, M.G.L. Chapter 30A. Section 23).

Section 8: Members of the Board of Trustees:

- (a) Shall receive no payment of honoraria, excepting, subject to applicable law, reimbursement for expenses incurred in performance of voluntary activities on behalf of the School in accordance with the School's policies.
- (b) Shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School; and from exercising any managerial powers over the day-to-day operations of the School.
- (c) Shall have no direct or indirect financial interest in the assets or leases of the School; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- (d) Shall disclose any financial interest or business transactions that they (or any immediate family member) have in any charter school or elsewhere with the state ethics commission, the Department and the city or town clerk within 30 days or joining the board and by September 1, annually, including the year after service is

completed (unless service is less than 30 days in that year) according to M.G.L. Chapter 71, Section, 89(u).

The Board of Trustees holds the charter from the state and is therefore responsible for ensuring that Academy for the Whole Child Charter School complies with all applicable laws and regulations, as well as ensuring that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

All participants in Board work shall comply with all laws and regulations, will be bound by the Code of Conduct, Conflict of Interest and Confidentiality policy, statements, if any, adopted by the Board in accordance with M.G.L. Chapter 268A and M.G.L. Chapter 71, Section, 89(u). Unless determined to be inadvisable in any given year by vote of the Trustees, every fiscal year, the Board shall take a retreat, planned by the Committee on Trusteeship, to evaluate Board progress and enhance Board performance.

The Board is a public employer for the purposes of tort liability (M.G.L. Chapter 258) and for collective bargaining purposes (M.G.L. Chapter 150E)

Section 9: The Board of Trustees shall:

- (a) Have authority to adopt, amend, or repeal the bylaws, with the approval of the Massachusetts Department of Education;
- (b) Have the ability to select, appoint, evaluate, and/or remove only the school director(s).
- (c) Amend the material terms of the school's charter, with the approval of the Massachusetts Department of Education;
- (d) Submit charter amendments to the Commonwealth of Massachusetts;
- (e) Determine general school policies;
- (f) Manage financial affairs;
- (g) Shall request the appointment of a trustee only where the board has no reason to know that the trustee has a financial interest under M.G.L. c. 268A which may preclude a majority of the board from participating in deliberations or voting on certain matters that are expected to come before the board. The board must exercise due diligence prior to determining that a proposed trustee does not have such a financial interest.

ARTICLE III

*Officers*

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

- (a) Board Chair: Is elected by the Board of Trustees to Chair meetings of the Board of Trustees and to formally communicate positions voted by the Board of Trustees. He or she shall set the agenda for and make regular reports on the status of the School to the Board of Trustees. The Board Chair shall nominate Committee Chairs and memberships subject to confirmation votes by the Board of Trustees.

- (b) Vice Chair: May be elected by the Board of Trustees to exercise all of the duties of the Board Chair in his or her absence. The Vice Chair shall undertake such other duties as voted by the Board of Trustees.
- (c) Treasurer: Is elected by the Board of Trustees and is responsible for the general financial affairs of the School and shall keep full and accurate records thereof which shall always be open to inspection by the Board Chair or other Trustees. The Treasurer shall render to the Board Chair or other Trustees whenever they require it, a statement of the accounts of transactions made as Treasurer and of the financial condition of the School.
- (d) Secretary: Is elected by the Board of Trustees and is responsible for the record of the proceedings of all meetings of the Members and of the Board of Trustees. The Secretary shall notify the Members and Trustees of all regular meetings in accordance with these by-laws.

Section 2: The Trusteeship Committee shall present a slate of Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers initially shall be held at the first public meeting of the School and thereafter at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on January 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Trustee may serve more than one (1) term in the same office, but not more than two consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

#### ARTICLE IV *Meetings*

Section 1: Notice shall be given of the date, time, and location of all meetings (regular, special, or annual) in accordance with open meeting law (MGL c.30a, sec.11a 1, 2). The annual meeting of the Board of Trustees shall occur in the first Wednesday of May. There shall be at least 7 other regular meetings of the Board held on the first Wednesday of the month. Notice shall be given to each Trustee and ten (10) days prior to the date of every regular meeting of the Board and shall include the meeting agenda, the time and place of the meeting and any other information as the Chair may deem appropriate. To the extent required by law, public notice of meetings shall also be given. A record of every meeting will be kept, including the date, time, and location of the meeting, the members present or absent, and all action taken at the meeting, in compliance with open meeting law (MGL c.30a, sec.11a 1,2). An executive session may be called in accordance with (MGL c.30a, sec.21a).

Section 2: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

Section 3: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws. A majority of those assembled is required to take action.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the Commonwealth of Massachusetts. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Trustees prior to the meeting. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting also shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Notices shall comply with all applicable public meeting and other laws.

Section 6: Voting by Trustees by proxies shall not be permitted. A formal vote of the Board of Trustees is required to accept all new members.

Section 7: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

## ARTICLE V

### *Staff*

The Board of Trustees shall have the discretion to appoint a chief staff person, who shall be responsible for carrying out the work of School in accordance with the policies established from time to time by the Board of Trustees.

## ARTICLE VI

### *Executive Committee*

Section 1: There shall be an Executive Committee comprised of the officers of the School Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by action of the Board. Actions of the Executive Committee shall require ratification by the full Board of Trustees at its next meeting.

Section 2: The Executive Committee shall not serve as an intermediary between the Board and its committees or task forces. The Board of Trustees may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

- (a) the filling of vacancies on the Board of Trustees or in any committee which has the authority of the Board;
- (b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) the amendment or repeal of any resolution of the Board of Trustees which provides that such resolution may not be amendable or repealable by the Executive Committee;
- (d) the approval of any self-dealing transactions;
- (e) the sale, transfer, or distribution of all or substantially all of the assets of the School;
- (f) the sale, transfer, or purchase of real property;
- (g) the merger or dissolution of the School;
- (h) the appointment of committees of the Board of Trustees or the members thereof;
- (i) the setting of the budget or approval of audits; and
- (j) any action prohibited by the Corporate Charter, these Bylaws, or the laws of the Commonwealth of Massachusetts.

## ARTICLE VII

### *Other Committees and Task Forces*

Section 1: The Chair shall appoint all committees or task forces of the Board except the Trusteeship Committee. Committees may be composed of Trustees and community members. Committees composed of community members must have at least one member who is also a member of the Board of Trustees. The Board may prescribe the responsibilities and the composition of such committees. Except as otherwise provided in Section 3 of this Article VII, the Chair shall appoint the chair of each committee.

Section 2: There shall be four (4) standing committees. These shall include: (1) the Trusteeship Committee; (2) the Finance Committee; (3) the Fundraising Committee; and (4) the Outcomes Committee.

Section 3: The Trusteeship Committee shall be composed of five (5) persons recommended by the Chair and elected by the Board of Trustees at its

annual meeting. The Trustees shall also elect the chair for the Committee on Trusteeship. Each committee member shall serve a term of one (1) year, and these terms shall be staggered to ensure continuity of committee membership. The duties of the Committee on Trusteeship shall be conducted consistently with the section of the School's Charter Application entitled "Board Development" and shall include:

- (a) review of the qualifications of candidates and presentation of a slate of the best qualified nominees for the vacant Trustee positions on the Board;
- (b) recommendation of candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (c) provision of ongoing orientation to Trustees;
- (e) oversight of the Trustee assessment process to ensure optimum performance;
- (f) creation of Trustee and Officer position descriptions to be submitted to the Board for approval; and
- (g) recommendations with respect to the annual retreat of the Board and planning of said retreat consistent with board directives.

#### ARTICLE VIII *Fiscal Year*

The fiscal year of the School shall begin on July 1st and terminate on June 30th of the following year.

#### ARTICLE IX *Rules of Order*

Except where they may be in conflict with the Charter or Bylaws of the School, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

#### ARTICLE X *Indemnification*

The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an Officer or Trustee of the School, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal,

administrative, or investigative, in which such person may become involved by reason of such person's serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless such person is successful on the merits, the proceeding was authorized by the School or the proceeding seeks a declaratory judgment regarding such person's own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which such person shall have been finally adjudicated in any proceeding as not having acted in good faith in the reasonable belief that his or her action was in the best interests of the School. Further, such indemnification shall extend to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, so long as the payment and indemnification thereof have been approved by the School, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if such person shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment.

Where indemnification hereunder requires authorization or approval by the School, such authorization or approval shall be conclusively deemed to have been obtained and each Trustee of the School approving such indemnification shall be wholly protected if:

i) the payment has been approved or ratified (1) by a majority vote of a quorum of the Trustees consisting of persons who are not at that time parties to the proceeding, (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board of Trustees (in which selection Trustees who are parties may participate), or (3) by a majority vote of a quorum of the Members of the School Community, which quorum shall consist of Members who are not at that time parties to the proceeding; or

ii) the action is taken in reliance upon the opinion or independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Trustees or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or

iii) the payment is approved by a court of competent jurisdiction; or

iv) the Trustees have otherwise acted in accordance with the standard of conduct set forth in Chapter 180 of the General Laws of Massachusetts.

Any indemnification or advance of expenses under this article shall be paid promptly, and in any event within 30 days, after the receipt by the School of a written request therefore from the person to be indemnified, unless with respect to a claim for indemnification the School shall have determined that the person is not entitled to indemnification. Unless otherwise provided by law, the burden of proving that such person is not entitled to indemnification shall be on the School.

The right to indemnification under this article shall be a contract right inuring to the benefit of the Officers and Trustees and no amendment or repeal of this article shall adversely affect any right of such Officer or Trustee existing at the time of such amendment or repeal.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of an Officer or Trustee.

The School shall maintain adequate insurance to cover the obligation to provide indemnification as enumerated above.

### ARTICLE XIII

#### *Amendments*

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least fifteen (15) days prior to the meeting at which the amendment is to be considered. All amendments are subject to the approval of the Massachusetts Department of Elementary and Secondary Education.

**ATTACHMENT 2: Draft Recruitment and Retention Plan**

**Name of School: Academy for Whole Child Charter School Date: October 25, 2013**

**I. Recruitment Plan**

- A. Describe the school’s general recruitment activities, i.e. those intended to reach all students.

A4WCCS will publicize its program to a broad cross-section of prospective student families throughout the sending district, using extensive, bi and/or tri lingual advertising through a range of media: radio, local access television (FATV) print media, leaflets, A4WCCS web site, social media, direct mail, and engage community organizations as partners to inform parents.

<b>General Recruitment Activities</b> <b>List recruitment activities undertaken each year which apply to all students.</b>
Community informational meetings and open houses (once the school is opened)
Extensive advertising utilizing radio, local access TV, direct mail, website, newspapers
Partnership with local neighborhood-based and social service organizations, including churches
Outreach to all of the public and private pre-schools
Door-to-door flyer drop-off in select underserved neighborhoods, and regular issuance of press releases announcing achievement of key milestones.
Informal, personal meetings with families on a one-on-one basis.

Add additional rows as necessary.

- B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create specific goals and strategies for each of the following categories. **Do not repeat strategies.** Each group should have its own specific and deliberate strategy:

The Common Goal is to implement individual recruitments campaigns that specifically target students who are:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school **N/A-A4WCCS is a K-4 school**
- G. Students who have dropped out of school **N/A-A4WCCS is a K-4 school**
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

The Common Strategies which we feel we will utilize for all special populations are:

- Create an application that is simple to understand and requires a minimum level of information which is distributed in the most common languages spoken in Fitchburg.
- Create marketing materials, which are provided in the languages most commonly spoken in Fitchburg that provide clear information about the services and programs provided by the school, including those for students who are special education.
- Widely distribute the application and marketing materials in targeted areas which are likely to serve families of students who are special education including social service agencies, churches, government agencies and housing projects.
- Host information meetings at organizations, such as social service centers, which serve and support families of students who are of special populations.
- Advertise the School’s enrollment process in local media, such as radio, cable TV and newspaper, which are likely to be accessed by families of students who are of special populations.
- Distribute application and enrollment materials, through a third party mail-house, to all families of school aged children in Fitchburg.

<b>Recruitment Plan – Goals and Strategies</b>	
List <b>goals</b> and <b>strategies</b> for recruitment activities for <b>each</b> demographic group.	
<p><b>Demographic Group:</b></p> <p>A. Special education students</p>	<ul style="list-style-type: none"> <li>• Develop an ongoing working relationship with the local Special Education Parent Advisory council (PAC) and make them aware of Special Ed. Intervention offered at A4.</li> </ul>
<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<ul style="list-style-type: none"> <li>• Develop an ongoing working relationship with the local Special Education Parent Advisory council (PAC) and make them aware of Special Ed. Intervention offered at A4.</li> <li>• Have daily Spanish instruction for all children. Meet with a representative from Lao? Many communities have a Lao/Hmong speaking teacher of paraprofessional who can also translate written</li> </ul>
<p><b>Demographic Group:</b></p> <p>C. Students eligible for free lunch</p>	<ul style="list-style-type: none"> <li>• By working closely with organizations such as Head Start and Montachusett Opportunity Council and reaching out to families supported by these organizations, we are guaranteed to be interacting with families who are eligible for free lunch. A part of the criteria for qualifying for support from such programs is low income. We plan to recruit students</li> </ul>
<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<ul style="list-style-type: none"> <li>• This strategy will be the same as above: Students Eligible for Free Lunch</li> </ul>

<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<ul style="list-style-type: none"> <li>• Advertise that A4WCCS is open to all students regardless to prior a sch academic performance. Support organizations such as MOC, Cleghorn Neighborhood Association will assist in recruiting children who are low performing or high risk in the public school.</li> </ul>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>• Not Applicable (grades K-4)</li> </ul>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<ul style="list-style-type: none"> <li>• Not Applicable (grades K-4)</li> </ul>
<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> <li>• We will work to recruit Latino children through our partnerships with Cleghorn Neighborhood Association, MOC, Latino Coalition and the Fitchburg Public School.</li> </ul>

**ATTACHMENT 3: Draft Enrollment Policy (Appendix G, use Enrollment Policy Checklist).**

**DRAFT ENROLLMENT POLICY**

The A4WCCS is a public elementary level school that provides top-quality education on a non-selective basis to all students, on a space available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. The School will implement and follow their Student Recruitment and Retention Plan as submitted, as outlined in M.G.L. Chapter 71, Section 89 (f); CMR 603 1.05 (f). The A4 will enroll students in grades K-4. The school will have and implement a student recruitment and retention plan as outlined in M.G.L. Chapter 71, Section 89 (f); CMR 603 1.05(f).

**Eligibility Criteria for Enrollment**

- A student applying for enrollment must be a resident of Fitchburg, Massachusetts at the time of his/her acceptance. In the event that all available seats are not filled with Fitchburg residents other MA children will be accepted.
- Proof of residency will be obtained as part of the enrollment process. Examples of residency proof will include utility bills, signed leases and mortgage bills.
- The School does not require potential students of their families to attend interviews or informational meetings as a condition of enrollment (603 CMR 1.06 (2)).
- The School does not administer tests to potential applicants or predicate enrollment of results from any tests of ability or achievement (603 CMR 1.06 (2)).
- Parents/guardians are required to complete an information sheet to start the enrollment process for their student who is already attending school elsewhere.
- Enrollment shall not exceed the total number of students for which the school was notified. Children entering K must have attained the age of 5 years by the 31<sup>st</sup> of August of the year entering school. Grade 1 students must have attained the age of 6 years by the 31<sup>st</sup> of August of the year entering school.

**Enrollment Process**

The School will hold an annual enrollment period for students currently attending school in the grades offered. The enrollment period will be advertised widely throughout the sending district and will include public information sessions and personal consultations for interested families. Applications will be on the A4WCCS website and will be distributed through our community partners and agencies. The date of the enrollment period and the date of the application deadline will be posted at least one month in advance. The annual enrollment period will last a minimum of one month. Applications submitted after the deadline for any enrollment period must be resubmitted in the next enrollment period.

The School will enroll new students in grades offered in compliance with State Regulations (603 CMR 1.06(4)(d)).

Any information that is requested on the application form, such as, language spoken or race/ethnicity will not be used to discriminate and will not be used for selection purposes.

Students who are offered enrollment will have seven days to accept or decline the offer.

Applications will be accepted for any child meeting the school's age requirement and residing in Fitchburg, Massachusetts. Applications will be available during the enrollment periods.

If the number of students for K-4 who satisfy the eligibility criteria exceeds the space available, an independent public lottery will be held to allocate slots to applicants. The lottery will be held in (March) of each year. Public notice of the application deadline will be given at least one month in advance of the deadline. Names will be drawn at the lottery by a disinterested party.

The School does not furnish any student records or personal information for "directory information" purposes. However, changes recently made in the charter school statute now require the release of student names and addresses for the purpose of recruiting students. As amended by Chapter 12, Section 7, of the Acts of 2010, the charter school statute now requires that both school districts and Commonwealth charter schools provide the names and addresses of students to a third party mail house for mailings. See M.G.L. c. 71, & 89(g). This requirement is consistent with federal and state law regarding student records. Parents may sign a form if they do not want their child's directory information released to an approved Mail House.

#### **Description of Lottery Procedures**

The A4WCCS will determine the number of spaces available each year by grade level. At least one week notice will be given prior to each enrollment lottery.

- Each lottery will be conducted in public (Fitchburg Public Library) by a disinterested party 603 CMR 1.06(6).
- Lotteries will be held at the end of each enrollment period.

Students who have completed the enrollment process will be separated into one of the below groups:

- **Siblings** (students who share a common parent, either biologically or legal adoption) of students who are already in attendance at A4WCCS in the year of application, will be given preference for admission over non-sibling students. It is the responsibility of the parent/legal guardian to inform The School of any sibling(s) currently on the Wait List.
- **Residents** will be given preference for admission over non-resident students.
- **Non-residents** will be defined as Massachusetts residents who live outside of the city. Each application will be assigned a random identification number for the lottery. As each student number is drawn, he/she will be assigned the next available opening for his/her particular grade, or placement on the appropriate Waiting List. Each of the lotteries will establish a fair and random list of students by grade ranked in ascending numerical order according to their lottery draw.

If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a Waiting List does not exist and the required lottery process is strictly followed, including public notification and deadlines (603 CMR 1.06(5)). Once a student is attending the school, they may remain at A4WCCS even if their town of residence, within Massachusetts, changes.

Any student for whom enrollment into A4WCCS would cause the sending district to exceed their tuition cap will not be offered admission but will remain on the Waiting List. If those students are siblings of students currently in attendance at the school, the state may pay the child's tuition, subject to appropriation (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4)(e)).

Enrollment is subject to satisfying all the relevant requirements contained in this policy and final notice of acceptance by A4WCCS.

### **Waiting List Policy**

If a student stops attending A4WCCS or declines admission, the next available student on the Waiting List for that grade will be offered admission until the vacant seat is filled. No student will be admitted ahead of other eligible students on the Waiting List unless said student is either a sibling of an enrolled student or a resident of the city.

Students on the Waiting List will be contacted by phone with an offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information.

Any student who is offered a seat at A4WCCS and declines admittance, will need to reapply and proceed with the lottery process.

Any student who signs up for enrollment will be part of a lottery, if a seat is not available, to determine their placement on the Waiting List. The student's name will be added to the existing Waiting List in the order his/her name comes to the top of that grade's Waiting List and an opening in his/her grade available. A4WCCS will maintain a rolling waitlist from year to year. The Waiting List will advance all students one grade level each year, so students only need to take part in the lottery process once. Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her it is the parent's responsibility to notify the school. At that time, the student will be placed in the next available slot at the end of the waiting list of the new grade.

The School will keep accurate and secure electronic and paper record of the Waiting List. The Waiting List will contain the names, home addresses, telephone numbers, grade levels and sibling status of students who entered the lottery but did not gain admission.

When a student stops attending the school for any reason, the school will attempt to fill vacant seats up to February 15<sup>th</sup>. The school must replace any student who leaves the school with a student in the same grade level (grades K-4) if the replacement takes place on or before February 15<sup>th</sup>. If a student leaves A4WCCS after February 15<sup>th</sup> that vacancy will be filled the following school year with a new student in the subsequent (next) grade level.

Parents/guardians who have a child on the Waiting List are encouraged to contact A4WCCS once a year to update their child's information and track their child's movement on the Waiting List.

### **Application for Admission Requirements**

Following is the A4WCCS Draft of Enrollment Application, a copy of which will be submitted to the DESE for approval with the enrollment policy.

The application does not require dual parent/guardian signatures. Neither does the application require the submission of the student's social security number.

**DRAFT ENROLLMENT APPLICATION**

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_  
Last First

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Race: \_\_\_\_\_ Gender: M \_\_\_ F \_\_\_

Address: \_\_\_\_\_  
Street City State Zip

Home Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Student Resides With: Mother \_\_\_\_\_ Father \_\_\_\_\_ other (name) \_\_\_\_\_

Current Grade: \_\_\_\_\_ Current School \_\_\_\_\_

Mother's Name: \_\_\_\_\_  
Last First

Home Phone: \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell: \_\_\_\_\_

Father's Name: \_\_\_\_\_  
Last First

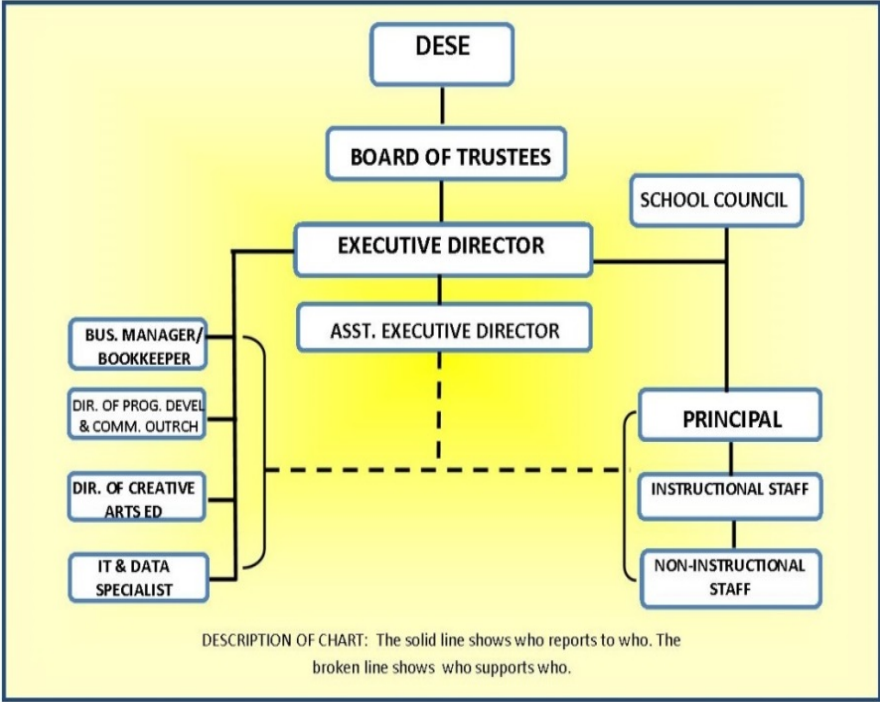
Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

PLEASE SIGN BELOW ACKNOWLEDGING YOU HAVE BEEN GIVEN A COPY OF:

**THE CHARTER SCHOOL'S ENROLLMENT POLICY**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

ATTACHMENT 4: Draft Organizational Chart



# **ATTACHMENT 5: Operating Budget: Projected Revenues and Expenditures**

**Operating Budget: Projected Revenues and Expenditures**

**Charter School: Academy for the Whole Child Charter School**

	<b>Pre-Operational Period</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>
<b>MAJOR ASSUMPTIONS</b>				
Per Pupil Tuition		11,000	11,000	11,000
Student Enrollment		180	234	270
Facility Size (square footage)				
Cost per square foot				
Staff FTE: <b>(1.0 FTE = XX hours)</b>				
E1. Administrative (Professional)	3.0	3.0	3.0	3.0
E2. Administrative (Support/Clerical)	pt. .5	2.5	2.5	2.5
E3. Instructional: Teachers		19.5	22.5	24.5
E4. Instructional: Other (Professional)	pt. 1.5	3.0	3.0	3.5
E5. Instructional: Paraprofessionals		6.0	6.0	7.0
E6. Instructional: Salaries - Support/Clerical		2.0	2.0	2.0
E7. Other Student Services		2.5	2.5	2.5
E8. Operation and Maintenance of Plant		0.5	0.5	0.5
Staff FTE: Subtotal:	5.0	39.0	42.0	45.5
<b>OPERATING REVENUES</b>				
Tuition		1,980,000	2,574,000	2,970,000
Grants - State				
Grants - Federal				
Grants - Private				
Nutrition Funding - State & Federal				
Program Fees				
Contributions, in-kind				
Contributions, in-cash				
Investment Income				
Transportation Reimbursements				

Other:				
Other:				
<b>TOTAL OPERATING REVENUES</b>	<b>0</b>	<b>1,980,000</b>	<b>2,574,000</b>	<b>2,970,000</b>

**OPERATING EXPENDITURES**

**Administration**

Salaries - Administrative (Professional)	45,000	210,000	215,250	220,632
Salaries - Administrative (Support/Clerical)	25,000	75,000	76,875	78,797
Accounting-Audit		3,000	3,500	3,500
Legal		2,500	2,500	2,500
Payroll		3,000	3,100	3,200
Other Professional Services	30,000	6,000	6,000	6,000
Information Management and Technology		5,000	5,000	5,000
Office Supplies and Materials	3,000	10,000	11,000	21,000
Professional Development, Administrative/Board		2,500	3,000	3,000
Dues, Licenses, and Subscriptions		5,000	5,500	6,000
Fundraising				
Recruitment/Advertising	3,000	3,500	4,000	4,500
Travel expenses for staff/Board		300	300	300
Bank Charges - Current (Short Term)				
Purchased Management Services				
Other:				
Other:				
Subtotal:	<b>106,000</b>		<b>336,025</b>	<b>354,429</b>

**Instructional Services**

	General Education	Special Education	General Education	Special Education	General Education	Special Education
Salaries - Teachers	1,054,500	60,000	1,200,563	61,500	1,254,156	63,038
Salaries - Other (Professional) substitutes	18,000	1,500	19,000	1,500	20,000	2,000
Salaries - Paraprofessionals	120,000		123,000		126,075	
Salaries - Support/Clerical	70,000		71,750		73,544	
Contracted Services, Instructional	15,000	25,000	15,000	25,000	15,000	25,000
Instructional Technology in Classrooms	3,000		3,000		3,000	
Instructional Supplies & Materials	35,000	7,500	20,000	3,000	15,000	3,000
Testing & Assessment	1,500	1,000	2,000	1,500	2,500	2,000
Professional Development, Instructional	5,000	1,000	6,000	1,000	6,500	1,000
Dues, Licenses, and Subscriptions	3,000	500	3,000	500	3,000	500
Staff Stipends in addition to base salary						

Purchased Management Services					
Other:					
Other:					
Subtotal:	0	1,325,000	96,500	1,463,313	94,000

**Other Student Services**

Salaries - Other Student Services					
Health Services		20,000		20,000	20,000
Student Transportation (to and from school)					
Food Services					
Athletic Services					
Purchased Management Services					
Other:					
Other:					
Subtotal:	0	20,000		20,000	20,000

**Operation and Maintenance of Plant**

Salaries - Operation and Maintenance of Plant		15,000		15,375	15,760
Utilities	500	65,000		67,000	69,000
Maintenance of Buildings & Grounds		5,000		5,500	5,500
Maintenance of Equipment					
Rental/Lease of Buildings & Grounds	5,000	270,000		270,000	270,000
Rental/Lease of Equipment					
Capital Debt Service					
Renovation/Construction					
Acquisition of Capital Equipment					
Purchased Management Services					
Other:					
Other:					
Subtotal:	5,500	355,000		357,875	360,260

**Fixed Charges**

Payroll taxes	1,600	60,000		65,000	67,000
Fringe Benefits	1,500	110,000		115,000	125,000
Insurance (non-employee)	1,500	14,000		16,000	18,000
Purchased Management Services					
Other:					
Other:					
Subtotal:	4,600	184,000		196,000	210,000

**Community Services (Including Dissemination)**

Dissemination Activities				
Civic Activities				
Subtotal:	0	0	0	0
Contingency Fund				
<b>TOTAL OPERATING EXPENDITURES</b>	116,100	1,980,500	2,467,213	2,560,002
<b>SURPLUS/(DEFICIT)</b>	(116,100)	(500)	106,787	409,998

**ATTACHMENT 6: Individual resumes from each founding group member**

**KATHERINE CANNON** FITCHBURG, MA 01420  
**Highlights and Accomplishments**

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- Significant administrative, management, and supervisory experience in higher education finance.
- Demonstrated ability to build partnerships and collaborations with college staff.
- Successfully streamlined time-lines and procedures to close the fiscal year and meet the aggressive audit deadline.
- Consistently collected 99.99% of student accounts receivable and achieved a Perkins cohort default rate of .03108.
- Manage accounting for 290 million dollar endowment with over 45 managers and 500 funds.
- Manage cash and short-term investments up to 55million dollars.
- Achieved unqualified audit results for all years managed.
- Reorganized department resulting in a more professional staff better positioned to meet the increased demands of a financial operation.
- Developed policies and oversee compliance for PCI, Red Flag and Graham Leach Bliley policies.
- Instrumental in the implementation of various administrative software systems including lead for the accounting software system and student accounts receivable systems.
- Chairperson of the first annual “Let Us Serve You” student appreciation dinner and served on a number of other student related committees such as Year of the Student and Student Leadership Conference.

**PROFESSIONAL EXPERIENCE**

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**CLARK UNIVERSITY**

1999 - PRESENT

*Director of Business and Financial Services/Controller*

- Provide leadership for the University in all aspects of financial accounting and reporting, audit, compliance, tax reporting, cash management, bank reconciliations, debt service, custodial funds, financial system chart of accounts design and maintenance.
- Maintain and enhance a system of internal controls which assure legal and fiscal compliance with laws, rules, regulations, policies and generally accepted practices.
- Manage leadership team in providing strategic direction and input for new initiatives as well as providing ongoing process improvements in accounts payable, accounts receivable, payroll, capital assets, endowment, year-end closings and audit.
- Administer, direct, and oversee the federal indirect cost and fringe reimbursement rate proposal including preparation and negotiating with the federal government
- Serve as a member of the Data Security Task Force with direct responsibility for PCI, Red Flag and Graham Leach Bliley compliance.
- Serve as Assistant Treasurer of the Board of Trustees

**FITCHBURG STATE UNIVERSITY**

1981 - 1999

*Director of Accounting, 1996 – 1999*

- Retained all responsibilities of the General Accounting Manager position and assumed responsibility for the implementation of accounting system and student record system conversion. Added responsibility of supervision of professional staff member.

*General Accounting Manager, 1994 – 1996*

- Manage the General Accounting and Student Accounts Departments with a support staff of nine.

- Retained all responsibilities related to the Accounting Department of the College listed below. Added responsibilities of the Student Accounts Department include the management of billing and student accounts receivable; collection of Perkins and Nursing Loans; the disbursement of Financial Aid including direct loans; reporting to the Commonwealth (BBARS); and the interface of the Bursar computer system with related departments and the accounting system. Serve on campus-wide committees related to student services such as Time Line, Enrollment Management, and Orientation.

*Accounts Payable Manager, 1991 - 1994*

- Manage the Accounts Payable and accounting departments
- Responsible for the expenditure of local, state, and federal funds and adherence to all budget requirements.
- Major areas of management in the accounting department include the implementation and compliance of accounting principles and standards; monthly reconciliation of all college funds including trust, federal, state and Foundation; reconciliation of all bank accounts; maintenance of the general ledger including accounting transactions and chart of accounts.
- Oversee the issuing of year-end financial statements manage the annual audit.
- Administer the federal cash management procedures.
- Oversee federal and state reporting.
- Other responsibilities include assisting in the development of policies and procedures and the implementation of same.
- Function as the manager of local area network.

*Revenue Manger, 1988 - 1991*

- Manage the revenue collection including the internal controls and automation of record keeping
- Lead functional staff for the implementation of the student accounts receivable (Eden) and accounting system (CPA).
- Responsible for the cash management of operating funds and implementation of an automated banking system.

*Administrative Assistant 1986 - 1988*

*Bookkeeper 1981- 1986*

## PROFESSIONAL HONORS AND AFFILIATIONS

- Worcester Consortium Controller Group
- Massachusetts State College Jr. Fiscal Officers Committee
- Massachusetts State College Bursar Committee
- NACUBO
- State pride and performance award - Fitchburg State
- Employee leadership award – Fitchburg State

## EDUCATION

Clark University, MPC

Fitchburg State University, BS in Business Administration

Mt. Watchusett Community College, AS in Business

## COMMUNITY SUPPORT

- Served on the Executive Committee of United Way Women's Initiative and Chair of their Community Investment Committee.
- Served on the Board of Battered Women's Resources in various positions including Vice-President and Treasurer
- Member of the Steering Committee for the United Way Day of Caring
- Member of the Mayor's Committee for Civic Pride - Fitchburg First

# William C. Colonis | Fitchburg, MA 01420

## OBJECTIVE

Retired Chemical Engineer open to opportunities in construction supervision and/or commercial/institutional facilities management.

## EXPERIENCE

### **Independent Contractor** (11/07 to present)

Small projects construction supervisor. Specializing in problem solving of chronic home issues such as chimney leaks, flooring substrate failures, sagging decks and porches. Also residential property manager for over 24 rental units and handyman for a 46 unit condominium complex.

### **Site Superintendent** (10/06 to 10/07)

#### **T.V. John & Son, Inc., Butler, WI (Site location; Westminster, MA, Fitchburg Landfill)**

Supervise all subcontractors and activities for construction of methane to energy facility. The facility consists of piping methane from capped landfill and feeding several large engines that power 2000kw generators all housed in an expandable 8000 s.f. building. The facility, owned by Waste Management is now in operation.

### **Independent Contractor** (3/05 to 9/06)

Performed as residential property manager and independent small projects construction manager over the past year. Obtained a Massachusetts Construction Supervisor's License in March 2006 which requires a working knowledge of the Massachusetts Building Code.

### **Facilities Manager** (2/00 to 2/05)

#### **Pharm-Eco, A Johnson Matthey Co., Devens, MA (Currently Johnson Matthey Pharma Services)**

Manage all maintenance activities at the 19 acre, 160,000 s.f. pharmaceutical small scale production/development facility. The facility supports 32 labs laboratories with over 64 walk-in and bench hoods and two production suites consisting of three reactors each ranging in size from 100 to 500 gallons. Duties include the management of a 6 person maintenance staff and all outside service contractors required to operate the buildings, grounds, and maintain all mechanical systems. The facilities department managed GMP calibration of all instrumentation, operates and maintains a USP water system with over 40 ports, performs monthly checks on all safety equipment, and performs GMP maintenance/repair of most laboratory equipment.

Additional responsibility included project engineering and project management for all construction at the facility. The first year I performed as a project engineer/liaison for the construction of the above facility, participated in major equipment selections and purchases, attended all construction job and subcontractor meetings, developed relationships with all subcontractors, tracked and pursued completion of all unfinished punchlist and warranty items. The past four years I was responsible for build-out projects including construction of office spaces and movement of over 80 professionals, fit-up of 20,000s.f. of unfinished space to house our maintenance shop, materials control group, and hazardous chemical storage area, design work and construction of eight new laboratories. Also performed as a project engineer as part of the task force to design and construct two pilot plant reactor suites.

### **Plant Engineer** (1993 to 1999)

#### **Aep Industries Inc. (Formally, Borden Packaging & Industrial Products), North Andover, Ma.**

Manager of a 24 person maintenance staff at a 250,000 s.f., 40MM lbs/year oriented polypropylene film plant (BOPP). The 14 to 20 year old equipment operated 24hrs/day, 7days/week with minimal downtime. Our departments' objectives were: 1. Minimize equipment downtime through a preventative maintenance program, quick response on repairs and maintaining an inventory of spare parts. 2. Implement and install equipment upgrades and updates. 3. Operate within a budget (\$3MM/year). Engineered and implemented several energy savings projects including,

process cooling improvements utilizing plate and frame heat exchangers, installation of variable frequency drives on large HVAC systems, and significant efficiency improvements to the plant compressed air systems.

**Senior Project Engineer** (1985 to 1993)

**Borden Packaging & Industrial Products, North Andover, Ma.**

Transferred to BOPP film plant during construction and start-up. Continued as project engineer on de-bottlenecking projects, including process HVAC systems, process cooling systems, and fume removal systems. Supervised mechanical design engineer over seven year period and outside contractors on numerous equipment improvements including roll design, process oven modifications, and corona treating systems. Handled design, purchasing, and construction supervision of two building expansions totaling 24,000 s. f. to house a vacuum Metallizer and slitter operations. Responsible for procuring and maintaining air permits for site.

**Senior Process Engineer** (1982 to 1985)

**Borden Chemical, Thermoplastics Pvc Division, Leominster, Ma.**

Responsible for conceptual and detailed process design of projects valued up to \$500,000. Duties included justifying a variety of energy-saving and cost-saving projects, improving productivity of existing plants, determining instrument and equipment specifications, implementing EPA-mandated revisions to the plants, and performing as project engineer. Transferred to BOPP film division after closure of Leominster PVC plant.

**Lead Process Engineer** (1979-1982)

**Borden Chemical**

Involved in successful design, construction, and start-up of a new \$88 million PVC facility in Louisiana. As resident engineer at the design firm of John Brown (Crawford & Russell) in Stamford, Connecticut, responsibilities included acting as liaison between Borden management and John Brown, and supervising process and instrument design.

**Process/Project Engineer**

**Borden Chemical**

Responsible for development, design and construction of \$20 million program required to retrofit two existing PVC plants to conform to EPA emission standards. Duties included development of process and engineering flow diagrams, heat and material balances, review of all documentation, field supervision of construction activities, and participation in start-up.

## EDUCATION

BS Chemical Engineering

University of Connecticut, Storrs, Connecticut

Member Tau Beta Pi

Various HVAC courses at Northeastern University Building Technology Department

Massachusetts Construction Supervisor License #093478

Home Improvement Contractor Registration # 163773

## ACTIVITIES

Member AFE(Association for Facilities Engineering), Skiing, Bicycling

Director of Residential, 7 Building, 21 Acre Condominium Complex

# Dr. Philip M. Fallon

Fitchburg, MA

## Professional Experience

**Superintendent of Schools**—Fitchburg Public Schools, Fitchburg, MA—1986–2002

- Responsible for providing leadership and vision to an urban public school system with a population of 6,000 students, 850 faculty and staff members, and 10 schools.
- Managed 14 school budgets ranging from \$14 million to \$40 million with city, state, and federal contributions. Despite adverse financial conditions, this school system has successfully operated within budget each year.
- Established Business-Education partnerships with area businesses including Digital Equipment Corporation, Chem Design, and General Electric. Tutoring, mentoring, shadowing, and summer work experiences have been implemented along with extensive programs in cultural diversity for faculty and staff.
- Organized successful retooling of teachers K-12 in curricula of mathematics. Coincides with The National Council of Teachers of Mathematics Standards.
- Creatively brought about the funding for a new 1,400-pupil high school that will open in the fall 2000. Cost \$38.7 million. Cost to the taxpayer-zero additional dollars.
- Achieved acclaim from Boston Globe for having Fitchburg Public Schools in the top 25 list of School Systems that had shown the most improvement in the MCAS tests from 1998 to 1999.
- Wrote competitive Health Grant that continues to provide educational programs in drug and alcohol abuse, and sex education for students K-12.
- Led School Building Needs Committee to apply for School Building Assistance funds in 1992. Received 80% reimbursement grant for a \$4 million renovation project for an addition on South Street School. Construction began in 1993. The addition provided 14 new classrooms to this elementary complex.
- Developed two kindergarten centers that serve as early childhood showcases in North Worcester County education. Over 400 students attend the self-contained centers which are equipped with an IBM “Write to Read” lab at Goodrich and South Fitchburg.
- Host Cablevision programs which provides city residents with the latest happenings in the Fitchburg Public Schools.
- Guest speaker and facilitator at conferences dealing with multiculturalism (i.e. Brown University, Cambridge College, Mt. Wachusett Community College, Three Pyramids, etc.)
- Achieved Top Percentile rating for the “K.O.C.” (Kind of Community) in state basic skills test 1989-1991. Reduced a staggering 14% high school drop-out rate in 1986 to a 6% drop-out rate in 1992.

**Superintendent of Schools- Watertown Public Schools, Watertown, CT▪  
1984-1986**

- Responsible for a student population of 4,200, with 385 faculty and staff members and a \$22 million budget. Designed and implemented a new school budget process that was applauded by the Watertown School Committee and City Council.

**Superintendent of Schools- Seymour Public Schools, Seymour, CT▪  
1978–1984**

- Responsible for Restructuring Administration Organization at Seymour High School. This reorganization continues and has been highly effective since 1981.
- Instrumental in establishing a regional special education program with the construction of a \$1 million addition to an elementary school.
- Bargaining agent for all labor contracts in the school system.

**President– New Haven Administrators' Association▪ 1981-1982**

**Director of Elementary Education– Trumbull Public Schools,  
Trumbull , CT▪ 1973-1978**

Responsible for seven elementary schools and their school budgets. Established a gifted and talented program for all elementary schools. Responsible for public relations in the Trumbull Public School System.

**Principal– Darien Public Schools ,Darien, CT▪ 1970-1973**  
Grades K-6, 450 students

**Principal– Rowland School District, West Covina, CA▪ 1968-1970**  
Grades 6-8, 900 students

**Principal– Bonita School System, Lavena, CA▪ 1967-1968**  
Grades K-5, 350 students

**Assistant Principal– Rowland School System, West Covina, CA▪  
1965-1967**  
Grades K-8, 1,200 students

**Guidance Counselor– Rowland School District, West Covina, CA▪  
1963-1965**  
Grades K-8, 1,200 students

**Teacher– Rowland School System, West Covina, CA▪ 1961-1963**  
Grades 7 and 8

## **Education**

- ED.D., Nova University, Ft. Lauderdale, FL ▪ 1975
- MA ED. ADM. University of Southern California, Los Angeles CA ▪ 1965
- \_ BA ELEM. ED, Fitchburg State College, Fitchburg, MA ▪ 1961

Additional Universities attended:

- Columbia University, New York, NY
- University of Connecticut, Storrs, CT
- UCLA, Los Angeles, CA
- Whittier College, Whittier, CA
- Pepperdine College, Los Angeles, CA
- California State College, Los Angeles, CA
- Florida State University, Tallahassee, FL

### **Other Educational Experiences:**

Instructor– Graduate Studies, Fairfield University, Fairfield, CT▪ 1973-1977

Instructor– Graduate Studies, Bridgeport University, Bridgeport, CT▪ 1974-1976

Instructor– Graduate Studies, Pepperdine College, Los Angeles, CA▪ 1966-1969

### **Professional Affiliations:**

Mass. Association of School Superintendents,

Worcester County Association of Superintendents ▪ 1986-Present

America Association of School Administrators ▪ 1978-Present

Litchfield County Superintendents' Association ▪ 1984-1986

President, New Haven Superintendents' Association ▪ 1981-1982

Connecticut Association of School Administrators ▪ 1978-1986

Naugatuck Valley Superintendents' Association ▪ 1978-1984

### **Community Affiliations:**

Member Multi Service Board ▪ 1999-Present

North Central Chamber of Commerce ▪ 1991-Present

Fitchburg First Committee ▪ 1991-1992

Regional Employment Board, North Central Mass ▪ 1991-Present

President's Club, Mt. Wachusett Community College▪ 1990-1995

Business-Education Alliance ▪ 1990-Present

YMCA, Fitchburg▪ 1990-Present

Oak Hill Country Club ▪ 1986-Present

Education Director, United Way Fund Drive▪ 1989-1990

Fitchburg Rotary Club ▪ 1986-1991

# JENNIFER L JONES | Fitchburg, MA 01420

## Executive Profile

Multi-talented and accomplished Educational Consultant and non-profit Arts Administrator with more than 30 years of experience in arts education as both a teacher and administrator dedicated to developing quality education opportunities for children and youth in the community.

## Skill Highlights

- Instructional leadership
- Curriculum development
- Supervision and evaluation
- Project management and implementation
- Professional development
- Assessment tools development
- Grant writing and program development
- Non-profit governance and administration
- Strategic planning and sustainability
- Events planning and publicity
- Budget preparation and allocation
- Group facilitator and presenter
- Community outreach and partnerships
- Budget development
- Website development and maintenance
- Department and operations management: faculty supervision, staffing, hiring, recruitment, purchases orders, inventory control, budget allocation, accounting.
- Data retrieval and analysis: X2, MA Cognos Data Warehouse, SIMS, SAYO (Survey of Academic Youth Outcomes) Assessment System
- Computer technical skills: Microsoft Office (Access, Excel, Word, Publisher, Powerpoint); Adobe photo shop; SPSS Statistical software.

## Professional Experience

### Founder and Independent Contractor

07/2012 to Current

#### Arts & After School by Design

Fitchburg, MA

- Offering schools, organizations, private and non-profits with the tools they need to design quality arts and after school programs.
- Customized presentations/workshops to staff, board members, community on topics related to after school programs (latest research, model programs, integrated arts).
- Professional Development on topics related to developing a new after school program or improving an existing program: planning and implementation, assessment design, data management, best instructional practices, scheduling, staffing, recruitment, management and family engagement.
- Customized after school forms, surveys.
- Grant consultation and writing.
- Technical Trainings: After school software systems, web-based data systems, 21st CCLC SAYO assessment system.
- Recent clients include MA-DESE 21st Century Community Learning Centers, Boys & Girls Club of Leominster and Fitchburg, Fitchburg Public Schools.

### President

09/2005 to Current

#### Fitchburg Cultural Alliance (FCA)

Fitchburg, MA

- The Fitchburg Cultural Alliance is a non-profit arts agency in Fitchburg and North Central MA region.
- Preside over board meetings and the board's executive committee meetings.
- Responsible for the organization's consistent achievement of its mission and financial objectives.
- Recent accomplishments include: 2005 opening of Rollstone Studios, a non-profit artist studio, gallery and retail storefront and home of the FCA on Main Street, Fitchburg. Successful project design and oversight of many projects such as the First Thursday Fitchburg program, completion of the Pathway's public art sculpture as a gateway to the city's cultural district, Downtown Paint-In, Janet Cragin Youth Arts Awards, and as a collaborator with city cultural organizations on many community projects to revitalize the creative economy and outreach to the community.

**Director of Arts & After School Programs**  
**Fitchburg Public Schools**  
**Grants & Program Development**

**08/1999 to 06/2012**  
**Fitchburg, MA**

- Successfully brought new revenue streams into the Fitchburg Public School District averaging \$600,000 annually from competitive federal, state and private grant awards from 2005 - 2012.
- Through successful community collaborations, state grants and local foundations, increased opportunities for children in the Fitchburg district to view live performances of world class groups, participate in artist-in-residency programs, and arts technology.
- Successfully wrote and implemented two MA Department of Elementary & Secondary Education Gifted and Talented grants for the Fitchburg Public Schools in science and technology serving more than 300 children in grade 5 and grade 8: A World in Motion (2005), The Power Generation (2006).
- Instrumental in the establishment of the Fitchburg Education Foundation 501(c)3 with the Community Foundation of North Central MA; generated more than \$50,000 funds for the district through arts & afterschool grant and fundraising revenue.
- Instrumental in launching the first object-based, integrated arts public school in the region called the Museum Partnership School for grades 5 through 8 in collaboration with the Fitchburg Art Museum and the Lincoln Center for the Arts in Education Program, NYC.
- Founded annual events such as Arts & Afterschool Showcase, Sense of Place Student Art Show at the Johnsonia Gallery, the Kidz Partypalooza Summer Youth Festival

**21st Century Community Learning Centers (21stCCLC) District Supervisor**

- Expanded the 21st Century Community Learning Centers afterschool program from 2 programs in 2004 to 7 school-based locations serving more than 650 students K through 12 in school year and summer programs in 2010.
- Fitchburg 21st Century Scholars received "exemplary status" based on consistent program improvement, positive student gains and other quality indicators established by the Massachusetts DESE for 21st Century Community Learning Centers.
- In 2005, Fitchburg 21st Century Scholars After School program was nominated as one of the top 50 afterschool programs in the country by the Coming Up Taller President's Committee on the Arts and Humanities.
- Contributed to advancing the afterschool field by participating on local and regional committees and conferences such as the Massachusetts Afterschool Partnership (MAP), Central MA 21st CCLC Regional Network, National Institute of Out-of-School Time (NIOST).
- Designed and implemented a RtI (Response to Intervention) 21st CCLC after school program for targeted children in reading and math. Year end results from the Survey of Academic Youth Outcomes (SAYO) pre/post outcomes found that Students in the RtI Program showed average gain of 9 points compared to non-participants.

**Staff Development and Training**

- Received a 2 year \$30,000 grant from a Mass Cultural Council Creative Schools program to implement a curriculum development program called Arts + Math = Understanding to elementary art and regular classroom teachers that resulted in a series of detailed lessons embedding math concepts in hands-on, interactive, arts-infused activities.
- Received a \$10,000 Thinkfinity grant from Verizon Foundation to train teachers in utilizing the Thinkfinity web resource to develop standards-based lessons and as a interactive learning tool for students and families.

**General Music Teacher/Choral Director grades 6-8**  
**Fitchburg Public Schools**

**09/1998 to 06/1999**  
**Fitchburg, MA**

- Memorial Middle School: Designed and implemented a standards based general music curriculum for youth in grades 6,7,8. Nine week instructional Units include: Music of World Cultures, History of American Music, Elements of Music and Found Sounds, Porgy & Bess, an American Opera.

**District Music Coordinator, General Music/Fine Arts/Choral Director** **09/1988 to 06/1998**  
**Maynard Public Schools** **Maynard, MA**

- Music Coordinator: Responsible for coordinating all aspects of the music program K-12: Curriculum development, staff development, budget preparation and allocation, scheduling, inventory, grant proposals, publicity, community outreach, Maynard Band Parents advisor, annual calendar of events, concerts, parades, festivals and clinics.
- General Music/Fine Arts Teacher: Fowler Middle School grades 5 through 7. Maynard High School 8th grade music/art elective, Arts of World Cultures and secondary fine arts elective Sight & Sound.
- Choral/Musical Director: Maynard High School Concert Choir, Fowler Middle School 5th grade and 6/7 grade choruses. Northeast District Senior & Junior Festivals, Allstate and ACDA Choral Festivals. Musical Director of Maynard High School musical revue Growing up and Growing Old on Broadway, and musical production of Kander & Ebb 2X5 Revue.

**General Music/Choral specialist grades K-8 Wlm. H. Lincoln School** **01/1983 to 06/1988**  
**Brookline Public Schools** **Brookline, MA**

## Education

**Certificate of Advance Graduate Studies: Interdisciplinary Studies: Arts, Multicultural Education and Technology** **1997**  
 Fitchburg State University Fitchburg, MA

**Ed. Leadership & Supervision Certificate Program: 30 credits beyond Masters** **1992**  
 University of MA at Lowell Lowell, MA

**M.Ed.: Creative Arts Education** **1989**  
 Fitchburg State University Fitchburg, MA

**Fine Arts Director Certificate: Arts Administration** **1988**  
 Fitchburg State University Fitchburg, MA

**Bachelor of Music: Piano Performance and Music Education** **1983**  
 The Boston Conservatory Boston, MA

## Workshops and Presentations - highlights

- May 22, 2013 Arts/Learning Spring Symposium at Leslie University: Igniting Innovation.
- April 27-28, 2013 21st Annual Reggio Emilia Inspired Institute at Leslie University: Documentation, Design & Interpretation.
- June, 2012 presented a workshop on Project-based Learning: Linking to the school day and family engagement to educators in the Central MA region at Fitchburg State University and in July at the 21stCCLC Summer Institute in New Orleans to an audience of 200.
- July, 2012 guest speaker on the USDOE 21stCCLC panel at the 2012 21stCCLC Summer Institute in New Orleans.
- April, 2011, featured in the 21st CCLC Newsletter, Youth 4 Youth (Y4Y) on the topic of Project-Based Learning.
- 2009 - 2011 Presented a 12 hour Summer Institute of Leadership Workshops "Leading from the Inside Out" to 21st CCLC staff and coordinators at Fitchburg State University.
- 2009 - 2010 Successfully completed the National Institute for School Leadership coursework through Fitchburg Public Schools and Fitchburg State University.
- April, 2004, attended the National Arts & Learning Collaborative professional development workshop series and conference.
- 2003 Fitchburg State College of Graduate and Continuing Education. Adjunct Faculty. Co-taught a graduate level course in Early Childhood Music for education majors.
- 2001, July 16-20. Attended the Lincoln Center for the Arts in Education Summer Institute.

- April, 2000 Co-presented Brain Compatible Learning: New approaches to Arts Integration and Interdisciplinary Curriculum at the Middle School Level workshop at the NESDEC Brain Compatible Conference in Westford.

## **Awards and Recognitions**

- Awarded the 2013 Fitchburg Access Television Boulder Award for Excellence in Community Service, Communication and Media.
- Received the "2013 Salute to Women" Recognition Award sponsored by the Sentinel & Enterprise.
- Nominated for the Arts/Learning Administration Award in the area of Arts Education and Advocacy in 2010.
- Awarded Outstanding Community Service in the Arts by the Kennedy Center American College Theater Festival 2008.

## **Professional Certifications**

Massachusetts Professional Certificate #284912  
 Supervisor/Director K-12; Vocal/Instrumental Classroom Music K-12

## **Professional Affiliations**

Fitchburg Cultural Alliance, President  
 MASSCreative "Arts for All" Initiative Committee, Boston, MA  
 Massachusetts Afterschool Partnership Advocacy Committee, Boston, MA  
 Music Educators National Conference  
 Massachusetts Music Educators Association (MMEA)  
 Massachusetts Arts Alliance for Education (MAAE)  
 Arts/Learning Symposium, Natick, MA  
 The Rotary Club of Fitchburg, 1999 - 2005  
 Fitchburg Cultural Council, Chair 1999 - 2005, Member 1996 -2008  
 Thayer Symphony Orchestra, Development Committee 2001 - 2

# Jane A. Kennedy | Fitchburg, MA

## Professional Experience:

<b>Academic MTEL Tutor</b>	<b>2010 – Present</b>
<ul style="list-style-type: none"><li>• Co Authored Action Learning Connection SES application</li><li>• Trained staff, assisted in supervising and evaluating staff</li><li>• Maintain records and reports</li></ul>	
<b>South Street Elementary School</b>	<b>1995 – 2010</b>
<ul style="list-style-type: none"><li>• Teacher Grades 4 and 5</li><li>• Member of the Curriculum Frameworks Study Group</li><li>• Academic Tutor</li><li>• Member of the Design Team Math</li><li>• Member of the Design Team English/Language Arts</li><li>• Member of the Ginn Reading Cadre</li><li>• 21st Century Instructor</li><li>• Member of the Literacy Team</li><li>• Member of the Singapore Pilot Math Team</li><li>• Member of the Math Leadership Team</li><li>• PIMM Planning Team Member</li><li>• Mentor Teacher</li><li>• Links Trainer/Professional Development Provider</li><li>• Singapore Math Trainer/Professional Development Provider</li><li>• Co – Authored Grants for Mathematics</li><li>• Member of the School Council</li><li>• Compass School Facilitator</li><li>• Speaker at the 2006 Model Schools Conference in Kissimmee, Florida:</li><li>• South Street Elementary School: Achieving Success Through Collaboration, Commitment and Consistency</li></ul>	
<b>Memorial Middle School</b>	<b>1984 – 1995</b>
<ul style="list-style-type: none"><li>• Teacher Grades 7 and 8</li><li>• Team Leader of Team 7/8</li><li>• Co – Founded the Middle School Reading Coalition</li><li>• Mentor Teacher</li><li>• Grant Writer</li><li>• Participated in developing an English program for 6th and 7th grade students focusing on the mechanics of writing</li><li>• Developed and implemented a writing program “Creative Expressions” for 8th grade students</li><li>• Implemented the Accelerated Reading Program for Team 7/8</li><li>• Summer School Teacher</li></ul>	
<b>Fitchburg High School</b>	<b>1981 – 1984</b>
<ul style="list-style-type: none"><li>• Teacher Grades 9 – 12</li><li>• Revised and implemented the Reading/English Language Arts Curriculum</li><li>• Worked with a wide range of student abilities including English Language Learners</li><li>• Consultant to Guidance personnel and classroom teachers</li><li>• Grant writer</li></ul>	

<b>Fitchburg High School</b>	<b>1978 – 1981</b>
<ul style="list-style-type: none"> <li>• Assistant Director of Project Competency</li> <li>• Central Office</li> <li>• Fitchburg School Department</li> <li>• Assisted the Director of Project Competency in all curriculum matters</li> <li>• Assisted in revising, implementing and disseminating the SAM Math Program for grades 2 - 8</li> <li>• Organized and facilitated city-wide groups of Vertical Team teacher workshops and meetings</li> <li>• Organized and assisted in the development of grade 1 SAM Math Program</li> <li>• Assisted in the development and the implementation of SAM Reading for grades 1 – 6; SAM Writing/Mechanics Usage for grades 1 – 12</li> <li>• Presenter for the SAM Math Program around the State of Massachusetts for Project ERR from the Massachusetts Department of Education</li> <li>• Attended State meetings for Basic Skills; and for the dissemination process for the SAM programs to cities and towns around the State.</li> <li>• Participated in the rating of writing at the Central Massachusetts Assessment Network in West Boylston for the Department of Education dealing with holistic and analytical rating of writing</li> <li>• Participated in the scoring of 9th grade writing samples for the Board of Education for the Basic Skills Testing Program</li> </ul>	
<b>Fitchburg High School</b>	<b>1977 – 1978</b>
<ul style="list-style-type: none"> <li>• Teacher Grades 9 – 12</li> <li>• Instituted a remedial program to address the needs of delayed readers</li> <li>• Consultant to Guidance Personnel and classroom teachers</li> <li>• Grant Writer</li> </ul>	
<b>Reingold Elementary School</b>	<b>1976 – 1977</b>
<ul style="list-style-type: none"> <li>• Diagnostic Prescriptive Teacher Grades 1 – 6</li> <li>• Member of the school government advisory group</li> <li>• Tested, scored and interpreted test results</li> <li>• Wrote testing reports and discussed the findings with the student’s classroom teacher</li> <li>• Provided the classroom teacher with materials to utilize, if needed, to assist the student in the classroom or until the student was placed in a program that would best serve his/her academic needs</li> </ul>	
<b>Crocker Elementary School</b>	<b>2/76 – 6/76</b>
<ul style="list-style-type: none"> <li>• Project Change</li> <li>• Co – Authored and implemented a Reading Curriculum for the city’s Title 1 Reading Program</li> </ul>	
<b>Reingold Elementary School</b>	<b>2/74 – 2/76</b>
<ul style="list-style-type: none"> <li>• Title 1 Reading Teacher Grades 1</li> <li>• Summer School Reading Teacher</li> </ul>	
<b>Fitchburg and Leominster</b>	<b>9/73 – 2/74</b>
<ul style="list-style-type: none"> <li>• Substitute Teacher</li> </ul>	
<b>South Fitchburg Elementary School</b>	<b>1/72 – 6/72</b>
<ul style="list-style-type: none"> <li>• Volunteer Teacher Aide</li> <li>• Grade 3</li> <li>• 12 to 15 hours per week</li> </ul>	

## **Education:**

- Boston University **1991 – 1997**
- Lowell University
- Participant in Educational Leadership Program
- Fitchburg State College **1977 – 1983**
- Master’s Degree in Education
- Specializing in Special Education
- Fitchburg State College **1973 – 1976**
- Master’s Degree in Education
- Specializing in Reading
- Fitchburg State College **1969 – 1973**
- Bachelor of Science Degree
- Major: Elementary Education
- Minor: Language Arts

## **Awards**

- Awarded the Joel D. Miller Award for Excellence in Teaching
- By Fitchburg State College 1998
- Nominated for Who’s Who Among America’s Teachers
- Nominated for the Warren Litsky Award 2000

## **Certifications**

- Elementary (K – 8); Reading (K – 12); Special Needs (5 – 12);
- Principal/Assistant Principal (K – 8); Principal/Assistant Principal (7 – 12);
- Supervisor/Director (All levels)

# Nancy R. Kerylow, Lunenburg Ma.

“Committed to excellence through positive results and customer satisfaction”

## Profile

- Highly qualified results driven professional demonstrating solid track record of sales and customer service
- Successful closure rate of greater than 80% while creating trusting relationships with clients
- Skilled in coordinating multiple design projects with focus on client needs and budget
- Accustomed to working under time sensitive deadlines while maintaining sense of humor
- Manage all aspects of day to day operations of a busy office environment
- Cross functional management skills to drive efficiency, lower costs and keep projects on schedule

## Professional Experience

### SALES/CUSTOMER SERVICE

- Management of all aspects of multiple project plans from inception to completion
- Create relationship with clients by listening attentively, solve problems creatively, use tact and diplomacy to achieve win/ win outcomes
- Resolve complex issues and maintain customer loyalty
- Process sales orders, change requests and customer claims to resolution
- Continuously introduce new products according to market release schedules and trends
- Set pricing policy and created the business plan that increased profit margins by 5%
- Development of design concepts including but not limited to space planning, color schemes and textiles for custom interior design retail company

### Management /Marketing

- Oversee front office day to day operations including telephone and e-mail correspondence
- Built clientele base supported by 60% referral business
- Maintained positive relationship with vendors and assured cost effective pricing structures
- Manage schedule of client “in home” appointments as well as delivery and installation of products
- Promote new business by creating advertising for local newspapers and mailers

### Fund raising and event planning

- Conceptual development of fundraising ideas with successful implementation
- Proven leadership capabilities building cross functional team of volunteers of up to 100 people
- Chair of town wide annual community fair
- Planned and executed “Gift Mart” community service event helping over 150 families during the holiday season

## Employment

Window Wear Concord, Ma.01742	Office manager/Designer	2001-present
Window Wear Concord, Ma. 01742	Designer/Sales	1998-2001
Economy Paint Leominster 01453	Sales/Bookkeeping	

## Education

Interior Design	Atlantic Union College	Lancaster Ma
Interior Design	Becker College	Worcester Ma
Business Administration	Mount Wachusett C.C.	Gardner Ma

# Kim L'Ecuyer | Westminster, MA 01473

Education	<p><b>Simmons College</b>, Boston, MA 1982 – 1986 Bachelor of Arts in Sociology</p> <p><b>Anna Maria College</b>, Paxton, MA May 2001 Masters of Education</p> <p>Initial license for Administrator, Principal/Assistant Principal Pending MA DESE</p>
Professional experience	<p><b>South Street Elementary School</b>, Fitchburg, MA 9/98-present Teacher</p> <p>Other roles and responsibilities include the following, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Math and Reading Cadre</li> <li>• Professional Development Provider for math and writing</li> <li>• Team Leader</li> <li>• Vertical Team Facilitator</li> <li>• LINKS Trainer</li> <li>• Grant writing</li> <li>• Responsible for curriculum development, revision, and implementation for math, writing, and ELA (ongoing)</li> <li>• Initiated, developed, and facilitated Model School Conference</li> <li>• Facilitator for Compass School proposal, including researching and gathering data</li> <li>• Initiated after-school tutoring program</li> <li>• Mentor for student teachers</li> </ul> <p><b>Action Learning Connection (MA SES Provider)</b> 7/09-6/12</p> <ul style="list-style-type: none"> <li>• Co-Authored SES application</li> <li>• Coordinated SES Program for Fitchburg Public Schools for Action Learning Connection</li> <li>• Conducted and interpreted assessment reports</li> <li>• Supervised and evaluated staff</li> <li>• Oversaw billing and maintained all records</li> </ul> <p><b>21<sup>st</sup> Century After School Program</b>, Fitchburg, MA 9/07-12/12 Site Supervisor</p> <ul style="list-style-type: none"> <li>• Created and managed budget</li> <li>• Supervised staff and students</li> <li>• Coordinated and managed curriculum and activity scheduling</li> <li>• Purchased materials</li> <li>• Data collection</li> <li>• Facilitated professional development</li> <li>• Interviewed and hired staff</li> </ul> <p><b>Brienza Academic Advantage</b>, Fitchburg, MA 9/07-6/09 Site Supervisor/District Coordinator</p> <ul style="list-style-type: none"> <li>• Trained and supervised site supervisors</li> <li>• Data collection and assessment of pre and post tests</li> <li>• Curriculum development and revision</li> <li>• Maintained all records</li> </ul> <p><b>South Street Elementary School</b>, Fitchburg, MA 1/98- 6/98 Pre-practicum student</p> <ul style="list-style-type: none"> <li>• Assisted in 4<sup>th</sup> and 5<sup>th</sup> grades</li> </ul>

- Assisted in all academic areas
  - Planned and instructed lessons in Ginn Literature Works
  - Facilitated in responsive classroom morning meeting
- Turkey Hill Middle School**, Lunenburg, MA 3/88 – 6/90  
Tutor/Assistant Teacher
- Assisted in the development and implementation of an Alternative Education Program at the middle school
  - Facilitated weekly meetings with professionals involved in the Alternative Ed. Program
  - Maintained consistency in a classroom that fostered cooperative learning, respect, self-esteem and a desire to learn
  - Created an environment that promoted success; socially, emotionally and educationally
- The Evergreen Center**, Milford, MA 2/87 – 3/88  
Assistant/Head Teacher
- Participation in the development of specific student objectives
  - Assessment of skill levels within the educational routine
  - Design and implementation of educational/behavioral programs (IEPs)
  - Supervision of assistant teachers
  - Active member of the Evergreen Center's Professional Publications Group
- Self-Employed**, Fitchburg, MA 9/93 – 9/98  
Home Daycare Provider
- Provided early childhood opportunities for young children in a home setting.
  - Encouraged cooperation, caring and respect
- The Key Program**, Worcester, MA 5/85 – 2/87  
Outreach and Tracking Caseworker
- Administered creative and appropriate behavior modification programs.
  - Responsible for developing and implementing service plans.
  - Participation in school meetings to evaluate a student's educational needs and abilities.
  - Organized and maintained weekly and monthly client files.
- Kangaroo Crossing**, Fitchburg, MA 5/86 – 9/93  
Salesclerk/Assistant Manager
- Responsible for weekly inventory of clothing and footwear
  - Purchasing of clothing and footwear
  - Coordinated and implemented weekly schedules
  - Created and maintained various merchandise displays
- Department of Youth Services**, Boston, MA 1985  
Research Assistant
- Collected and organized information on the Juvenile Court procedures
  - Responsible for a comparative study of the Juvenile and Adult court system
  - Co-Author of Section IIB of the Juvenile Structure
- Available upon request

## References

# **Helen Obermeyer Simmons - PROFILE**

## ***FITCHBURG STATE UNIVERSITY***

Fitchburg, MA 01420

### **Education**

MFA in Photography, Rochester Institute of Technology, Rochester, NY 1980

BFA in Art, Stephens College, Columbia, MO 1977

BA in Psychology, Stephens College, Columbia, MO 1977

### **Work Experience**

Professor, Communications Media

Fitchburg State University

1981 to Present

Simmons artwork includes hand painted prints created in alternative photographic processes including Cyanotype and Van Dyke Brown. often works in mixed media adding Watercolor, Acrylic Paint and Collage to her prints.

### **Volunteer Work**

Director of Exhibits

Rollstone Studios

Fitchburg, MA 01420

2005 to Present

President—newly elected

Central MA Womens' Caucus for Art

Board Member

Fitchburg Historical Society –Present

Acting Director 2007

Board Member

Fitchburg Cultural Alliance

1999 to Present

Lunenburg Historical Commission

6 years of service

### **Special Exhibitions**

Fitchburg in the Golden Age will open at at Rollstone Studios in October 2013 An Italian American Family - A Study of the Benedetto Family of Noroton Heights, CT opening at Fitchburg State University in April 2014. These projects are supported by grants from the Fitchburg Cultural Council and the Center for Italian Culture at Fitchburg State University is also a contributing author to Images of America: Fitchburg and Legendary Locals of Fitchburg.

**Paul J. Piccolomini**  
**Leominster, MA 01453, USA**

**PROFILE**

Executive with over 20 years' experience in research and development, business development, technical support, product training, product management, program management and teaching in the public sector, private sector and college level. Known for quickly assessing organizations for key skills and the ability to restructure teams for success. Demonstrated communications skills and the ability to drive collaborative teams to tactical goals resulting in cost effective operations while meeting strategic objectives. Domain expertise in the areas of financial services, security, time and attendance, fire, insurance and general ledger.

**PROFESSIONAL EXPERIENCE**

**Independent Consultant**

2013 – Present

Professional consultant in the areas of Product Management, Program Management, University Programs, Engineering, Technical Training, Technical Support, Quality Assurance and Product Marketing.

**TYCO INTERNATIONAL, Princeton, NJ**

1996 - 2012

**Vice President Global Engineering, Product Management and Mergers & Acquisitions**

Responsible for establishing and managing new international research and development technology centers in high growth countries.

- Integration leader of our Visonic, CEM and Kantech acquisitions in Tel Aviv, Israel, Belfast, Northern Ireland and Montreal, Canada respectively
- Founded new technology centers in Bangalore, India and Shanghai, China engaging them in programs supporting the ADT, Tyco Safety Products and the Tyco Flow Control organizations. Negotiated government grants, tax incentives and stipends
- Established university relationships associated with the new design centers in support of global joint research, campus recruiting, summer internships, coop programs and philanthropic grants
- Founding member of the Global Engineering Community involving senior leadership from ADT, Flow Control, Safety Products and SimplexGrinnell for the purpose of collaboration and sharing best practices
- Designed a global international engineering curriculum with professors from Penn State University, Worcester Polytechnic Institute, Northeastern University and Shanghai Jiao Tong University
- Member of the India Business Council responsible for producing products satisfying local emerging market requirements for ADT, Tyco Flow Control and Tyco Safety Products

**TYCO INTERNATIONAL, TYCO SAFETY PRODUCTS, Lexington, MA**

**Vice President Research & Development**

Created the strategy and led the development of all world-wide video, and access control product lines in support of \$.4B in revenue with a global staff of 300+ employees located in the US, Canada, and Northern Ireland.

Acting Chief Technology Officer for Tyco Fire & Security

- Led M&A activities integrating the acquired companies into Tyco
- Designed, developed and deployed the next generation access control system
- Deployed low cost country design centers saving \$1.8M annually
- Established Tech Support center of excellence in Montreal, Canada reducing costs by 50%.
- Implemented automated software test procedures saving \$.25M per product release
- Technical lead for the Customer and Dealer Advisory Councils

**TYCO INTL, FIRE DETECTION BUSINESS UNIT, Westminster, MA**

**Director of Global Business Development, Product Management & Training**

Managed the world-wide business plans for the fire, access control and nurse call product lines in support of \$850M in revenue. Created and deployed regional training centers and managed the world-wide visitor's center.

**SIMPLEX TIME RECORDER**, Westminster, MA

**Director of R&D**

Directed the R&D organization in the development of the workforce management, fire and access control product lines. The workforce management system consisted of forecasting, scheduling and time and attendance modules.

**DIGITAL EQUIPMENT CORPORATION**, Shrewsbury, MA

1986-1996

**Senior Software Engineering Manager**

Responsible for all aspects of program management for the new media solutions division. Managed the delivery of a \$3M video on demand, interactive TV solution. Delivered a \$2.5M video ad insertion solution. Coordinated development with third party companies such as AT&T, Scientific Atlanta, PowerTV and MacroMedia.

- Managed the development of a workflow control solution, insurance solutions and a manufacturing process control software package
- Team member of an internal engineering consulting service

**DEGREE PROGRAMS & AWARDS**

M.S. Education, Mathematics, Fitchburg, MA, USA

Guest Professor at Shanghai's Jiao Tong University

Named on several patents

Six Sigma Green Belt Certified

Tyco Safety Products Outstanding Management Leadership Award

## **Josephine Rivers Fitchburg, MA**

### **Summary of Qualifications:**

Multi-talented, creative, cross-functional professional with: dynamic experience in art teaching and instruction, color within educational organizations. Skills include: inspirational ideas, instructional design, lesson planning and keen design eye with attention to detail and creative thinking. Highly motivated, detail oriented and consistently exceeding expectations with ability to proactively prioritize, multitask and meet critical deadlines. Effectively collaborate with both teams and individually with exceptional communication skills, fluent in Spanish and Italian, strong classroom management and organizational skills, with a keen ability to input strategy and implement best creative and professional practices.

### **Professional Experience**

#### **South Street Elementary School, Fitchburg, MA**

**1996 – Present**

##### ***Art Teacher***

- Teaching grades Kindergarten through 5th in Visual Arts, designing, developing and implementing daily art lessons for 600+ students.
- Develop and implement creative after school programs for grades 2 through 4.
- Plan, organize and implement school-wide Integrated Arts School Performances and coordinate Annual Visual Art Show for the school.
- Piloted Creative Minds after school Arts Curriculum Program for students attending 21<sup>st</sup> Century Learning Center, resulting in engaging creative experience for students.
- Developed and integrated arts and math curriculum titled Arts + Math = Understanding based on Massachusetts State Arts and Math Frameworks, funded by Massachusetts Cultural Council.
- Performed teaching assignments for semi-structured Pre-Kindergarten Program, implementing the Montessori Method and Philosophy.
- Wrote and awarded Local Cultural Council (LCC) Grants bringing Artist-in-Residence Programs to school and distribute monies to support grade level cultural field trips.
- Initiated product fundraising in elementary school to raise money for theatrical curtains for the stage, window film for the gymnasium, art supplies and computer and printer for art room.
- Independent volunteer sales person coordinating fundraisers from order receiving to product delivery.
- Negotiate with window film company to control temperature and diffuse lighting in school gym; theatrical curtain manufacturers to purchase custom school stage curtains.
- Member, Race to the Top Project 1A Educator Evaluation and Negotiation Committee to Establish an Evaluation Implementation Working Group by Spring 2011.
- Negotiate and implement a new Educator Evaluation Framework by Fall 2012.
- Presented at Second Promising Practices Forum on Math Problem Solving topic of Geometry and Art, designed for 3<sup>rd</sup> grade students supporting student achievement integrating elements of Math Problem Solving into Art work.
- Designed Professional Development Workshops Art Series for Teachers.
- Visit sites of potential venue and organize art events, preparing schedules and budgets.
- Prepared Press-Release and market event to local newspapers and created poster /printing/distributing online and around community and program brochure.

### **Additional Experience:**

#### **Community District Art Events, Fitchburg, MA**

**1996 – Present**

##### ***District Wide Arts Showcase Coordinator***

- Planning, communication and organization for Student Community Art Shows Sense of Place and All Staff-Expressions Unveiled
- Visual Art, Music and Performances (including display from 21<sup>st</sup> Century Learning Centers and Fitchburg Public School Visual Art Students, drama and music performances, publicity, scheduling, food, and raffles.
- Facilitator of Art Professional Development Series for Art Teachers and Advanced Learning Coaches

**Future Craft Studio Weaving Store, Fitchburg, MA**

**2008 – Present**

**Certifications:**

Professional Certification – Visual Art (K-12, Pre K-9, 5-12)

**Professional Development:**

Workshops – MA Department of Elementary and Secondary Education on Arts & Literacy

Workshops – MA Department of Elementary and Secondary Education on Arts Assessment

Master Weaver Certificate

Elementary Italian Language Certificate, Universita Italiana per Stranieri, Perugia, Italy

**Education:**

**Fitchburg University, Fitchburg MA**

**2012**

*Pursuing Fine Arts Director Certificate*

**Lesley University, Cambridge, MA**

**1996**

*Masters Degree – Education (Creative Arts, Curriculum and Instruction)*

**Anna Maria College, Paxton, MA**

**1980**

*Bachelor of Arts – Art Education*

**Richmond College, Richmond, United Kingdom**

**1978**

*Art History*

**Accademia di Belle Arti, Perugia, Italy**

**1977**

*Art History*

**Professional Affiliations:**

National Art Education Association (NAEA), 2012

**Languages:**

Fluent – Spanish/Italian

# John P. Russo

## Fitchburg, MA 01420

### EDUCATION

Worcester Polytechnic Institute, Worcester, MA

PhD in Computer Science

In Progress

Boston University, Boston, MA

Master of Science in Computer Science

January 2003

University of Lowell, Lowell, MA

Master of Science in Mathematics

Computer Science Concentration

December 1984

Saint Anselm College, Manchester, NH

B.A. 1983

Chemistry

### PROFESSIONAL EXPERIENCE

January 1999-Present

Wentworth Institute of Technology, Boston, MA

Position: Associate Professor of Computer Science

Duties: Responsible for the design and delivery of a variety of courses in an undergraduate computer science curriculum, including courses in Systems Analysis, Database Management Systems, programming languages and Internet programming. Lead committee to study development of a new dual-track curriculum. Major contributor to ABET CAC self study.

August 2001-August 2008

Wentworth Institute of Technology, Boston, MA

Position: Department Head, Department of Computer Science and Systems

Duties: Responsible for a department of 12 full-time faculty; Coordinated faculty scheduling, computing resources, course content and textbook selection. Coordinate student advising. Oversaw curriculum development and technology committees. Responsible for developing a departmental budget as well as allocating resources. Facilitated an industrial professional advisory board. Responsible for hiring and mentoring new faculty. Developed long-range planning goals for department. Established and administered study abroad program within the department.

August 2000-July 2001

Wentworth Institute of Technology, Boston, MA

Position: Computer Science Program Coordinator

Duties: Responsible for coordination of the delivery of all computer science courses within a department of nine full-time faculty. Coordinated faculty scheduling, course content collaboration and computing resources. Responsible for student advising as well as leading a committee to develop new curriculum. Facilitated an industrial professional advisory committee to review departmental curriculum and implementation of new courses.

November 2001-Present

Fitchburg State University, Fitchburg, MA

Position: Visiting Associate Professor of Computing Science

Duties: Responsible for design, development and delivery of on-campus as well as online graduate level courses in computer science.

July 2002-Present

University of Liverpool/Laureate Online Education, England

Position: On-Line Instructor

Duties: Responsible for facilitating modules in an on-line Msc program in Information Technology. Also serve as a critical reader for courses under development.

February 2013-Present

Russo and Wu, LLP

Position: Principle Partner

Duties: Responsible for leading development teams designing software applications for a wide array of clients.

December 1998

Position: Programmer/Analyst

Duties: responsible for maintenance of database management systems for multi-center epidemiological studies. Design tools to port legacy system to a Windows platform. Responsible for design of Web-based information distribution systems.

May 1995-September 1998

Keyport Life Insurance, Boston, MA

Position: Programmer/Analyst

Duties: Responsible for design and development of reporting systems for the Marketing organization of a financial services company. Responsible for configuration, installation and maintenance of a contact management system for sixteen wholesalers using ACT!. Designed architecture for a data-mart utilizing Oracle client/server technology, including analysis of end-user needs, technical specifications and database schema. Responsible for delivery reporting and ad hoc querying systems from the data contained within the data-mart as well as adding enhancements to the existing data model.

February 1992-May 1995

New England Research Institutes, Watertown, MA

Position: Senior Systems Analyst

Duties: Responsible for design, development and support of database applications for multi-center epidemiological studies. Designed and developed specifications for programming of applications. Responsible for technical supervision of several teams of programmers and systems analysts working on both research as well as internal information systems projects, using Foxpro as the development platform. Performed internal consulting to other work groups within IS as needed. Delivered training to IS staff on technical topics. Trained end-users in various applications. Responsible for design and administration of a professional development program for IS staff members, including development of a core curriculum for new IS staff, coordination of outside training and in-house training seminars. Developed proposals for funding of small business innovation research grants (SIBRs). Worked with executive staff to develop and administer a management training program for middle managers within the organization.

February 1989- February 1992

Massachusetts Health Research Institute, Boston, MA

Position: Programmer/Analyst II

Duties: Responsible for analysis, design and development of data systems within the Massachusetts Department of Public Health. Analyzed end-user needs and translated into a data system design. Performed programming tasks using database management software as well as high level languages. Trained end-users in use of data systems and developed user documentation. Provided on-going technical support to users as well as software maintenance of data systems. Assisted end-users with computer system problem resolution.

August 1985-February 1989

Spectrum House, Inc., Westboro, MA

Position: Computer Instructor

Duties: Responsible for development of curriculum and training materials as well as implementation of a technical training program within a non-profit organization. Also performed programming tasks as required for a client database management system. Responsible for supervision of data entry staff. Performed data analysis for research department using statistical software. Designed research surveys and reported results. Performed internal consulting tasks such as needs assessment, hardware and software recommendations and feasibility studies.

March 1985-August 1985

DMC Energy, Inc., Worcester, MA

Position: Programmer

Duties: Developed database applications for branch offices throughout the country using microcomputers.

## **PUBLICATIONS**

### **A Student Recruitment Strategy for Colleges and Universities,**

Leonidas Deligiannidis, Karina Assiter, John Russon, Michael Werner. In Proc. of The 2009 International Conference on Frontiers in Education: Computer Science and Computer Engineering (FECS'09), pp.165-169, July 13-16 2009 Las Vegas NV, USA

Herbert MR, Russo JP, Yang S, Roohi J, Blazill M, Kahler SG, Cremer L, Hatchwell E.

Autism and environmental genomics

Neurotoxicology. 2006 Sep;27(5):671-84.Epub 2006 Mar 28 Review.

Connors MM, Lewis BF, Russo JP, Baker LA.

Drug treatment staff attitudes towards AIDS and workplace transmission of HIV: a survey and follow-up—Spectrum House, Inc. Journal of Substance Abuse Treatment 1991;8(4):297-302

### **PRESENTATIONS**

Dow D, Grove L, Valverde P, Russo J, Werner M, Rilett D, Developing an interdisciplinary undergraduate Bioinformatics minor.

Polytechnic Summit, Boston, MA June 2013

Rilett D, Russo J, Using Amazon Web Services to teach Database Management Systems.

Seventeenth Annual Consortium for Computing Sciences in Colleges

Northeastern Conference. April 2013

Russo J. & Mitchell M, Coordinating Multi-cultural Virtual Teams using Web 2.0 Tools.

Eighth Annual World Forum and Congress, Rome Italy, Dec. 2009

Herbert MR, Russo JP, Yang S, Roohi J, Blaxill M, Kahler S, Hatchwell E.

Autism And Environmental Genomics.

International Meeting for Autism Research

May 2005

### **TEXTBOOKS**

An Instructor's Manual for Modern Database Management Systems

Prentice-Hall

4 editions. 2000-2006

An Instructor's Manual for Moderns Systems Analysis and Design

Prentice-Hall 2004

Laboratory Exercises to accompany Big C++ (Horstmann)

Wiley 2008

Video Note to accompany An Introduction to Programming with Visual Basic 2010

Prentice-Hall 2010

### **GRANTS**

Autism Spectrum Disorders: A Symposium for Potential Employers

April 2006. Featured Speaker Temple Grandin

Funded by: Doug Flutie Foundation

## **PROFESSIONAL AFFILIATIONS**

September 2003-Present

Program Evaluator, Computing Accreditation Commission of ABET

September 2005-Present

Accreditation Evaluator, New England Association of Schools and Colleges

# Concetta A. Verge | Lunenburg, MA 01462

<b>Mission</b>	To make a significant, positive impact on the lives of young people through major improvement in educational quality and accountability, and through my experience as a successful educational leader.
<b>Education</b>	<p>*Boston University &amp; University of Lowell Ed Leadership Programs 1997-1991, 57 credits</p> <p>*FSC MED Equivalent Psychology &amp; Counseling 1977, 33 credits</p> <p>*FSC MED Reading 1971</p> <p>*FSC BSE Elementary 1967</p>
<b>Administrative Experience</b>	<p><b>7/2009-6/2012 Owner &amp; Executive Director of Action Learning Connection (MA SES Provider)</b></p> <ul style="list-style-type: none"><li>• Attained status as MA SES Provider</li><li>• Developed effective, motivational tutorial program</li><li>• Hired and supervised staff coordinators</li><li>• Developed staff accountability process</li><li>• Realized significant growth in pre and post testing - greatly improved student achievement</li></ul> <p><b>8/2006-6/2009 Brienza's Academic Advantage Executive Director MA Division for Supplemental Educational Services (SES)</b></p> <ul style="list-style-type: none"><li>• Created and implemented a MA SES program for the NY based CO. (BAA)</li><li>• Extended SES to several inner city and other underperforming districts and Charter Schools</li><li>• Brought test scores up and positively impacted on student achievement</li></ul> <p><b>8/1992-7/2005 Superintendent of Schools, Douglas, MA</b></p> <ul style="list-style-type: none"><li>• Generated and managed school committee budgets</li><li>• Created and managed alternative revenue generating programs and grant funds</li><li>• Developed and worked closely with Douglas Administrative Team determining priorities for the system and means of accomplishing system goals</li><li>• Acquired six new portable classrooms at no cost to the Town (approx. \$450,000 value)</li><li>• Improved educational practices for all staff by providing extensive professional development opportunities and mentoring programs</li><li>• Oversaw and maintained close involvement in curriculum alignment</li><li>• Developed and implemented curriculum based early childhood and childcare programs</li></ul>

- Developed World Language Program for students Pre-K -Grade 12
- Initiated and completed the Municipal Center renovation project providing space for Pre-K students
- Succeeded in passing and designing a \$25 million grade 8-12 building project
- Brought in building project on time and within budget
- Initiated and maintained active involvement in bi-weekly Town Department Head Meetings
- Pledged and secured \$985,000 in alternate funds to support the existing education program and open new high school without going to the Town for an override

**7/1987-6/1992 Superintendent of Schools, Lunenburg, MA**

- Built and managed all school committee budgets
- Created alternative revenue generating programs
- Created on site CAGS program for Lunenburg teachers in concert with Fitchburg State College
- Coordinated all curriculum areas K-12
- Initiated the process and saw to fruition a five-year Strategic Plan
- Worked closely with Town Department Heads to ensure harmony and best use of all Town funds

**9/1976-6/1987 Varied Administrative Positions in Fitchburg and Lunenburg**

1982-1987 Principal Passios Elementary School Lunenburg

1981-1982 System-wide Director Project Competency and Excellence Fitchburg

1978-1981 Principal Hosmer and Walnut Street Schools Fitchburg

1976-1978 Assistant Principal Reingold School Fitchburg

- Prepared school budgets
- Established school discipline policies
- Coordinated curriculum and led textbook selection K-6
- Established computerized Skills Management Monitoring Program K-8
- Created Before and After School Activities K-6
- Served as Chairperson System-Wide Committees such as but not limited to Public Awareness, Reading is Fundamental , School Business Partnerships, Superintendent Advisory Committee
- Developed system-wide curriculum and programs
- Provided in-service training
- Trained and mentored new and/or less experienced administrators

**9/1969-6/1976 Classroom Teacher, Grades 3&4-Reading Teacher Grades 1-6**

**Teaching Experience**

**Awards**

Award of Recognition National Association of Social Workers 1991  
 American Association of School Administrators (AASA)  
 Massachusetts Superintendent of the Year 1990

**GEORGE E. WATTS**

**ATTORNEY AT LAW**

FITCHBURG, MASSACHUSETTS 01420-0024

July 22, 2013

To Whom It May Concern:

I was please to accept appointment as a member of the Board of Trustees for The Academy for the Whole Child Charter School

In 1995 I provided legal services to Global Arts & Technology Center, Inc, and applicant for a Commonwealth K-5 Charter School in Fitchburg, Massachusetts. One of the founders, Josephine Rivers, is also a founder of The Academy for the Whole Child Charter School.

I am a licensed attorney, and I maintain my office at the above address. I was admitted to practice in December, 1976.

I hereby provide the following informational profile.

- Born in Philadelphia Pennsylvania 1942;
- Graduated from Audubon (NJ) High School in 1960;
- Graduated from the United States Coast Guard Academy (B.S. 1964);
- Wesleyan University (M.A.L.S., 1969);
- Suffolk University Law School (J.D. 1976);
- Active Duty United States Coast Guard (1964-1985). Retired at Rank of Commander (0-5);
- Coast Guard Law Specialist (1977-1985);
- Private Practice of Law specializing in land use (1986-Present);
- Member of Massachusetts Bar Association; Worcester Bar Association;
- Member of the Leominster Zoning Board of Appeals (Circa 1990);
- Member of the Fitchburg Planning Board (Circa 2002);
- Fitchburg Councilor at Large (1998-1999);
- Resident of Leominster, Massachusetts 1973-1996;
- Resident of Fitchburg, Massachusetts since 1996;
- Married two adult children.

## Mary H. Whitney

Fitchburg, MA 01420

### OBJECTIVE:

Position of significant responsibility that utilizes broad range of management abilities, financial background and organizational skills in order to influence and motivate others using proven abilities to:

- Work independently
- Develop rapport and work well with a diverse group of people
- Promote and articulate benefits of products, policies and services
- Set priorities and meet goals in a timely a timely fashion

### QUALIFICATIONS:

An assertive hard-working professional known for excellent interaction with people and ability to handle multiple projects. Work well under pressure. Capabilities include:

- Solid and proven financial background
- Diplomatic problem solver
- Extensive managerial experience
- Public speaking
- Understanding of legislative process
- Ability to research and analyze complex situations and strategies

### PROFESSIONAL EXPERIENCE:

***City of Fitchburg, Fitchburg, MA*** 1998 - 2002

*Mayor of the City of Fitchburg*

*Fitchburg City Councilor* Fourteen Years

*Fitchburg School Committee Member* Ten Years

Vice Chairman-two years

***University of Massachusetts Medical Center for Health and Fitness***

Worcester, MA 1992 - 1997

*Financial Assistant*

Robert A. Babineau, Jr. M.D., Fitchburg, MA 1975 – 1992

*Bookkeeper*

- *First Physician's office in MA to use a computer system*

City Auditor's Office, Fitchburg, MA

1953 – 1964

Secretary

**EDUCATION:**

St. Bernard's Central Catholic High School, Fitchburg, MA

Attended Stevens Business College, now known as Franklin Pierce School

**COMMUNITY:**

1998 "Woman of the Year" North Central Chamber of Commerce

Massachusetts State Workforce Investment Board (appointed by Governor)

Massachusetts Municipal Association for Elected Officials

Rotary Club, Past President (two terms)

Historical Society Member

Fitchburg Business and Professional Women Club

Wallace Civics Center Board of Directors

Past President Massachusetts Association of School Committees

Member of Local Advisory Board for four Governors

Friends of Fitchburg Public Library

Friends of Coggshall Park Board of Directors

Irish American Association

Cedar Street Retirement Board Treasurer

American Cancer Society Volunteer

Fitchburg Millennium Community Committee

Twin Cities Walk/Run for Hunger Board Member

United Way "Make a Difference Day" Volunteer

Murals on Main Street Oversight Committee

Daughters of Isabella, Past President

Democratic City Committee Past Chairman (20 years)

State Democratic Committeewoman (16 years)

Fitchburg Park and Recreation Commissioner Chairman

HEALTH Alliance Hospital Board of Trustees

Freedom's Way Heritage Association Past President

ALFA Adult Learning Fitchburg State College University Treasurer

Literacy Volunteers of Montachusett Board of Directors

Catholic Charities Worcester Board of Directors

St. Bernard's Elementary and High School Association

Member of the Committee to Renovate the Stonehouse at Coggshall Park

Sister City Program Fitchburg with Germany, Finland and China

Kimberly Russo  
100 Tibbett Circle  
Fitchburg, Ma 01420

October 22, 2013

To Whom It May Concern:

I was delighted to be asked to serve on the Board of Trustees for the proposed Academy for the Whole Child Charter School. I would like this letter to serve as both my commitment to the Vision and Mission of this proposed Charter School and also my resume.

I graduated from Decatur High School in Federal Way, WA in 1988 and attended one year of Nursing School prior to having my three children, two of whom have autism. I worked from 1989-2000 as a Nanny for 3 different families in both the state of WA and here in MA.

As a parent of three children in the Fitchburg Public School System my husband and I relish the thought of having a choice of schools as to where our children may be educated. This new and innovative proposed charter school is exciting. Focusing on the whole child academically, socially, emotionally, and creatively will provide an atmosphere where children will flourish in their own right. The city of Fitchburg is struggling and so is the school system. Presently, the Fitchburg School District ranks in the bottom 10% of all the districts in the Commonwealth. Our children deserve an opportunity to attend this proposed public charter school and we would appreciate the State Review team to give serious consideration to this proposal as it is for the children.

I feel my experience working closely with parents of children in need of Special Education services, facilitating parent support groups, volunteering in my children's classrooms, and working closely with parents who are seeking help with IEP's will be valuable to the Board and to the School Administration.

I look forward to serving and sharing my knowledge of Special Education and in particular Autism with the Board of Trustees for the proposed Academy for the Whole Child.

Sincerely,

Kimberly Russo

ATTACHMENT 7: Proposed Board of Trustee Questionnaires

**Appendix I: Proposed Board Trustee Questionnaire  
(Final Application Only)**

*OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN*

**PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014**

<b>PROPOSED BOARD TRUSTEE BIOGRAPHY</b>		<i>PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.</i>
Name	Mary H. Whitney	
Present Employer and Job Title	Retired: Former Mayor of Fitchburg	
Education	Stevens Business College	
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Member of School Committee for 10 years Past President of Massachusetts Association of School Committee	
Town of Residence	Fitchburg	
<b>PROPOSED BOARD MEMBER QUESTIONS</b>		<i>PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.</i>
1.	How did you become aware of the proposed school?	
	I became aware of the proposed school by a fellow board member.	
2.	Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?	
	I am very involved in the community and I will be happy to lend my expertise in whatever area needed by the board.	
3.	Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	
	I have been actively involved in both public and private schools in Fitchburg. I served as the Chairperson of the Fitchburg School Committee for 10 years and oversaw the building of the new Fitchburg High School	
4.	What is the role of a public charter school board trustee?	
	The role of a public charter school board trustee is to oversee, advise and manage the charter school.	
5.	Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.	
	As the former Mayor of Fitchburg and the Chairperson of the Fitchburg School Committee, I will ensure and promote that the school mission is adhered to.	
6.	Please indicate if you or an immediate member <sup>60</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	
	No	

<sup>60</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

7.	Please indicate if you or an immediate member of your family has or may have a financial interest <sup>61</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
	No
8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
	No
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
	I would immediately bring my concerns to the Director and Chair of the Board , discuss it and if action is needed he/she will be disciplined.
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
	NO

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Community Service | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                  | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input type="checkbox"/> Educational Leadership       | <input type="checkbox"/> Law                                  | <input checked="" type="checkbox"/> Human Resources         |
| <input checked="" type="checkbox"/> Finance/Business  | <input checked="" type="checkbox"/> School Improvement        | <input checked="" type="checkbox"/> School Governance       |
| <input checked="" type="checkbox"/> Management        | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |

### CERTIFICATION

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Mary H. Whitney, October 15, 2013

<sup>61</sup> Financial interest is defined as anything of economic or monetary value.

# Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

## *OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN*

### *PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014*

<b>PROPOSED BOARD TRUSTEE BIOGRAPHY</b>		<i>PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.</i>
Name	John P. Russo	
Present Employer and Job Title	Wentworth Institute of Technology, Associate Professor	
Education	Dual Master of Science Degrees, PhD Candidate	
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	None	
Town of Residence	Fitchburg	
<b>PROPOSED BOARD MEMBER QUESTIONS</b>		<i>PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.</i>
1. How did you become aware of the proposed school?	Through my son's teacher.	
2. Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?	I feel that the proposed charter school will fill a need in Fitchburg that is not being met by the district. I would like to serve on any committees dealing with technology as well as pedagogy. I anticipate remaining on the board for many years, perhaps even when I reach retirement age in about 20 years.	
3. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	In my role as an academic department head and professor, I have had the opportunity to work on developing programs for underprivileged youth within Boston Public Schools. I have also served on the technology board for a local collaborative.	
4. What is the role of a public charter school board trustee?	A public charter school board trustee is responsible for oversight of the school, being an advocate for the school, assisting with such things as fundraising, curricular, facilities and technology issues.	
5. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.	I have an interest in providing quality education to underserved populations, such as many of the students in Fitchburg. My academic experience as well as experience as a parent of three children provide an adequate background to help the charter school come to fruition as well as help it continue to operate successfully.	
6. Please indicate if you or an immediate member <sup>62</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate		

<sup>62</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

	the individual(s) and describe the nature of the relationship(s) if one exists.
	None
7.	Please indicate if you or an immediate member of your family has or may have a financial interest <sup>63</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
	None
8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
	No
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
	This should first be addressed with the individual as well as the school administration. If there was not resolution, then the issue should be brought to the Massachusetts Department of Elementary Education
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
	None

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Community Service                 | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                       | <input checked="" type="checkbox"/> Secondary Education       | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input checked="" type="checkbox"/> Finance/Business       | <input type="checkbox"/> School Improvement                   | <input checked="" type="checkbox"/> School Governance       |
| <input checked="" type="checkbox"/> Management             | <input checked="" type="checkbox"/> Blended/Virtual Education | <input type="checkbox"/> Real Estate                        |

**CERTIFICATION**

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY***

John P. Russo, October 17, 2013

**Appendix I: Proposed Board Trustee Questionnaire**

(Final Application Only)

OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014

PROPOSED BOARD TRUSTEE BIOGRAPHY

PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Dr. Philip M.Fallon
Present Employer and Job Title	Retired Fitchburg Public School Superintendent
Education	-ED.D., Nova University, Ft. Lauderdale, FL ▪ 1975 – MA ED. ADM. University of Southern California, Los Angeles CA ▪ 1965
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Superintendent of Schools Please see resume
Town of Residence	Fitchburg, MA

PROPOSED BOARD MEMBER QUESTIONS

PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

11. How did you become aware of the proposed school?
I became aware of the proposed school from a member of the Design Development Team.
12. Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?
By serving on the board, I want to facilitate a strong educational foundation to the charter school that will give the children of Fitchburg every competitive advantage possible. With strong leadership, quality teachers and a supportive community, working together in a culture of trust, success will be achieved. I will serve on the board as long as I am needed.
13. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
I have served as Superintendent of Schools for Fitchburg , MA, Watertown, CT, and Seymour, CT
14. What is the role of a public charter school board trustee?
<ul style="list-style-type: none"> <li>▪ Promote student achievement and well-being;</li> <li>▪ deliver effective and appropriate educational programs;</li> <li>▪ develop, maintain and monitor effectiveness of Board policies;</li> <li>▪ oversee and approve annual budget and assures fiscal viability</li> <li>▪ evaluate the performance of the Executive Director</li> </ul>
15. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.
Please see resume
16. Please indicate if you or an immediate member <sup>64</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate

<sup>64</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

the individual(s) and describe the nature of the relationship(s) if one exists.
N/A
17. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>65</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
No
18. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
No
19. Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
Upon confirmation of unethical actions , the Massachusetts General Laws C 268B will be referred to.
20. To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
NO

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Community Service      | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input checked="" type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising            | <input checked="" type="checkbox"/> Secondary Education                  | <input checked="" type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input checked="" type="checkbox"/> Human Resources                    |
| <input checked="" type="checkbox"/> Finance/Business       | <input checked="" type="checkbox"/> School Improvement                   | <input checked="" type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input type="checkbox"/> Real Estate                                   |

### CERTIFICATION

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Signature: Dr. Philip M. Fallon Date: October 21, 2013

<sup>65</sup> Financial interest is defined as anything of economic or monetary value.

# Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

## OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

### PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014

#### PROPOSED BOARD TRUSTEE BIOGRAPHY

*PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.*

Name	Sheila Lumi
Present Employer and Job Title	Founder of Central MA Art & Agriculture Coalition (CEMAAC)
Education	Fitchburg State University, B.S in Human Services 2006
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Fitchburg Art Museum, Advisory Board Lunenburg Housing Authority, Board Member Greenway Committee of Central MA Northeast Organic Farmers Organization Founding Member of the New England Farmers' Union Federation of MA Farmers' Markets, Board Member
Town of Residence	Lunenburg, MA

#### PROPOSED BOARD MEMBER QUESTIONS

*PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.*

1.	How did you become aware of the proposed school?
	A fellow board member.
2.	Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?
	I believe children will benefit from this new charter school. I have seen many children fall through the cracks in the community. A high quality elementary program is essential for our youngest learners to take advantage of early brain development. I believe children with behavior deficits can benefit from my experience with environmental education, garden programs, developing good eating/nutrition habits and appreciation for the natural world. I will be part of the board for as long as I am needed.
3.	Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
	I was part of the Fuel Up to Play in the Fitchburg Public Schools: taught groups of students how to read a seed packet, importance of local food, how to plant and harvest for maximum nutrient density.
4.	What is the role of a public charter school board trustee?
	To make sure the Academy for the Whole Child Charter School stays true to its mission and to guide the success and sustainability of the school.
5.	Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.
6.	Please indicate if you or an immediate member <sup>66</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.

<sup>66</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

	N/A
7.	Please indicate if you or an immediate member of your family has or may have a financial interest <sup>67</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
	No
8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
	No
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
	I would inform the Executive Director and board chair of my concerns.
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
	NO

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Community Service      | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising            | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                  | <input type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input type="checkbox"/> Management                        | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |

### CERTIFICATION

**I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.**

Signature: Sheila Lumi      Date: October 21, 2013

<sup>67</sup> Financial interest is defined as anything of economic or monetary value.

# Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

## *OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN*

### *PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014*

<i>PROPOSED BOARD TRUSTEE BIOGRAPHY</i>	<i>PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.</i>
Name	Katherine Cannon
Present Employer and Job Title	Clark University, Controller
Education	BA – Fitchburg State University, Masters – Clark University
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	None
Town of Residence	Fitchburg
<i>PROPOSED BOARD MEMBER QUESTIONS</i>	<i>PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.</i>
1. How did you become aware of the proposed school?	
I was made aware of the proposed school by Patricia Kennedy, a long-time personal friend and relative of one of the founders.	
2. Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?	
I am impressed by the enthusiasm and commitment of the founders as well as the opportunity to provide alternative educational options for Fitchburg families. I do not have any aspirations to hold an office on the board however, as a board member for previous non-profits in the past I have held the position of Treasurer.  At this time I am not prepared to make a commitment to the length of my tenure on the board.	
3. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	
Although I have not had the opportunity in the past to serve the targeted community in the area of public education, I have served on non-profit boards and committees that have served my community.	
4. What is the role of a public charter school board trustee?	
I would anticipate that the board of trustees would have overall governance responsibility and specific charge for insuring the mission is adhered to; hiring and evaluating the school's lead administrator; promoting the school; and fiscal oversight.	
5. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.	
I have been a higher education fiscal administrator for many years and have experience in operations, finance, and compliance that I believe would be of value to the proposed school.	
6. Please indicate if you or an immediate member <sup>68</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the	

<sup>68</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.
None
7. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>69</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
None
8. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
No. However, I do have school age grandchildren whose parents may or may not decide to submit their children for the lottery.
9. Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
I would envision that in the long-term that the board would determine and document the protocol for whistle-blowing. However, based on my experience, I would envision that my first step would be to report my suspicions to the Board President. If the President was the alleged person acting unethically, then I would go the person in authority on the board. I am not versed in the ultimate governance that either the City of Fitchburg or the State would have in these situations, but in the unlikely event that I determined/felt that appropriate investigation and/or action was not taken, I would proceed to the next appropriate authority with my concerns.
10. To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
It is always a consideration when a personal relationship exists, however, as a professional I would take my responsibility seriously and respond in the best interest of the school if such a situation occurred.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Community Service                 | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                       | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law                                  | <input checked="" type="checkbox"/> Human Resources         |
| <input checked="" type="checkbox"/> Finance/Business       | <input type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |

<sup>69</sup> Financial interest is defined as anything of economic or monetary value.

## CERTIFICATION

I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.

Signature: Katherine Cannon Date: October 15, 2013

## Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

### OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

### PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014

<b>PROPOSED BOARD TRUSTEE BIOGRAPHY</b>		<i>PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.</i>
Name	Nancy Kerylow	
Present Employer and Job Title	Window Wear – Designer/Sales Manager	
Education	Mount Wachusett / Atlantic Union College	
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Lunenburg PTO, GiftMart, Town Fair Committee	
Town of Residence	Lunenburg	
<b>PROPOSED BOARD MEMBER QUESTIONS</b>		<i>PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.</i>
1. How did you become aware of the proposed school?		
Josephine Rivers		
2. Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?		
It represents a unique opportunity to give back the community as a whole. I strongly believe in education with an emphasis on individual learning that is combined with the integration of the arts. The AWCCS will provide a safe and nurturing environment for younger students. It would be my pleasure to work with an organization committed towards achieving that goal.		
3. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.		
Worked on the committee for a new primary school in Lunenburg. Provided teacher support in the Lunenburg elementary school for enhancement programs such as books and beyond, creative art projects, etc.. Fundraising for the local PTO that augmented teacher budgets and enhancing curriculums.		
4. What is the role of a public charter school board trustee?		
To provide support and guidance to the school in accomplishing their mission and to help build community relationships through fundraising activities.		
5. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.		
Specific interest in providing a broader educational opportunity through application of Arts programs. Highly		

	motivated individual that loves working with children. Most of my career has been spent working with people and transcending cultural differences and I believe that this skill applicable to this position.
6.	Please indicate if you or an immediate member <sup>70</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.
	N/A
7.	Please indicate if you or an immediate member of your family has or may have a financial interest <sup>71</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
	N/A
8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
	N/A
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
	As a trustee representing this school if the situation rose to the level of unethical behavior I would be ethically bound to report the situation to the appropriate authority. However if the situation was one of differing opinions I would willing to ask the tough questions and contribute to respectful and constructive dialogue.
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
	No. If conflict of interest arose I would immediately notify the board and take appropriate action.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Community Service | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising       | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input type="checkbox"/> Educational Leadership       | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business             | <input type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input type="checkbox"/> Management                   | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |

<sup>70</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

<sup>71</sup> Financial interest is defined as anything of economic or monetary value.

## CERTIFICATION

I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.

Signature: Nancy Kerylow

Date: October 15, 2013

## Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

### OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

### PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014

<b>PROPOSED BOARD TRUSTEE BIOGRAPHY</b>		<i>PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.</i>
Name	Helen Obermeyer Simmons	
Present Employer and Job Title	Fitchburg State University. Professor	
Education	BFA Art, BA Psychology. Stephens College; MFA Photography, Rochester Institute of Technology	
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	None	
Town of Residence	Lunenburg, MA	
<b>PROPOSED BOARD MEMBER QUESTIONS</b>		<i>PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.</i>
1.	How did you become aware of the proposed school?	
	Information provided to me by Jennifer Jones, President of the Fitchburg Cultural Alliance	
2.	Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?	
	Arts Advisor to the Board of Trustees, Five years	
3.	Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	
	Taught Communications Media and Graphic Design to college age residents of Massachusetts. 25% of my current students reside in Fitchburg or surrounding towns. Board Member of the Fitchburg Cultural Alliance, Fitchburg Cultural Council and Fitchburg Historical Society. Founding Artist at Rollstone Studios 2008 - present, Director of Arts Summer Camp held at Rollstone Studios July 2013. Docent at Fitchburg Art Museum, providing tours and visual arts activities to public school children. 1990 through 2000	
4.	What is the role of a public charter school board trustee?	
	To oversee the development of the charter school from concept through implementation	
5.	Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.	

Artist and Educator trained in integration of the Visual Arts into the curriculum.	
6.	Please indicate if you or an immediate member <sup>72</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.
No	
7.	Please indicate if you or an immediate member of your family has or may have a financial interest <sup>73</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
No	
8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
No	
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
Discuss the issue with the Charter Schools Board of Trustees	
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
No	

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Community Service       | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising             | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership  | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                   | <input checked="" type="checkbox"/> School Improvement        | <input checked="" type="checkbox"/> School Governance       |
| <input type="checkbox"/> Management                         | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |
| <input checked="" type="checkbox"/> Public Higher Education |   |   |

### CERTIFICATION

<sup>72</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

<sup>73</sup> Financial interest is defined as anything of economic or monetary value.

**I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.**

HELEN OBERMEYER SIMMONS

10/17/13

## Appendix I: Proposed Board Trustee Questionnaire (Final Application Only)

### OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN

### PROPOSED BOARD TRUSTEE QUESTIONNAIRE 2013-2014

#### PROPOSED BOARD TRUSTEE BIOGRAPHY

PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Kimberly Russo
Present Employer and Job Title	Parent of 3children/2 with Autism
Education	High School Diploma/1 year of Nursing School
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Elementary Sunday School Coordinator for Londonderry Presbyterian Church 2001-2002
Town of Residence	Fitchburg

#### PROPOSED BOARD MEMBER QUESTIONS

PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

1. How did you become aware of the proposed school?
Our son's second grade teacher.
2. Why do you wish to serve on the board? What anticipated office on the board would you hold if any, e.g. such as chair person or treasurer? How long do you anticipate being a member of the board?
As a parent of 3 we have noticed there is a real need for better parent/teacher communication. I feel we need to partner together in order to give our kids the best school experience...academically and more. I would like to serve as a Parent Liason responsible for leading the Parent Partners Group. It is my firm belief that parent involvement in all aspects of a child's school experience enhances their learning and self confidence in the school setting and beyond. A positive parent/teacher relationship is essential for the nurturing and educating of the whole child.
3. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
I have volunteered in my children's classrooms. We are always looking at new educational games, new curriculums for our kids that are helpful not only to our two who have Autism but also to typically developing children. When we find something that is helping our kids be successful, we bring it to the attention of other parents and teachers so that they can help their children/students as well. I have helped lead parent support groups when my 11 and 9 year olds

<p>were receiving Early Intervention Services. We picked topics of interest, sought out speakers and presenters, and fielded many phone calls. I take phone calls from parents who are seeking help with IEP's and help walk them through the process. I enjoy plugging them into all resources available to help them. My husband and I also set up a seminar at his college at which we had the award winning, Temple Grandin as our primary speaker. I fought tirelessly last year to fix the building at South Street Elementary School. I noticed a leak on the ceiling that was posing a health and safety risk to the kids. I brought it to the attention of the school, and when nothing was resolved I brought it to the Mayor's office. Although it took them months to fix the roof and all the ceiling tiles, I am happy to report it is fixed. After finding out about mold in the Art Room, I spoke with school officials...but nothing was done...I eventually called Mr. Feeney at the state level and they came out and forced the school to fix the problem. I am happy to report the Art Room is now healthy for all students and staff.</p>
<p>4. What is the role of a public charter school board trustee?</p>
<p>To ensure that the mission of the charter school is maintained and supported.</p>
<p>5. Describe your specific interest and unique qualifications that demonstrate your capacity to implement the proposal as written.</p>
<p>My interest is in bringing parents and teachers together to help educate, nurture and guide the students of Fitchburg to be respectful, active members of the community. As the parent of children with special needs and one that is typically developing, we have worked extensively to find them the best doctors, therapists, therapies, curriculums, teachers, aides and educational tutors to help them succeed. We have in turn brought that knowledge to other parents in the Fitchburg Public School System. I have helped parents attend and write IEP's and have been a resource for any issues that have arisen. From talking to other parents, I suggest that the Charter School implement an Open House every two months as a way of helping with keeping communication and a good relationship going between teachers and parents. It also gives the kids a chance to take pride in all their work and show it to their families.</p>
<p>6. Please indicate if you or an immediate member<sup>74</sup> of your family knows generally, and/or is disfavored by other members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.</p>
<p>None</p>
<p>7. Please indicate if you or an immediate member of your family has or may have a financial interest<sup>75</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.</p>
<p>No</p>

<sup>74</sup> Immediate family is defined as the proposed board member and his or her spouse, and the parents, children, brothers, and sisters of the proposed board member and his or her spouse.

<sup>75</sup> Financial interest is defined as anything of economic or monetary value.

8.	Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
	No
9.	Describe what you would do if you believed one or more members of the school's board was acting unethically or not in the best interests of the school.
	I would voice my concerns to the person first and try to resolve it with them. If resolution does not seem possible, then I would bring my concerns to other members of the board.
10.	To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school?
	No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Community Service | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                  | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input type="checkbox"/> Educational Leadership       | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business             | <input type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input type="checkbox"/> Management                   | <input type="checkbox"/> Blended/Virtual Education            | <input type="checkbox"/> Real Estate                        |

**CERTIFICATION**

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED BOARD TRUSTEE QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY***

Kimberly Russo

10/22/13

**ATTACHMENT 8: Proposed School Employees and/or Founding Group Members Questionnaires**

**Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)**

- 1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN**
- 2. PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER**
- 3. QUESTIONNAIRE 2013-2014**

**4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY** PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Josephine Rivers
Present Employer and Job Title	Fitchburg Public Schools , Art Teacher
Education	M.Ed. Lesley University
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	Fitchburg Public Schools Please see resume.
Town of Residence	Fitchburg

**5. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS** PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

6.	How did you become aware of the proposed school?
I became aware of the proposed school through a colleague Kim L’Ecuyer.	
7.	Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?
To ensure that an arts integration approach is included in the proposed model charter school as well as academic achievement, social and emotional development, civic engagement, and equitable opportunity. My anticipated role is Director of Creative Arts Education.	
8.	Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.
I am presently a Fitchburg Art Teacher K-4 individually developing and overseeing curriculum for 650 students. I have coordinated, designed with classroom teachers integrated arts curriculum implementing school wide themes.	
9.	Describe your specific interest and unique qualifications that demonstrate your capacity to support the implementation of the proposal as written.
Arts integration has been my educational focus for the past 30 years .I have experience in instruction design and implementation of integrated school arts programs. In the Fitchburg community , I have served as Assistant District Arts Director/Coordinator for School Art Events, Community District Art Events and Fitchburg Arts District as Showcase Coordinator for 21st Century After School Program, District wide Visual and Performance Events.	
10.	Please indicate if you or an immediate member <sup>76</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.
None	

<sup>76</sup> Immediate family is defined as the proposed school employee or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee or other founding member and his or her spouse.

11. Please indicate if you or an immediate member of your family has or may have a financial interest<sup>77</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Yes as a potential employee of the school

**I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS**

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Yes as a potential employee of the school.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

Upon confirmation of inappropriate actions, I would report members to Board President and they will be counseled, disciplined, discharged as needed.

**PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE**

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Community Service      | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising            | <input type="checkbox"/> Secondary Education                             | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                  | <input checked="" type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input checked="" type="checkbox"/> Real Estate             |

**CERTIFICATION**

**I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.**

Signature Josephine Rivers

Date Oct 17, 2013

<sup>77</sup> Financial interest is defined as anything of economic or monetary value.

## Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)

1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN
2. PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER
3. QUESTIONNAIRE 2013-2014

### 4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Jane A. Kennedy
Present Employer and Job Title	Notre Dame Preparatory School Jheffry Hammond Headmaster Teacher
Education:	Master's Degree(s) in Education Specializing in Reading and in Special Education; Educational Leadership (approx. 45 credits)
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization:	City of Fitchburg Fitchburg School Department
Town of Residence	City of Fitchburg

### 5. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

6. How did you become aware of the proposed school?	I am one of the original initiators of the Academy of the Whole Child Charter School.
7. Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?	I feel the children of Fitchburg deserve an education that would meet their individual academic, social, and emotional needs, that emphasizes and strives to reach each child's own level of excellence utilizing individual learning styles and learning pace. I look forward to serving as a member of the founding group and assisting the other founders in providing a choice for parents in the city of Fitchburg as to where their child is educated. If a charter were granted I wish an active role in the school by assisting both the principal and the Executive Director.
8. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	Please refer to my resume.
9. Describe your specific interest and unique qualifications that demonstrate your capacity to support the implementation of the proposal as written.	Please refer to my resume.
10. Please indicate if you or an immediate member <sup>78</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	

<sup>78</sup> Immediate family is defined as the proposed school employee or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee or other founding member and his or her spouse.

None
11. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>79</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
Yes, I am a proposed member of the school's administrative team.
12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
If I were employed at the school I would be receiving a salary.
13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.
I would address the situation with the person/or persons involved. If the situation had credence I would then bring the situation to the attention of both the Principal and the Executive Director.

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Community Service                 | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input checked="" type="checkbox"/> Special Education       |
| <input type="checkbox"/> Fundraising                       | <input checked="" type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                  | <input checked="" type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input type="checkbox"/> Real Estate                        |

### CERTIFICATION

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Jane Kennedy, October 17, 2013

<sup>79</sup> Financial interest is defined as anything of economic or monetary value.

## Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)

1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN
2. PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER
3. QUESTIONNAIRE 2013-2014

**4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY** PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Concetta A. Verge
Present Employer and Job Title	Retired
Education:	Educational Leadership Program (57 credits) Boston University and the University of Lowell Master's Degree(s) in Reading and an Equivalent Psychology and Counseling (33 credits)
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization:	Owner and Executive Director of Action Learning Connection (MA SES Provider)  Retired School Superintendent Town of Lunenburg Town of Douglas
Town of Residence	Lunenburg, MA 01462

**PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS** PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

5. How did you become aware of the proposed school?	I am one of the original initiators of the Academy of the Whole Child Charter School.
6. Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?	I firmly believe in the vision and mission of this charter in which I was part of designing. If a charter were granted I would hope that I would assume the position of Executive Director.
7. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	Please refer to my resume.
8. Describe your specific interest and unique qualifications that demonstrate your capacity to support the implementation of the proposal as written.	Please refer to my resume.
9. Please indicate if you or an immediate member <sup>80</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	

<sup>80</sup> Immediate family is defined as the proposed school employee or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee or other founding member and his or her spouse.

None
10. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>81</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
None
11. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
If I were appointed the Executive Director of the Academy for the Whole Child Charter School I expect I would be receiving a salary.
12. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.
I would personally approach the Board member for resolution, if no resolution, I would bring the issue to the entire board.

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Community Service                 | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                       | <input checked="" type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input checked="" type="checkbox"/> Human Resources         |
| <input checked="" type="checkbox"/> Finance/Business       | <input checked="" type="checkbox"/> School Improvement                   | <input checked="" type="checkbox"/> School Governance       |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input type="checkbox"/> Real Estate                        |

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Concetta Verge, October 17, 2013

<sup>81</sup> Financial interest is defined as anything of economic or monetary value.

## Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)

1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN
2. PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER
3. QUESTIONNAIRE 2013-2014

### 4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Kim L'Ecuyer
Present Employer and Job Title	Fitchburg Public Schools- Elementary Teacher
Education	Master's Degree in Education (see resume)
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	
Town of Residence	Town of Westminster

### 5. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

6. How did you become aware of the proposed school?	I am one of the original initiators of the Academy for the Whole Child Charter School.
7. Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?	I believe that all students deserve a robust education that meets the academic, social, and emotional needs of each child. I believe that we need to provide a nurturing and joyful environmental in which every child feels accepted and can be successful. My anticipated role at the charter school would be that of the principal.
8. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	Please refer to my resume.
9. Describe your specific interest and unique qualifications that demonstrate your capacity to support the implementation of the proposal as written.	Please refer to my resume.
10. Please indicate if you or an immediate member <sup>82</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	None
11. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>83</sup> in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase	

of equipment or services for the proposed school. If yes, please explain.

Yes, I am a proposed member of the school's administrative team.

### **EXPERTISE**

Please indicate in which areas you possess professional expertise:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Community Service      | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                       | <input type="checkbox"/> Secondary Education                             | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                  | <input checked="" type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input type="checkbox"/> Real Estate                        |

### **CERTIFICATION**

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

If I were to be employed at the school I would be receiving a salary.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would address the situation with the said individual. If there was truth to the suspicion I would bring the situation to the executive director.

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Signature Kim L'Ecuyer

Date Oct 15, 2013

## Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)

1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN
2. PROPOSED SCHOOL EMPLOYEE OR **OTHER FOUNDING MEMBER**
3. QUESTIONNAIRE 2013-2014

### 4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	Jennifer L. Jones
Present Employer and Job Title	Retired educator, Independent contractor
Education	B. Music., M.Ed, Creative Arts, C.A.G.S. Interdisciplinary studied (see resume)
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	No
Town of Residence	Fitchburg, MA

### PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

5. How did you become aware of the proposed school?	I was part of the initial group wanting so badly to improve education in Fitchburg. We decided to embark on this journey of opening a charter school.
6. Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?	I have extensive experience in program development and want to offer my services to the new charter.
7. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	I was a teacher for 15 years and an administrator for 14 years as Dir. of Arts & After School Programs in the Fitchburg Public Schools.
8. Describe your specific interest and unique qualifications that demonstrate your capacity to support the implementation of the proposal as written.	Program development, out-of-school time, assessment/data collection, grant writing, arts administration, arts curriculum & design.
9. Please indicate if you or an immediate member <sup>84</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	No
10. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>85</sup> in the proposed school; proposed educational management organization or school support organization, if	

<sup>84</sup> Immediate family is defined as the proposed school employee or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee or other founding member and his or her spouse.

<sup>85</sup> Financial interest is defined as anything of economic or monetary value.

applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.
n/a
11. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
Yes, I hope to provide services as an independent contractor as needed.
12. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.
I would immediately notify the ED and BOT chair.

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Community Service      | <input checked="" type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input checked="" type="checkbox"/> Fundraising            | <input type="checkbox"/> Secondary Education                             | <input type="checkbox"/> English Language Learner Education |
| <input checked="" type="checkbox"/> Educational Leadership | <input type="checkbox"/> Law   | <input type="checkbox"/> Human Resources                    |
| <input type="checkbox"/> Finance/Business                  | <input checked="" type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management             | <input type="checkbox"/> Blended/Virtual Education                       | <input type="checkbox"/> Real Estate                        |

### CERTIFICATION

I recognize that all information, except home address, personal email, or personal telephone, submitted with this proposed school employee or other founding member questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

Signature: Jennifer L. Jones

Date: October 13, 2013

## Appendix J: Proposed School Employee/Founding Members Questionnaire (Final Application Only)

1. OFFICE OF CHARTER SCHOOLS AND SCHOOL REDESIGN
2. PROPOSED SCHOOL EMPLOYEE OR **OTHER FOUNDING MEMBER**
3. QUESTIONNAIRE 2013-2014

### 4. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER BIOGRAPHY PLEASE SUBMIT A CURRENT RESUME WITH THIS FORM.

Name	William C. Colonis
Present Employer and Job Title	Retired Chemical Engineer / Facilities Manager
Education	Bachelor of Science in Engineering
Past or Present Employment by or Board Membership in a Charter School, Educational Management Organization, or School Support Organization	None
Town of Residence	

### 5. PROPOSED SCHOOL EMPLOYEE/FOUNDING MEMBER QUESTIONS PLEASE ANSWER EACH QUESTION AS FULLY AS POSSIBLE.

6. How did you become aware of the proposed school?	I was made aware of the proposed school by a member of the Design Team.
7. Why do you wish to serve as a member of this founding group? If a charter were granted, what anticipated role would you play?	I feel this charter school will provide the parents of school aged children with a tremendous opportunity to be able to have a choice as to where their child/children will be educated. If a charter were granted I will serve in the role of advisor on building issues and maintenance.
8. Provide specific examples of actions that you have taken that demonstrate your commitment to public education and serving your targeted community.	I have volunteered my time, knowledge and expertise in the maintenance and building issues that have occurred in the Fitchburg Public Schools.
9. Describe your specific interest and unique qualification that demonstrate your capacity to implement the proposal as written.	I am a licensed Building Contractor. I have 15 years' experience as a building / facilities manager. I will assist in the building and utilities issues.
10. Please indicate if you or an immediate member <sup>86</sup> of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists.	None
11. Please indicate if you or an immediate member of your family has or may have a financial interest <sup>87</sup> in the proposed school; proposed educational management organization or school support organization, if	

<sup>86</sup> Immediate family is defined as the proposed school employee or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee or other founding member and his or her spouse.

<sup>87</sup> Financial interest is defined as anything of economic or monetary value.

applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

My wife is an elementary school teacher and may apply to this school.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No, however, my wife may apply for a teaching position at the school and would be paid a salary if she obtained the position.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would contact the Executive Director and the MA Charter Public School Association regarding my concerns.

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Community Service           | <input type="checkbox"/> Early Childhood/Elementary Education | <input type="checkbox"/> Special Education                  |
| <input type="checkbox"/> Fundraising                 | <input type="checkbox"/> Secondary Education                  | <input type="checkbox"/> English Language Learner Education |
| <input type="checkbox"/> Educational Leadership      | <input type="checkbox"/> Law                                  | <input type="checkbox"/> Human Resources                    |
| <input checked="" type="checkbox"/> Finance/Business | <input type="checkbox"/> School Improvement                   | <input type="checkbox"/> School Governance                  |
| <input checked="" type="checkbox"/> Management       | <input type="checkbox"/> Blended/Virtual Education            | <input checked="" type="checkbox"/> Real Estate             |

### CERTIFICATION

***I RECOGNIZE THAT ALL INFORMATION, EXCEPT HOME ADDRESS, PERSONAL EMAIL, OR PERSONAL TELEPHONE, SUBMITTED WITH THIS PROPOSED SCHOOL EMPLOYEE OR OTHER FOUNDING MEMBER QUESTIONNAIRE BECOMES A MATTER OF PUBLIC RECORD, SUBJECT BY LAW TO DISCLOSURE TO MEMBERS OF THE GENERAL PUBLIC. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS DOCUMENT AND ATTACHED RESUME IS TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE UNDER THE PENALTIES OF PERJURY.***

Signature: William C. Colonis

Date October 21, 2013

## ATTACHMENT 9: Outline of 4<sup>th</sup> grade curriculum

### ENGLISH LANGUAGE ARTS

#### Fourth Grade

	Examples of Skills
<b>Reading: Literature</b>	<ul style="list-style-type: none"> <li>• Compare and contrast similar themes and topics and patterns of events in a variety of genres.</li> <li>• Describe in depth, different story elements, using specific details from the text.</li> </ul>
<b>Reading: Informational Text</b>	<ul style="list-style-type: none"> <li>• Summarize a text by determining the main idea and supporting details in the text.</li> <li>• Interpret information presented visually (charts, diagrams, tables, etc.) and explain how the information contributes to the understanding of the text.</li> </ul>
<b>Reading: Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Use word decoding strategies to read unfamiliar words.</li> <li>• Read and comprehend literature appropriate for fourth grade.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write from one's own point of view and provide reasons and details supporting that point of view.</li> <li>• Plan, revise, and edit writing with support from peers and adults.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Follow agreed upon rules for discussion-i.e., being respectful, speaking one at a time, and listening to others.</li> <li>• When engaging in discussions, ask questions for clarification, stay on topic, and offer remarks relevant to the topic.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Differentiate between formal and informal language, and understand what context to use them in.</li> <li>• Correctly use commas and quotation marks to indicate direct speech and to directly quote from a text.</li> </ul>

### MATH

#### Fourth Grade

	Examples of Skills
<b>Operations and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>• Write factors of a given product.</li> <li>• Determine if a whole number is prime or composite.</li> </ul>
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• Round multi-digit whole numbers up to a million to any place value.</li> <li>• Multiply whole numbers up to 4-digit by 1-digit and 2-digit by 2-digit using place value strategies and properties of operations.</li> </ul>
<b>Number and Operations-Fractions</b>	<ul style="list-style-type: none"> <li>• Draw a fraction model to identify equivalent fractions.</li> <li>• Solve word problems involving the multiplication of whole numbers and fractions.</li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>• Convert larger units of measurement to smaller units of measurement within a given system.</li> <li>• Solve addition and subtraction problems to find the unknown angle in a diagram.</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Draw points, lines, line segments, rays, angles (right, acute, obtuse), and parallel and perpendicular lines.</li> <li>• Define right triangles as their own category and identify right triangles in drawings.</li> </ul>

## Social Studies

### Fourth Grade

	Examples of Skills
<b>History and Geography</b>	<ul style="list-style-type: none"> <li>Expand one's knowledge of geography in locating mountain ranges, deserts, landmarks, major countries and cities around the world.</li> <li>Apply one's knowledge of map skills specifically longitude, latitude, the equator, and the poles in locating areas of the globe.</li> </ul>
<b>Civics and Governance</b>	<ul style="list-style-type: none"> <li>Explain the concepts of citizenship, slavery, and social classes, and the role government plays in the daily lives of people.</li> <li>Provide examples of the major rights that immigrants have acquired as citizens of the United States.</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>Explain the concept of bartering and provide examples of bartering. Explain how money became the major means of exchange.</li> <li>Define and give examples of natural resources in the United States.</li> </ul>

## SCIENCE

### Fourth Grade

	Examples of Skills
<b>Earth and Space Science</b>	<ul style="list-style-type: none"> <li>Give a simple explanation of what a mineral is and some examples.</li> <li>Recognize and discuss the different properties of soil, including color, texture, the ability to retain water, and the ability to support the growth of plants.</li> </ul>
<b>Life Science</b>	<ul style="list-style-type: none"> <li>Differentiate between observable characteristics of plants and animals that are fully inherited (color, shape, etc.) and characteristics that are affected by the environment.</li> <li>Describe how organisms meet some of their needs in an environment by using behaviors in response to information received from the environment. Recognize that some animal behavior is instinctive and others are learned.</li> </ul>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>Describe how water can be changed from one state to another by adding or taking away heat.</li> <li>Identify the basic forms of energy (light, sound, heat, electrical, and magnetic).</li> </ul>
<b>Technology/Engineering</b>	<ul style="list-style-type: none"> <li>Identify and explain the difference between simple and complex machines.</li> </ul>

## VI: OTHER ATTACHMENTS - NOT REQUIRED

ATTACHMENT 10: Support letters

# Top Fun Aviation Toy Museum



P.O. Box 700  
Dracut, MA 01826

(978) 342-2809  
topfunaviation@verizon.net

October 24, 2013

Mitchell Chester, Commissioner  
Massachusetts Department of  
Elementary and Secondary Education  
75 Pleasant Street  
Malden, Massachusetts 02148-4906

Dear Commissioner Chester:

I am delighted to provide a letter of support for the Academy for the Whole Child Charter School. While we know only some of the principals of the project personally, we are confident that all them are committed educators with long experience in Fitchburg's schools. They have, individually and collectively, a deep desire to ensure that Fitchburg's children receive the very best education possible. Their attention to the unique abilities and capabilities of each child is fundamental to this project.

We are eager to work closely with the Academy to use the Museum's resources to add depth to the children's learning experience. While more avenues for collaboration will surely develop as we and the Academy work together, here are some of the things that Top Fun Aviation Toy Museum could immediately provide:

- Talks at school assemblies. For example, a talk on how things are designed could be illustrated with toys from the Museum's collection.
- Hands-on workshops both in classes and as after-school learning opportunities.
- Classroom and after-school talks on a variety of aviation-related topics.

- Programs about aviation careers, especially careers that people may not have thought of or may have thought were beyond their reach.
- Workshops for teachers that would enable them to incorporate aviation-related topics and hands-on learning projects in their classes.
- Field trips to the Museum. Field trips are enormously useful learning opportunities for young people. Because Top Fun is located in Fitchburg, the logistics of transporting students to the Museum are much simplified—without losing the educational opportunities that getting out of the classroom can provide.
- A nurturing and accepting atmosphere for children who learn differently, valuing them as individuals and finding ways to accommodate their interests and activity levels in talks, workshops, and field trips.
- Inspiration to persevere. Early aviation / rocketry efforts weren't all successful, but people didn't give up. Even the Wright Brothers had challenges to meet, but in the end they succeeded.

As fellow educators with a strong commitment to the success of Fitchburg's children, we urge you to approve the application for the Academy for the Whole Child Charter School.

Cordially,

Dr. Rosalie E. Dunbar  
President  
Top Fun Aviation Toy Museum

TRAUMA TO ART~ *turning grief into creative expression*

Mitchell D. Chester  
Commissioner of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

October 18, 2013

Commissioner Chester,

This letter commits Trauma to Art to support The Academy for the Whole Child Charter School in its proposal to create a K through grade 5 school that integrates a thorough academic curriculum with artistic expression. We believe A4WCCS will succeed because their vision of education addresses the reality that students need encouragement for personal and social growth as well as emotional support to reach their full potential.

Trauma to Art Inc. (T2A) is a 501c3, non-profit organization, dedicated to helping people cope with the death of loved ones through creativity, community collaboration and new rituals. T2A offers artistic workshops to facilitate creative thinking and to inspire artistic expression through the journey of loss. Additionally, at T2A, we are rolling out a new program called the Art of Story Telling. We've found that articulating your thoughts and emotions can free individuals from burden. Our website is also a resource including opportunities for students to submit their work to our annual book project exploring loss together. We are always coming up with new rituals and ideas to honor loved ones while celebrating life, but it's community involvement that will help us perfect those constructs and grow our services.

Should A4WCCS be funded, Trauma to Art commits time and support as the need arises for parents and students coping with loss through our workshops and resources.

Sincerely,

Lauren Muscarella  
CEO & Founder

July 22, 2013

Dean A. Tran  
Fitchburg, MA 01420

RE: Academy for the Whole Child

Dear Commissioner Chester,

I am writing to support the Commonwealth charter school application for the Academy for the Whole Child. The founding group of this proposed charter school consists of highly talented experienced educators with an impressive combined track record of creating programs of academic excellence.

By focusing on the whole child and beginning at a very early age the Academy for the Whole Child will provide pre-learning and learning experiences not always prevalent in the home of the economically disadvantaged or non-English speaking families, which are typical of the Fitchburg population. The Academy for the Whole Child focus not only levels the playing field for these children and their families, but gives them an advantage and solid foundation for a successful education and a productive future.

I wholeheartedly support this endeavor and encourage the Department of Elementary and Secondary Education to grant a charter to the Academy for the Whole Child.

Sincerely,

Dean A. Tran  
Fitchburg City Councilor at-large

October 14, 2013

Joanne B. Nichols  
Assistant Professor, Education Department  
Fitchburg State University  
160 Pearl Street, Fitchburg, MA 01420

Commissioner Mitchell Chester  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear [Recipient Name]:

This letter is in support of the charter application of The Academy for the Whole Child Charter School in Fitchburg, MA. I look forward to working closely with this school as a learning extension of our Education Department at Fitchburg State University. In my capacity as an early childhood educator of college teaching interns, it is often a struggle to find developmentally appropriate settings for my students' field experiences.

A child-centered school based on the principles of the Reggio Emilia model of early childhood education would fill an urgent gap. My teaching candidates need authentic involvement in the various models of schooling that they read about. Having visited similar schools in Italy, I know the positive impact that The Academy for the Whole Child Charter School will have on Fitchburg's children...however... as a superlative site for teaching course work, it will also have an exponential effect on children taught by our students.

Fitchburg State University could partner in multiple ways. In addition to the internship and pre-practicum sites for teaching candidates, I and other professors could conduct teaching workshops. Our education club members and students also could incorporate The Academy for the Whole Child Charter School in their service projects. Dreaming for future cooperation, I envision a foreign study program, modeled after the student teaching plan I witnessed in Italy, in which our Fitchburg students would first study Reggio Emilia in Fitchburg, while cooperating with our Italian language department. They then would spend a semester in a Reggio-style school in Italy. Having a nearby charter school with this model of practice would be an unmatched resource.

I sincerely encourage and support the charter of The Academy of the Whole Child and welcome conversations concerning that goal.

Sincerely,

Dr. Joann B. Nichols  
[jnicho21@fitchburgstate.edu](mailto:jnicho21@fitchburgstate.edu)

# ROLLSTONE ~ STUDIOS

Gail Bloom, Studio Director

633 Main Street  
Fitchburg, MA 01420  
978-348-ART1

October 12, 2013

Commissioner Mitchell Chester  
Department of Elementary & Secondary Education  
75 Pleasant Street  
Malden, MA 01428

Dear Commissioner Chester,

Rollstone Studios is a non-profit artist cooperative studio and gallery located in downtown Fitchburg. Our studios have 12 working artist studios and a roster of more than 60 artists from the North Central MA region representing music, creative writing, visual arts and dance.

We offer many workshops for children and adults in guitar, watercolor, origami, and photography to name a few. Several of our artists have been teaching artists in after school programs in the region, and Rollstone has been the prime location for student art exhibits and performances throughout the year.

We are looking forward to forming a partnership with Academy for the Whole Child Charter School through professional development with teaching artists to enhance the arts integration curriculum and to bring workshops and performances to the children during the school day and after school.

A new charter school in Fitchburg for elementary children will greatly benefit families who are looking for another option to educate their children.

I appreciate your thoughtful consideration in granting Fitchburg the Academy for the Whole Child Charter School.

Very truly yours,

Gail Bloom

# ATTACHMENT 11: Standards for Foreign Language Learning

## Standards for Foreign Language Learning

### Communication

#### Communicate in Languages Other than English

##### The Communication Goal Contains Three Standards:

**Standard 1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

This standard focuses on interpersonal communication. Students can usually quickly learn a number of phrases for interaction with each other. As they continue to study, they learn to converse in a culturally appropriate manner. Students of non-European languages may face greater challenges and require more study time.

**Standard 1.2 - Students understand and interpret written and spoken language on a variety of topics.**

This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The ability to read may develop before the ability to comprehend rapidly spoken language. The reading aspects of this standard make it relevant to the classical languages.

**Standard 1.3 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

This standard focuses on the presentation of information, concepts and ideas in spoken and written modes. In most cases, this standard is concerned with one-way speaking and writing. Students with little or no previous experience in the language are likely to produce learned patterns or language that looks like English with words in the other language. Over time, students will develop the ability to write and speak using a variety of styles.

#### ESSENTIAL QUESTIONS

**Why is it important to communicate in another language?**

**How can your communication with a native speaker be more meaningful if you speak his/her language?**

#### ENDURING UNDERSTANDINGS

**As the world moves toward a global community, it is increasingly important for world language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.**

### Cultures

#### Gain Knowledge and Understanding of Other Cultures

##### The Cultures Goal Contains Two Standards:

**Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

This standard focuses on the practices that are derived from the traditional ideas, attitudes and values (perspectives) of a culture. Practices refer to patterns of behavior accepted by a society, such as the rites of passage, use of discourse, use of space etc. It is important to know the relationship between the practices and the perspectives that represent the culture's view of the world.

**Standard 2.2 - Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.**

This standard focuses on the products of the culture studied and how they reflect the perspectives of the culture. Tangible products can be a painting, a cathedral, a piece of literature, etc. An intangible product can be a dance, an oral tale, an education system, a sacred ritual, etc. Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values of that culture and the cultural practices involve the use of the product.

**ESSENTIAL QUESTIONS**

**Why is it important to understand the perspectives and value systems of another culture?  
How do the products and practices of a culture come from these perspectives and value systems?**

**ENDURING UNDERSTANDINGS**

**The sharing and learning about customs and products increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.**

**Connections**

**Connect with Other Disciplines and Acquire New Information**

**The Connections Goal Contains Two Standards:**

**Standard 3.1 - Students reinforce and further their knowledge of other disciplines through the world language.**

This standard for connections focuses on target language support for content for other disciplines. Learning is no longer restricted to a specific discipline; it has become interdisciplinary. Students can relate the information studied in other subjects to their learning of the world language and culture. World language learning contributes to the entire educational experience.

**Standard 3.2 - Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.**

Students acquire new information and perspectives as a consequence of learning another language. They are able to broaden their sources of information. At first, they begin to examine sources intended for the native speakers, and as they become more proficient in the target language, they begin to analyze and compare this information with their own language while assessing the linguistic and cultural differences.

## ESSENTIAL QUESTIONS

**How can the study of a world language enhance your knowledge of other disciplines?  
What can you read about in your world language that you would not be exposed to in your native language?**

## ENDURING UNDERSTANDINGS

**As students increase their proficiency in another language, they acquire skills that empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.**

**Comparisons  
Develop Insight into the Nature of Language and Culture**

### **The Comparisons Goal Includes Two Standards:**

**Standard 4.1 - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

This standard focuses on the impact that learning the linguistic elements of the new language helps students' ability to understand their own language, and to develop a better understanding of the structure and use of languages.

**Standard 4.2 - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices and products that are similar to and different from those of their own culture.

## ESSENTIAL QUESTIONS

**How are thought processes organized into the structure of different languages?  
Why do different cultures have different value systems?**

## ENDURING UNDERSTANDINGS

**Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives of their own language and culture.**

**Communities  
Participate in Multilingual Communities at Home and  
Around the World**

### **The Communities Goal Includes Two Standards: Applied Learning and Personal Enrichment.**

**Standard 5.1 - Students use the language both within and beyond the school setting.**

The focus is on language as a tool for communication with speakers of the language throughout one's life, including school, community and abroad. Applying the language makes students aware of the advantages of being able to communicate in more than one language and also makes them aware of the power of language.

**Standard 5.2 - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

Language is a means to information and interpersonal relations. Students can use their language skills to access music, art, literature, film, and television programs in another culture. Students may also have the opportunity to travel to communities and countries where the language is used, and through this experience further develop their language proficiency and understanding of the culture. Students may also study or work in a country where the target language is used extensively to further enrich their lives.

**ESSENTIAL QUESTIONS**

**Where can you use the language other than in the classroom?**

**How has learning a world language enriched your life?**

**ENDURING UNDERSTANDINGS**

**Learning a world language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.**

## ATTACHMENT 12: World Language Progress Indicator

*Academy for the Whole Child Charter School*  
**World Language Progress Indicators**  
**Grade K**

<b>COMMUNICATION</b>			
Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand short utterances from familiar materials</li> <li><input type="checkbox"/> Can recognize basic greetings, farewells and expressions of courtesy and basic classroom demands</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize vowel sounds and associate with words and letters that do not occur in English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can pronounce basic sounds</li> <li><input type="checkbox"/> Can give basic greeting, farewells, expressions of courtesy</li> <li><input type="checkbox"/> Can produce simple phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can draw the basic shape of letters</li> </ul>
Culture	Connections	Comparisons	Communities
<ul style="list-style-type: none"> <li><input type="checkbox"/> Can sing songs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize names that are similar in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can identify letters in Spanish that do not occur in English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize basic greetings</li> </ul>

*Academy for the Whole Child Charter School*  
**World Language Progress Indicators**  
**Grade 1**

<b>COMMUNICATION</b>			
Listening	Reading	Speaking	Writing
<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize basic greetings, farewells and expressions of courtesy</li> <li><input type="checkbox"/> Can react to basic classroom commands</li> <li><input type="checkbox"/> Can differentiate sound</li> <li><input type="checkbox"/> Can discriminate questions and statements</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can read simple labels</li> <li><input type="checkbox"/> Can read simple phrases</li> <li><input type="checkbox"/> Can make inferences using picture clues</li> <li><input type="checkbox"/> Can begin to participate in choral reading</li> <li><input type="checkbox"/> Can begin to use sight vocabulary</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can ask/answer questions about weather using learned materials</li> <li><input type="checkbox"/> Can give autobiography information: name, age, place of origin, and address</li> <li><input type="checkbox"/> Can name and identify objects, people, and places</li> <li><input type="checkbox"/> Can tell time to the hour</li> <li><input type="checkbox"/> Can count from 1-12</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can copy words from previously learned materials</li> <li><input type="checkbox"/> Can copy phrase</li> <li><input type="checkbox"/> Can write single words and simple phrases</li> </ul>
Culture	Connections	Comparisons	Communities

<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can name the cardinal points</li> <li><input type="checkbox"/> Can demonstrate understanding of formal and informal forms</li> <li><input type="checkbox"/> Can recognize basic songs/music associated with special holidays</li> <li><input type="checkbox"/> Can recognize some cultural aspects of the target culture to include food and music</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can count from one to twelve</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can identify similarities and differences between English and Spanish alphabets</li> </ul>	<p>All of grade K plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can use basic greetings to communicate outside the classroom</li> </ul>
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**Academy for the Whole Child Charter School**  
**World Language Progress Indicators**  
**Grade 2**

<b>COMMUNICATION</b>			
Listening	Reading	Speaking	Writing
<p>All of grade 1 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand greetings, farewells, expressions of courtesy, likes, dislikes, and requests</li> <li><input type="checkbox"/> Can react to more complex classroom commands</li> </ul>	<p>All of grade 1 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can read simple patterned text</li> <li><input type="checkbox"/> Can read previously learned simple sentences</li> <li><input type="checkbox"/> Can read group generated and self-composed stories</li> <li><input type="checkbox"/> Can read simple poems</li> </ul>	<p>All of grade 1 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can produce greetings, farewells, expressions of courtesy, likes, dislikes, requests and dramatize stories</li> <li><input type="checkbox"/> Can tell the time to the half hour</li> <li><input type="checkbox"/> Can describe self</li> <li><input type="checkbox"/> Can give basic commands</li> <li><input type="checkbox"/> Can state seasons and weather</li> </ul>	<p>All of grade 1 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can copy simple sentences</li> <li><input type="checkbox"/> Can list, identify and label</li> <li><input type="checkbox"/> Can produce simple guided writing using basic structures and familiar vocabulary</li> </ul>

Culture	Connections	Comparisons	Communities
All of grade 1 plus... <input type="checkbox"/> Can demonstrate an awareness of music and dances from target culture <input type="checkbox"/> Can demonstrate understanding of formal and informal forms in greetings, farewells and in addressing adults <input type="checkbox"/> Can identify major holidays or celebrations	All of grade 1 plus... <input type="checkbox"/> Can tell time by the hour <input type="checkbox"/> Can count from one to a hundred (math) and recite simple poems in the target language	All of grade 1 plus... <input type="checkbox"/> Can begin to compare punctuation and capitalization rules in English and Spanish <input type="checkbox"/> Can begin to identify differences in formal and informal ways of addressing adults	All of grade 1 plus... <input type="checkbox"/> Can use basic vocabulary, phrases and simple sentences outside the classroom

***Academy for the Whole Child Charter School***  
**World Language Progress Indicators**  
**Grade 3**

<b>COMMUNICATION</b>			
Listening	Reading	Speaking	Writing
All of grade 2 plus... <input type="checkbox"/> Can understand brief descriptions related to the topics being presented <input type="checkbox"/> Can understand more complex directions	All of grade 2 plus... <input type="checkbox"/> Can begin to order events chronologically <input type="checkbox"/> Can use context clues for word recognition <input type="checkbox"/> Can read simple sentences, and simple passages and associate them with pictures	All of grade 2 plus... <input type="checkbox"/> Can produce brief descriptions and directions <input type="checkbox"/> Can tell time to the quarter hour <input type="checkbox"/> Can describe people and places <input type="checkbox"/> Can participate in patterned dialogue <input type="checkbox"/> Can recount events in sequence	All of grade 2 plus... <input type="checkbox"/> Can create simple dialogue using familiar material <input type="checkbox"/> Can supply simple biographical information on the forms <input type="checkbox"/> Can write 2 or 3 sentences on a familiar topic
Culture	Connections	Comparisons	Communities
All of grade 2 plus... <input type="checkbox"/> Can name and locate Spanish speaking areas in the Americas and Europe	All of grade 2 plus... <input type="checkbox"/> Can perform a part of a character while reading a story (reader's theater)	All of grade 2 plus... <input type="checkbox"/> Can begin to compare basic parts of speech	All of grade 2 plus... <input type="checkbox"/> Can recognize basic greetings

<ul style="list-style-type: none"> <li><input type="checkbox"/> Can introduce self using an appropriate simple form</li> <li><input type="checkbox"/> Can understand use of personal titles, family names</li> <li><input type="checkbox"/> Can participate in celebrations of the target culture</li> <li><input type="checkbox"/> Can recognize traditions associated with major holidays in the target cultures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can understand ordinal numbers one to ten</li> <li><input type="checkbox"/> Can tell time by the half hour</li> </ul>		
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***Academy for the Whole Child Charter School***  
**World Language Progress Indicators**  
**Grade 4**

<b>COMMUNICATION</b>			
Listening	Reading	Speaking	Writing
<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can respond to questions about self and family members and content area material</li> <li><input type="checkbox"/> Can take dictation on learned and/or recombined material</li> <li><input type="checkbox"/> Can differentiate among statements, questions, and exclamations</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can read original writing aloud to others</li> <li><input type="checkbox"/> Can demonstrate reading comprehension by answering questions</li> <li><input type="checkbox"/> Can distinguish between 1<sup>st</sup> and 3<sup>rd</sup> person</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can produce statements, questions, exclamations</li> <li><input type="checkbox"/> Can tell time in quarter hours intervals</li> <li><input type="checkbox"/> Can use idiomatic expressions</li> <li><input type="checkbox"/> Can make simple rehearsed presentations (i.e. skits, poems, interviews)</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can take dictation from learned material</li> <li><input type="checkbox"/> Can write a short narrative about themselves and/or others</li> <li><input type="checkbox"/> Can write a paragraph on a topic using learned material</li> <li><input type="checkbox"/> Can use punctuation and standard spelling</li> </ul>

Culture	Connections	Comparisons	Communities
<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can locate and name 10 Spanish-speaking countries in the world</li> <li><input type="checkbox"/> Can write addresses and telephone numbers using appropriate conventions</li> <li><input type="checkbox"/> Can understand a typical schedule of meals</li> <li><input type="checkbox"/> Can demonstrate an awareness of differences in certain aspects of the target culture</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize a character in the story</li> <li><input type="checkbox"/> Can tell time by the quarter hour</li> <li><input type="checkbox"/> Can count up to 1,000</li> <li><input type="checkbox"/> Can perform the part of a character while reading a story (readers theater)</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can begin to discriminate between the sound and writing system in English and Spanish</li> <li><input type="checkbox"/> Can understand basic parts of speech</li> <li><input type="checkbox"/> Can demonstrate understanding of the rules of capitalization and punctuation</li> </ul>	<p>All of grade 3 plus...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can collaborate with peers to create and perform skills related to a topic in the target culture</li> </ul>

## **ATTACHMENT 13: Art and Music draft curriculum**

### **Grade K General Music**

#### **Week 1-5**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy appropriately-produced sound (timbre), clear diction, and correct posture.
- 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation.
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.

#### **Week 6-10**

- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

#### **Week 11-15**

- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy appropriately-produced sound (timbre), clear diction, and correct posture.
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.

#### **Week 16-20**

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy appropriately-produced sound (timbre), clear diction, and correct posture.

#### **Week 21-25**

- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy

appropriately-produced sound (timbre), clear diction, and correct posture.

### **Week 26-30**

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.

### **Week 31-35**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture.
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.

### **Week 36-40**

- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation.
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances.
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

## **Grade 1 General Music**

### **Week 1-5**

- 2.1 Demonstrate and respond to: the beat, division of the beat ...
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

### **Week 6-10**

- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

### **Week 11-15**

- 2.1 Demonstrate and respond to: the beat, division of the beat
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

### **Week 16-20**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances.

### **Week 21-25**

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter(2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture

### **Week 26-30**

- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods

### **Week 31-35**

- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.

### **Week 36-40**

- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture

## **Grade 2 General Music**

### **Week 1-5**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music.

### **Week 6-10**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases
- 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments
- 4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies

### **Week 11-15**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

### **Week 16-20**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture

- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

**Week 21-25**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

**Week 26-30**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

**Week 31-35**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic

accuracy, appropriately-produced sound (timbre), clear diction, and correct posture

- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

### **Week 36-40**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.
- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

## **Grade 3 General Music**

### **Week 1-5**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to

music

### **Week 6-10**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

### **Week 11-15**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation

### **Week 16-20**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct
- 3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances

### **Week 21-25**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 5.2 Listen to and describe aural examples of music of various styles, genres,

cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context.

- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

### **Week 26-30**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context.
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances
- 5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music

### **Week 31-35**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
- 1.4 Sing ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment

### **Week 36-40**

- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture
- 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple

patterns performed by the teacher

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means.

## Grade 4 General Music

### Week 1-5

- 2.1 Demonstrate and respond to: the beat, division of the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture

### Week 6-10

- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher.
- 5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances.
- 5.5 Respond through purposeful movement to selected prominent music characteristics to specific music occurrences while singing or listening to music.

### Week 11-15

- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and alla breve meter signatures
- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment

### Week 16-20

- 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/c form reflect the events, ideas, religions, and customs of people living at a particular time in history
- 8.1 Identify characteristic features of the performing arts of native populations and immigrant groups to America, such as

- styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;
- styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries

#### **Week 21-25**

- 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history
- 3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages

#### **Week 26-30**

- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

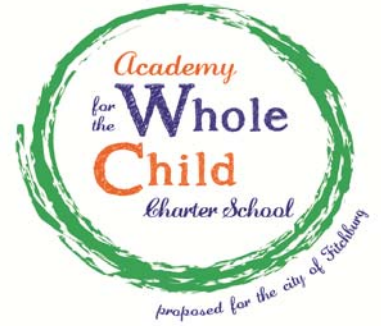
#### **Week 31-35**

- 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds
- 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher

#### **Week 36-40**

- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines
- 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests.

**ATTACHMENT 14: PARENT/SCHOOL COMPACT 2012 – 2013**  
**ACADEMY FOR THE WHOLE CHILD - PARENT/SCHOOL COMPACT 2012 – 2013**



**THE TEACHER PLEDGE:**

**I understand the importance of school to every student and my role as educator and role model. Therefore, I agree to carry out the following responsibilities:**

- I will teach all the necessary concepts to your child before homework is assigned.
- I will make learning goals and state & district content standards comprehensible and meaningful to all students.
- I will regularly assess your child's progress.
- I will strive to address the individual needs of your child.
- I will regularly communicate with you regarding your child's progress.
- I will provide an orderly, positive, and healthy learning environment.
- I will correct and return schoolwork in a timely manner.
- I will communicate homework and classroom expectations at parent conferences and at Back to School Night.
- I will provide opportunities for parent engagement & involvement.

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**THE STUDENT PLEDGE:**

**I realize that my education is important. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:**

- I will get to class on time every day unless I am ill.
- I will take my Thursday Folder home to my parent(s) and return it, signed, the next day.
- I will neatly complete and return my homework on time every day.
- I will take corrected work home to my parent(s).
- I will be responsible for my own behavior by following classroom and school rules.
- I will be a cooperative learner and complete my work every day.
- I will not let T. V., video games and other extra-curricular activities interfere with my school work or homework.
- I will read at least 20 minutes (K-4 grade) every night.
- I will be responsible for any materials, including any technology that is assigned to me.
- I will adhere to the school uniform policy.

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**THE PARENT PLEDGE:**

**I understand that my participation in my child's education is essential to his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities:**

- I will make sure my child neatly completes and returns his/her homework on time every day.
- I will make sure that my child arrives at school on time every day.
- I will read all school communications and return the signed Thursday Folder the next day.
- I will attend Back-to-School Events, Parent-Teacher-Student Conferences, Open House, and other school events. I will attend at least 2 events.
- I will make sure my child reads for at least 20 minutes every day/night.
- I will provide a quiet place and time for my child to do homework.
- I will make sure my child gets adequate sleep and has a healthy diet.
- I will volunteer at school, when my schedule allows. I will look at the parent volunteer handbook to ensure that I volunteer in some way, whether at school or working on a project from home.
- I will support the class and school discipline policies.
- I will make sure that T. V., video games and other activities do not interfere with my child's education.
- I will send a signed absence note after each of my child's absences.
- I will read the Parent Handbook.
- I will ensure that my child adheres to the school uniform policy.

**Parent's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_