

CHARTER SCHOOL APPLICATION SUMMARY

This application summary will be used by the CSDE for a quick analysis and administrative processing of the applications received. The information provided must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Brass City Charter School

Proposed Charter School Name

Waterbury

School Location (city/town)

Charter Applicant Representative: Barbara L. Ruggiero, Ph.D

Contact Person: Barbara L. Ruggiero, Ph.D.

Organization: Children's Community School

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TYPE OF SCHOOL	
Local charter school	
State charter school	X

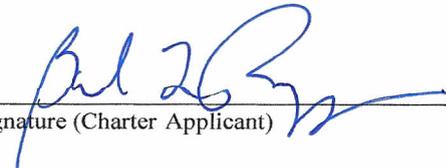
Indicate numbers of persons involved in each category

FOUNDERS	
Parents	1
Teaching staff	1
Business community	3
Community organization	5
Higher education institution	1
Others	2

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?	X	
When will you be able to take occupancy?	Date 07/13	

PROJECTED STUDENT ENROLLMENT

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	38	38	38												
Year 2	34	38	38	38											
Year 3	34	34	38	38	38										
Year 4	34	34	34	38	38	38									
Year 5	34	34	34	34	38	38	38								
Total	174	178	182	148	114	76	38								


Signature (Charter Applicant)

April 1st, 2013
Date

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I. SCHOOL VISION AND DESIGN

1) Mission and Vision Statements

a) Mission

Describe the mission of the charter school. Define the core purpose and key values of the school including the school model and the students to be served. The mission should be consistent with high academic standards, be succinct and meaningful, and be reflected throughout all sections of the application

The mission of Brass City Charter School (BCCS) is to provide a rigorous academic and holistic social-emotional learning program that will eliminate the achievement gap for underserved students. BCCS will enable students to soar academically and develop as people of character, and lead meaningful and productive lives both for themselves and for their community.

b) Vision

The vision should align with the mission and provide an image of the school once it is operating. It should articulate what the school will achieve for the community it serves, students, parents, teachers and beyond.

BCCS is committed to the whole child – mind, body and spirit – and every portion of our day reflects this commitment.

BCCS reflects the vision of Children’s Community School, which has for 44 years provided education to Waterbury’s underserved children. The founders’ dream was to end the isolation of children of poverty, prepare young children to enter school ready to learn and poised for academic success, and, ultimately, to eradicate the cycle of poverty that their families had experienced. Education and self-empowerment were viewed as the keys to success. Parental involvement was sought and fostered.

BCCS reflects the interests and needs of the Waterbury community; this initiative to create a new public school choice has grown organically from the Waterbury community. BCCS will continue to nurture strong and productive relationships with a wide variety of community organizations that will help BCCS provide an enriched experience for students.

Like the model on which it is built, BCCS will create intentionally a culture that demands academic excellence and supports character development and self-empowerment for its students. BCCS will be a community of learners based on a culture of high expectations and rooted in the deep belief in the intrinsic worth and potential of every student. Parents will be expected to support and participate in their children’s education.

To attain this goal, BCCS, a Pre-K through grade 8 school, will prepare its students for academic success in competitive high school programs by engaging them in a standards-based educational program. The Common Core and CT Frameworks will provide the curricular foundation upon which mastery learning is built. Students will be expected to perform at or above grade level in the core subjects of reading, math, and writing. Frequent assessment, both informal and formal, will be the basis for intentional teaching and differentiated instruction. An extended school day, extended school year and summer program will provide increased time on task to help facilitate sustained student achievement.

Recent research and reflection have shown that academic skills alone will not ensure success. BCCS will also focus on the character traits that are the foundation for success. We believe that character is malleable and can be taught, and we are experienced using validated techniques for such teaching. BCCS will focus consistently on helping our students develop the optimism, zest, grit, curiosity, social intelligence, gratitude and self-control (Seligman and Peterson, (1))necessary for resilience and for creating successful and meaningful lives. In addition, we will use brain training

based on the most recent brain research to help children understand how their brains work and to aid teachers in assisting students with metacognition.

In keeping with our belief in educating the whole child, BCCS will provide opportunities for students beyond the traditional classroom through rich extra- curricular programs such as that provided by BRAVO Waterbury! (based on the Venezuelan *El Sistema* program), field trip experiences and community service projects and through partnerships with other schools and institutions.

Brass City Charter School promises a rigorous academic program coupled with support and strong character development to ensure that each student is poised for success in a competitive high school program. BCCS will be the first charter school in Waterbury, a city of underperforming schools, and will hopefully be for the City a catalyst for change so that all students will come to benefit from improved student learning and academic excellence.

2) Educational Philosophy

Brass City Charter School is based on the highly successful model that has operated for more than forty years at the Children’s Community School (CCS), a small, private school in Waterbury, where each child’s potential for success is supported. The success of the CCS model is reflected in the high rate of on-time high school graduation of its graduates (92%). Lessons learned from the CCS experience will be combined with knowledge gained from the experience of existing charter schools to create a new charter school that fosters academic success in a caring and supportive atmosphere. BCCS is a community of excellence embracing and supporting the needs and aspirations of a wide array of stakeholders including students, parents, staff and community.

The founders of BCCS have articulated ten core beliefs that will be fundamental to the school’s culture, educational programming and overarching focus on social-emotional learning. The stellar experience of CCS demonstrates the power of this array of features to give impoverished children the skills and tools they need to succeed. Staff will be selected based on their appreciation of—and ability to foster—social-emotional learning among children, and BCCS will provide ongoing formal and informal professional development to help staff model the behaviors the school demands of its students.

a) Founding group’s core beliefs

Describe the founding group’s core beliefs and values about education.

1. We believe in the transformative power of education as a means to end the cycle of poverty. Educational attainment is well documented as a powerful key to future employment success and lifetime earning potential. As James Heckman, a University of Chicago economist and Nobel laureate, states:

“Educational equity is often discussed as a moral issue. Another way to think about equity is as a way to promote productivity and economic efficiency. As an economist, I focus on the economic value of equalizing educational opportunities and achievement in order to identify the most effective way to increase the productivity of the American economy. We need a capable and productive workforce that will compete successfully in the global economy. Underdeveloped human potential burdens our economy and leaves us with a workforce that is less than it could be.” (2)

2. We believe that high expectations, combined with a supportive environment, affect student outcomes.

High expectations are conveyed to students in a variety of ways that are integral to the structure and daily operation of BCCS. These include striving for excellence at every level; fostering personal relationships between all school staff and students and their families; providing ongoing guidance, challenge and stimulus; discovering and building upon children’s individual strengths and interests; offering intensive and structured learning opportunities throughout the school day; encouraging and rewarding critical thinking and curiosity; assessing early and often, and using the results

of assessments to adjust teaching methodologies to ensure optimal learning; and leveraging students' intrinsic motivations to excel.

3. **We believe that all students can make academic progress and are entitled to appropriate and rigorous instruction that will move them along the learning continuum.**

Curriculum must be relevant and challenging, based on standards and research, and feature multiple learning and teaching approaches that respond to student diversity. Frequent assessments of various types, both formal and informal, must inform instruction so that difficulties can be identified early and remediated immediately, before they become obstacles to continued progress. Similarly, high-performing students must be provided with learning experiences that will challenge and interest them, delivered at a pace appropriate to their abilities.

4. **We believe that academic skills alone do not insure future success; social and emotional learning are critical.**

BCCS emphasizes social-emotional skills which include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions and handling challenging situations constructively and ethically. These are the skills that, according to the Collaborative for Academic, Social, and Emotional Learning, "*allow children to calm themselves when angry, make friends, resolve conflicts respectfully and make ethical and safe choices.*" (3) A bedrock of strong character traits such as respect, curiosity, perseverance, grit, zest, integrity, gratitude and kindness enhance resiliency, and must be evident in staff and students alike. Understanding that students with compromised resources often live in an environment of chronic stress, which inhibits learning and higher order thinking, BCCS is explicitly dedicated and organized to help students manage stress, increase self-regulation and develop optimism which empowers students to believe in their own self-efficacy.

5. **We believe that students need to learn how to learn (metacognition).**

The decades of success of CCS demonstrate that explicit instruction in metacognitive skills is both appropriate and necessary. Teaching children how their brains work helps them become more active in their own learning. Wood and co-authors, in *Cognitive strategy instruction for middle and high schools*, note that metacognition is effective because it enables students to engage in "*planning, monitoring, and controlling the learning process. Learning is very personal, and students must reflect on their own strengths and weaknesses as learners in order to develop effective ways to improve the process.*" (4)

6. **We believe that high quality teachers and school leaders are essential to the success of students.**

Like BCCS students, BCCS teachers and leaders must be held to high standards of competence and character. They must be pedagogically strong, as well as highly committed to the BCCS mission and to personal and professional growth. They must be provided with the proper tools, time and training to allow them to effectively carry out their responsibilities and ensure student success.

7. **We believe that school resources matter, especially for children in low SES areas.**

J. Heckman, after analysis of studies in student achievement, concludes that smaller classes raise student achievement, both on average and in particular for children from low-income families and for minorities. (2) BCCS class sizes are small and classroom assistants are available to help each teacher; our goal is a staff:child ratio in each classroom of 9:1.

8. We believe in the importance of parental involvement with the school.

The successful model on which BCCS is based, CCS, has a long history of high levels of parental engagement. BCCS will actively work to create a welcoming environment for parents, and clearly share our expectations of parents. There will be frequent communication with parents about school activities and classroom learning activities, both through central office communication and direct communication from teachers. BCCS will further provide frequent opportunities for parents to meet with teachers formally and informally to discuss their children's progress. In addition to a formal place on the governing council for parents, there will be opportunities for parents to get involved as volunteers at BCCS. BCCS is dedicated to creating and maintaining strong relationships with parents and supporting an active parent-school group.

9. We believe that community partnerships and involvement are vital to the life of the school.

BCCS will offer coordinated access to a variety of community resources that will help families provide enhanced supports for their children's learning and personal growth. Modeled on and building on CCS's long and successful school-family-community relationships, BCCS will actively seek the development of new community partnerships that will enrich students' learning experiences. Participation in events and service projects is essential, as these activities help students gain perspective about the reciprocal nature of living in a community – everyone receives, and everyone gives.

10. We believe that the school environment should foster health, wellness, and safety

BCCS will support students' daily readiness to learn by providing nourishing meals and snacks to all students, regardless of federal program eligibility, incorporating physical fitness into the school program, and ensuring an environment that is safe from physical and psychological hazards. The building in which BCCS is housed is ADA-compliant. BCCS is committed to creating an atmosphere of respect, where bullying will not be tolerated.

b) Alignment of educational philosophy with mission

Describe how this educational philosophy aligns with the school's mission.

The school's educational philosophy aligns directly with and flows from the mission. It animates the mission, addressing each of the critical domains whereby BCCS can achieve its goal of helping students build the sound academic and personal character foundation they will need to lead meaningful lives and become productive members of the community. Each of the elements of the mission is reflected in the educational philosophy, which is, in turn, operationalized by the curriculum.

The two key features of BCCS's mission, academic rigor and social-emotional learning, drive the educational philosophy in the following ways:

A rigorous academic program will be achieved through: creating a culture of excellence; maintaining high expectations of all students; providing a supportive environment in terms of resources and culture; offering ongoing guidance, challenge and stimulus; building upon and challenging children's individual strengths and interests; making learning intensive, structured and inclusive of metacognitive skills; hiring and supporting excellent teachers; frequently assessed and with ongoing use of assessment results; providing curricula that are relevant, challenging, research-based and standards-based; offering multiple learning and teaching strategies; and fostering parental and community involvement.

BCCS's mission to create a holistic social-emotional learning environment drives specific philosophical elements including: incorporating explicit instruction in character education and metacognitive skills; providing a supportive

environment in terms of resources and culture; hiring and supporting excellent teachers; caring for the whole child through health, wellness and psychological safety; and fostering parental and community involvement.

c) How the educational philosophy will serve students

Demonstrate that the philosophy will serve the diverse needs of individual students.

Our small class size, favorable staff-to-student ratio, opportunities for staff-student interaction throughout an extended school day, and our close attention to academic progress will enable us to get to know students well both personally and academically, and this knowledge, more than any other factor, is the key to providing for the diverse needs of individual students.

Students are, of course, our reason for being. We are committed to helping them succeed in every way. Every core belief reflects a commitment to each student--regardless of ability, socioeconomic status, race, ethnicity, gender or sexual orientation.

For example, each student is seen as a capable learner. We will devote the resources – qualified staff, time and materials-- to enable him or her to reach his individual potential. Every child will reach benchmarks at different times, in different ways, but each will be supported in that journey in whatever way is most appropriate for him or her.

Parents of all students will be welcomed into the BCCS school community. Parents will be an invaluable source for staff as we seek to understand and celebrate diversity among students and to weave those unique differences into more inclusive classroom lessons. The school is also committed to parent education and support so that parents and school work together both for the benefit of individual students and the student body as a whole.

Community partnerships and involvement are a key factor in reducing racial, ethnic and economic isolation as students have the opportunity to meet and interact with successful people of all races and ethnicities.

d) Research to support educational philosophy

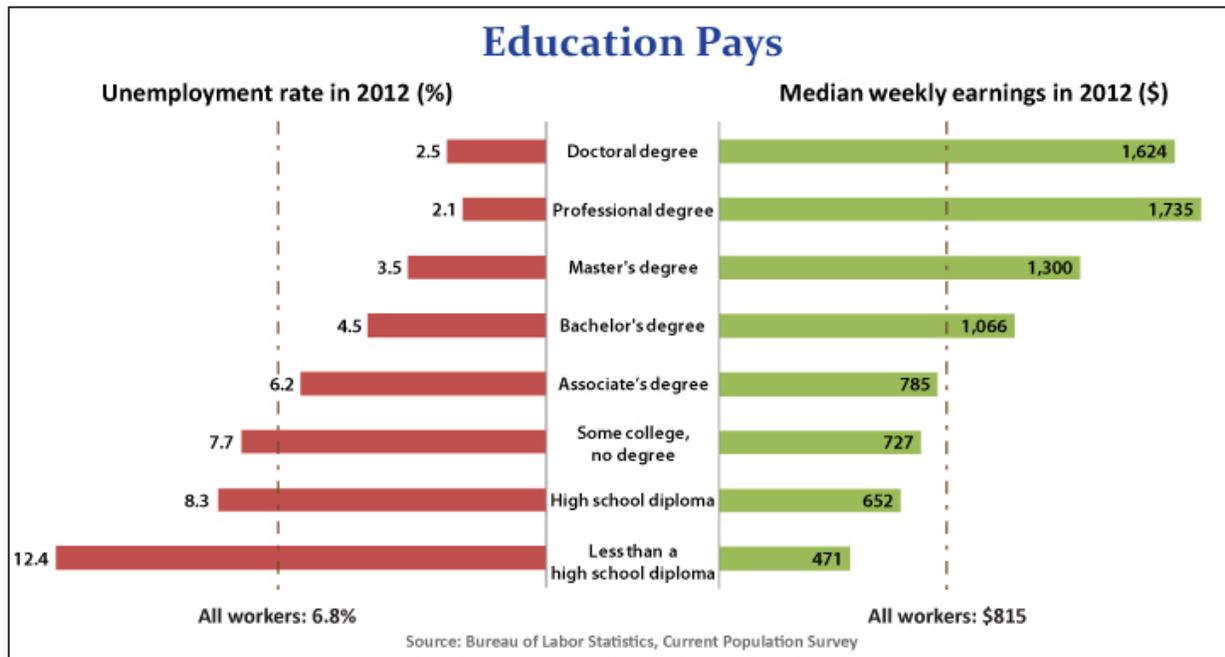
Provide research, including explicit citations, on this educational philosophy and its associated educational practices that demonstrate it may improve the academic performance of the anticipated student population to be served.

BCCS's educational philosophy is based not only on the empirical evidence of CCS's success, but also on significant social science, neuroscience and educational research. Illustrative examples of the support research are described below. Citations are accumulated in Appendix A.

The transformative power of education as a means to end the cycle of poverty

The data supporting the economic value of education is compelling. The US Bureau of Labor Statistics tracks unemployment and median weekly earnings by educational attainment for full-time workers over age 25. In 2012 the median weekly earnings for all US workers was \$815. Individuals who did not graduate from high school earned \$471, those with a high school diploma earned \$652, those with an associate's degree earned \$785, and those with a bachelor's degree earned \$1,066. The corresponding unemployment rates are equally dramatic:

Figure 1: Education pays in higher earnings and lower unemployment rates



Source: US Bureau of Labor Statistics, http://www.bls.gov/emp/ep_chart_001.htm

High expectations, combined with a supportive environment

There is robust evidence in the literature to support the far-reaching benefits of high expectations in educational settings. Rutter and co-authors (1979) investigated schools in high-poverty areas of London, UK. They concluded “Schools that foster high self-esteem and that promote social and scholastic success reduce the likelihood of emotional and behavioral disturbance.” (5)

Brook and colleagues (1989) described the protective effects of a school environment with high expectations of students. Students in schools with high expectations and a participatory style were less likely to use alcohol and drugs. (6) High school completion and college matriculation rates are further documented benefits. (Mehan 1994) (7)

Social and emotional learning

There is a sizable and growing body of evidence supporting the importance of social and emotional learning for children. “A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction.” (8) The 2011 meta-analysis examined the outcomes of 213 school-based social and emotional learning programs enrolling more than 270,000 children in kindergarten through high school. Authors reported: “Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.” (9)

Wang and co-authors (1998) discuss the role of schools in building students’ resilience: “Schools have a major role to play in promoting resilience, and a number of strategies to do so are discussed. Teacher attitudes and expectations are critical, and these must be combined with powerful, research-based instructional practices that facilitate student learning. Responding to student diversity promotes resilience, as does teaching students strategies for learning. The roles of curriculum, programs and reforms that build resilience and initiatives with a direct influence on student learning are discussed. Children’s educational resilience cannot be created merely by a set of activities or strategies,

but it can be enhanced by teachers' adopting a new vision of their students as individuals who can make choices, acquire knowledge and skills, and achieve a fulfilling life.” [31]

The Center on the Developing Child at Harvard (CDCH) sums up the latest neuroscience literature eloquently when it states that *“research on the developing brain shows us that early childhood experiences build the foundation for a skilled workforce, a responsible community, and a thriving economy”*. (10) The brain’s capacity to work with information, focus thinking, ignore distractions and switch gears, sometimes referred to in aggregate as executive function and self- regulation are governed by three psychological processes working memory, mental flexibility and self-control. While these capacities are strongly influenced by genetic variation and life circumstances they are also malleable to intervention and training.

When children come to pre-K they come with a huge variation in the different levels of executive function already developed (abilities to attend or control impulses for example). As the CDCH says, to be successful *“involves sensitive, response caregiving and individualized teaching in the context of situations that require making choices, opportunities for children to direct their own activities with decreasing adult supervision over time, effective support of early emotion regulation, promotion of sustained joint attention, and the availability of adults who are not under such pressure that they cannot take time for children to practice their skills.”* (10) At the same time we know that under stress the frontal part of the brain where executive function resides for the most part is taken “off-line”. In environments outside the school where there is fear, danger, anxiety or threat constantly present there is little opportunity to develop these skills.

While the focus within teaching has consistently been on the development of cognitive skills, because of the impact of threats/anxiety/stress/fear on the abilities of the frontal brain, in regard to working memory, executive function and self-regulation, at BCCS we feel that it is important to teach children to befriend their brains, to understand that the brain is not just the center of thinking and perceiving the world but also the place that both generates and processes emotions; to understand that emotions happen so fast that we may not be able to control them happening but we can learn practices such as meditation and breathing which will calm them and give us greater control of them. The insights of heart rate variability training can be demonstrated in powerful and simple ways that allow children to gain greater mastery over their own emotions. Likewise an understanding of how the brain scans the faces of others for social cues, and why it is we perceive someone as sad or happy can help develop more conscious levels of empathy as well as help children understand what might happen if their brain became oversensitive to some emotions but hopeless at recognizing others. At the same time because the primary organizing principle of the brain is to minimize danger before it can maximize reward it is vital both to help create a positive safe environment for learning as well as to actively train the brain to be more sensitive to the positives that exist. One negative glance or rebuke is more powerful than five positive comments because of this inherent bias. As a result techniques that focus on positive psychology and the strengthening of positivity bias are crucial.

Metacognition

The theory and practical application of metacognition is outlined by Borkowski (1992). In his development of a framework for teaching, he focused on: *“(1) self-regulation as the centerpiece of strategy-based instruction; (2) the reciprocal relationship between self-regulated learning and beliefs about the “self” as a learner; and (3) “working models” and their role in classroom teaching...”* (11)

Metacognition has been described in the literature as the basis for helping students with learning disabilities to learn effective strategies. Lenz, Ellis and Scanlon (1996) have developed and described detailed schema for reducing learners’ cognitive barriers to learning. (12) Miller et al (1996) focused on promotion of specific strategies to address difficulties learning math. (13)

High quality teachers and school leaders

Researchers Sanders and Rivers (1996) argue that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. (14)

In his book, *Teach Like A Champion*, Doug Lemov notes that “*sequential teams of outstanding teachers tend to achieve the most dramatic [achievement] results.*” (15) At BCCS, we intend to hire outstanding teachers in every grade so that our students may be the beneficiaries of such results.

School resources

Two large studies of the impact of classroom size concluded that “*smaller class sizes result in significant gains in student achievement which endure to graduation and beyond.*” (16) The STAR ((Student Teacher Achievement Ratio) Study, conducted in Tennessee 1985-1998, found “*that students who had been placed in small classes in grades k-3 continue to outperform others right through high school, with higher graduation rates, higher grade point averages, and a greater likelihood to be headed towards college. In particular, attendance in small classes in the early grades cuts the gap between minority and white students taking college entrance exams in half... 17 percent of inner-city students who had been placed in small classes in the early grades were held back through the ninth grade, compared to 44 percent of those from similar backgrounds who had been put in regular sized classes.*” (16)

The Wisconsin Student Achievement Guarantee in Education (SAGE) program, begun in 1996 and ongoing, was also evaluated. “*Results from Wisconsin reveal that low-income first graders in small classes score significantly higher in reading and math than similar students in larger classes. African-American males made the largest gains, with test scores 40 percent above the control group. In addition to examining learning gains through a pre-test/post-test design, the SAGE analysis examined teacher perceptions through surveys and interviews. (The study included qualitative as well as quantitative analysis). From the results, teachers mentioned several areas of the teaching/learning process that were most affected by reduced class size: knowledge of students, discipline, instruction, individualization, and learning activities. Due to class-size reduction, teachers were more aware of students' individual personalities as well as their unique learning abilities. Having fewer students in a class meant that class discipline was easier to manage. Reduced discipline problems allowed for more instructional time for students. In addition, as a consequence of knowing each child's strengths and weaknesses, teachers were more able to individualize teaching and learning. Finally, teachers mentioned an increased ability to introduce student-centered activities. "The evidence - showing that reducing class size in kindergarten through third grade increases student achievement - is some of the most powerful evidence for any education innovation in history," says Alex Molnar, who was the principal investigator for Wisconsin's SAGE program. "Anyone who says otherwise is simply misinformed."* (16)

Parental involvement

The National Education Association, in one of its reviews of the research on best practices in education, highlights the findings of the Southwest Educational Development Laboratory (2002): “*When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more... The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:*

- *Earn higher grades and test scores, and enroll in higher-level programs*
- *Be promoted, pass their classes, and earn credits*
- *Attend school regularly*
- *Have better social skills, show improved behavior, and adapt well to school.*

Taken as a whole, these studies found a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.” (17)

Henderson and Berla (18) found that *“the family makes critical contributions to student achievement from the earliest childhood years through high school, and efforts to improve children's outcomes are much more effective when the family is actively involved.”* These authors, quoted in the provocative book by Alan Blankstein, *Failure is Not an Option*, further note, *“the most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which the student’s family is able to create a home environment that encourages learning and become involved in their children’s education at school and in the community.” (19)*

Mapp (2006) has documented the global benefits of parental involvement, *“No matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to post-secondary education when schools and families partner.” (20)*

A wealth of practical suggestions for family engagement in children’s education is compiled in *Epstein’s School, Family, and Community Partnerships: Your Handbook for Action, 3rd ed.* The author provides a framework for engagement that encompasses parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. She states, *“At all grade levels, the evidence suggests that school policies, teacher practices and family practices are more important than race, parent education, family size, marital status and even grade level in determining whether parents continue to be part of their children’s education.” (21)*

A report titled *“Strengths-based partnerships: a school-family-community partnership approach to empowering students” (PERSPECTIVES FROM THE FIELD)* provides a useful overview of the efficacy of partnerships, including the following: (22)

Recent research indicates that African American and Latino families strive to raise healthy and successful children, teach them good values, and keep them away from negative influences, but they find the task daunting given the economic and societal challenges they face. (Roehlkepartain et al, 2004) (23)

The task of parenting is even more daunting for those who have low incomes or are single parents. These parents feel that they have strong relationships with their children but many believe that they are limited in their parenting by a lack of resources and opportunities and a lack of community support beyond their immediate family. Rather than pathologizing families and children of color, school personnel should affirm families' efforts and collaborate with family and community members and organizations to provide the extra-family support that families need to overcome the numerous challenges they face to their children's success. Good counseling and education recognize and build strengths rather than focus on problem reduction and correction. (24)

Community partnerships and involvement

A growing body of research supports the importance of the trait of resilience in children’s academic and overall success. Resilience is defined as *“the capacity of an individual to overcome difficult and challenging life circumstances and risk factors.” (25)* The role of school and community supports is highlighted in the following publications:

Protective factors reduce the negative effects of adversity and stressful life events. The main protective factors that families, schools, and communities can foster to increase resiliency in children are caring and supportive adult relationships, opportunities for meaningful student participation in their schools and communities, and high

parent and teacher expectations regarding student performance and future success (Benard, 1995, 1997; Wang et al., 1997, 1998). (26), (27), (28), (29)

School-family-community partnerships are collaborative initiatives or relationships among school personnel, parents, family members, community members, and representatives of community-based organizations such as businesses, churches, libraries, and social service agencies. All partners involved work together to coordinate and implement programs and activities aimed at the increased academic, emotional, and social success of students served by the school (Davies, 1996; Epstein, 1995). (30), (31) Despite the fact that school-family-community partnerships are not a panacea for solving students' and schools' problems, they foster the protective factors that help overcome some of the barriers and risks that many urban students face. (25)

School-family-community partnerships establish supportive relationships, such as parent-teacher support, and involve family, school, and community members in implementing programs that promote academic success for students. When schools, families, and communities foster protective factors, they are putting risk-reducing mechanisms in place that mediate risks in four ways: (a) Children are less impacted by the effects of risks with which they have come in direct contact; (b) the danger of exposure to the risk is reduced or the risk itself is modified; (c) children's self-efficacy and self-esteem are enhanced; and (d) children are provided with opportunities for meaningful involvement in their environments (Benard, 1991, 1995). (32), (26)

3) Curriculum

a) Curriculum development process, criteria

Explain the process utilized to identify or develop the curriculum that will be used by the school and provide the criteria for selecting the curriculum.

We envision the curriculum as a living, constantly-evolving entity that facilitates achievement of academic goals, aligns with all state-mandated and internally-generated standards and responds to the needs of BCCS students, as those needs may evolve over time. Curricula will be challenging, interesting, and relevant to student success in the 21st century and will reflect the BCCS commitment to high expectations for all BCCS students. Literacy will be embedded across all disciplines, as will critical thinking, creativity, metacognition, and social-emotional learning.

BCCS's curriculum team, consisting of school leaders and teachers, will unpack the Common Core Standards and CT Frameworks for content areas and map the standards and content grade by grade in a collaborative, thoughtful and ongoing process. The extensive professional experience of team members, best practices in the published educational literature, and materials, methods, and techniques which have been demonstrated to be successful in other charter schools will all factor into the curriculum development process.

Internally developed units and lessons will be developed using backwards design principles; that is, starting with the end goal (standards) in mind, determining how mastery of that goal would look and how learning is to be assessed, then carefully choosing activities, instructional methods and materials that will move students toward mastery. Each activity will be part of an intentional and thoughtful plan explicitly designed to guide students toward the instructional goal.

Some textbooks and supplemental materials will be purchased. We will review all materials to ensure that they adequately address the standards and present the material in developmentally appropriate ways. In keeping with our mission and philosophy, the specific criteria for choosing curriculum materials include materials that:

- A. Are research-based or field-tested and found to be effective, especially with low SES and/or urban populations
- B. Align to Common Core Standards and CT State Frameworks for content areas

- C. Are rigorous
- D. Are differentiated for various abilities and performance levels, or easily adapted to serve learners of varying abilities
- E. Are appropriate or readily adaptable for English Language Learners
- F. Are inclusive and free from bias (including that based upon culture, race, gender, ethnicity, or sexual orientation)
- G. Are engaging, interesting, and relevant to students
- H. Include assessment tools
- I. Include 21st century learning skills and technology

The following curriculum resources have been identified as meeting the above criteria. As a result, our preliminary plan is to include these resources as core programs. Supplemental materials (including those needed to properly address SRBI, ELL, multicultural education, differentiated materials, extensions, or gaps between identified programs and standards) will be identified and/or developed by the curriculum team.

Table 1: Selected curriculum resources

Subject	Publisher	Resource
ELA, K-5	Pearson	<i>Reading Street</i>
ELA, PK-2	Waterford	<i>Waterford Early Reading</i>
ELA, K-5	EPS	<i>Wordly Wise</i>
ELA, K-5	Sopris Learning	<i>Step Up to Writing</i>
Math, K-5	Houghton Mifflin Harcourt	<i>Math in Focus</i>
Science, PK-5	Lawrence Hall of Science, UC Berkeley	<i>GEMS Guides</i>
Science, K-5	Lawrence Hall of Science, UC Berkeley	<i>FOSS</i>
Science, 2-5	Lawrence Hall of Science, UC Berkeley	<i>Seeds of Science, Roots of Reading</i>
Social Studies, K-5	Teacher's Curriculum Institute (TCI)	<i>Social Studies Alive!</i>
General resource for curriculum development, PK-8	Core Knowledge Foundation	<i>Core Knowledge Sequence PK-8</i>
Social-Emotional Learning (SEL) PK-8	Channing-Bete	<i>PATHS (Promoting Alternative Thinking Strategies)</i>
Social-Emotional Learning (SEL) PK-8	BRAINNet	<i>Befriending the Brain program</i>

b) Consistency with educational philosophy and mission

Explain how the curriculum will be consistent with the mission and educational philosophy of the school.

Curriculum planning and materials selection will be consistent with the BCCS mission and philosophy because every aspect of the process is based upon our core beliefs and mission. Our goals are twofold: academic rigor and strong social-emotional learning. The curriculum, which will insure a rigorous, standards based program, will be coupled with a multi-faceted character curriculum that will provide students with the non-cognitive skills that are linked with success.

Table 2: Alignment of curriculum with educational philosophy and mission

MISSION (M) and PHILOSOPHY- CORE BELIEFS (CB)	CURRICULUM ALIGNMENT
<i>rigorous academic program M</i>	Criteria C
<i>high expectations CB2</i>	entire curriculum development process and all identified resources provide for this
<i>character education CB2</i>	PATHS; SEL programs
<i>ongoing guidance, challenge, stimulus CB2</i>	entire curriculum development process and all identified resources provide for this
<i>supportive environment CB2</i>	SEL programs; Criteria D-F
<i>building upon individual strengths and interests CB2</i>	Criteria D, E
<i>brain-based learning CB2</i>	Criterion C; BRAINNet
<i>structured learning CB2</i>	entire curriculum development process and all identified resources provide for this
<i>encouraging critical thinking and curiosity CB2</i>	curriculum development process and identified resources; SEL programs
<i>frequent assessment CB2</i>	Criterion H
<i>using results of assessments to adjust teaching CB2</i>	Criterion H
<i>appropriate and rigorous instruction to move all students along learning continuum CB3</i>	Criteria A-I
<i>relevant and challenging curriculum CB3</i>	entire curriculum development process and all identified resources provide for this
<i>research-based curriculum CB3</i>	Criterion A; SEL programs
<i>standards-based curriculum CB3</i>	Criterion B
<i>multiple learning and teaching approaches CB3</i>	entire curriculum development process and all identified resources provide for this
<i>respond to student diversity CB3</i>	Criteria D-F
<i>formal and informal assessment CB3</i>	Criterion H
<i>immediate remediation CB3</i>	Criterion D
<i>further challenges for high-performing students CB3</i>	Criterion D
<i>explicit instruction in metacognitive skills CB4</i>	SEL programs
<i>social-emotional learning, including character education CB5</i>	SEL programs
<i>provide teachers with proper tools, time, and training CB6</i>	entire curriculum development process and all identified resources provide for this
<i>parental involvement CB8</i>	BRAINnet parent training
<i>communication with parents CB8</i>	some identified resources include parent communication component
<i>community service CB9</i>	Social Studies Alive! and PATHS program
<i>physical education CB10</i>	BRAINNet
<i>psychologically safe - no bullying CB10</i>	SEL programs

c) Research to support curriculum

Provide research on the curriculum, including citations, that demonstrates it may result in high academic achievement for the students served.

All identified curriculum resources met the selection criteria which includes *aligned to standards* and *research-based or field tested*. The following research on identified curriculum resources demonstrates that the each may result in high achievement for BCCS students.

ENGLISH/LANGUAGE ARTS

- **Reading Street** -- According to the Scott Foresman Reading Street Executive Research Summary:

Four phases of research are incorporated into the development of each new curriculum...to ensure that every program enables all children to learn the skills and concepts they need for academic success. These phases include review of previous editions; extensive literature reviews on best practices as demonstrated by scientific evidence; formative research as curriculum is under development; and implementation/effectiveness research. The results of the implementation research are as follows: (33)

During the first full school year that the product was in print (2005/2006 school year), independent research company Magnolia Consulting conducted a randomized, controlled trial study to examine product effectiveness. The study was designed to meet the rigorous standards of the What Works Clearinghouse. A total of 944 students and 48 teachers participated in the study. The schools represented considerable ethnic diversity, with minorities representing 43% of the total study sample. In addition, 54% of the students received free or reduced lunch, 20% were classified Limited English Proficiency, and 7% were Special Education. Student ability levels varied from very low reading ability to exceptional ability. The Gates-McGinitie Reading Test 4th Edition (GMRT-4) and DIBELS assessment were used to measure student reading achievement. The GMRT-4 was given at the beginning and end of the school year, while the DIBELS was administered at the beginning, middle, and end of year. Magnolia determined that students who used Reading Street demonstrated statistically significant gains in reading achievement during the one-year study period. The gains were large, documented by multiple measures, and evident by the middle of the school year. The analyses also indicated that the program worked equally well with students of varying ability levels, including intervention, below-level, on-level, and above-level readers. The majority of Reading Street users advanced in reading group level after just one year of usage. At the beginning of the school year, 18% of Reading Street students were in intervention-level reading groups. By the end of the year, this number had decreased by 10%. Twenty percent of Reading Street students began in above-level reading groups, and this number increased to 32% by the end of the year. Pearson was positively encouraged by the preliminary findings of this report but felt it was important to provide further evidence of effectiveness through replication of the study at additional schools. As such, Pearson collaborated with Magnolia Consulting for a second year to examine the product. A randomized, controlled trial design was again used. The study was conducted during the 2006/2007 school year. Six schools participated in this study, including sites in suburban MA, rural KY, urban PA (2 schools), and urban MA (2 schools). A total of 1,207 students and 58 teachers were included in the study. The schools represented a diverse mix of geographic locations, ethnic compositions, socio-economic status, and performance levels. The results from the second year of data collection statistically confirmed that students using Reading Street significantly increase their reading achievement as evidenced by the GMRT-4 and DIBELS. Across grades, students demonstrated an average gain of 32 percentile points on the GMRT-4. All students reached, and often surpassed, the end-of-year benchmarks on all fluency measures. Second- and third-grade students gained an equivalent of 47 percentile points on the DIBELS Oral Reading Fluency (ORF) test. (33)

We are pleased that Reading Street also incorporates the 6 + 1 Writing Traits.

- **6 + 1 Traits** (Education Northwest) is widely used and recognized as an effective use of children’s literature to demonstrate the traits that comprise strong writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation. The 6 + 1 rubric addresses specific writing capabilities.

Co-authors Deb Jarmer, Maurine Kozol, Sheri Nelson and Trudy Salsberry note, *“Anecdotal data is supported by more systematic research studies like the one conducted in 1992-1993 in Portland, Oregon (NWREL, 1992-1993). Six fifth-grade classrooms were selected to study the effect of teaching the six analytic traits to students. The classrooms represented diverse student populations (rural/urban, native/non-native English speakers, and a range of ethnicities). Three of the classrooms received traditional instruction while the other three were taught the six-trait method. The results from pre and post tests revealed large differences in writing performance between the two groups.”* (34)

- **Waterford Early Reading Program**

An evaluation of the use of the Waterford Early Reading Program (WERP) in Tucson, AZ schools was published in 2007. The authors found *“The WERP kindergartners consistently outperformed the comparison group kindergartners on all outcome measures. WERP English language learners outperformed comparison group English language learners. WERP gains of kindergartners with a primary home language of Spanish were greater than the gains of English primary home language kindergartners in the comparison group. That is, WERP Spanish home language students who were learning English reading skills outperformed the comparison group English primary home language students. WERP gains of White, African American, Hispanic, and Asian kindergartners were greater than the gains of White kindergartners in the comparison group.”* (35)

- **Wordly Wise 3000**

Today’s educators are becoming increasingly aware of the benefits of a structured vocabulary curriculum. Thomas Gunning, author of Creating Literacy Instruction for All Children, calls a planned program of vocabulary development “highly advisable,” and he suggests that a certain amount of time be set aside each week for vocabulary instruction: “A planned approach ensures that vocabulary instruction is given the attention it deserves. Important words and techniques for learning words are taught systematically and in depth” (2003, p. 236). *Research studies have established that even though children learn many words incidentally, they also need and profit from the direct teaching of vocabulary* (Curtis, 1987; Petty, Herold, & Stoll, 1968). *“It is important that teachers provide explicit and direct vocabulary instruction for all students.”* (Vacca et al, 2003, p. 308). *Andrew Biemiller, of the Institute of Child Study in Toronto, recommends an increased emphasis on vocabulary instruction. With respect to the earliest grades, K and 1, Biemiller maintains that an exclusive emphasis on decoding without concurrent instruction in challenging vocabulary results in reading comprehension difficulties in the middle elementary years. For all students, Biemiller suggests “a teacher-centered and curriculum structured approach to ensure adequate vocabulary development”* (2001, p. 24). *Wordly Wise 3000 embodies this approach.* (36)

- **Step Up to Writing**, which coordinates with 6 +1Traits as featured in Reading Street, offers strategies that are based on research and aligned with the Common State Standards. (37) Its emphasis on note-taking and paragraph-building strategies is well aligned with BCCS’s philosophical commitment to metacognition, helping children “learn how to learn”. The developer and publisher of Step Up to Writing provides a detailed research base for all aspects of the program instruction. (38)

An evaluation of the impact of Step Up to Writing in an elementary school in Wenatchee, Washington reported improvements in writing, educationally meaningful gains in standardized assessment scores among participating 4th graders and measurable gains in the proportion of 4th grade students meeting or exceeding state standards in reading. (39)

MATHEMATICS

- **Math in Focus: Singapore Math** curriculum is for grades K-8. It was “one of the key models for the Common Core State Standards (40) and it *“is based on the framework developed by the Singapore Ministry of Education. It draws on best practices from around the world and highlights problem solving as the focus of mathematical learning. A key differentiator for Singapore math is its focus on attitudes and metacognition. In order for students to excel, they must develop positive attitudes about math, have the confidence to persevere, and develop the ability to monitor their own thinking. This sets the stage for international achievement.”* (41)

In a Sept. 2010 article the *New York Times* addressed the rationale and approach of Singapore Math. *“Some recent research suggests that students who are taught Singapore math score higher on standardized math tests, and in anecdotal reports, teachers say it helps even young children to develop confidence in their math abilities.”* (42)

Richard Askey, Ph.D., a professor emeritus of mathematics at the University of Wisconsin, Madison, added that the 2003 TIMSS results reveal that in elementary school *“it is of primary importance to build a firm foundation of numbers and operations and learning how to solve multi-step word problems, and the Singapore method does each of these.”* (43)

A 2007 local newspaper article from The Star-Ledger News (NJ) described gains in math achievement following the implementation of Singapore Math:

“South River charted the progress of its pupils who took the statewide achievement test for third-graders in 2005, and those same students took the fourth-grade state test in 2006. The number of students who achieved advanced proficiency in math increased from 18 to 53 out of 173 students.

But the Morris County school's state math scores have increased from the 85th to 92nd percentile since the introduction of Singapore Math.

Teachers began using Singapore Math about four years ago at South Street Elementary School in Fitchburg, Mass., when the American math program stopped meeting students' needs, said Principal Bill Terrill.

“We saw drastic improvements. Our (math) scores are better than the rest of the district's,” he said of the school that's about 90 minutes from Boston.” (44)

SCIENCE

Materials from the Lawrence Hall of Science (LHS), University of California, Berkeley Graduate School of Education, were chosen because of the tie-in with literacy and thinking skills. LHS is a well-known and highly-respected source of well-researched science curriculum materials.

- **Great Explorations in Math and Science (GEMS)**

The development of every GEMS unit includes a thorough pilot testing by GEMS staff and field testing by classroom teachers nationwide. The final draft is also sent to experts in the content fields of mathematics, science, and education to develop a high level of educational quality and scientific integrity. The GEMS testing and development process spans 18 months. This complex process provides concrete evidence of 1) student learning and information helpful in assessment of student progress and overall evaluation of educational effectiveness, and 2) correlation to learning goals outlined in national, state, and local science/math standards and guidelines. Published GEMS Teacher's Guides are revised frequently, based on continuing teacher feedback, scientific update, and new findings in science and mathematics educational research. (45)

Researchers with Florida State University compared the efficacy of the GEMS Space Science Curriculum Sequence with a traditional science curriculum among grade 4 and 5 students. They found: *“Students in the classrooms in which*

GEMS was employed demonstrated a statistically significant increase in content knowledge and attitudes toward space science: Students in classrooms in which the traditional curriculum was employed did not show these increases. The GEMS effect on student achievement was greater for students in classrooms in which the teacher experienced a greater increase in content knowledge.” (46)

The Center for Research, Evaluation, and Assessment (REA) examined student learning, as shown by unit pre/post assessment change, in the GEMS Space Science Sequence for Grades 6–8. REA researchers found statistically significant student learning gains (pre-test too post-test) for all units studied. (47)

- **FOSS (Full Option Science System) Science kits**

Among the research evidence supporting the FOSS approach are the following articles:

McKelvie (2010) compared the FOSS curriculum with a traditional science textbook as part of a master’s thesis. The author found *“the students who were taught using the FOSS curriculum did significantly better on all three post-tests than the students who had the traditional curriculum. In addition, the students that used FOSS retained more information about the topic over the 6 weeks than the students in the traditional curriculum classroom.” (48)*

A 2001 study of the effectiveness of the FOSS curricula in Fresno CA documented improved science and reading achievement in participating students. (49)

A 2000 FOSS newsletter outlines the rationale and benefits of assessment of the program. (50)

Middle school FOSS courses are described in Shaw’s chapter in *Exemplary science in grades 5-8: Standards-based success stories*. The author documented higher science test scores among students participating in FOSS curricula. (51)

- **Seeds of Science, Roots of Reading:** currently offers curricula for grades 2-5

Classrooms using Seeds of Science/Roots of Reading experience increased student achievement in both literacy and science for a range of diverse students, including English language learners. The Do-it, Talk-it, Read-it, Write-it approach for grades 2-5 engages students in learning science concepts in depth, while increasing their skills in reading, writing, and discussing as scientists do. (52)

Dr. Jacqueline Barber, in a presentation at the 2009 STANYS conference in Rochester, NY, outlined the importance of explicit instruction in disciplinary literacy practices. She shared the *Seeds of Science/Roots of Reading* approach, which includes a balance of learning modalities and uses reading and writing in ways that are authentic to science. (53)

This approach, integrating science and literacy, has been validated in independent research studies. The *CRESST Evaluation Report—Grades 2/3* found statistically significant learning gains among participating students compared with nonparticipating students in many aspects of science and literacy. *“Notably, girls improved even more than boys, and students with the lowest scores on the science pre-test demonstrated significant gains that were equivalent to those of the highest-scoring students, suggesting that these units were accessible to the full range of students.” (54)*

Three studies conducted by Professor Mark Girod and associates at Western Oregon University demonstrated a clear “value added” of the Seeds of Science/Roots of Reading unit, with clear evidence as to the comparative effectiveness of the curriculum in maximizing student conceptual understanding, efficacy beliefs and identity affiliations, understanding of the nature of science, and student transfer of learning to out-of-school settings. (55)

A report outlining preliminary analysis of a *Seeds of Science/Roots of Reading* unit for grades 3 and 4 shows promising early results, with participating students making greater progress on all their assessments than nonparticipating students. (56)

In a research report prepared for the Noyce Foundation in June of 2008, Seeds of Science/Roots of Reading researchers conducted an extensive review of research on effective and proven instruction for English language learners. The report then outlines a set of four principles that help make science instruction accessible for English language learners. These principles center on accommodations for vocabulary, discourse, writing, and reading. (57)

SOCIAL STUDIES

- **Social Studies Alive!**

Sycamore Elementary School in Holt, Michigan, is among the lowest performing of the six elementary schools in Holt Public School District. In 2002, Sycamore had more Title I and free and reduced lunch students than any other school in the district and had the lowest scores on the MEAP writing test.

In 2001, the teachers at Sycamore Elementary School began implementing TCI's core program for grade 5, History Alive! America's Past. The results on the 2002 Social Studies MEAP were impressive:

***More than 40%** of Sycamore's students were able to meet or exceed the Michigan Standards on the 2002 MEAP test for social studies, up from 20% the year before.*

*The percentage of students exceeding Michigan Standards **rose by 10 points**, up from 0 the previous year, while the percentage of students who did not meet the standards dropped by 20 points. (58)*

Winner, Software & Information Industry Association (SIIA) 2012 CODIE Award for Best Social Sciences Instructional Solution

Winner, Tech & Learning Award of Excellence, 2011

Winner, EdTech Digest Award, 2011 (59)

CORE KNOWLEDGE

- **Core Knowledge Sequences**

Core Knowledge curricula are evidence-based. Some key research findings include:

John Wedman, PhD and Alex Waigandt, PhD, University of Missouri, analyzed national test score data from 22 Core Knowledge schools across 13 states. Their 2004 report found a *"strong relationship between student performance and the Core Knowledge curriculum. Schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of the ethnic profile, economic profile, or school size. Not only is there a performance gap favoring Core Knowledge schools over their national counterparts, the gap widens over time suggesting the performance gains may be long-term and sustainable provided the schools continue to implement the Core Knowledge curriculum."* (60)

An early (1998) report supported the hypothesis that the Core Knowledge Sequence, comprehensively implemented in a school program would (1) improve participating children's cultural literacy and (2) help to narrow the achievement gap between poor and non-poor children. The authors found that studies *"generally indicate that Core Knowledge has a positive effect both on overall student performance and on narrowing the equity gap."* (61)

A review by the Core Knowledge Foundation, published in 2004, is *How Do We Know This Works? An Overview of Research on Core Knowledge*. An evaluation conducted in Oklahoma City matched participating and non-participating students. *"Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post virtually identical average scores at the end of the school year. In fact, however, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1),*

vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.” (62)

SOCIAL-EMOTIONAL LEARNING (SEL)

- **PATHS® (Promoting Alternative Thinking Strategies) Program**

Grounded in neuropsychological research and practice, the PATHS program helps children build effective executive functions such as impulse control, problem-solving, reasoning, planning and working memory.

“Data from more than 270,000 students was collected for a large-scale study of universal, school-based SEL programs, including the PATHS® program. In that study, SEL students showed an 11% gain in academic achievement...” (63)

PATHS has been nationally and internationally recognized as an exemplary program by the following:

- >**SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)** – perfect score
- >**Blueprints Project of the Center for the Study and Prevention of Violence, University of Colorado Model Program** - highest possible rating – only violence-prevention program for elementary-age children to achieve this rating
- >**National Dropout Prevention Center/Network** – Model Program – highest possible rating
- >**Collaborative for Academic, Social, and Emotional Learning (CASEL)** – *Select Program* - highest rating
- >**Centers for Disease Control and Prevention (CDC)** -*Best Practices Program*
- >**U.S. Dept. of Education, Safe and Drug-Free Schools Program's Expert Panel** - *Promising Program*

A series of randomized controlled trials with intervention vs. control groups (using one year of PATHS® Curriculum implementation with pre, post, and follow-up data) have been conducted over the past two decades. These have included three different populations including deaf/hearing impaired, regular education, and special education-classified children (Greenberg & Kusche, 1993, 1998; 2004; Greenberg, Kusche, Cook, & Quamma, 1995; Kam, Greenberg, & Kusche, 2004; Riggs, Greenberg, Kusche and Pentz, 2006). Findings indicated that the PATHS® Curriculum was successful in both significantly increasing protective factors for healthy development and in reducing behavioral and emotional problems. (64)

A second independent study, a randomized controlled trial of the effect of The PATHS® Curriculum was conducted in Rochester, New York and suburban Minnesota. Seven hundred eighty-one third grade students (422 experimental; 359 control) from 14 schools from 3 school districts (1 urban; 2 suburban) participated. Schools were the unit of randomization and analysis. The urban schools were comprised of mostly poor, minority students doing less well academically than the suburban students.

Using hierarchical models of analysis, relative to control children, The PATHS® Curriculum had statistically positive benefits on children's social information processing.

Using data collected from the Teacher-Child Rating Scale analyses examining change found PATHS® to be related to a decrease in learning problems and lower rates of acting out behavior problems over time. Here, while the intervention and control urban students start at essentially the same levels of acting out problems, the students who received The PATHS® Curriculum lessened in acting out problems over time while the urban control students acting out behavior difficulties increased over the three years of the study. (65)

- **Befriending the Brain - BRAINNet**

Dr. David Whitehouse, a psychiatrist, founder and consultant to BCCS provides a detailed rationale for the school's focus and activities around brain-based training:

In addition to the SEL focus provided by PATHS, BCCS will offer a unique program of brain-based training supported by evidenced-based interventions and feedback tools powered by the capabilities and insights already developed in conjunction with the largest integrated neuroscience data base in the world operated by the International Consortium "BRAINnet". (66)

In addition to understanding their brains, what will make this learning process even more meaningful is that students will have an opportunity to see for themselves the particular areas where their brains are stronger than normal, need some extra attention or are in line with how the majority of children their age are doing. What makes this possible is access to the capabilities that can give feedback on how the various processes of the brain are functioning, linked to the Brain Resource International Database (the largest integrated neuroscience database in the world). This can be accessed by looking at how the brain does on specific tasks on the computer that give insight into the areas of self-regulation (negativity bias, emotional resilience and social skills); as well as cognitive areas (response speed, impulsivity, inhibition, attention and concentration, information processing efficiency, sustained attention, memory and executive function); and emotion markers (emotion identification and emotion bias) and is at the basis of the self-evaluation and self-help programs already developed for both adults and children at "my brain solutions". (67) The students will be able to track their progress (a combination of natural maturation and actual training). Coupled with the classroom exercises described above with their focus on maximizing positive psychology and decreasing negativity the aim is to make the brain and its functions less mysterious and help students learn how they can take advantage of the natural neurogenesis and pruning aspects of brain development to increase the strength of particular areas ("neurons that fire together wire together"). Likewise, by understanding in very simple ways how breathing, heart rate and the brain work together to provide the conditions for peak performance, maximal self-control and the ability to decrease the impact of acute and chronic threat they will learn that emotions can be controlled in part and that they have a capability to increase their self-regulation to make their world more manageable. By looking at techniques of training autonomic regulation, meditation, and mindfulness they will be able to find that particular approach that works for them. Using the feedback of the "myCalmBeat" technology they will be able to actually see in real time how their breathing can affect their heart rate in a visual way that gives them direct immediate feedback on how they are doing. (68)

Finally, they will be able to link the progress they make not only with the feedback from brain processes but in real world terms in the areas of relationships, learning, feelings and behavior.

In addition to the work with children, the insights of brain development and their impact on executive functioning and social and emotional maturity will be a standard part of the ongoing faculty orientation so that these insights and understandings can become core to every interaction between teacher and pupil from the importance of understanding the impact of negative statements and the critical bias of the brain towards negativity, to how to leverage and reinforce positive psychology, challenge students and create the conditions for success by leveraging those factors that increase the likelihood that the brain will function at peak performance. They will be able to use this knowledge to guide students to activities that can increase concentration, self-regulation, or working memory as a part of helping each child develop the areas that might most need attention.

In addition to the student and faculty focused curricula the opportunity will exist to make these same insights available to parents who will have an opportunity to participate in an abbreviated presentation of the core elements of "Befriending the Brain" and learn skills that will be of help to them both as individuals as well as help their children develop their cognitive and social emotional skills to the fullest.

At each grade level there are key factors to consider:

Pre-K–2: At the earliest grades, a predominant focus of the program will be on the development of children’s skills at self-regulation, the strengthening of positivity bias, and how sleep, exercise, and nutrition help the developing body and brain. The focus of training here will be to teach them about slow breathing and have brief times when they can reflect on positives as individuals and a group (selecting pictures using art). Keeping “Befriending the Brain” an adventurous exploration rooted in self-awareness is key to helping children enjoy and apply the exciting knowledge they will acquire.

Grades 3–5: Students’ broadening self-awareness during this period dovetails well with “Befriending the Brain”’s introduction of brain science to broaden the base of students’ knowledge. Learning about their own thinking and gaining some control over their thought processes are useful not only for taking in new information but also for responding to the new expectations that they “show what they know.” While continuing the initial focus on self-regulation, brain health and positivity at a greater depth (“positive diaries”, art and music; focus on mindfulness and breathing, etc.) they will have an opportunity to gain some understanding of the brain itself; what and where it is; what it needs to flourish; the brain at work and the brain asleep; and learn in greater depth about memory, concentration, attention, planning, problem solving and flexibility. They will have their first opportunity to put their brain through its paces in all areas and get feedback of their own brain’s strengths so that they can use the structured activities to check their skills and train them to a greater degree.

Grades 6–8: At middle school, students will increasingly be able to use “Befriending the Brain” as a tool to prepare themselves to learn. As they acquire agency over their own learning and determine with greater independence how to direct their energies, use their time, organize their lives, and interact with their peers, students in grades 6–8 can look to “Befriending the Brain” for both knowledge and practical skills over the course of a school day and school year. Armed with a greater understanding of their own learning and emotional strengths and vulnerabilities, there is continued focus now on their own training to focus positivity and manage self-control. They will learn more about things that can negatively affect the brain, for example, drugs and alcohol, and how they might impact emotions, self-control and thinking and understand in greater depth how understanding cues can help us better assess the emotions we encounter or create in others. Ongoing feedback will let them see the impact of how their brains have developed over time and how their training in self-regulation can be incorporated into their lives.

d) Appropriateness for students

Explain how you will ensure that the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners, students below or above grade level and students at risk.

We will ensure that curriculum will be appropriate for the urban, low SES students we intend to serve, as well as students with disabilities, English language learners (ELL), students below or above grade level and students at risk. Our curriculum development process and resource identification criteria require awareness of learner differences to be at the forefront of curricular decision-making. We have searched for, and will continue to search for and develop, materials that are free from bias and which address the needs of various learners.

Identified curriculum resources (see Table 1: Selected curriculum resources) address varying student needs in many ways. For example, both ELL and below-level students will benefit from the visual, less text-dependent (as compared to other math programs) Math in Focus text. The sequence of concrete-pictorial-abstract problem solving is effective for all; above-level students will enjoy the challenging word problems. Online options in Reading Street, Wordly Wise, and Social Studies Alive!, along with Waterford Early Reading software, allow students to listen to audiobooks as they follow along on screen, repeat directions as needed, and work at their own pace. For above-level students, these programs allow for a faster pace as well as higher-level skills practice. Leveled readers, graphic organizers, scaffolded

instruction and teacher guides that include suggestions for differentiation help students at all levels. Cooperative group work and project-based learning in content areas provide opportunities for all students to excel, but it can be especially rewarding for those who struggle with literacy or who are learning the language to demonstrate their knowledge in an alternate way.

However, even the best curriculum resource is effective only if used as intended. To that end, we will ensure that our instructional staff will be trained to fully utilize the curriculum resources and understand how to differentiate instruction, will share expertise with one another and with resource teachers, and will receive full support from school leaders in order to ensure that each student's needs are adequately and appropriately met.

Also, in order for curriculum planning and delivery to be most effective, it is essential for teachers to know their students well, and for students to feel safe and valued within the classroom and school. BCCS is explicitly designed so that this will happen – from social-emotional learning lessons to small class sizes to discussion at the shared lunch tables, teachers have ample opportunity to learn more about students' lives, interests and personalities. This knowledge, in concert with classroom observation and assessment results, helps teachers to plan the most appropriate instruction for each child.

e) Process for alignment with Common Core State Standards, Connecticut State Frameworks

Describe the process that will be used to align the curriculum to the Common Core State Standards (CCSS) for mathematics and English language arts and the Connecticut State Frameworks for all other areas of study.

Our curriculum development process will align the curriculum to the Common Core State Standards and the Connecticut State Frameworks. To ensure that all standards are adequately addressed, the curriculum team will utilize various tools, such as CT SDE online curriculum development guide and Making Standards Work documents, Common Core Curriculum Maps for ELA (commoncore.org), and publishers' alignment documents for purchased resources. These will be used as starting points or templates for backwards-designed curriculum units, assessments and curriculum scope and sequence. As curriculum is developed, standards addressed will be recorded on a master list of standards. The master list will enable the team to be sure that all standards are given adequate attention and that Power Standards are covered throughout the year, across disciplines and in a variety of ways.

To check for proper implementation, teachers will have a blank master list of grade-level standards on which they record the dates each standard is addressed during the school year. This document will provide teachers and curriculum leaders with an at-a-glance source for monitoring progress.

f) Non-academic goals

Include the non-academic goals for students that are measurable and consistent with the school's mission and educational philosophy.

BCCS, in accordance with its mission and philosophy, has several research-based non-academic goals:

95% of students will have ratings of 90% or more 4s or 5s (out of 5) on their Social/Emotional Report Cards, or will show evidence of growth over time. The non-academic goals that are consistent with our mission and philosophy and are measurable are what the national organization called the Character Education Partnership terms "performance character" traits that were identified by researchers Peterson and Seligman and which are predictive of life satisfaction and high achievement. (1) Peterson narrowed the list to seven traits: grit, self-control, zest, social intelligence, gratitude, optimism, and curiosity which has been converted into a Character Report Card by the KIPP schools which we will use (see Appendix B). (69) These traits will become an intricate part of the culture of the school. Seligman and Peterson believe these traits are malleable and can be taught and learned.

98% of students will attend school at least 95% of the time. Chronic school absence (defined as 10% of the school year) is a precursor to academic difficulty.

100% of parents will attend parent-teacher-student conferences. See benefits of parent involvement, above.

Each student will participate in community events and/or service projects. Type of participation and hours required vary by grade level. Benefits of community involvement also can be found above.

g) Sample curriculum units

Applicants are to provide one sample curriculum unit for English language arts and math for one grade to be served in year one of operation. The following minimum curriculum components are to be included in the unit: Content and Skills, Standards CCSS and State Frameworks, Learner Expectations, Big Ideas/Key Concepts, Assessments of/for Learning, Teaching Strategies, Learning Activities, Embedded Literacy Numeracy & Tech Literacy and Instructional Resources.

Sample curriculum-Literacy Unit, Grade 1

Topic: Character

Standards Addressed

[CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.)

[CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.)

[CCSS.ELA-Literacy.SL.1.4](#) (Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly)

[CCSS.ELA-Literacy.SL.1.1a](#) (Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Purpose for Unit/Big Ideas & Key Concepts

As first graders begin to read more intricate texts, they will need to be able to understand the various story elements that accompany those texts. Learning about characters is a fun and interesting way to introduce students to story elements. Characters are often the things we love most about books. Introducing first graders to the skills needed to really understand a character allow them to delve deeper into the meaning of the text and to develop an interest in reading. The process of connecting a character to the student him/herself allows the student to attribute meaningful relationship to the concept of a character in a story. If the character is similar to oneself, one might feel compelled to continue reading. If the character is different from oneself, one may be able to understand another's point of view. Contrasting different characters within a text allows students to interact with the intricacies of what is happening in the plot of the book. Often when two characters are very different, the plot becomes more suspenseful. Learning about character is a perfect lead-in to the other story elements. As students begin to become more proficient in character study they will be able to compare and contrast characters from different texts. In the case of this unit, students will be able to compare various Kevin Henkes characters and see how this author creates his characters to be both very different and very much the same. This helps students to better understand an author and the purpose behind writing a text. Finally, as students learn about how characters change throughout a text they see that different situations in the plot, setting and conflict can cause a character to become dynamic. These things are very important as our goal is to instill a strong sense of personal character in our students. As students learn about other characters they will be forced to examine their own and the characters of those around them. This will allow relationships to be built and a positive environment to be created.

Skills

- Students will begin by learning how to study a character by reading the text to find information and to observe the illustrations to deepen understanding of a character.
- Student will learn how to study a character by learning about how a character acts in a text.
- Students will learn how to study a character by learning how to observe how a character is feeling throughout a text.
- Students will learn how to study a character by observing the physical characteristics that are described or illustrated throughout the text.
- Students will learn how to compare and contrast a character in a text to themselves.
- Students will learn how to compare and contrast two or more character in the same text.
- Students will learn how to compare and contrast characters from more than one text.
- Students will learn how a character may change many times as a text progresses.

Content

- *No, David!, David Gets in Trouble, David Goes to School* – David Shannon
- *First Day Jitters*—Julie Danneberg
- *Toot and Puddle*—Holly Hobbie
- *Chester’s Way, Chrysanthemum, Lilly’s Purple Plastic Purse, Wemberly Worried*—Kevin Henkes

Learner Expectations/Assessments

- Students will participate in interactive read alouds by offering their opinions and answering questions regarding the text.
- Students will be able to describe a character in at least 3 sentences.
- Students will be able to determine if they are more like or dislike a character by using a Venn diagram.
- Students will be able to compare and contrast two characters from the same book using a Venn diagram and come to a conclusion as to whether the two characters are more alike or different.
- Students will be able to compare and contrast three characters from the same book and discuss how their similarities and differences make the text interesting to them.
- Students will be able to do an in-depth study of a character and present at least 1 minute of information about their character to their classmates.
- Students will work in a small group to create a poster that accurately depicts the character of study.
- Students will be active listeners and participants in discussions regarding characters presented by other groups.
- Students will be able to find similarities and differences from their character of study to the characters of study of their peers.
- Students will be able to note specific instances in the text when a character changes and give reason why.

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Identify the actions that the main character displayed throughout the text.

Text: No, David! by David Shannon

FYI: There is an illustration of a backside in the book.

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: Explain that an action is something that someone does, like jumping, sleeping or talking. Ask the students if they can think of some actions that they do in school every day. Explain that different characters in books will do different actions. These actions give us clues about who the character is and how they might react to some of the things that happen in the book. Explain that it is important to “investigate” the actions that a character does because it will help to understand the text better.</p> <p>(Topic) Ask the students if they can think of some actions that they do in school every day.</p> <p>Predictions: Direct the students to observe the cover of <i>No, David!</i> Ask them what action they observe David doing (knocking over a fish bowl). Ask for predictions of what else David might do in the book based on what he is doing on the cover.</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover the actions that the main character, David, does in the book <i>No, David!</i> by David Shannon.</p>
<p>Introduce/Review vocabulary</p>	<p>There are no unfamiliar words in the text.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions.)</p>	<p>Explain to students how to apply the strategy: As we read together I am going to pay attention to what the author wrote, what the illustrator drew and what I think about what the main character, David, is doing in the story. As I find these things I am going to write them down on chart paper. When I write down an action, I will explain how I found it (from the text, from an illustration or from what I think the character is doing).</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model Page 1 says “David’s mom always said, ‘No, David!’”</p> <p>p. 1: I am wondering: If she always says it, does that mean he does a lot of things he shouldn’t? I am noticing that in the illustration David is writing on the walls. I am going to write “David writes on the walls” for an example of an action that the character, David, does in this text.</p> <p>p. 2: I’m noticing David reaching for the cookies on the top shelf. I’m thinking that because David seems like he can’t reach and there are a lot of glass things nearby that he might be doing something dangerous. Write “reaches for the cookies on the top shelf” on the chart paper.</p> <p>p. 4: I notice David covered in mud and muddy footprints all over the carpet. Write “Makes a muddy mess on the carpet” on the chart paper.</p> <p>Practice:</p> <p>p. 6: What do you notice David doing on this page? (Splashing water on the ground, making a mess with his toys, etc.) Write these responses on the chart paper. Place student initials near their response.</p> <p>Continue asking the students what they notice about each page for the rest of the text. Record students’ responses on the chart paper and place student initials beside each response.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: What types of things in this book helped us to determine what actions our main character, David did? (text, illustrations, connections, inferences)</p> <p>Other questions: Why do you think the author repeats the phrases, “No” and “No, David”?</p>
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	<p>Based on the actions you observed, how could you describe David? (messy, silly, playful, trouble-maker, etc.)</p> <p>At the end, why do you think the author had the mother say “Yes, David”? (because she still loved him even though he made a lot of trouble)</p>
Reflect on focus strategy	<p>What are some ways that we can learn about a character in a book? (what the author tells us, what the character says, what others say about the character, illustrations, the actions that a character does)</p>
Indicator of R\Mastery	<p>Task: During a class discussion, the student will provide one or more actions exhibited by the main character in the text.</p> <p>3 = Surpasses grade level expectations: Student provides an example from the text that requires the student to infer what is happening in the illustration or the student can use their example to attribute a personality trait to the main character.</p> <p>2 = Proficient at grade level: Student provides an example that is illustrated in the text or taken from the text.</p> <p>1 = Almost proficient: Student provides an example of an action but cannot provide an example from the text.</p> <p>0 = Not evident at this time: Student does provide an example or the example provided is clearly off topic.</p>
Homework Activity	<p>Task: Draw an illustration of something David did in the book. Write one sentence telling the action that you drew about.</p>
Accommodations/ Modifications	<p>Special Ed: Allow students to have copies of the chart that is created in class to use to refer back to during class discussion and for the homework. Allow students extra answer time and warn the student that they will be called on in ___ minutes/seconds. Ask the student to verbally tell what their illustration is about. Student is given a choice between two examples to choose from when asking discussion questions.</p> <p>Gifted: Student could take the opportunity to create a “prequel” to explain why David is doing these things. Just what makes David so disobedient and naughty? Have the student explain and illustrate.</p> <p>ESL: Since “no” is included in the text frequently, the ESL student could share how they say “no” or “not” and as a class we could read the book replacing those words with the words of the ESL student. This will create camaraderie amongst the students and allow the ESL student to feel valued. This particular book has simple language so it would be perfect for an emerging English language speaker to use as a practice book for fluency.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Identify the feelings that the main character displayed throughout the text.

Text: *No, David!* by David Shannon

FYI: There is an illustration of a backside in this text.

BEFORE READING

Establish prior knowledge, purpose, and predictions	<p>Prior Knowledge: Remind students about when they read to find the actions that David did in <i>No, David!</i> by David Shannon. Explain to students that characters also have feelings. Have students act out feelings of happiness, sadness, anger, confusion, excitement, etc. Ask students how they might act when they feel a certain way. For example, if you studied really hard for a spelling test and got a 100%, how would you feel? (happy, proud)</p>
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	<p>(Topic) Ask the students if they can think of instances or of some things they might do in order to feel happy, sad, angry, excited, etc.</p> <p>Predictions: Direct the students to observe the cover of <i>No, David!</i> Remind students that they predicted that David would do things that got him in trouble. Ask the students to predict how David might be feeling as he tries to knock the fish bowl over.</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover the feelings that the main character, David, has in the book <i>No, David!</i> by David Shannon.</p>
Introduce/Review vocabulary	There are no unfamiliar words in the text.
Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s feelings.)	<p>Explain to students how to apply the strategy:</p> <p>As we re-read this story I am now going to focus on what the author tells me and what the pictures show me to infer what David is feeling as he does the naughty things in the book. I will write the feeling down and I will make sure that I give an example of <i>why</i> I think David is feeling that way. It is very important to have an example from the text to support your answer.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model Page 1 says “David’s mom always said, ‘No, David!’”</p> <p>p. 1: On this page David is writing on the walls. I can’t see David’s face in this illustration so I might need to think a little bit about what is happening here. Sometimes we might do naughty things because we are feeling mischievous. When someone feels mischievous they feel like doing things that might get them in trouble or cause a problem. I’m going to write “David is writing on the walls because he is mischievous” on my chart paper.</p> <p>p. 2: On this page I see David reaching up to the highest shelf in order to get some cookies. When I look at this picture I see how hard David is working to get those cookies. He’s pulled over a chair. He is reaching very high. His face is showing that he is concentrating. I think that David is feeling determined. I will write that on my chart paper like this: “David reaches for the cookies on the highest shelf because he is feeling determined”.</p> <p>p. 4: On this page I see David tracking all of that mud into the house. Based on the look on his face, it seems as though he didn’t realize that he had made such a mess. When someone isn’t expecting something they might feel surprised. I think David is feeling pretty surprised in this picture, don’t you? I am going to write “David makes a muddy mess on the floor and feels surprised that it happened”.</p> <p>Practice:</p> <p>p. 6: You told me that David was doing the following things when we talked about action (read students’ responses from previous lesson). Now I want you to think about how he might have been feeling while he was doing those things. Why do you think that?</p> <p>Continue asking the students what they think David is feeling for the rest of the text and illustrations. (Appropriate responses include: playful, silly, imaginative, angry, sad, happy, loved, I know that because of what I see in the picture, I know that because it happened to me once, etc.) Be sure each feeling is paired with a reason that the student thinks David is feeling that way. Record students’ responses on the chart paper and place student initials beside each response.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: What types of things in this book helped us to determine what feelings our main character, David did? (text, illustrations, connections, inferences) Other questions: Why do you think the illustrations in a picture book are important? Based on the feelings you saw David display, would you say you are like David? Why would you say that? At the end, David goes from feeling some negative emotions to very positive emotions like love and happiness. What made David change his feelings?</p>
<p>Reflect on focus strategy</p>	<p>How does learning about what a character feels help us to understand more about the character? (We can see how they might react to a situation, we can find out why they do certain things, we can understand how other people will react to the character, etc.)</p>
<p>Indicator of Mastery</p>	<p>Task: During a class discussion, the student will provide one or more feelings exhibited by the main character in the text. 3 = Surpasses grade level expectations: Student provides an example from the text that requires the student to infer what is happening in the illustration or the student can use their example to attribute a personality trait to the main character. 2 = Proficient at grade level: Student provides an example that is illustrated in the text or taken from the text and can give a reason to support their answer. 1 = Almost proficient: Student provides an example of an action but cannot provide an example from the text or support their reasoning. 0 = Not evident at this time: Student does provide an example or the example provided is clearly off topic.</p>
<p>Homework Activity</p>	<p>Task: Take your illustration from the previous lesson on David’s actions and write one sentence telling how David might be feeling as he does this action.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Provide students with a list of the adjectives that could be used to describe David. Provide an illustration beside each word. Allow students to decide between a few adjectives as a response and direct students to the page where they will find the textual evidence to prove their point. Gifted: Pick one of the adjectives used to describe David. Write a story about another character that has that same quality. ESL: Provide student with a list of adjective that could be used to describe David. Have the word in English as well as the native language with an illustration and pronunciation guided. The student could use this as a “dictionary” for the unit.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Identify the actions that the main character displayed throughout the text.

Text: *David Gets in Trouble* by David Shannon

FYI: David doesn’t wear pants in one scene.

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: Remind students that an action is something that someone does, like jumping, sleeping or talking. Play a quick game of charades to help children understand that actions are things someone <i>does</i>. They can require very little movement or require us to use a lot of energy. After charades, direct the students' attention to the chart paper that chronicled David's actions and feelings in <i>No, David!</i> Explain that they are now going to take another book about David and record the actions that he does in this book. Later students will take this information and use it to formulate a character study of David.</p> <p>(Topic) Ask the students if they can think of some actions David did in <i>No, David!</i></p> <p>Predictions: Direct the students to observe the cover of <i>David Gets in Trouble</i>. Ask them what action they observe David doing (sulking in a corner). Ask for predictions of what David might have done to deserve to sit sulking in the corner or in time out. Ask for predictions of what mischievous actions David will do in this book.</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover the actions that the main character, David, does in the book <i>David Gets in Trouble</i> by David Shannon.</p>
<p>Introduce/Review vocabulary</p>	<p>There are no unfamiliar words in the text.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character's actions.)</p>	<p>Explain to students how to apply the strategy: As we read together I am going to pay attention to what the author wrote, what the illustrator drew and what I think about what the main character, David, is doing in the story. As I find these things I am going to write them down on chart paper. When I write down an action, I will explain how I found it (from the text, from an illustration or from what I think the character is doing).</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model Page 1 says "When David gets in trouble he always says, 'No! It's not my fault!'"</p> <p>p. 1: I know from the text that one action David is doing is speaking. The author tells us that <i>David says</i>. We know then that he must be talking. As I look at the illustration, I'm wondering why David has a halo. He is no angel! He must be trying to convince his mother that he didn't do anything wrong. I am going to write two actions for this page. The first action is that David is speaking. David is the only person who speaks in this book. We will only write it one time at the top of our list. The second action is that David is trying to convince his mother that it wasn't his fault.</p> <p>p. 2: I'm noticing in this illustration that David has a skateboard in the house and he is falling down. As he is falling I see that he is going to knock over the table and make a big mess. He says "I didn't mean to". I am going to write down David is skateboarding in the house.</p> <p>p. 4: I'm noticing in this illustration that David has been playing baseball and he broke one of the windows. From the text I know that David didn't mean to break the window because he says "It was on accident!" I am going to write David <i>accidentally</i> broke a window playing baseball on the chart paper.</p> <p>Practice:</p> <p>p. 6: What action do you notice David doing (or not doing) on this page? (Making a scowl not eating his breakfast.) Write these responses on the chart paper. Place student initials near their response. Continue asking the students what they notice about each page for the rest of the text (walking to school with no pants, not bringing in his homework, making a funny face in the class picture, etc.). Record students' responses on the chart paper and place student initials beside each response.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: What types of things in this book helped us to determine what actions our main character, David did? (text, illustrations, connections, inferences)</p> <p>Other questions:</p>
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	<p>Are the actions of David in <i>David Gets in Trouble</i> similar or not similar to the actions of <i>No, David!</i>? Why do you think that?</p> <p>Based on the actions you observed, how do you think David would be in our classroom? (messy, silly, playful, trouble-maker, etc.)</p> <p>At the end, what action does David do that is different from all of the actions before it? (David apologizes and tells his mom he loves her) How is it like or not like the ending of <i>No, David!</i>? (In the end of <i>No, David!</i> David’s mom tells him that she loves him and gives him a hug. At the end of <i>David Gets in Trouble</i> David tells his mom that he loves her and is sorry.)</p>
Reflect on focus strategy	<p>What are some ways that we can learn about a character in a book (what the author tells us, what the character says, what others say about the character, illustrations, the actions that a character does) How does reading two books about the same character help us get to know that character better? (we can see what actions they do in different situations, we can see if the actions change from one text to another, we can get to know the character better)</p>
Indicator of Mastery	<p>Task: During a class discussion, the student will provide one or more actions exhibited by the main character in the text.</p> <p>3 = Surpasses grade level expectations: Student provides an example from the text that requires the student to infer what is happening in the illustration or the student can use their example to attribute a personality trait to the main character.</p> <p>2 = Proficient at grade level: Student provides an example that is illustrated in the text or taken from the text.</p> <p>1 = Almost proficient: Student provides an example of an action but cannot provide an example from the text.</p> <p>0 = Not evident at this time: Student does provide an example or the example provided is clearly off topic.</p>
Homework Activity	<p>Task: Draw an illustration of something David did in the book. Write one sentence telling the action that you drew about. Write another sentence comparing it to the action you wrote about for <i>No, David!</i></p>
Accommodations/ Modifications	<p>Special Ed: Provide the student with a summary of <i>No, David!</i> and <i>David Gets in Trouble</i> to use when comparing the two stories. Have fill in the blank questions about each text that the student could fill out as the books are discussed. Allow the student focus on one page only when responding to the mastery questions.</p> <p>Gifted: Have students create a book review for either <i>No, David</i> or <i>David Gets in Trouble</i> paying particular attention to the character of David in each book</p> <p>ESL: Allow student to use their “Adjectives for David” reference. If the student is unfamiliar with baseball, explain the sport to them. Allow them to watch a clip of the sport so they can understand how David could have broken the window playing baseball. Allow the student to act out the action that David did in response to the mastery question.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Identify the feelings that the main character displayed throughout the text.

Text: *David Gets in Trouble* by David Shannon

FYI: David doesn’t wear pants in one scene.

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: Remind students about when they read to find the feelings that David had in <i>No, David!</i> by David Shannon. Give an example of an action from <i>No, David!</i> and ask the student to act the <i>feeling</i> that David had while doing that. This will require differentiation between the action and the feeling associated with it. Ask students how they knew that David felt that way (from the illustration, from a connection they had to the text, etc.)</p> <p>(Topic) Ask the students if they can think of a time when they felt the same way that David did.</p> <p>Predictions: Remind the students that David continues to make mischief and get in trouble in <i>David Gets in Trouble</i>. Ask students whether they think the feelings David has will be similar to those in <i>No, David!</i>. Have the students predict some of the feelings David might have. Direct students to the cover illustration. Ask the students what they think David is feeling and how they might know that.</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover the feelings that the main character, David, has in the book <i>David Gets in Trouble</i> by David Shannon.</p>
<p>Introduce/Review vocabulary</p>	<p>There are no unfamiliar words in the text.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s feelings.)</p>	<p>Explain to students how to apply the strategy: As we re-read this story I am now going to focus on what the author tells me and what the pictures show me to infer what David is feeling as he does the naughty things in the book. I will write the feeling down and I will make sure that I give an example of <i>why</i> I think David is feeling that way. It is very important to have an example from the text to support your answer.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model</p> <p>p. 3: On this page we see an illustration of David standing outside in his baseball uniform and he is looking a little worried. We know from the picture that David broke the window playing baseball. We know from the text that “It was an accident”. When you do something on accident and something bad happens, how do you feel? I usually feel nervous or worried. I think David is feeling the same way. On my chart paper I’m going to write: “David broke the window on accident and now is feeling worried”.</p> <p>p. 4: On this page I see David sitting in his car making a very angry face. I think he does not want to eat his breakfast. I think this because of the way the illustrator made David’s face look and because the text says “Do I have to?” He is asking “Do I really have to eat that food?” When you try really hard not to do something you are feeling stubborn. You might feel stubborn when you say you don’t want to clean your room or eat your vegetables. I’m going to write down “David is not eating his food because he is feeling stubborn”.</p> <p>p. 5: On this page I see David walking to school without any pants on! The text says “I forgot”. I know that it would be really hard for me personally to forget to put my pants on in the morning. What about you? Do you think it’s possible that David was just feeling silly? I think so too. Sometimes we have to take what we know or what we think about a situation and apply it to what we are reading in order to determine what a character is feeling. I think we should write on our paper, “David is walking to school with no pants on because he is feeling silly”.</p> <p>p. 6: You told me that David was doing the following things when we talked about action (read students’ responses from previous lesson). Now I want you to work with a partner and think about how he might have been feeling while he was doing those things. Why do you think that? Ask your partner why they think what they do. You will have 10 minutes to do this. We will talk about it together when 10 minutes is up. (Appropriate responses include: playful, silly, imaginative, worried, sad, happy, loved, I know that because of what I see in the picture, I know that because it happened to me once, etc.) Be sure each feeling is paired with a reason that the student thinks David is feeling that way. Record students’ responses on the chart paper and place student initials beside each response.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: What types of things in this book helped us to determine what feelings our main character, David, did? (text, illustrations, connections, inferences) Other questions: Was it easier to find out David’s feelings in this book or in <i>No, David?</i> Why? (Possible response: this book because David is the one speaking) Do you notice any different feelings from this book compared to <i>No, David?</i> (he is more worried about what he does) Why do you think David is more worried in this book than in <i>No, David?</i> (<i>No, David!</i> features what the mother is saying and thinking whereas in <i>David Gets in Trouble</i> we see things from David’s point of view) Has your opinion about David changed at all? Why or why not?</p>
<p>Reflect on focus strategy</p>	<p>Now that we have read two books about David and have learned that we need to observe how a character feels in order to get to know them, how do you think David would react if we took him on a field trip? Why do you think that would happen? (Using things like text, illustrations and personal connections, students can generate a response to this question that accurately reflects the character’s feelings in the text.)</p>
<p>Indicator of Mastery</p>	<p>Task: During a class discussion, the student will provide one or more feelings exhibited by the main character in the text. 3 = Surpasses grade level expectations: Student provides an example from the text that requires the student to infer what is happening in the illustration or the student can use their example to attribute a personality trait to the main character. 2 = Proficient at grade level: Student provides an example that is illustrated in the text or taken from the text and can give a reason to support their answer. 1 = Almost proficient: Student provides an example of an action but cannot provide an example from the text or support their reasoning. 0 = Not evident at this time: Student does provide an example or the example provided is clearly off topic.</p>
<p>Homework Activity</p>	<p>Task: Write 5 sentences about what you think David would do and feel if we took him on a field trip.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Allow students to look at the two lists of actions and feelings during the class discussion to help them understand the difference between the two. Direct students to a particular page or illustration and have them describe the action or feeling shown on that page. If further assistance is needed, give choices to the student from them to choose from. Gifted: Allow students to choose a book of their choice and write down the actions and feelings that the character shows. ESL: Show students the difference between actions and feelings using pictures to represent each word. Create two columns saying actions and feelings in their native language. Put the English word beside each illustration. Have the student sort the words into actions and feelings (extension activity). Modify homework by either allowing students to verbally express themselves or by listing the actions and feelings that David would exhibit.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with : [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.)

Target: Students will create a comprehensive character study of David including his actions, feeling and physical qualities.

Text: *David Goes to School* by David Shannon

FYI:

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: Remind students that David had different actions and feelings the books, <i>No, David!</i> and <i>David Gets in Trouble</i>. Ask them if they can tell what those various actions and feelings were. (Topic) Ask the students if they can think of any other ways to tell about a character. Predictions: Predict why the author, David Shannon, chose to use a young boy as the main character. Purpose for reading: Today we will read and observe the illustrations to discover the actions, feelings and physical characteristics that the main character, David, has in the book <i>No, David!</i> by David Shannon.</p>
<p>Introduce/Review vocabulary</p>	<p>Tardy: explain that tardy means being late. For example, if you come into class at 10:00 you are tardy to class.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions, feelings and physical characteristics.)</p>	<p>Explain to students how to apply the strategy: As we read <i>David Goes to School</i> we are going to do what we did for both <i>No, David!</i> and <i>David Gets in Trouble</i>. We will chart what David does and what we think he is feeling when he does those things. We are also going to chart what David looks like in different parts of the story. This will help us to really understand David as a character. We will be experts on David!</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model p. 1: On this page we read about what David’s teacher always says to him. We know from the text that David runs in the halls, yells and pushes. We can see from the illustration that David seems like he is having fun and happy. On my chart I am going to write under “Action”, “David runs in the hall, pushes and yells”. Under “Feelings”, I am going to write “Energetic” because I think David has a lot of energy and that’s why he does those things. What I also am going to notice is how David looks as a character. He looks like a cartoon. This is important because we see that David is not a real person. He is a fiction character. Under “Physical Characteristics” I am going to write “cartoon”. p. 2: On this page we read that the teacher says, “David, you’re tardy!” We learned that tardy means late to class. In the illustration we can see that David is sneaking through the door with a smile on his face. It seems like he was hoping that he could come into the room without his teacher noticing. Have you ever done that before? Sometimes I smile when I think I’m about to get in trouble. I think David is doing that too. I think it’s because he’s hoping that if he looks happy, he won’t get in trouble. (I don’t think it’s going to work, do you?) On my chart I’m going to write under “Action”, “David is tardy for class”. For “Feeling” I am going to write “David is feeling hopeful he won’t get in trouble”. What things could we write under “Physical Characteristics”? (wears a hat, has a big smile, missing teeth) p. 4: On this page we read about how David’s teacher needs to tell him to “Sit down!” This is a clue that lets us know that David is misbehaving...again! By observing the illustrations I see David up at the front of the class, at the board, making a very silly face. I think he’s feeling pretty silly right about now. Under “Action” I am going to write “David is fooling around at the front of the classroom”. Under “Feelings” I am going to write, “David is feeling very silly”. I also notice that David is wearing a blue striped shirt, red pants and white sneakers. I am going to write those things down under “Physical Characteristics”. Practice: p. 6: Let’s try to do this page together. What does David’s teacher say in the text? (Don’t</p>
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	<p>chew gum in class). What do we see David doing? (Chewing a lot of gum, playing with the gum) How do you think David might be feeling when he is doing these types of things? (Rude, playful, silly, etc.). What do you notice about how David looks on this page? (very large mouth, unrealistic, pointy teeth, small hands, not like a real human, etc.). Record students' responses on the chart paper and place student initials beside each response. Continue through the rest of the book until the book is completed and a comprehensive list is made for each category.</p>
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AFTER READING

Discussion questions	<p>Follow-up to focus strategy: If you could describe David to someone who has never read about him, what would you say? How do you know that? What things should we look for when we have to describe our character? (what the text says, what the illustrator drew, what the character is physically like)</p> <p>Other questions: If David looked like a real person, how might the book be different? (not as funny, more serious)</p>
Reflect on focus strategy	<p>How does examining a character help us to understand a book? (it can teach us lessons, it can show us examples of what we could do or what we shouldn't do, it can help us understand why different things happen in a book, it helps us make sense of things that are unclear, etc.)</p>
Indicator of Mastery	<p>Task: Individually, students will create posters of David that not only show his physical characteristics but that state clearly some of the actions and feelings that David exhibited throughout the text.</p> <p>3 = Surpasses grade level expectations: Student provides a very accurate drawing of David and adds at least five actions and feelings that David exhibited in the text. Handwriting is neat and thoughts are organized.</p> <p>2 = Proficient at grade level: Student provides an accurate drawing of David and adds at least 3 actions and feelings that David exhibited throughout the text. Handwriting is clear and organized.</p> <p>1 = Almost proficient: Student provides a semi-accurate drawing of David and adds 1-2 actions and feelings that David exhibited throughout the text. Handwriting is not neat and thoughts are not organized.</p> <p>0 = Not evident at this time: Student does not accurately depict David's physical characteristics or cannot think of an action or feeling David exhibited in the text.</p>
Homework Activity	<p>Task: Write 5 sentences about a time that you got in trouble just like David. What did you do? How did you feel when you were doing that thing? What did your face or body look like while you were doing it?</p>
Accommodations/ Modifications	<p>Special Ed: Direct the student to a particular page and ask them to describe the actions and feelings displayed on that page. Walk through the sentence structure with the student, using fill-in-the-blank writing as needed. Teacher will write out the student's response and the student will be allowed to copy that onto their poster. Extended time can also be given.</p> <p>Gifted: Have the students create a poster and a paragraph detailing David as a character.</p> <p>ESL: Allow students to use their "Adjectives for David" reference material. Continue to reinforce the difference between action and feeling by allowing student to sort words into each category. Give student instructions for the poster in their native language. Direct student to a particular page and ask them to describe an action and a feeling. Set up the sentences for the poster to be grammatically correct and they can fill in the blanks with the correct action or feeling. Allow the homework to be done orally or have the student draw a picture of that event and work together to write about it.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Compare and contrast themselves to a character.

Text: *First Day Jitters* by Julie Danneberg

FYI:

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: We did a character study of David from 3 different books written by David Shannon. You all did a wonderful job of creating your posters that highlight who David is as a character in those books. Now we are going to start observing characters and comparing and contrasting them to ourselves. We will be using Venn diagrams to organize our information. A Venn diagram shows us how two different things are alike and different from each other. Let’s do a Venn diagram about the seasons, summer and winter. Keep this in mind as we learn about Sarah Jane Hartwell in the book <i>First Day Jitters</i>.</p> <p>(Topic) Ask the students if they can remember how they felt on the first day of school. What are some ways you might act? How might you feel? What might you wear or look like on the first day?</p> <p>Predictions: Direct the students to observe the cover of <i>First Day Jitters</i>. Ask the students how they think the main character, Sarah Jane Hartwell feels about the first day of school based on the illustration.</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover how our character Sarah Jane Hartwell felt on the first day of school.</p>
<p>Introduce/Review vocabulary</p>	<p>Jitters—jitters are nervous feelings. It’s like when you are waiting to go on stage for a big performance and you feel nervous and shaky.</p> <p>Clammy—clammy is when something is damp. Sometimes when people get nervous their hands get sweaty. This is also called clammy.</p> <p>Tunneled—In the book, Sarah tunnels to the end of the bed. This means she is sinking lower and lower under the covers so she doesn’t have to come out.</p> <p>Fumbled—When you fumble with something you are being clumsy. You don’t have great control. For example, sometimes it’s hard to button your coat buttons. No matter how hard you try, you really struggle to button all those buttons. We would say that you are fumbling with the buttons.</p> <p>Trudged—To trudge is to walk very slowly and with no energy. It’s like how you would walk to something you do not want to do at all. Sometimes I trudge into the doctor’s office because I really don’t to go. Try to trudge to the door and back.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to your own.)</p>	<p>Explain to students how to apply the strategy:</p> <p>As we read the story I am going to pay attention to the three things we focused on last week: the characters actions, the characters feelings and the physical characteristics, or what they look like. I am going to write down what I notice. After we read, I am going to think about myself and how I felt on my first day of school. I will think about what I did, how I felt and what I looked like on our first day of school. We will use the Venn diagram to compare and contrast myself to Sarah Jane Hartwell.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model</p> <p>Practice:</p> <p>p. 18-27- Read the story aloud pausing after each page to ask students what they notice from the text and illustrations about Sarah. Record students' responses on the chart paper and place student initials beside each response. Be sure to ask students what evidence they found in the book that proves that Sarah is acting or feeling the way that they say.</p> <p>p. 28-Ask students if they expected that ending. Does it change your image of who Sarah Jane Hartwell is?</p> <p>-Take out another piece of chart paper and have students take turns writing how I (the teacher) felt on my first day. Explain in detail how I felt, what I did, and how I looked on the first day.</p> <p>- Take the information from both charts and incorporate it into the Venn diagram. Model with the first few. For example, we said that Sarah had one cat and one dog. I have three cats. This is something both similar and different about us. In the middle I can put that I have a cat. This is something we have in common. Under Sarah's name I can put that she has a dog. Under my name I can put that I have three cats. Continue to do this until the list is complete.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy:</p> <p>Why is making a Venn diagram a good idea when you are comparing two characters? (helps organize information neatly, helps you to easily see differences and similarities)</p> <p>Other questions:</p> <p>Do you think many people are like Sarah Jane Hartwell on their first day of school?</p> <p>How do the author and illustrator keep the fact that Sarah Jane Hartwell is a teacher a surprise?</p>
<p>Reflect on focus strategy</p>	<p>Why do you think it is important to compare the character to yourself? (helps you understand if you are alike or different, helps you to imagine what you would do in the same situation, helps you to understand the character better which also helps you understand the book better)</p>
<p>Indicator of Mastery</p>	<p>Task: During a class discussion, the student will provide one or more actions or feelings exhibited by the main character in the text and compare that to information given by the teacher regarding the same situation.</p> <p>3 = Surpasses grade level expectations: Student provides an example from the text that requires the student to infer what is happening in the illustration or text and the student can both compare and contrast that with what the information given by the teacher.</p> <p>2 = Proficient at grade level: Student provides an example that is shown in the illustration or taken from the text and can compare or contrast that example to the information given by the teacher.</p> <p>1 = Almost proficient: Student provides an example of an action or a feeling but cannot compare or contrast that to the information given by the teacher.</p> <p>0 = Not evident at this time: Student does not provide an example or the example provided is clearly off topic. Student cannot make a comparison or contrast to the information given by the teacher.</p>
<p>Homework Activity</p>	<p>Task: Write a detailed description of your first day of school. Tell what you wore, how you felt, what you did, what you ate, etc.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Allow the student to use hula hoops to create the circles of the Venn diagram. On sentence strips, write a quality of either the teacher or Sarah Jane Hartwell and have the student sort them. When the student must respond, allow them to read a sentence strip and say where they placed it in the Venn diagram.</p> <p>Gifted: Using a Venn diagram, have the student choose two topics to compare and contrast.</p> <p>ESL: Write out the new vocabulary words and provide a similar word in their native language.</p>

	Write a simple definition next to each word. Allow the student to create sentences or illustrations using the new vocabulary words for practice. Allow the student to draw a picture of themselves on the first day of school. Around the drawing, have the student write some English words that would adequately describe the illustration.
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Lesson Type: Independent Practice

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Compare and contrast themselves to a character.

Text: *First Day Jitters* by Julie Danneberg

FYI:

BEFORE READING

Establish prior knowledge, purpose, and predictions	<p>Prior Knowledge: Yesterday we read <i>First Day Jitters</i> and charted information about the character Sarah Jane Hartwell. We then used that information and created a Venn diagram to compare Sarah to me. This helped us to see how Sarah and I were alike and different. It is important to know what a character does, feels and looks like in a text. When we compare and contrast a character to ourselves, it helps us to get a better understanding of the character and what happens in the text.</p> <p>(Topic): You wrote about your first day of school. Now we will take that information and compare it to Sarah in <i>First Day Jitters</i>. This will allow you to see if you are more similar or different to Sarah.</p> <p>Predictions: Take a vote. Raise your hand if you think you are more <i>like/not like</i> Sarah.</p> <p>Purpose for reading: Today we will read <i>First Day Jitters</i> again. Review the different actions, feelings and physical characteristics of Sarah as we read. You will then create a Venn diagram comparing your first day experience to Sarah’s.</p>
Introduce/Review vocabulary	<p>Jitters—jitters are nervous feelings. It’s like when you are waiting to go on stage for a big performance and you feel nervous and shaky.</p> <p>Clammy—clammy is when something is damp. Sometimes when people get nervous their hands get sweaty. This is also called clammy.</p> <p>Tunneled—In the book, Sarah tunnels to the end of the bed. This means she is sinking lower and lower under the covers so she doesn’t have to come out.</p> <p>Fumbled—When you fumble with something you are being clumsy. You don’t have great control. For example, sometimes it’s hard to button your coat buttons. No matter how hard you try, you really struggle to button all those buttons. We would say that you are fumbling with the buttons.</p> <p>Trudged—To trudge is to walk very slowly and with no energy. It’s like how you would walk to something you do not want to do at all. Sometimes I trudge into the doctor’s office because I really don’t to go. Try to trudge to the door and back.</p>
Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to your own.)	<p>Explain to students how to apply the strategy:</p> <p>As you re-read the story pay attention to the three things we focused on last week: the characters actions, the characters feelings and the physical characteristics, or what they look like. If you notice something that I didn’t add to my chart yesterday, let me know and I will add it today. When you’re done reading the book will re-read the chart from yesterday. As you read, think about what you wrote about yourself and how you felt on your first day of school. Think about what you did, how you felt and what I looked like on our first day of school. You will use the Venn diagram to compare and contrast yourself to Sarah Jane Hartwell.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model Re-read the first three pages aloud. Show on the chart what was written about the character of Sarah Jane Hartwell based on those three pages (She had a cat and a dog. She didn't want to go to school. She hid under the covers). Using a large Venn diagram, compare myself and my first day to Sarah in the first three pages (I have a cat. I do not have a dog. I wanted to go to school on the first day. I got up very quickly on the first day). Now it is your turn to compare yourself to Sarah. Re-read the book and complete the Venn diagram.</p> <p>Practice: Students will read <i>First Day Jitters</i> independently. Venn diagrams will be provided to each student. As a modification, different graphic organizers will be provided to students who might struggle with the Venn diagram. Teacher will monitor students' writing as she walks around the room. When students are done, they may present their Venn diagram to the class.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: How did using a Venn diagram help to compare yourself to Sarah?</p> <p>Other questions: Were there any difficult things you encountered when filling out your Venn diagram? For example, were you <i>a little bit</i> like Sarah in some way and maybe you didn't know if you should put that information in the middle as a similarity? What was the biggest difference between you and Sarah? Biggest similarity?</p>
<p>Reflect on focus strategy</p>	<p>How did comparing yourself to Sarah help you understand Sarah as a character?</p>
<p>Indicator of Mastery</p>	<p>Task: During independent practice, the student will accurately compare and contrast themselves to a character in a text.</p> <p>3 = Surpasses grade level expectations: Student provides at least 4 character qualities for the character in the text that are different from themselves and at least 4 character qualities that are similar to themselves.</p> <p>2 = Proficient at grade level: Student provides at least 3 character qualities for the character in the text that are different from themselves and at least 3 character qualities that are similar to themselves.</p> <p>1 = Almost proficient: Student provides 1-2 character qualities for the character in the text that are different from themselves and 1-2 character qualities that are similar to themselves.</p> <p>0 = Not evident at this time: Student does not provide any similarities or differences to the character.</p>
<p>Homework Activity</p>	<p>Task: Ask your classmates if they were more similar or more different to Sarah. As a class we will tally the information and create a graph to depict our results.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Have the student read to a teacher or in a small group with other students who will be able to help the student. Create a graphic organizer to help the student know what types of information to pay attention to. Create a template for the student to answer questions about themselves and Sarah Jane Hartwell either instead of the Venn diagram or to assist in the filling in of the Venn diagram.</p> <p>Gifted: Write yourself into the story using the information that you put in your Venn diagram about yourself. Using the information from the class results create a report detailing the results.</p> <p>ESL: Since this requires personal reflection, allow the student to write their response in their native language and work to translate it into English. Highlight difficult English words in the text so that when the student re-reads the text to themselves they can know when there is a word that they should look up on their word list.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with : [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.) [CCSS.ELA-Literacy.RL.1.9](#) (Compare and contrast the adventures and experiences of characters in stories).

Target: Compare and contrast two characters in one text.

Text: *Toot and Puddle* by Holly Hobbie

FYI:

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: We have been learning a lot about characters in books. We learned how to find out what a character is like by noticing their actions, feelings and physical characteristics. We have also been working on getting to know a character by comparing them to ourselves. Now we are going to learn how to compare two characters that are in the same text. This will really help us to understand what we are reading.</p> <p>(Topic): Now we are going to learn how to compare two characters that are in the same text. This will really help us to understand what we are reading.</p> <p>Predictions: Look at the cover of <i>Toot and Puddle</i> by Holly Hobbie. What do you notice about the two pigs? What do you notice on the bottom of the cover? Do you think Toot and Puddle will be similar or different?</p> <p>Purpose for reading: Today we will read <i>Toot and Puddle</i>. As we read we are going to write down the actions, feelings and physical characteristics of both Toot and Puddle. After we have read and made our charts for each character we will compare them.</p>
<p>Introduce/Review vocabulary</p>	<p>Use a map to show students where Toot goes as he travels throughout the world.</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to another character in the text.)</p>	<p>Explain to students how to apply the strategy: As we read you need to pay careful attention to both characters. We want to know the actions, feelings and physical characteristics of each one. This means we need to go slow and think as we read.</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model</p> <p>p.1: I’m noticing from this page that Toot and Puddle look very similar. They are both pigs. They are both small. This means we need to pay special attention to the text so we know what the author is saying about each character. I’m going to write “pig” and “small” under each character’s name on my chart.</p> <p>p.2: From the text I read that Puddle thinks that his house is the greatest place to be. I see him cooking popcorn and wearing a chef’s outfit. I also read that Toot loves taking trips. I see him examining his globe. Because he is examining his globe, I think he wants to travel all over the world, not just close to home. Under Puddle’s name I will write “thinks his house is the greatest place to be” and “likes to cook popcorn and wear a chef’s outfit”. Under Toot’s name I will write “Wants to travel the world”.</p> <p>p.3-5: On page 3 I see Toot holding a ticket and carrying many, many things that he will need for</p>
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	<p>traveling. Because he has so many things, I’m thinking he is going to be gone for a long time. When you go away for a weekend or even a week, you only really need to bring one suitcase. Toot has a lot more than one suitcase! On pages 4-5 I see Puddle enjoying himself as he sits and watches TV and goes outside to play in the snow. From the text I see that Puddle loves snow and prefers staying home to traveling. On my chart I am going to write “enjoys watching TV”, “loves the snow”, and “prefers to stay home” under Puddle’s name. Under Toot’s name I am going to write “packed a lot of things”, “is going on a long trip”, “likes to travel to far places and for a long time”.</p> <p>p.6-7: On the next pages, Toot writes to Puddle from various places that he travels to. It is important to read these postcards! From the illustration I see a picture of Toot swimming with a bunch of hippos. When I read the postcard that he wrote to Puddle, I understand that Toot has traveled all the way to Africa! Show the students where Africa is on a map. On the next page I see an illustration of Puddle ice skating. It seems as though he is enjoying himself. Under Puddle’s name I am going to write “enjoys ice skating” and under Toot’s name I will write “traveled to Africa” and “swam with hippos”.</p> <p>Practice:</p> <p>p.8-23: Have the students practice by saying what should be written under each character’s name as I read the book. Remind students to look for the actions, feelings and physical characteristics of each character. Be sure to write students’ responses on the chart paper and initial next to each response.</p> <p>p. 24-end: Read together and discuss that even though the two pigs were very different, they still missed each other and were good friends.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: How did comparing the two characters help you to understand what happened in the book?</p> <p>Other questions: Who would you be more like, Toot or Puddle? Do Toot and Puddle have any similarities besides that they look alike? What lesson did you learn from this book?</p>
<p>Reflect on focus strategy</p>	<p>Why is it important to learn about each character in the book and not just one?</p>
<p>Indicator of Mastery</p>	<p>Task: During class discussion, the student will provide examples from the text that show how Toot and Puddle are alike or different.</p> <p>3 = Surpasses grade level expectations: Student can accurately describe at least 5 characteristics about both Toot and Puddle as characters and can answer whether they think the two characters are alike or different and give reasons from the text to support their answer.</p> <p>2 = Proficient at grade level: Student can accurately describe 3-4 characteristics about both Toot and Puddle as characters and can answer whether they think the two characters are alike or different and give reasons from the text to support their answer.</p> <p>1 = Almost proficient: Student can accurately describe at least 1-2 characteristics about both Toot and Puddle as characters and can answer whether they think the two characters are alike or different and give reasons from the text to support their answer.</p> <p>0 = Not evident at this time: Student cannot accurately describe one or both characters or cannot give reasoning as to why the characters are alike or different.</p>
<p>Homework Activity</p>	<p>Task: Make a Venn diagram comparing you to either Toot or Puddle.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Create page markers that say “Toot” and “Puddle” to place on the pages where each pig is being discussed in order to decrease any confusion about who is who (since they are so similar in appearance).</p> <p>Gifted: Gather information about one of the places Toot visited. Explain what else he might have</p>

	<p>done while visiting that place.</p> <p>ESL: Allow the student to present their country as a place for Toot to visit. Let the student describe what Toot could do if he visited the country that they or their family is from. Explain any culturally different things, like ice skating.</p>
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Lesson Type: Interactive Read Aloud, Small Group Practice

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with : [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.) [CCSS.ELA-Literacy.RL.1.9](#) (Compare and contrast the adventures and experiences of characters in stories).

Target: Compare and contrast three characters in one text.

Text: *Chester’s Way* by Kevin Henkes

BEFORE READING

Establish prior knowledge, purpose, and predictions	<p>Prior Knowledge: Starting today we are going to study the author Kevin Henkes. Kevin Henkes wrote many books using mice as the characters. Many of his characters have strong personalities. As we study these books we will meet a variety of characters that are similar and different to each other. Yesterday we compared and contrasted Toot and Puddle. From that, we learned that even though characters might be very different, they can still be great friends and make for an exciting story.</p> <p>(Topic): Today we are going to compare and contrast 3 different characters from the book <i>Chester’s Way</i>.</p> <p>Predictions: Let’s look at the back of the book. Sometimes the author will give us a summary or a brief description of what happens in the book. Based on this summary what do you think Lilly will be like? Why do you think that?</p> <p>Purpose for reading: Today we will read <i>Chester’s Way</i>. We will read the beginning together. The when we read together I want you to focus on the characters Chester and Wilson. We will chart the actions, feeling and physical characteristics of Chester and Wilson. When you read in small groups you will need to observe the character, Lilly. You will need to discuss with each other what you should put down for Lilly’s actions, feelings and physical characteristics. Then we will discuss what we read about together and compare the three characters to each other.</p>
Introduce/Review vocabulary	<p>Croquet—a game you play outside where you need to hit a ball on the ground with a type of mallet through bent wires (show a picture of the game)</p> <p>Diagonally—from corner to corner (show an example and have the students move their arms in a diagonal line from the left side of their head to their right hip)</p> <p>Duplicated—to copy, I duplicate worksheets to hand out to the class</p> <p>“Two peas in a pod”—this is an expression to say that two people get along really well, they are with each other all the time</p> <p>“Popping wheelies”—lifting the front tire on your bicycle (this is dangerous!)</p>
Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to two other characters in the text.)	<p>Explain to students how to apply the strategy:</p> <p>As we read together you need to pay careful attention to Chester and Wilson. When you read in your small groups you will need to pay careful attention to Lilly. You will read to find information about the actions, feelings and physical characteristics of Lilly. You will need to discuss your information with each other. This means you need to work together, take turns speaking and be respectful to each other.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model</p> <p>p.1: From the text I see that Chester likes to play croquet and eat peanut butter. He also likes to make his bed. I see that he is a brown mouse and he wears human clothes. I will write all of these things down under Chester’s name.</p> <p>p.2: From the text I see that Chester always cut his sandwiches diagonally. He always got out of bed on the same side and he never left the house without double-knotting his shoes. I’m thinking that Chester likes to do things a certain way. I am going to write these things down under Chester’s name.</p> <p>p. 3: From the text I see that Chester always ate the same breakfast and he always had a first aid kit in his back pocket. I think that Chester is cautious if he always has a first aid kit handy. I am going to write all of this down on my chart. \</p> <p>Guided Practice</p> <p>p. 4-10: Now help me to investigate what Wilson, Chester’s friend is like. You will see that they are very similar. How are they similar? Responses should include: he is a grey mouse, he wears human clothes, they were exactly the same way, they both played baseball the same way, they both used hand signals when riding bikes, they were hungry at the same time, they both loved picnics, they both swallowed watermelon seeds, they both wanted the same Christmas presents, they both dressed as things that went together on Halloween, they had the same umbrella, they never threw snowballs at each other, they raked leaves together, and they reminded each other to use sunscreen.</p> <p>Small Group Practice:</p> <p>p.11-27: Arrange the students in small groups. Have the students take turns reading aloud to each other. Provide students with a handout with a picture of Lilly on it. Ask the students to write the actions, feelings and physical characteristics of Lilly. At the bottom of the handout there will be a question asking the students to write one to two sentences comparing Chester, Wilson and Lilly to one another. Once the students have had enough time to complete the handout, the class will meet again to discuss what each group found. (Students should find that Lilly: thought she was the queen, wore Band-Aids all over herself to look brave, talked backwards, wore many disguises, waved at all the cars that passed by, carried a loaded squirt gun, was a white mouse, was a girl, wore human clothes, wanted to play with Chester and Wilson, saved Chester and Wilson from bullies by frightening them, had a Muscle Mouse cup, used a cookie cutter on her sandwiches, had a night light, made silly faces out of her breakfast, became friends with Chester and Wilson, played with them, called them and had pleasant conversations with them, taught them to pop wheelies on their bikes, learned to double knot her shoes, dressed up for Halloween with Chester and Wilson, gave disguises as presents, loved to go on picnics, swallowed watermelon seeds on purpose, shared an umbrella with Chester and Wilson, didn’t throw snowballs, raked leaves, reminded Chester and Wilson to wear sunscreen, etc.)</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy:</p> <p>How did reading the story in pieces help you to understand the similarities and differences between Chester, Wilson and Lilly?</p> <p>Other questions:</p> <p>How did having three characters in the book make it more interesting?</p> <p>What lesson did you learn from this book?</p>
<p>Reflect on focus strategy</p>	<p>Why is it important to learn about each character in the book and not just one?</p>

<p>Indicator of Mastery</p>	<p>Task: During small group interaction, the student will create an accurate description of Lilly and be able to compare her to Chester and Wilson.</p> <p>3 = Surpasses grade level expectations: Student can accurately identify at least 7 characteristics about Lilly as a character and can explain in at least three sentences how Chester, Wilson and Lilly are all alike or different to one another.</p> <p>2 = Proficient at grade level: Student can accurately identify at least 5 characteristics about Lilly as a character and can explain in at least two sentences how Chester, Wilson and Lilly are all alike or different to one another.</p> <p>1 = Almost proficient: Student can either accurately identify at least 4 characteristics about Lilly as a character or can explain in at least two sentences how Chester, Wilson and Lilly are all alike or different to one another.</p> <p>0 = Not evident at this time: Student cannot accurately describe Lilly as a character or compare and contrast the three characters to one another.</p>
<p>Homework Activity</p>	<p>Task: At the end of the book, Kevin Henkes lets us know that another mouse is moving in the neighborhood. Write a story describing what Victor is like and how he will get along with Chester, Wilson and Lilly.</p>
<p>Accommodations/ Modifications</p>	<p>Special Ed: Give students an illustration of each character. Allow them to write down the words that describe each character as they go. Color-code the sentences using highlighter tape that correspond to each character. Allow students to show sentences from either the text or their worksheet that they have been using.</p> <p>Gifted: Do an author study of Kevin Henkes.</p> <p>ESL: Give students an illustration of each character. Allow them to write down new words they learn to describe each character. Practice those words by doing a sort or by thinking of other things that could also have that word describe them. Show student examples of the game croquet. Explain idioms like “two peas in a pod”. Show a picture of a pea pod and explain where the saying came from. Reiterate that it is not literal.</p>

Lesson Type: Small Group Practice

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with : [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.) [CCSS.ELA-Literacy.RL.1.9](#) (Compare and contrast the adventures and experiences of characters in stories).

Target: Compare and contrast yourself to two other classmates.

Text: *Chester’s Way* by Kevin Henkes

FYI:

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: Yesterday we worked together to compare and contrast three different characters from the book <i>Chester’s Way</i> by Kevin Henkes. We learned that although Chester and Wilson were very different from Lilly, they still found things that they had in common and became great friends.</p> <p>(Topic): Today you will compare and contrast yourself with two other classmates.</p> <p>Predictions: What are some things that we already know about each other? (we are in first grade, we are 6, we go to the same school, we have the same teacher, etc.)</p> <p>Purpose: It is important that we get to know each other as “characters” of our classroom. Our education is like a story and each person in this school could be like a character. When we learn</p>
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	about all of the characters, we can make our school, or our story, much more exciting to us. We might even make a new friend!
Introduce/Review vocabulary	
Introduce/Review the focus strategy (How to apply what is learned about characters to daily life. To learn about differences and how differences can be overcome.)	Explain to students how to apply the strategy: Today you will work with two other classmates. You will ask each other questions like “What’s your favorite sandwich?” “Do you have any pets?” “Who is your favorite superhero?” If you can’t think of anything, go back to <i>Chester’s Way</i> and ask if your classmate that you are interviewing does the things that Chester, Wilson and Lilly do. Write down what your classmates say and how it makes you feel knowing that you can get along with this person based on what you have in common.

DURING READING

Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)	Model Choose a student volunteer. “I’m going to begin asking _____ different questions so I can get to know her.” “_____ do you like to read chapter books?”, “What’s your favorite? I like that one too! Wow, that’s something we have in common. “What is your favorite part in that book? My favorite part is when _____”. Do you notice that I’m not just asking her simple questions and writing them down? What do you notice that I am doing? (asking her questions, making comments about it, telling about myself, using the first question to ask other questions that go along with it, etc.) Now I’m going to take the information that I learned about _____ and write “_____ and I are similar because we both like _____. This makes me happy because now I know that I can talk to her about this book series that I love. Maybe I could let her borrow some of the book I have in this series!” Then I will find another classmate and do the same thing. By the end of this lesson I will get to know two of my classmates much better than I did before. That’s very exciting. It makes me feel more comfortable in my classroom because I know that we can all get along. Small Group Practice: Pair students according to how frequently they interact with each other, paying careful note not to make anyone feel uncomfortable. Observe as students share interests with each other. Make sure students are asking appropriate questions and that they are being respectful to each other. Students should be able to write down a list of similarities to each other including what they learned about their classmates that they didn’t know and be able to think about how they can use that to create a comfortable and welcoming class environment (being kind, knowing that most people have a lot of similarities, seeing that it might take some time to get to know someone but that you could be friends, etc.).
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AFTER READING

Discussion questions	Follow-up to focus strategy: How did talking with your classmates and asking questions help you to get to know your classmates better? Other questions: Did it take a long time to find something you had in common? Do you think that authors think a lot about their characters before writing them? How did you feel after you had found something in common? Why is it important that we all get along? How does that make our classroom better?
Reflect on focus strategy	Why is it important to learn about the details of a person or character? (you might miss out on something good!)
Indicator of Mastery	Task: During small group interaction, the student will have a productive dialogue with two other students and will be able to write about what they learned about their classmates and how it

	<p>makes them feel knowing that they have something in common.</p> <p>3 = Surpasses grade level expectations: Student asks meaningful questions, explains their opinions, and acts respectfully and can write at least one thing they have in common with two students and explain how that positively affects their school experience.</p> <p>2 = Proficient at grade level: Student asks meaningful questions and acts respectfully but might struggle with interjecting dialogue into the question asking process. They can write at least one thing they have in common with two students and explain how that positively affects their school experience.</p> <p>1 = Almost proficient: Student asks several questions and acts respectfully but cannot interject dialogue into the question asking process. They can write at least one thing they have in common with two students but cannot explain how that positively affects their school experience.</p> <p>0 = Not evident at this time: Student cannot think of appropriate questions to ask or does not act respectfully.</p>
Homework Activity	Task: Write a story with yourself and the two classmates you interviewed as characters. Be sure to depict your characters accurately to your classmates.
Extension Activity	Task: Introduce the classmates that you interviewed and explain to the rest of the class what you learned about them.
Accommodations/ Modifications	<p>Special Ed: Group student with people who will be accepting and helpful. Give student a list of questions to ask if they have trouble creating their own. Allow the student work with someone else to present the classmate.</p> <p>Gifted: Have students record similar traits and create a graph depicting these results.</p> <p>ESL: Group student with people who will be accepting and helpful. If possible, pair the student with someone else who can speak the same language. Give student a list of questions to ask if they have trouble creating their own. Allow the student work with someone else to present the classmate.</p>

Lesson Type: Guided Reading

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Create a comprehensive character study and be able to present that character to the rest of the class.

Text: *Chrysanthemum* by Kevin Henkes

FYI:

BEFORE READING

Establish prior knowledge, purpose, and predictions	<p>Prior Knowledge: We have been reading the books of Kevin Henke to help us understand more about the characters in a story. We know that we need to look at the character’s actions, feelings and physical characteristics to understand them. Understanding the characters help us to understand the books we are reading.</p> <p>(Topic) Each of Kevin Henke’s books has at least one character that has a lot of personality. You are going to read one of his books and become an expert on that character by observing what the character does, feels and looks like.</p> <p>Predictions: Let’s look at the cover of <i>Chrysanthemum</i>. The illustration shows a picture of a mouse, her name is Chrysanthemum. Can you predict what that might be? How do you know? What do you think might be a problem with having a name like Chrysanthemum?</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover as much as we</p>
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	<p>can about Chrysanthemum. We will write down our information and you will work together to create a poster that illustrates the character of Chrysanthemum. Then you will present your poster to the rest of the class, acting as an “expert” on the character of Chrysanthemum.</p>
<p>Introduce/Review vocabulary</p>	<p>Chrysanthemum—a type of flower, show a picture Appreciate—to value something, to be thankful for something Wilted—when a flower wilts it becomes droopy and starts to die, Chrysanthemum says this when she is made fun of. It means that she felt awful and hopeless. Miserably—very sad and depressed Winsome—very likable Parcheesi—a board game Envious—jealous Begrudging—to want what someone else has Discontented—not happy with what they have Jaundiced—hostile or not acting nicely toward someone Trifle—a very little bit Indescribable—something you can’t describe Humorous—funny Delphinium—a type of flower, show a picture</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to your own.)</p>	<p>Explain to students how to apply the strategy: As we read the story pay attention to the three things we have been focusing on as we have been learning about character: the characters actions, the characters feelings and the physical characteristics, or what they look like. Be sure to pay close attention as you will be the “expert” on this character. You will need to think about how to organize your information to present it to the rest of the class as well.</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p><u>Review vocabulary with students—focus on decoding and meaning.</u> <u>Students alternate reading the pages aloud.</u> <u>Pause for comprehension questions:</u> p. 6: Why do you think Chrysanthemum loves her name so much? p. 7: Why do the students giggle when they hear her name? p. 10: How would you feel if you were Chrysanthemum? Has anyone ever made fun of your name? p. 13: Why does the idea of having a name like “Jane” please Chrysanthemum? p.18: Would you like a name like Chrysanthemum? Why or why not? p. 21: Why does Chrysanthemum bring her good luck charms to school? End: Why does Chrysanthemum begin to like her name again? <u>Chart any character actions, feelings and physical characteristics.</u> Her parents thought she was perfect, she was named after a flower, she grew up, she loved her name, she loved hearing her name, she loved seeing her name written on things, she started school, she was excited for school, she wore a sunny dress and a bright smile, she felt sad when everyone giggled at her name, she wilted, she began to dislike her name, she wanted to change her name, she didn’t want to go to school anymore, her favorite dinner was macaroni and cheese with ketchup, she liked to play Parcheesi, she dreamed about being named Jane, she walked slowly to school, she was picked on again,</p>
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AFTER READING

Reflect on focus strategy	As we read and discussed <i>Chrysanthemum</i> , you should have gotten a good sense of the type of character Chrysanthemum is. How would you describe her?
Indicator of Mastery	<p>Task: Work with a group to develop a poster that sufficiently describes the character read about.</p> <p>3 = Surpasses grade level expectations: Student makes significant contributions to the group, works well and respectfully with others, can contribute at least 4 actions, feelings or physical characteristics to the poster.</p> <p>2 = Proficient at grade level: Student makes adequate contributions to the group, works well and respectfully with others, can contribute at least 3 actions, feelings or physical characteristics to the poster.</p> <p>1 = Almost proficient: Student makes some contributions to the group, works fairly well and respectfully with others, can contribute at least 2 actions, feelings or physical characteristics to the poster.</p> <p>0 = Not evident at this time: Student does not contribute to the group or does not work well with others in the group or cannot summarize any quality about the character.</p>
Accommodations/ Modifications	As this is one of three guided reading lessons, this book would be used with gifted students because of the complexity of the language and the higher order thinking skills involved.

Lesson Type: Guided Reading

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Create a comprehensive character study and be able to present that character to the rest of the class.

Text: *Lilly’s Purple Plastic Purse* by Kevin Henkes

FYI:

BEFORE READING

Establish prior knowledge, purpose, and predictions	<p>Prior Knowledge: We have been reading the books of Kevin Henke to help us understand more about the characters in a story. We know that we need to look at the character’s actions, feelings and physical characteristics to understand them. Understanding the characters help us to understand the books we are reading.</p> <p>(Topic) Each of Kevin Henke’s books has at least one character that has a lot of personality. You are going to read one of his books and become an expert on that character by observing what the character does, feels and looks like.</p> <p>Predictions: Let’s look at the cover and title of <i>Lilly’s Purple Plastic Purse</i>. Do you recognize this character? Based on what you remember about Lilly, how do you think she will behave in this book? What do you think might happen?</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover as much as we can about Lilly. We will write down our information and you will work together to create a poster that illustrates the character of Lilly. Then you will present your poster to the rest of the class, acting as an “expert” on the character of Lilly.</p>
Introduce/Review vocabulary	<p>Privacy—to be private, she liked being alone in her own space at her desk</p> <p>Pupils—students</p> <p>Jaunty—lively and cheerful</p> <p>Amused—not interested, Mr. Slinger did not like what Lilly was doing</p> <p>Lurched—moved very quickly without any control, Have you ever been so unhappy that your</p>

	<p>stomach started squirming? Uncooperative—not working well with other people, not doing the right thing Unique—special, not like anything else</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to your own.)</p>	<p>Explain to students how to apply the strategy: As we read the story pay attention to the three things we have been focusing on as we have been learning about character: the characters actions, the characters feelings and the physical characteristics, or what they look like. Be sure to pay close attention as you will be the “expert” on this character. You will need to think about how to organize your information to present it to the rest of the class as well.</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Review vocabulary with students—focus on decoding and meaning. Students alternate reading the pages aloud. Pause for comprehension questions: p.3: What do you like about school? p.8: Why do you think Lilly likes Mr. Slinger so much? p.11: Have you ever felt like you wanted to say something or share something so badly that you just couldn’t be patient? What happened? Let’s see what happens to Lilly. p.17: Why do you think Lilly felt so bad? p.21: What types of things do you do when you feel sorry for making a mistake? End: Do you think Mr. Slinger is a good teacher? Why or why not? Chart any character actions, feelings and physical characteristics. She loved school, she loved pointy pencils, she loved squeaky chalk, she loved the way he boots sounded on the hallway floors, she loved having her own desk, she loved fish sticks and chocolate milk, she loved her teacher most of all, she wanted to be a teacher when she grew up, she pretended to be her teacher, she wanted her own set of encyclopedias, she liked to write at the Lightbulb Lab, she drew pictures of her teacher, she waited in the bus line even though she didn’t ride the bus, she raised her hand more than anyone else, she volunteered to clap erasers, etc.</p>
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AFTER READING

<p>Reflect on focus strategy</p>	<p>As we read and discussed <i>Lilly’s Purple Plastic Purse</i>, you should have gotten a good sense of the type of character Lilly is. How would you describe her?</p>
<p>Indicator of Mastery</p>	<p>Task: Work with a group to develop a poster that sufficiently describes the character read about. 3 = Surpasses grade level expectations: Student makes significant contributions to the group, works well and respectfully with others, can contribute at least 4 actions, feelings or physical characteristics to the poster. 2 = Proficient at grade level: Student makes adequate contributions to the group, works well and respectfully with others, can contribute at least 3 actions, feelings or physical characteristics to the poster. 1 = Almost proficient: Student makes some contributions to the group, works fairly well and respectfully with others, can contribute at least 2 actions, feelings or physical characteristics to the poster. 0 = Not evident at this time: Student does not contribute to the group or does not work well with others in the group or cannot summarize any quality about the character.</p>
<p>Accommodations/ Modifications</p>	<p>As this is one of three guided reading lessons, this book would be used with grade level students due to the grade appropriate vocabulary and comprehension skills needed to discuss the book.</p>

Lesson Type: Guided Reading

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Create a comprehensive character study and be able to present that character to the rest of the class.

Text: *Wemberly Worried* by Kevin Henkes

FYI:

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: We have been reading the books of Kevin Henke to help us understand more about the characters in a story. We know that we need to look at the character’s actions, feelings and physical characteristics to understand them. Understanding the characters help us to understand the books we are reading.</p> <p>(Topic) Each of Kevin Henke’s books has at least one character that has a lot of personality. You are going to read one of his books and become an expert on that character by observing what the character does, feels and looks like.</p> <p>Predictions: Let’s look at the cover of <i>Wemberly Worried</i>. The illustration shows a picture of a mouse, her name is Wemberly. We know from the title that this book deals with worry. What do you think Wemberly might be worried about?</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover as much as we can about Wemberly. We will write down our information and you will work together to create a poster that illustrates the character of Wemberly. Then you will present your poster to the rest of the class, acting as an “expert” on the character of Wemberly.</p>
<p>Introduce/Review vocabulary</p>	
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine a character’s actions and feelings and compare them to your own.)</p>	<p>Explain to students how to apply the strategy: As we read the story pay attention to the three things we have been focusing on as we have been learning about character: the characters actions, the characters feelings and the physical characteristics, or what they look like. Be sure to pay close attention as you will be the “expert” on this character. You will need to think about how to organize your information to present it to the rest of the class as well.</p>

DURING READING

<p>Model and practice the focus strategy (Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p><u>Review vocabulary with students—focus on decoding and meaning.</u> <u>Students alternate reading the pages aloud.</u> <u>Pause for comprehension questions:</u> p. 5: What types of things do you worry about? Do you worry as much as Wemberly? p.10: Do you have a special stuffed animal or toy that helps you when you are worried? p. 16: Were you worried about school on your first day? What character that we recently read about is Wemberly like? p.19: Wemberly’s parents try to help her when she is worried. Who helps you when you are worried? p.22: Do you predict that Jewel will be friends with Wemberly? Why or why not? p.25: Why do you think Wemberly worried less? End: Why does Kevin Henkes have Wemberly say “Don’t worry” at the end?</p>
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	<p><u>Chart any character actions, feelings and physical characteristics.</u> She was a spotted mouse, she carried a stuffed bunny, she worried about big things, little things and things in between, she worried in the morning and at night and all throughout the day, she worried about the tree in the yard, she worried about the crack in the wall, she worried about the noise that the radiator made, etc.</p>
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AFTER READING

Reflect on focus strategy	As we read and discussed <i>Wemberly Worried</i> , you should have gotten a good sense of the type of character Wemberly is. How would you describe her?
Indicator of Mastery	<p>Task: Work with a group to develop a poster that sufficiently describes the character read about.</p> <p>3 = Surpasses grade level expectations: Student makes significant contributions to the group, works well and respectfully with others, can contribute at least 4 actions, feelings or physical characteristics to the poster.</p> <p>2 = Proficient at grade level: Student makes adequate contributions to the group, works well and respectfully with others, can contribute at least 3 actions, feelings or physical characteristics to the poster.</p> <p>1 = Almost proficient: Student makes some contributions to the group, works fairly well and respectfully with others, can contribute at least 2 actions, feelings or physical characteristics to the poster.</p> <p>0 = Not evident at this time: Student does not contribute to the group or does not work well with others in the group or cannot summarize any quality about the character.</p>
Accommodations/ Modifications	As this is one of three guided reading lessons, this book would be used with any Special Ed or ESL students. The book features simple vocabulary and explicit actions and feelings. Discussions about worry and how it feels to worry on a personal level can be discussed. Students will be provided with an organizer that shows particular pages numbers to look for various actions and feelings to help them be able to study the character of Wemberly.

Lesson Type: Presentation

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with : [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.) [CCSS.ELA-Literacy.SL.1.4](#) (Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly) [CCSS.ELA-Literacy.SL.1.1a](#) (Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)).

Target: With a small group of peers, present an in-depth description of one of Kevin Henke’s characters using skills learned throughout the unit.

Text: *Chrysanthemum, Lilly’s Purple Plastic Purse and Wemberly Worried* all by Kevin Henkes

Procedures and Expectations

Presenting Group	Students will come to the front of the room. Students will introduce themselves to the rest of the class. Students will take turns explaining the character qualities of their character paying particular attention to the actions, feelings and physical characteristics of the character. Students will take turns speaking.
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	<p>Students will speak clearly and audibly. Students will present a poster they helped to create and will take turns explaining what they contributed to the poster and why.</p>
Listening Group	<p>Students will give full attention to the speakers. Students will raise their hands if they have a question or comment. Students will be able to formulate a discussion based on the information given by the presenters (asking questions to clarify, asking opinions, making connections, etc.) Students will be able to give an accurate summary of the presentation by the speaking group. Students will observe the presenting groups poster.</p>
Indicator of Mastery	<p>Task: Students will present a character study on a Kevin Henkes character including the creation of a poster detailing the characteristics of their character and participate in class discussion of each character.</p> <p>3 = Surpasses grade level expectations: Student spends approximately 2 minutes presenting accurate details about their character to the rest of the class. Student listens attentively and asks relevant questions to the presenters or makes a relevant connection/comment. Student diligently works on a part of the poster for the presentation.</p> <p>2 = Proficient at grade level: Student spends approximately 1 minute presenting accurate details about their character to the rest of the class. Student listens attentively and asks relevant questions to the presenters or makes a relevant connection/comment. Student diligently works on a part of the poster for the presentation.</p> <p>1 = Almost proficient: Student spends presenting a few details about their character to the rest of the class. Student listens attentively and asks relevant questions to the presenters or makes a relevant comment. Student diligently works on a part of the poster for the presentation.</p> <p>0 = Not evident at this time: Student does participate in the presentation or in the creation of the poster or student does not listen attentively to presenting groups.</p>
Homework Activity	<p>Task: Choose one of the characters that your group did not present on and compare/contrast that character to the character you studied.</p>
Accommodations/ Modifications:	<p>Special Ed: Allow the student to rehearse the sentence or two they will present to the class. Allow them to use words they are comfortable with.</p> <p>Gifted: Read the other two books and create character studies on both of the characters.</p> <p>ESL: Allow the student to rehearse the sentence or two they will present to the class. Allow them to use words they are comfortable with.</p>

Lesson Type: Interactive Read Aloud

Focus strategy/objective: Apply comprehension strategies during reading such as *describing characters* Aligned with: [CCSS.ELA-Literacy.RL.1.3](#) (Describe characters, settings, and major events in a story, using key details.) and [CCSS.ELA-Literacy.RL.1.7](#) (Use illustrations and details in a story to describe its characters, setting, or events.).

Target: Consider how a character changes over the course of the text.

Text: *Julius the Baby of the World* by Kevin Henkes

BEFORE READING

<p>Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: We have been reading the books of Kevin Henke to help us understand more about the characters in a story. We have been comparing characters to other characters in the book as well as comparing characters from different books.</p> <p>(Topic) Now we are going to take a look at how a character changes from the beginning of a book to the end. Often times a character can change very much by the end of the book.</p> <p>Predictions: Here is another book about Lilly. By now we are familiar with how Lilly is. In this book, Lilly has a new baby brother. Based on what you know about Lilly, how do you think she will react to having a new baby brother?</p> <p>Purpose for reading: Today we will read and observe the illustrations to discover how Lilly changes as a character from the beginning of the story to the end. To do this we will need to observe her actions and feelings, paying close attention to the change occurs as the book goes on.</p>
<p>Introduce/Review vocabulary</p>	<p>“Insulting comments”—things that not very nice to say to someone else Extraordinary—very special, not like anything else Uncooperative—not working well with others, not doing what you should be doing Amused—entertained, enjoying what is happening Restrain—hold back Exuberance—enthusiasm Ghastly—spooky, scary “Antique china cups”—old fashioned glass cups, very fancy and valuable</p>
<p>Introduce/Review the focus strategy (How to use the text and illustrations to determine how a character changes throughout the text.)</p>	<p>Explain to students how to apply the strategy: As we read the story pay attention to the actions and feelings of the character. As different events affect the character, that character may change.</p>

DURING READING

<p>Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model:</p> <p>p. 1: I see in the illustration that Lilly is kissing her mom’s belly and from the text I read that Lilly was the best big sister before the baby was born. This lets me know that the baby brother, Julius has not been born yet. What other types of things does it say she does for her baby brother? I’m going to take special note of this. I’m going to write down, “In the beginning, before Julius was born, Lilly was the best big sister in the world and she loved her baby brother”. Let’s keep reading.</p> <p>p. 2: I see in the illustration that Lilly has a grumpy look on her face. From the text I understand that she does not like Julius very much anymore. She took back her things and said “I hate Julius.” It’s only the second page, yet I see how much Lilly has changed already. She went from loving Julius and doing everything for him to <i>hating</i> him. I’m going to write this down: “After Julius was born, Lilly hated him and took back all her things she had given him”.</p> <p>p.3: On this page I read about just how much Lilly’s parent love baby Julius. They think he is a perfect baby. As I see in the illustration, Lilly does not think that Julius is great at all. From the text I read that she thinks he is slimy, has beady eyes and doesn’t smell so good. Lilly really has changed from the beginning of the book. Why do you think Lilly might not like having a little brother? How do you know that?</p> <p>Practice:</p> <p>Read the text aloud for the students asking them to think through each page and discuss if Lilly is changing at all. Students should notice that Lilly continues doing mean things to her brother like teaching him the alphabet the wrong way, trying to scare him and not inviting him to her tea party. Have students pay special notice to the end of the book when Lilly’s cousin insults Julius. Ask the students how Lilly has changed now. (She instantly defends her brother and forces her cousin to declare that Julius the greatest baby of the world. She has changed completely from the way she was behaving before. Discuss why she might have changed again.</p>
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AFTER READING

<p>Reflect on focus strategy</p>	<p>Why do we need to know if a character changes throughout a text? What can that teach us about the character?</p>
<p>Indicator of Mastery</p>	<p>Task: Student can answer questions regarding the change of character in Lilly in the beginning, middle and end of the story.</p> <p>3 = Surpasses grade level expectations: Student notes 3 specific instances where Lilly changes her opinion of her brother and give a plausible explanation for her change.</p> <p>2 = Proficient at grade level: Student notes 3 specific instances where Lilly changes her opinion of her brother.</p> <p>1 = Almost proficient: Student notes 1-2 instances where Lilly changes her opinion of her brother.</p> <p>0 = Not evident at this time: Student does not notice any change in Lilly’s character throughout the text.</p>
<p>Homework Activity</p>	<p>Write about a time when you changed. It can be how your personality changed. It can be about how your opinion of something changed. Why do you think you changed? Be specific.</p>
<p>Accommodations/ Modifications:</p>	<p>Special Ed: Create a timeline with the students depicting how Lilly changes. Note the actions and feelings as they occur. Discuss any unfamiliar words with the students.</p> <p>Gifted: Have the student create a timeline individually.</p> <p>ESL: Create vocabulary cards to help the student learn some of the new words in the text. Show pictures of antique china cups. Discuss some valuable things that might be found in their culture.</p>

*Sample curriculum-Math Unit, Grade 1***Topic:** Place Value**Standards Addressed – CCCS and State Frameworks**

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones – called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Learner Expectations

At the conclusion of this unit, learners will be able to:

- Use “ten frames” or base 10 rods and units to represent two-digit numbers.
- Show, write, and explain that a two-digit number xy is made up of “ x tens + y ones.”
- Count by tens, then count on within 11-99.
- Write two-digit numbers as numerals.
- Write two-digit numbers in expanded notation, for example, $23 = 20 + 3$.

Assessments of/for Learning

- Ongoing lesson-level observations and “exit ticket” worksheets.
- Evaluation of written practice work.

Performance assessment – making tens; building numbers with base-10 blocks or ten frames, including counting by tens then counting on to build numbers 11 to 99; explain and show how to build two-digit number xy in terms of using “ x tens + y ones.”

Teacher-created assessment – writing two-digit numbers as numerals, writing two-digit numbers in expanded notation, writing two-digit number xy as of “ x tens + y ones.”

Big Ideas/Key Concepts

1. A digit’s place in a number determines its value in that number.
2. Understanding place value is key to understanding math.
3. 10 is a friendly number.
4. Numbers can be written in different ways – with digits, words, or both.
5. Counting by tens then counting on by ones is faster than counting by ones.
6. In a 2-digit number, the first digit tells how many tens are in the number and the second digit tells how many ones, or units, are in the number.
7. If there are no units, the digit 0 holds the place.

Content

Building and Naming Numbers 11-19
 Drawing Pictorial Representations of Numbers 11-19
 Writing Numbers 11-19 as Numerals, Tens and Ones, and in Expanded Notation
 Counting on From 10 to Make 11-19
 Building and Naming Numbers 20-30
 The Meaning of Place Value
 Counting Tens and Ones With Base-10 Blocks
 Counting By Tens Then Counting on to Build Numbers to 99
 Writing Numbers to 99 as Numerals, Tens and Ones, and in Expanded Notation
 End of Unit Assessment

SkillsEntry level skills

Counting to 19.
 Counting by 10 to 100.

Skills introduced in this unit

Counting by tens then counting on within 11-99.
 Filling ten frames in progression – left to right, top to bottom.
 Using “ten frames” to model two-digit numbers.
 Using base 10 block rods and units to model two-digit numbers.
 Representing with objects a 2-digit numeral xy as x tens and y ones.
 Representing with pictures a 2-digit numeral xy as x tens and y ones.
 Representing with words a 2-digit numeral xy as x tens and y ones.
 Writing a two-digit number as a numeral.
 Writing a two-digit number in expanded form.

Teaching Strategies

A cycle of **explicit instruction - teacher modeling – student practice – feedback – quick assessment** forms the basis of instruction. Quick assessment informs the next stage of instruction, whether re-teaching and additional practice or moving on.

Some lessons (introduction to materials, game) are presented as **whole-group lessons**. Place value is a brand new concept; ten frames and base-10 blocks have not been used as math manipulatives before, so instruction in their proper use is required. (Note: These materials have previously been available for children to play with so that they will be able to concentrate on using them properly when they are introduced as instructional resources.)

For most lessons children will be broken into **guided math small-groups** to aid in **differentiation**. The same concepts will be taught, but pacing and level of difficulty will be determined by the group progress. While below-level students will receive extra practice and tutoring, early lessons may be combined or extended for a group of above-level students. For example, although grade 1 standards only address tens and ones, above-level students may be introduced to hundreds.

There will be flexibility among groups according to results of daily quick assessments.

Manipulatives are readily available for children to use.

Students work with **partners** or on **teams** to complete practice work or take part in **learning games**.

There are opportunities to practice skills on the **computer**, on Learning Box Base 10.

The **math learning center** has **independent activities** and **cooperative learning activities** for children to complete.

One-to-one assistance and tutoring is available from classroom assistants and/or volunteer tutors.

Learning Activities

Concrete

Several activities focus on working with manipulatives (ten frames and base-10 rods and units) to gain an understanding of place value – either starting with a numeral and building the number using manipulatives or starting with a “built” number and determining the numeral.

These include:

Working with ten frames to build numbers from 11-19, counting by ones.

Filling ten frames to gain understanding of “tens”.

Counting on from ten to build numbers 11-19.

Counting by 10 then adding on to build larger two-digit numbers.

Pictorial

Filling in ten frames with dots to represent two-digit numbers.

Drawing base-10 rods and units to represent two-digit numbers.

Abstract

Looking at a two-digit number and telling how many tens and how many ones are in the number.

Expressing two-digit numbers in expanded form without use of manipulatives.

Literacy and Tech Literacy

Literacy

Reading - We have found no existing literature for this age group that deals with tens and ones – there are some that deal with place value, but they include much larger numbers and are geared to 4th grade and above. Should any appropriate books come to our attention, we will certainly integrate them into this unit.

Speaking – Use words to explain how to build numbers using base 10 blocks and ten frames and how to count to ten and then count on. Explain aloud number-building strategies to teacher and peers.

Tech

Use of online game “Learning Box Base 10” to practice tens and ones. Students will be assigned times to practice math on the computer while other small math groups are working with the teacher.

Instructional Resources

Magnetic counters for whiteboard

Ten frame mats

Counters for ten frame mats

Base 10 rods and units

Base 10 mats

Dry erase markers

Numeral cards 11-99

Filled ten frame “tens” cards

Practice worksheets

Assessment exit tickets

Student whiteboards

Online – Learning Box Base 10

Home Connection

During the course of the unit, students will bring home a set of practice cards which includes:

2-digit numeral cards, ten frame cards (full tens plus cards for 0-9), digit cards, the words “tens” and “ones” and a plus sign, as well as directions for parents on how we are building numbers.

There will be opportunity in the fall for parents to come to school for training, support, and tips on using take-home manipulatives to help their child practice math skills.

Centers/Games

In addition to Learning Box Base 10 computer game, the math center will feature plenty of opportunities for students to practice skills learned in this unit. Manipulatives and place value mats will be available for building independently or cooperatively. Sets of place value cards may also be used as a Memory game – find the match (one card has $10 + 2$ and the other has 1 ten + 2 ones or a ten frame representation of 12). Classroom assistant or volunteer tutors will introduce games and will be available to help students at the center.

Lesson 1 – Building and Naming Numbers 11-19**Introduction to Place Value – Whole-class instruction****Goal of Instruction**

Given a number between 11-19 (inclusive), student will accurately place counters representing that number into ten frames; that is, filling one complete ten frame before moving on to the next, filling from left to right and top to bottom.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Vocabulary

Digit	Numeral	Ten frame
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Key Concepts for this lesson

There are only ten digits – 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Digits are combined to form numerals.

Numbers can be written different ways – with digits, words, or both.

Skills

Counting to 19

Using ten frames to build numbers from 11-19

Writing numerals from 11-19

Instructional Resources

Magnetic counters for whiteboard

Dry erase markers

Counters for student pairs
Laminated ten frame mats for student pairs

Assessment

Informal observation of performance with manipulatives.

PLAN FOR INSTRUCTION:

Set the Stage

Today is a very important day. It is the day we begin to learn the secret to understanding math – whoa! Did you get that? We are going to start learning about the secret to understanding math! Everyone learns about this, but they don't always know how important it is, so sometimes they don't pay that much attention. WE will not make that mistake.

Get Ready to Learn

Let's get our brains set for some work – stand up and make sure you have enough space so you can move without hitting your friends or hurting yourself.

Quick exercise break – March and Count:

1. March in place, lifting knees high – counting aloud with each step until you reach 20.
2. Repeat, but this time as you lift right knee, tap with left hand, and as you lift left knee, tap with right hand. Again, count to 20.

Have children sit so that everyone can see the whiteboard – either at their tables, or in a circle on the rug.

Introduce Big Idea for the Unit

Post on the board and read to class:

A digit's place in a number determines its value in that number – PLACE VALUE

The secret to understanding math is...PLACE VALUE! Place value is our big idea. Actually, place value is a GIANT math idea! If you really understand place value, you will really understand math. Place value is all about the number 10. Write "10" on the board next to the Big Idea.

Introduce Essential Questions

Post on the board and read together.

How is place value about the number 10?

Why is 10 a friendly number?

We can keep thinking about these questions as we learn about place value.

Activate Prior Knowledge

Have students count to 10. As they count, write the numbers across the top of the board.

Introduce Vocabulary

What makes the number 10 different from the other numbers on the board? (It has 2 digits.) Students may say it has two "numbers" in it, or something similar.

Introduce the term **digit** – a digit represents a number. Our number system has only 10 digits in it, and we use them over and over to form many different numerals. A **numeral** is a way to write a number. A numeral can have many digits in it. 10 is a numeral with two digits.

*Our number system has only 10 digits – (point back to the 10 you wrote next the big idea) –What are the digits we use? I’ll give you a hint. All of the digits are written on the board. One of the digits is 1. **1, 2, 3, 4, 5, 6, 7, 8, 9...** Students may want to say “10”. Remind them that 10 is a 2-digit numeral. Point out that we already have “1” on the list. The tenth digit is **0**. Ten is a 2-digit number made up of the digits 1 and 0. Erase the number 10 and put the digit 0 on the list, to the left of the 1.*

Model Use of Ten Frames

Draw a ten frame on the board

What do you see? Accept all answers.

This looks like a box that has smaller boxes in it. How many smaller boxes are in this large box? Let’s count. As children count, write the numerals in each box.

1	2	3	4	5
6	7	8	9	10

*There are 10 smaller boxes in the large box. We call this large box a **ten frame**. Why do you think it is called a ten frame?*

Draw a second ten frame above the first, but do not fill in the numbers.

Using magnetic counters, fill in the blank ten frame with counters as students call out the numbers. Fill it in from left to right and top to bottom, as the labeled ten frame shows. Point out that you are filling it in the same order as the numbers that you wrote because this makes it easier to count and find patterns.

****Check for understanding: Children should not say the number until you place the corresponding counter on the board. There should be one-to-one correspondence between the number called and the counters placed. Point out the first instance(s) and remind students that they shouldn’t say the next number until the counter is placed. Make note of any students who continue to make this error – they may need additional help with one-to-one correspondence.

When the ten frame is filled, stop.

*The ten frame is full. How many counters are in it? **10***

*There are ten counters in the ten frame. We can call it a “ten.” This is the numeral for 10. Write **10** on the board to the left of the completed ten frame. This is the number word for 10. Write ten on the board. We can also call it “1 ten”. Write **1 ten** on the board to the right of the ten frame.*

10	1 ten	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	0	0	0	0	0	0	0	0	0	0	ten
0	0	0	0	0									
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What number comes next? Place a counter in the first box of the second ten frame. Reiterate that you are starting at the top left corner, not just placing the counter in any square.

How many counters do we have now? (Note: We do not have 1 counter – we have already counted 10, and we are adding more.) Go back and point to each counter as students count together from the beginning – 1-11.

Write the numeral **11** on the board to the left of the second ten frame.

How many tens do we have? **1** Write **1 ten and**

How many counters here (point to second ten frame)? **1**

Finish writing the phrase **1 ten and 1 more**

This is the number word for eleven. Write **eleven**.

0	0	0	0	0
0	0	0	0	0

0				

11 11

1 ten and 1 more

eleven

Repeat this process for 2 or 3 other numbers between 11-19.

Practice New Skills

Have students work with partners. Give each pair a laminated ten frame mat (with 2 large ten frames on it) and at least 20 counters.

Have students work together to build 17 on their mat. As they begin, draw two blank ten frames on the board at student height. Draw a red square on the left where the numeral is to be written and on the right, write **__ ten and __ more**

Walk around and monitor progress, checking for understanding. If a group has miscounted, tell them to check again. Be sure they are filling ten frames from top left to bottom right, in order.

When all have completed the task, have a pair go to the board and model the process using magnetic counters.

Ask one of the pair what numeral goes in the red square. Have him/her write it in.

Ask the other what goes in the blanks on the right side. Have him/her write it in.

Have the other pairs check their own work to be sure they built the number correctly.

Repeat process with other numbers 11-19 (in random order) as time permits.

Assessment – Informal Observation

Observe students as they build numbers. Listen to conversation between partners to determine level of understanding each student has. Make notes of observations.

Differentiation

When pairing up students for the practice activity, pair a stronger math student with one who is less confident. Because this lesson introduces the concept of place value, you will need to make this determination based upon student responses in the teacher modeling section.

Lesson 2 – Drawing Pictorial Representations of Numbers 11-19**Whole-class instruction****Goals of Instruction**

Given one of three elements:

1. a number between 11-19 (inclusive)
2. a set of “ten frames” filled with 11-19 dots OR
3. a phrase such as “ 1 ten and 3 more”

student will accurately complete the missing two elements; that is, write missing numeral; draw dots representing that number into “ten frames” by filling one complete ten frame before moving on to the next, filling from left to right and top to bottom; or properly fill in blanks to tell how many tens and how many more are represented by the numeral or ten frame given.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Key Concepts for this lesson

There are only ten digits – 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Digits are combined to form numerals.

Numbers can be written in different ways – with digits, words, or both.

Skills

Counting to 19

Using ten frames to make drawings representing numbers from 11-19

Writing numerals from 11-19

Instructional Resources

Dry erase markers

Ten frame worksheet 2I

Pencils

Marker or crayon for each student

Assessment

Exit ticket – Given a numeral, student fills in dots on ten frames and fills in blanks to tell “(how many?) tens and (how many?) more.”

PLAN FOR INSTRUCTION:

Get Ready to Learn

Let’s get our brains set to learn more about the fabulous, friendly number TEN! Stand up and make sure you have enough space so you can move without hitting your friends or hurting yourself.

Quick exercise break – March and Count:

1. *When we march today, we are going to count differently. After we get to 10, we will say 10 and 1, 10 and 2, 10 and 3, etc. all the way up to 10 and 9. March in place, lifting knees high – counting aloud with each step until you reach 19 (10 and 9).*
2. *Repeat, but this time as you lift right knee, tap with left hand, and as you lift left knee, tap with right hand. Again, count to 19 (10 and 9).*

Have children sit so that everyone can see the whiteboard – either at their tables, or in a circle on the rug.

Review Big Idea for the Unit

Post on the board and read to class:

A digit’s place in a number determines its value – PLACE VALUE

Review Essential Questions

Read together.

How is place value about the number 10?

Why is 10 a friendly number?

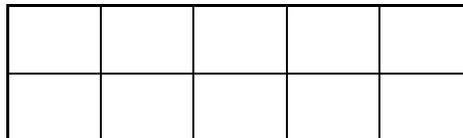
Activate Prior Knowledge

*Who remembers the 10 digits that we use? **0, 1, 2, 3, 4, 5, 6, 7, 8, 9***

Write them on board as students name them.

Review Use of Ten Frames

Draw a ten frame on the board



*Do you remember what this is called? **Ten frame***

*Why is it called a ten frame? **It has ten spaces, it holds ten counters, etc.***

Draw dots in the first 3 boxes.

*How many dots are in the ten frame? **3***

*How can you find out how many dots there are? **Count them; can begin to recognize patterns – what a 3 looks like in the ten frame, what a 9 looks like in the ten frame (only one space), etc.***

Continue with varying numbers of dots.

Fill the ten frame with dots.

*The ten frame is full. How many dots are in it? **10***

*How do we write the numeral for 10? Write **10** on the board to the left of the completed ten frame. *This is the number word for 10.* Write ten on the board. Do you remember what we can call the ten frame when it is full? a **“ten”** We can also call it *“1 ten”*. Write **1 ten** on the board to the right of the ten frame.*

10 1 ten

0	0	0	0	0
0	0	0	0	0

ten

Draw another ten frame.

Remember what we did yesterday? We used counters to make other numbers. Let's try that with dots today.

Place 5 dots in the first row of the second ten frame.

How many dots do we have now? Go back and point to each dot as students count together from the beginning – 1-15.

Write the numeral **15** on the board to the left of the second ten frame.

*How many tens do we have? 1 Write **1 ten and***

*How many dots here (point to second ten frame)? **1***

Finish writing the phrase **1 ten and 5 more**

*This is the number word for fifteen. Write **fifteen**.*

15 11

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

1 ten and 5 more

fifteen

Repeat this process for the number 18.

Practice New Skills

Have students work alone to complete a ten frame worksheet, using dots to fill in the ten frame boxes.

Note to reviewer:

Worksheet will have problems with three elements: ten frames, boxes for numerals, and “ ___ ten and ___ more” phrases.

For each problem, one element is completed and the student must fill in the other two.

Walk around and monitor progress, checking for understanding. Offer assistance as needed.

Provide Feedback

Go over examples together on the board.

Assessment – Exit Ticket

Have each student complete one additional ten frame problem where the numeral is given. Student must put dots in 10-frames and fill in ___ ten and ___ more.

PLAN FOR INSTRUCTION:

Get Ready to Learn – Whole-Class Motion Break reinforcing math concept

Quick exercise break – Reach and Count:

1. *When we reach today, we are going to count like we did last time. After we get to 10, we will say 10 and 1, 10 and 2, 10 and 3, etc. all the way up to 10 and 9.* Put left hand on hip, extend right arm, reaching toward ceiling. Bend sideways to the left at the waist as you count. Stand up straight between numbers, counting aloud with each waist bend until you reach 19 (10 and 9).
2. Repeat, bending to the right. Again, count to 19 (10 and 9).

Review Big Idea for the Unit

A digit’s place in a number determines its value – PLACE VALUE

Review Essential Questions

Read together and discuss any ideas students have regarding these essential questions.

How is place value about the number 10?

Why is 10 a friendly number?

Activate Prior Knowledge

Review: *How do we write the numeral for 10?* Write **10** on the board to the left of the completed ten frame. Do you remember what we can call the ten frame when it is full? a **“ten”** We can also call it **“1 ten”**. Write **1 ten** on the board to the right of the ten frame.

10 1 ten

0	0	0	0	0
0	0	0	0	0

Draw another ten frame.

Place 2 dots in the first row of the second ten frame.

How many dots do we have now? Go back and point to each dot in order (left to right, top to bottom) as students count together from the beginning – 1-12.

Write the numeral **12** on the board to the left of the second ten frame.

How many tens do we have? **1** Write **1 ten and**

How many dots here (point to second ten frame)? **2**

Finish writing the phrase **1 ten and 2 more**

Introduce new concept and vocabulary

We can write numbers in many ways. Today we will learn two new ways to do that AND learn a fancy new math term that will impress your parents and friends. Point to the words **“1 ten and 2 more”**. *In math, we don’t really say “2 more” when we are talking about the objects in this ten frame. We would say, 2 ones. Let’s change this word on the board and read this together – “1 ten and 2 ones.”*

Ones is not the fancy math term, but it’s important. When we talk about place value, we talk about **“tens”** and **“ones”**. *Why do you think we call them ones?* Discuss briefly.

Let’s change this some more. Does anyone know another way we can say “and” in math? If no one comes up with **“plus”**, have them think of adding two **and** two – how would they say that? **2 + 2**

We can change the word “and” to the word “plus” – model this – OR we can use the plus sign – model this. Let’s read this together now – “1 ten + 2 ones”.

*We are doing great! Let’s see if we can get rid of these words now. How do we write “1 ten” in numbers? **10** Refer to the top ten frame if necessary. Write “10” under the words “1 ten”. We already have the math symbol for “plus” so let’s bring that down. What about the words “2 ones”? How should we write that? Two ones is the same as “2”, so we just write “2.” Let’s read what we have written – $10 + 2$*

*Are you ready for the fancy math term now? Circle $10 + 2$. When we write numbers like this, We call it **expanded notation**. We are taking the number 12 and stretching it out to tell how many tens and how many ones are in it.*

Together, use ten frame mat to build 16, write the numeral, write 1 ten and 6 ones, and turn the phrase into $10 + 6$. Let students take turns with other numbers. Assess for understanding.

Practice New Skills

Have students work independently to complete worksheet 3I while you work with other small groups.

Note to reviewer: This worksheet contains three columns – column 1 for numeral, column 2 for “tens and ones”, and column 3 for expanded notation. Each example has one column filled in, and the student must fill in the other two columns.

Assessment

Performance assessment during small group, plus responses on worksheet 3I.

Differentiation

Students who are unable to successfully complete performance assessment during small group time should have help completing worksheet 3I. While the emphasis is on moving to the abstract, manipulatives (ten frame mats and counters) should be available to students if needed.

Above level students – Combine lessons 3 and 4

Lesson 4 – Counting on From 10 to Make 11-19

Small-group instruction

Goals of Instruction

Student will use the strategy of “counting on” from 10 to build numbers 11-19.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Vocabulary

Count on

Key Concepts for this lesson

Counting by tens then counting on by ones is faster than counting by ones.

Skills

Counting to 19

Counting by 10s to 90

Counting by 10s then counting on for numbers 11-19

Instructional Resources

Small whiteboard

Dry erase marker

Filled ten frame “ten cards” – cards with graphic of a “full” ten frame

Numeral cards 11-19

Ten frame mats

Counters

Assessment

Performance assessment in small group.

PLAN FOR INSTRUCTION

Activate Prior Knowledge

Review: Have each group member use a ten frame mat and counters to make 14 as the group counts aloud together. On whiteboard, review how to write the numeral 14, $1 \text{ ten} + 4 \text{ ones}$, and $10 + 4$, and write the word *fourteen*. Review the phrase **expanded notation**.

Hold up “ten card” (showing filled ten frame). *What do we call this? A ten. Why? There are 10 dots, the ten frame is filled, etc. When the ten frame is full, how many are in it? 10 Are there always 10 in a filled ten frame?*
Yes

Introduce new concept and vocabulary

Do we all agree that this (point to card) is a way to show the number 10? If not all in agreement, have children count out counters from the full ten frame in front of them.

I am getting tired of counting all these ones. I think there is a better way. If we KNOW that this (point to “ten card”) ALWAYS shows ten, can we just count by tens when we see these? Let’s count by tens....lay out one “ten card” for each number as the group counts together by tens up to 90.

That’s great – now let’s think about counting tens AND ONES. Use ten card, 7 counters and ten frame mat to build 17. Let’s count these together – but we don’t need to start counting at 1. Where can we start? 10 OK, let’s count...10, 11, 12, 13, 14, 15, 16, 17. How many do we have? 17

*When we start counting “in the middle” – not at 1 – we call that **counting on**. We just counted on from 10.*

Choose two students to perform an experiment to see why counting on is a good strategy. Each student will count out 14 counters. The first student counts as she fills the ten frame mat – “1,2,3,4....14.” The second student will count on from 10, using a filled ten frame “ten card” instead of individual counters. (When the student lays down the ten card, he says, “10”, then counts 1 for each single counter laid down “11, 12, 13, 14”) Discuss the difference between the two methods – *Why is counting on a good strategy?*

Practice New Skills – Counting On Game

Play Counting On Game: Clear ten frame mats. Give each student a “ten card” and 20 counters. Shuffle the 11-19 number cards. Flip a card. Each student builds the number – first one to finish gets two points. Everyone who builds it correctly gets one point. Continue the game until someone reaches 10 points.

*Check for understanding: Students should use the ten card and count on, using single counters only for ones. If some use single counters to build the whole number, have one of the students who used the ten card explain how she built her number that way, and why.

Assessment

Performance assessment during small group: Did student use the ten card and count on from ten to build numbers 11-19?

Lesson 5 – Building and Naming Numbers 20-30

Small-Group Instruction

Goal of Instruction

Given a number between 20-30 (inclusive), student will accurately use counting on (counting by 10s, then by 1s) to build the number using “ten cards”, counters, and ten frame mats.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Key Concepts for this lesson

Numbers can be written in different ways – with digits, words, or both.
If there are no ones, a zero holds the place.

Skills

Counting to 30
Using ten frames to build numbers from 20-30

Instructional Resources

Dry erase marker	Ten frame mats
Filled ten frame “ten cards”	Counters

Assessment

Informal observation of student work with manipulatives.

PLAN FOR INSTRUCTION:

Get Ready to Learn

Movement break – march and count ...8, 9, 10, 10 and 1, 10 and 2, 10 and 3... up to 10 and 9

Review Big Idea for the Unit

A digit’s place in a number determines its value in that number – PLACE VALUE

Activate Prior Knowledge

Hold up ten card – *What is this? A ten* Hold up a single counter – *When we count objects, if that (ten card) is our “ten” what is this? One*

Review **counting on** strategy for tens and ones.

Introduce New Skills

Use ten card, mat, and counters to count on up to 19, then add a counter to fill the second ten frame. *What comes after 19?* **20** *How do we write 20?*

Write “20” on the whiteboard. *Let’s write this as tens and ones.* Write ____ tens + ____ ones on the whiteboard. *How many tens do we have?* **2** *Write “2” in the blank for tens. How many ones?* **0** *Write “0” in the blank for ones. So twenty is 2 tens and 0 ones.*

Build 22 and have children count on – 10, 20, 21, 22. Write and discuss 22, 2 tens + 2 ones, 20 + 2

What happens after we build 29? We have 2 tens + 9, then we have.... **2 tens +10** *BUT when the ten frame is full, we call it a....* **ten.** *So how many tens do we have now?* **3 tens**

What is the number name for “3 tens”? **30** Have students count by 10s to 30.

Think about our essential questions – why is 10 a friendly number? Discuss student ideas without judgment.

Thirty is 3 tens and how many ones? **0 ones**

Practice New Skills

Have students work with partners to build other numbers between 20-30 (in random order) on their mat. Allow each pair to present their work and demonstrate how to count on to get to their number. Use whiteboard to write numeral, tens + ones phrase, and expanded form of each number.

Assessment – Informal Observation

Observe students as they build numbers. Listen to conversation between partners to determine level of understanding each student has. Make notes of observations.

Differentiation

If students are unable to count on, provide for extra time with manipulatives and 1:1 or 1:2 tutoring. Tutor will model counting on strategy and student will practice.

Above-level students can be challenged to model larger numbers up to 99.

Lesson 6 – The Meaning of Place Value

Small-Group Instruction

Goals of Instruction

Students will identify digits in the tens place and in the ones place in a given 2-digit number.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.2.c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Note to reviewer:

Worksheet will show numerals, students draw rods and unit blocks to represent the number.

Assessment

Independent work done on worksheet 7I.

Differentiation

Introduce advanced students to base ten flats in a small group – *after 9 tens (90), what comes next?* Discuss hundreds, define a hundred as 10 tens. Discuss essential question – *How is place value about the number 10?*

If students have trouble drawing the base ten blocks, let them draw a line to represent rods and a large dot to represent units.

Pair up struggling students with advanced students to play a cooperative game using base ten rods and unit blocks, number cards 10-99. When they turn a card over, one partner is the “tens” partner and the other is the “ones” partner. They work to build the number. On the next turn, they switch roles (tens and ones).

Real-Life Application: Have students use dimes and pennies to practice the *counting by tens then counting on by ones* strategy.

Lesson 8 – Counting by Tens, Then Counting On to Build Numbers to 99

Whole-Class Instruction

Goals of Instruction

Students will practice counting by tens, then counting on to build numbers to 99 by participating in a team game.

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.2.c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Key Concepts for this lesson

BIG IDEA: The place of a digit in a number determines its value in that number.

In a 2-digit number, the first digit tells how many tens are in the number and the second digit tells how many ones are in the number.

Skills

Counting to 99

Building numbers to 99 using base ten rods and unit blocks

Counting on to build number models of 2-digit numbers

Instructional Resources

Ping pong balls with 2-digit numbers on them – 1 set per team, same numbers on each set, but in different colors

Base 10 rods and unit blocks

Box or bucket to catch ping pong balls

Index cards with numbers matching the numbers on the ping pong balls

Assessment

None

PLAN FOR INSTRUCTION:

Divide class into 5 teams of varying abilities. Each team gets a box of numbered ping pong balls and a set of base 10 rods and unit blocks.

Explain the Rules

1. Classroom assistant will turn over a card and call out the number but will not show number to students.
2. Students will search through the box of ping pong balls to find the one that matches the number called.
3. As soon as the team finds the ball, one student must bring ball to classroom assistant to be checked. If they have chosen the correct ball, student goes to the line and tosses the ball into the box. If the team has selected the wrong ball, they need to try again before tossing the ball.
4. While their team member is trying to get the ball in the box, the rest of the team uses base 10 blocks to construct the number.
5. When they believe they have correctly constructed the number, teams raise hands and teacher checks the work. If incorrect, they have a second chance.
6. Classroom assistant monitors the ball-tossing and awards points as follows: first team to toss correct ball into the bucket gets 5 points, second team gets 4 points, etc.
7. Teacher awards bonus points for correct tens and ones model. 2 bonus points for the first team to finish, and one bonus point for every other team that correctly builds the model.
8. Game is over when each student has had a turn to be the ball tosser.

Practice together

Practice one or two rounds at a very slow pace to be sure everyone understands the game.

PLAY THE GAME

Lesson 9 – Writing Numbers to 99 as Numerals, Tens and Ones, and in Expanded Notation**Review of Concepts – Preparing for Assessment****Small-Group Instruction****Goals of Instruction**

Student will represent numbers to 99 in each of three ways:

1. Writing the standard numeral such as “63”
2. Filling in a “Tens and Ones” phrase such as “6 tens + 3 ones”
3. Writing in expanded notation such as “60 + 3”

Standards

- 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.2.a** 10 can be thought of as a bundle of ten ones called a “ten.”
- 1.NBT.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.2.c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Key Concepts for this lesson

Numbers can be written in different ways – with digits, words, or both.

Skills

Counting to 99

Writing numerals to 99

Writing numbers to 99 as tens and ones

Writing numbers to 99 in expanded notation

Instructional Resources

Small whiteboard

Dry erase marker

Practice Worksheet 9I (examples to be filled in with numerals, “tens and ones”, and expanded notation)

Assessment

Worksheet 3I

PLAN FOR INSTRUCTION:**Get Ready to Learn – Whole-Class Motion Break**

Quick exercise break – Arm Cross

Stand with arms held out to sides at shoulder height. Cross arms in front, bring back to sides, then bring arms up and cross above head, and bring back to sides again. Repeat sequence 10 times.

Review Skills and Concepts and Big Idea

BIG IDEA: A digit’s place in a number determines its value.

Review and discuss: Write 54 on the whiteboard. *What is this number? How many tens are in this number? How many ones are in this number? Write 5 tens + 4 ones. How do we write 54 in expanded notation? What number means “5 tens”? Write “50 + 4.”*

*Looking back at our big idea – “A digit’s place in a number determines its value,” in what place is the 4? **The ones place.** So what is the value of the 4? **It has a value of 4 ones, or 4.** In what place is the 5? **The tens place.** What is the value of the 5? **It has a value of 5 tens.** What is another way to say 5 tens? **50***

Write $70 + 9$ on the whiteboard. *This number is written in expanded notation. How would you write this as a numeral? Write 79. How many tens are in this number? How do you know? How many ones are in this number? How do you know?*

Review number 79 in terms of the big idea.

Continue to practice as needed, depending upon level of the group. Adjust difficulty of questions so that they are challenging but not overwhelming for students. Give each student the chance to answer several questions.

Independent Practice

Have students work independently to complete worksheet 9I.

Note to reviewer: This worksheet contains three columns – column 1 for numeral, column 2 for “tens and ones”, and column 3 for expanded notation.

Assessment

Analyze answers on worksheet 9I to determine if students have mastered the skills or if some require re-

teaching or additional practice before the formal assessment is given.

Differentiation

Use results of independent practice worksheet to individualize practice assignments/re-teaching in preparation for end of unit assessment.

Students who have mastered the material may work with struggling students to play cooperative number-building games.

Arrange additional practice with manipulatives and one-to-one tutoring for students who continue to have difficulty with concepts.

Provide enrichment, including work with numbers in the hundreds, for advanced students.

End of Unit Assessment

There are two parts to the end of unit assessment – a performance assessment and a written assessment.

For the performance assessment, teacher sits with each student individually. Each student is given two different numbers (15 and 37) to model using manipulatives – either ten frames or base ten blocks (student’s choice). Student explains thought process to the teacher either as he is building the model, or after he has completed it. Performance is scored on a rubric (below).

Directions: You are going to use ten frames or base ten rods and units to build some numbers, just like we have practiced together. Please talk to me about tens and ones while you are building so I know how you are figuring out the answer.

	15	37
BUILDING THE MODELS		
3 - Student accurately builds number model using tens and ones in under 2 minutes		
2 - Student accurately builds number model in 2-5 minutes		
1 – Student accurately builds number model with all ones		
1 - Student builds tens correctly but makes error on ones		
1 - Student builds ones correctly but makes error on tens		
0 - Student builds both ones and tens incorrectly or does not build model		
EXPLAINING THE PROCESS		
3 - Student accurately explains process using correct terms such as <i>tens</i> and <i>ones</i> , and uses the strategy of <i>counting on</i> (does not need to use term counting on)		
2 - Student accurately explains process but does not use proper terms		
1 - Student explains process with a minor errors or omissions		
0 - Student does not explain process or explains with major errors		

Total points on performance assessment: _____/12

Show student number card 42

What digit tells how many ones are in this number? _____

Show student card number 17

How many tens are in this number? _____

In what place is the 7? _____

Written Assessment

(Same format as practice worksheets completed throughout the unit.)

_____ tens + _____ ones

0	0	0	0	0
0	0	0	0	0
0	0	0	0	
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0			
0	0			

_____ tens + _____ ones

19

_____ tens _____ ones

_____ + _____

_____ tens + _____ ones

30 + 6

21

_____ tens + _____ ones

_____ + _____

h) Plan for ongoing improvement

Describe a clear plan that will facilitate ongoing development, improvement and refinement of the curriculum.

Student outcomes, teacher feedback and current research will be the driving forces behind the ongoing development, improvement and refinement of the curriculum.

Until BCCS grows to full capacity, the curriculum team will have dual responsibilities: first, to systematically and carefully evaluate the curriculum for the new grade(s) that were added in the current school year and revise as

necessary based upon student outcomes and teacher feedback; and, second, to develop curriculum for the grade to be added in the following school year.

School leaders will keep current on research and on the availability of new materials. Staff professional development may also yield ideas for curriculum improvement. BCCS will be eager to try new practices and materials that have potential to improve achievement or enhance learning.

Each subject-area curriculum will be completely and thoroughly reviewed by the curriculum team in a five-year cycle, and sooner if deemed necessary. The minimum schedule for curriculum review is outlined below:

Table 3: Minimum schedule for curriculum review, activities prior to start of Years 1-10

Timing, prior to:	Curriculum development/review activities
Year 1	all curriculum for PK-1 developed before school begins
Year 2	develop grade 2 curriculum; review PK-1 first year curriculum
Year 3	develop grade 3; review grade 2
Year 4	develop grade 4; review grade 3
Year 5	Review ELA; develop grade 5; review grade 4
Year 6	review Math; develop grade 6; review grade 5
Year 7	review Science/Health; develop grade 7; review grade 6
Year 8	review Social Studies; develop grade 8; review grade 7
Year 9	review SEL grades PK-8, review grade 8
Year 10	ELA PK-8

i) Evaluation process

Describe the process that will be used to evaluate whether the curriculum is effective and successfully implemented.

The curriculum will be subject to continuous and ongoing assessment to ensure effectiveness and appropriate delivery.

Informal student assessments, which may include whiteboard responses and exit cards, or embedded tasks which demonstrate student learning, will give teachers immediate feedback regarding the effectiveness of a lesson. If these assessments indicate that students have failed to understand a concept, there must be provision for re-teaching. If this happens on a regular basis, these results may signal a need for curriculum revision. Similarly, if teachers find that the challenge level of work is too low for many students, curriculum changes may be needed. Student outcomes on publisher or teacher-created assessments will also indicate the effectiveness of curriculum and instruction.

If students across the board perform poorly on either informal or formal assessment, the design of instruction – including goals, methods, materials and the assessment itself -- will be reviewed immediately. Teachers can discuss results and possible solutions with grade level partners and/or the curriculum leader. Careful notes should be made to facilitate curriculum revisions when the team reviews curriculum as a whole at the end of the school year. Due to the flexible, living nature of the document, this constant revision process is a positive opportunity to improve instruction and materials.

Teacher feedback is also an important part of the process, and will be documented and discussed first with grade level partners and then with the curriculum team during the review and revision process.

j) Individual(s) responsible for curricular processes and procedures

Identify which individual(s) will be responsible for the above processes and procedures and provide evidence that they are well qualified for the task.

A curriculum leader with background and experience in curriculum development as well as teaching experience will be identified to lead this vital team. Teachers and school leaders may also be part of the team. The Executive Director is a member of all BCCS teams.

4) Instruction

a) Instructional methods and techniques

Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing this pedagogical approach, (i.e. co-teaching or aides, technology, physical space, etc.).

We are committed to using a flexible and varied array of instructional methods and techniques to meet the needs of our student population. Teachers have a wide variety of tools at their disposal. There is no one technique that works best at all times, with all learners. Varying techniques, from explicit instruction to highly constructivist projects, all have merit and are all useful for different purposes, with different learners. It is up to the teacher to determine how to present material, and that determination will be based upon careful consideration of factors such as the goal of instruction; the age, learning preferences, and ability level of his/her students; the type of material being taught; and the available time and resources. Instructional techniques to be used include, but are not limited to, the following (some may overlap – for example, a cooperative group project is both experiential and interactive):

- **differentiated instruction**
- **balanced literacy** – contains elements of several of the other methods, with a focus on reading comprehension and writing. To best meet the needs of urban learners, the National Reading Panel recommends that “teachers should adopt a “balanced” reading approach, with instruction in phonemic awareness, alphabetic understanding, and automaticity with the code forming the framework of beginning reading instruction.” (70)
- **explicit instruction** (whole-class, small-group, one-to-one) – paraprofessional helps monitor and manage class while teacher focuses on small-group or single student; paraprofessionals and trained volunteer tutors will also work with students one-to-one
- **indirect instruction** (reflection, inquiry-based learning)
- **computer-assisted instruction** – requires technology – hardware, software and internet access. Computer-assisted instruction can be beneficial for students across a range of abilities. The Access Center notes, “...students receive immediate feedback and do not continue to practice the wrong skills. Computers capture the students’ attention because the programs are interactive and engage the students’ spirit of competitiveness to increase their scores. Also, computer-assisted instruction moves at the students’ pace and usually does not move ahead until they have mastered the skill. Programs provide differentiated lessons to challenge students who are at risk, average, or gifted.” (71)
- **independent projects**
- **interactive learning** (Think-Pair-Share, cooperative groups). Cooperative learning strategies have been found to “improve the achievement of students and their interpersonal relationships.” (72) Cooperative learning has been shown to improve not only student achievement, but it also builds strong, positive personal relationships among children from diverse ethnic groups, and helps children with disabilities to mainstream. (73)
- **experiential learning** (projects, field trips, games, experiments, model-building) – requires materials and field trip budget; paraprofessional and/or volunteers to help set up and monitor activities
- **graphic organizers**
- **scaffolding**
- **immediate intensive intervention** – requires paraprofessionals/tutors, time for planning and implementing intervention, materials

- **flipped learning** (will be introduced in upper grades) – requires teacher technology training – how to create vodcasts, time to develop lessons, and technology for both teachers and students

b) Appropriateness of methods and techniques

Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, special education students, students who enter below grade level, and other at risk students who should be targeted in order to eliminate the achievement gap.

Taken together, these instructional methods provide for a wide range of possible learning experiences for our students. Again, depending upon the goal of instruction and the age and abilities of students within a classroom, some methods will be deemed more appropriate than others for a particular lesson, at a particular time. In every case, the choice of instructional methodologies will be driven by the needs of the individual student, subject to close ongoing review and assessment, and modification as needed.

c) Use of differentiated instruction

Describe how you will meet a wide range of student needs using differentiated instruction.

Differentiated instruction is essential to student success. One size does not fit all. The critical element in effective differentiation is for teachers and paraprofessionals to know students well. Small class sizes and frequent assessment will enable BCCS teachers to have in-depth knowledge of student strengths and struggles, pinpoint areas of difficulty as they arise, and implement immediate plans for remediation or enrichment. Small (ability) group instruction along with one-on-one instruction will be evident in each classroom, every day. Qualified paraprofessionals, and a trained cadre of tutors from AmeriCorps and from the community will be available to assist in implementation of interventions which have been prescribed by the teacher.

Some illustrative examples focus on students with specific needs for whom targeted instructional methodologies may be appropriate (as always, depending on individual students' needs and learning styles):

Students struggling with learning: intense intervention in literacy and math in the early years (PK-2) will ensure solid foundational skills and thus result in a student body that is better prepared to make the shift from "learning to read" to "reading to learn", as well as one with automaticity in basic mathematical operations that will enable them to learn higher-level concepts without being bogged down by computation errors. We support the idea that *"Good reading instruction is explicit, intensive, and systematic. Such instruction is beneficial for all learners, but it is nonnegotiable for students at risk for reading failure."* (70)

Visual learners and some students with learning disabilities can benefit from an array of visually-oriented representations that help them absorb complex material. Graphic organizers, combined with individualized instruction and guidance, help students organize ideas, facts and concepts graphically, promoting enhanced comprehension and retention. (74) Successful learning outcomes for students with and without learning disabilities, across many grade levels, have been demonstrated with the use of graphical organizers. (75)

English Language Learners: teachers will differentiate by providing visual cues, taking extra time to explain unfamiliar words or cultural concepts, rewording or modifying assignments as needed, assigning reading and/or writing buddies, and using authentic assessment methods, among other strategies. BCCS teachers will provide a sharp focus on oral language development by providing frequent opportunities for students to practice English in the classroom and in non-academic school activities. Because ELL students present special challenges that teachers may not have been trained to address, we will provide professional development to introduce effective differentiation strategies. We expect that the Waterbury Public Schools Bilingual Education Department will be of assistance to us in this effort to provide the best education for our ELL students.

High-ability learners also have special instructional needs. Those students will be challenged with appropriate projects and experiences requiring more in-depth study and higher level thinking skills.

d) Ensuring teacher proficiency delivering selected instructional methods

Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods to their students.

BCCS will ensure that teachers are proficient in delivering the chosen instructional methods by:

- 1) implementing careful hiring practices - choosing teachers with excellent academic qualifications and relevant experience;
- 2) pooling expertise through collaboration – working as a team to plan and revise instruction to meet individual student needs as informed by student performance data; and
- 3) offering ongoing support via classroom coaching from school instructional leaders, peers, TEAM mentor teachers (if applicable), and/or outside consultants; providing professional development opportunities and resources to improve teacher proficiency in various instructional methods.

BCCS leaders will work closely with teachers to determine professional development needs based upon school-wide and individual teacher goals. Prior to opening and throughout the first year, there will be an intense period of professional development and ongoing support which will include sessions led by school leaders and others covering a wide variety of subjects including: BCCS mission, philosophy, school culture and policies; curriculum planning; publishers' training regarding implementation of specific curriculum resources; rationale for and implementation of social-emotional learning and character education programs; student assessment, including training by Blue Ribbon Assessment staff; ELL strategies; and brain-based learning strategies. In addition, we have been invited to join staff from Waterbury Public Schools at their district-wide professional development sessions. We will also meet individually with teachers and as a staff on a regular basis to review student progress and identify areas in which additional teacher support or professional development is needed.

5) Student Assessment

a) Individual(s) responsible for assessment system oversight

Identify which individual(s) on the school's organizational charter will be responsible for overseeing the assessment system and provide evidence that they are well qualified.

The Principal will be responsible for overseeing the assessment system. The person we seek to hire will have an 092 endorsement and knowledge of and experience with assessments, including use of data to inform instruction.

b) Provisions for student participation, use of data

Describe provisions for the participation of all students (including those students identified as requiring special education) in the appropriate statewide mastery examinations of the CMT and the CAPT, which will be replaced by Smarter Balanced Assessments in the 2014-15 school year, and other alternate assessments for students through the PPT process. Explain how the state test data will be used to determine, monitor and report individual student, cohort and school progress over time.

As we propose to open in fall 2013 with grades PK-1, we will not have a 3rd grade until the 2015-16 school year. At that time, we will provide for the participation of all students in the Smarter Balanced Assessments as required by law. We will comply with all requirements for testing, including testing of students identified as requiring special education, as well as assuring compliance with provisions stipulated through the PPT process. BCCS school leaders and/or staff will participate in Smarter Balanced Assessment training, when offered.

State test data will mainly be used to help us measure our students' progress as compared to the local district, other districts in the state, and other charter schools. In subsequent years, we will compare results to our previous years' results to chart school progress.

For individual students, state test data will be one part of the process for identifying those students in need of additional instruction, though those decisions will be ongoing and based mainly on other assessments throughout the year. State test data can help measure the effectiveness of targeted interventions that have been put into place for individual students. Student progress over time will be monitored through individual student records. Results of Smarter Balanced Assessments will be shared and discussed with staff, parents and individual students.

Cohort scores will aid us in assessing our curriculum and instruction. Along with other assessments, these scores identify areas in which we need to revise curriculum and/or strengthen instruction and will also be important factors for determining teacher and school improvement goals and for professional development planning. Cohort scores from year to year will be used to ensure that additional instruction or changes in curriculum made in response to prior year's results have been effective in improving areas of weakness. They will be reported to staff, parents and in our annual report to the SDE.

Monitoring school progress over time will also enable us to fine tune curriculum, instruction, staff and school-wide improvement goals and professional development. Other tests to be used are described below.

c) Use of additional standardized assessment tools

Describe the additional standardized assessment tools the school will use, including how they will be used to determine, monitor and report individual student, cohort and school progress over time.

We will use DRA2+ (including DRA Word Analysis) standardized assessment tools. They will be administered three times per year (September, Jan/Feb, and April/May) to all students in grades 1-3 and at the end of the year for kindergarten students, as required by law for priority school districts.

DRA2 results will be used to determine independent reading levels of all students. Teachers will use data to form instructional groups and to differentiate classroom instruction for each group. Teachers will also use the DRA2 Focus on Instruction guide as well as a specific guide for correlating DRA2 data with the Reading Street core reading program to ensure the best possible integration of data and instruction.

For a student found to be substantially deficient in reading skills, DRA2 data will be used to help create an independent reading plan (IRP) for targeted support. Students who are identified as at-risk for falling below grade level in reading will receive additional support from the Reading tutor or from trained AmeriCorps or community volunteers.

The DRA2 continuum will be used to chart progress and evaluate reading growth over time.

Individual results will be shared and discussed with staff, parents and students (as appropriate).

DRA2 results will also be used as a measure of progress for English Language Learners and to determine their readiness to exit an English language instruction program.

As with Smarter Balanced Assessment data, DRA2 cohort and school-wide scores will be a way to compare our students' progress with that of peers in the Waterbury Public Schools. These scores will be considered when we evaluate the effectiveness of curriculum and instruction, including ensuring that targeted interventions and changes in curriculum made in response to prior year's results have been effective in improving areas of weakness. Cohort scores will be reported to staff, parents and in our annual report to the SDE.

d) Use of non-standardized assessment tools

Describe the non-standardized assessment tools (benchmark assessments, curriculum-based assessments, formative assessments, performance tasks, etc.) the school will use, including how they will be used to determine, monitor and report individual student, cohort and school progress over time.

Assessment is an ongoing, frequent, and varied process to help inform instruction. Non-standardized assessment tools to be used will include:

- Blue Ribbon Assessments – benchmark assessments, standards mini-quizzes and teacher-created customized tests
- DRA2 Progress Monitoring Assessments as needed for students with IRPs
- Publishers’ pre- and post- tests
- Teacher-created curriculum-based tests and performance tasks
- Progress reports from online learning resources such as Waterford Early Learning
- Writing Prompts
- Projects
- Lesson-level quick assessments such as whiteboard responses or exit cards
- Observations of students
- Portfolios

We will use these non-standardized assessment tools to measure incremental skills progress, knowledge and understanding of specific content and mastery of standards. These assessments will be used:

- to continuously inform instruction, including planning for differentiation, re-teaching and enrichment activities for individual students and cohorts;
- to determine the need for short- or long-term targeted intervention, including referrals for special education testing;
- to celebrate student successes;
- as a component of report card grades;
- to communicate with parents about student progress; and
- to evaluate, revise, and improve curriculum and instructional methods.

e) Approach for measuring student progress

Define a purposeful and practical approach for measuring student progress toward achieving non-academic goals tied to the school’s mission and educational priorities.

Foundational to BCCS philosophy is our emphasis on **Social-Emotional Learning (SEL)**.

The seven character traits identified by Peterson Seligman-- grit, self-control, zest, social intelligence, gratitude, optimism and curiosity--have been converted into a Character Report Card by the KIPP schools. (1), (69) Students are rated on a scale of 1-5 for specific behaviors related to each of the seven traits.

“Befriending Your Brain” activities have levels and scores built in which reflect levels of proficiency and mastery for skills and traits as concentration, attention, memory, and positivity.

The PATHS (Promoting Alternative THinking Strategies) program includes clear instructional goals and objectives upon which students will be measured.

An SEL report card based upon the KIPP model for character traits, modified to include major PATHS program goals and Befriending Your Brain skills, will be used to report student progress on Social-Emotional Learning goals at BCCS.

Student attendance will be recorded daily and calls will be made to verify reasons for absences. Cumulative attendance records will be maintained in the office.

Students at risk for chronic absence will be identified monthly and appropriate interventions undertaken as provided for by the BCCS attendance support policy.

Parent involvement will be tracked in a variety of ways:

- Weekly student work folders will require parent signatures
- Parent-teacher-student conference attendance will be taken
- Sign-in sheets from parent group meetings will be collected
- Parent-teacher contacts will be recorded by the classroom teacher

Community service requirements will be tracked by teachers in lower grades. Upper grade students will assume responsibility for tracking their community service time and getting signatures to verify their records

f) Use of assessment data to improve curricula, instruction

Describe how the school will use student assessment data to improve curriculum and instruction.

Members of the data team will analyze and reflect on data with the classroom teacher to help inform curricular decisions for each individual child. Instruction will reflect the goal of mastery for each child and where there are issues with mastery, remediation will be forthcoming. Assessment is clearly linked to differentiated instruction.

If assessments indicate areas of weakness among groups of students, or across grade levels, we will review the curriculum to be sure standards and skills are adequately addressed. We will further look to the classroom to identify the source of difficulty and possible solutions, for example, developing or purchasing improved or additional materials; providing teacher guidance, support, or training; or improving training for other staff and volunteer tutors who assist in implementation of intervention plans.

g) Plan to address needs of students not meeting achievement targets

Include a plan to address the needs of students who do not meet established achievement targets.

BCCS requires immediate intervention and remediation in literacy and math. Our focus is on solving problems when they first become apparent so that learning of subsequent skills and concepts is not hampered.

Our plan follows State of CT SRBI strategies:

Tier I – in the classroom – Research-based, standards-based, high-quality, rigorous, scaffolded and relevant lessons for all students, instructional groups and differentiation, ongoing assessment and progress monitoring to inform instruction and improve achievement.

When correcting student work, teachers will analyze error patterns. If many students have made similar errors, re-teaching of the concept is in order. If a few students make similar errors, small-group re-teaching and additional practice will be planned. All students at BCCS will be required to correct errors on daily work and on curriculum-based assessments.

Tier II - For students who are not making adequate progress in Tier I, or who score below targets on the DRA2 or benchmark assessments, Tier II interventions will be implemented. Tier II support does not replace Tier I instruction; it is a supplement to Tier I.

1. Identify students who have not met established achievement targets.
2. Analyze data to determine specific skill deficiencies.
3. Plan targeted intervention that will last about 12 weeks or one marking period.
4. Group students with similar needs and reteach concepts/skills in groups of 4-6 students. Lesson content and materials to be used will be provided by classroom teachers and may be implemented by classroom teachers, specialists, trained classroom assistants, or trained volunteers.
5. Monitor progress weekly. Students who are able to achieve targets will be exited from the group.

Students who require further assistance move into Tier III.

6. Students who have still not met achievement goals will receive regular intensive intervention from the reading specialist or math tutor in a group of 1-3 students for a period of 8-16 weeks.
7. Monitor progress twice weekly for 8-16 weeks. If satisfactory progress is made and maintained, students may move back into Tier II.

If these levels of intervention and support do not correct the issue, a referral to special education may be made.

h) Process, timeframe for family notifications of progress

Describe the process and timeframe to inform students' families of their child's performance and progress.

In keeping with our philosophy regarding the importance of parental involvement, BCCS policy is to keep parents apprised of what is happening at school.

Parents will receive a weekly folder with completed student work, including non-standardized assessment grades. They will be required to sign tests or papers with failing grades. Communication between teachers and parents will be ongoing, both to notify parents of potential problems and to celebrate student successes.

Standardized test results will be reviewed by school leaders as soon as they are received, discussed with teachers at the next staff meeting, and then reported to parents.

Report cards will be issued three times per year: in November, March, and June. Parents and students are required to attend conferences with the classroom teacher before the first day of school, in November, and in March.

Other conferences may be scheduled at the request of the parent or teacher.

Parents of students in Tier II or Tier III intervention programs will be notified about their child's need for intervention and kept informed of performance and progress through monthly SRBI progress reports.

Table 4: Schedule for report cards, parent-teacher conferences

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Report cards				√				√			√
Conferences	√			√				√			

i) Process for Student Success Plans

Describe the process for developing Student Success Plans (Grades 6-12) to include the core requirements as described on the State Department of Education website listed above.

As we propose to open with grades PK-1, we will not be adding a 6th grade until Year 6 of the charter. We have read the requirements for Student Success Plans and believe the process to be a valuable one. Because BCCS’s model already addresses many of the elements contained in Student Success Plans, we believe we will be well-positioned to create and implement the plans when students reach 6th grade.

The SSP team will be formed and trained early in Year 5 of the charter.

II. STRENGTH OF ORGANIZATIONAL EFFORT

1) Description of Founders

a) List and qualifications of founders

Provide the resumes and a list of the founding group members that developed and designed the application for the proposed school, including background, relevant experience and/or qualifications of each founding member.

The BCCS Committee to Form the School (founders) is comprised of a diverse group of individuals committed to the mission and vision of BCCS. In aggregate they bring decades of experience in education, psychology and counseling, curriculum development, community development, law, medicine, corporate and nonprofit strategic planning, and extensive and varied community service. Many are residents of Waterbury; all enjoy long-standing ties to the Waterbury community. The founders are listed below, with a brief summary of their qualifications and links to the community. Founders' résumés and/or statements are in Appendix C.

Barbara Ruggiero, PhD, Former licensed child psychologist and executive director/principal of Children's Community School, Waterbury, Ct. Resident of Waterbury, experienced school leader with curricular oversight, personnel, community relations, budget, management and fund-raising responsibilities. Active in local community organizations. Prospective Executive Director of BCCS.

Annie M. Scott, Information technology manager, educator, board member and past president, Children's Community School, Waterbury, Ct. Resident of Waterbury, experience with academic IT systems development, strategic planning, teaching. Significant community organization activities, particularly targeted toward inner city youth development. Leadership of the Connecticut Community Foundation, past associate director, Granville Academy of Waterbury, elected trustee, Connecticut College. Prospective President, BCCS Board of Directors.

John (Jack) Senich, President Board of Directors, Children's Community School, Waterbury, Ct, attorney. Long-time activity in local youth services. Resident of Middlebury, Ct. Prospective Vice President, BCCS Board of Directors.

Lynn Franklin-Henry, community leader, strategic planning and development volunteer, Naugatuck Valley Community College Foundation, former president of the Connecticut Community Foundation, United Way of Greater Waterbury. Instrumental in Waterbury community assessment. Prospective Secretary, BCCS Board of Directors.

Margaret Warner Field, retired Head, Chase Collegiate School, Waterbury, Ct; former teacher, educational administrator and accreditation consultant. Resident of Warren, Ct.; active in local and regional community organizations including the Connecticut Community Foundation, Visions of Waterbury, New England Association of Schools and Colleges. Prospective Member, BCCS Board of Directors.

Joyce S. DeCesare, Licensed professional counselor and certified sports counselor in private practice, former public school guidance counselor. Resident of Middlebury, Ct; active in local community organizations. Prospective Member, BCCS Board of Directors.

O. Joseph Bizzozero, Jr., M.D., Internist and Quality Advisor and Director of Clinical Research, Alliance Medical Group/ Greater Waterbury Management Resources, Inc., Middlebury, Ct; active in local community organizations including former president of board of Chase Collegiate School (formerly St. Margaret McTernan School) with budget, strategic planning and capital fund development success. Prospective Member, BCCS Board of Directors.

Donald J. Thompson, MPS, President/CEO, Staywell Health Center, a Federally Qualified Health Center, Waterbury, Ct. Extensive experience running health programs for underserved populations, including securing funding for buildings and programs. Resident of Waterbury. Prospective Member, BCCS Board of Directors.

M. Catherine Smith, former teacher, philanthropist, community leader, corporate sponsor, resident of Middlebury, Ct. Leader of local community organizations including board member, Leever Foundation and Naugatuck Valley Community College. Prospective Member, BCCS Board of Directors.

Chris Fasano, VP Sales & General Manager, Waterbury-based family-owned business (TORRICO) that is a long-time, corporate supporter of Children’s Community School. Attorney, resident of Hamden, Ct. Prospective Member, BCCS Board of Directors.

Nancy Landona, Business Manager, Grant Writer, and Director of Supplemental Programs, Children’s Community School, Waterbury, Ct. Administrator, teacher, curriculum writer, volunteer coordinator, family communication coordinator. Resident of Waterbury. Prospective Business Manager, BCCS.

David J. M. Whitehouse, MD, MBA, psychiatrist, clinical and strategic consultant; board member, BrainNet International Board for Integrated Neuroscience Investigation and the American Foundation for Suicide Prevention. Consultant to BCCS on “Befriending your Brain” program. Resident of Waterbury, consultant to Children’s Community School.

b) School design process, founders’ roles and responsibilities

Discuss the process by which the school design and application was developed, including the roles and responsibilities of the founders during the process.

The school design is modeled on the small, private Children’s Community School (CCS). The design process is an iterative and collaborative process, with extensive discussion among founders about specific design features, policies and aspirations that will help BCCS to meet its goals. Initial discussions about the possible formation of a charter school began several years ago at the urging of Connecticut Community Foundation leaders. There was significant interest in expanding the highly successful educational approach of CCS to serve additional urban Waterbury children.

In May 2012 when Governor Malloy signed into law P.A. 12-116, *An Act Concerning Educational Reform*, community leaders approached the CCS Executive Director and Board members about forming a separate charter school. There were extensive discussions soon after the law was signed to develop the concept and flesh out the ideas for its implementation. The founders have been particularly involved in the articulation of the mission and educational philosophy for BCCS, providing detailed expert input and suggestions for ensuring alignment of the two. They delegated authority for its completion to Dr. Ruggiero.

Dr. Ruggiero has led the development of the charter school application, with close ongoing input from the founders’ group. She oversaw the delegation of work to various consultants and other contributors.

Ms. Scott has led the development of governing council bylaws and related governance policies and documentation.

Ms. Landona spearheaded compilation of the curricular-related elements of this application.

c) Partner organizations

Identify any organizations, agencies or consultants that are partners in designing or establishing for these partners proposed school, including a brief description of the current and planned role and any resources they have contributed or plan to contribute to school development.

Key partners in the development of the concept for BCCS are the Connecticut Community Foundation and the Leever Foundation. Over many years, both foundations have been steadfast and generous supporters of the principles and operations of CCS. The Connecticut Community Foundation contributed a grant of \$10,000 to support the development of the charter school application. The Connecticut Community Foundation has also played a pivotal role

introducing CCS to community volunteers and other funders. Although there are no specific plans for ongoing support, we have every expectation that both foundations will provide support when BCCS is approved as state charter.

Dr. David Whitehouse serves as an expert consultant in the design and development of curricula related to brain-based learning and social-emotional skills development. These are central to BCCS’s philosophy and operation.

d) Founders to serve on governing council

Identify which members intend to serve on the governing council.

Nine of the BCCS founders will serve on the school’s Board of Directors (Governing Council). These include:

Table 5: Founders who will serve on BCCS Board, prospective Board roles

Founder, BCCS Board Member	Prospective Role
Annie M. Scott	President
Attorney Jack Senich	Vice President
Lynn Franklin-Henry	Secretary
Joyce DeCesare	Member
Donald Thompson	Member
Margaret Field	Member
O. Joseph Bizzozero, MD	Member
M. Catherine Smith	Member
Christopher Fasano	Member

Board members were chosen to provide broad representation and diverse expertise. A small subgroup from the CCS board was particularly interested in establishing a charter school and reflecting the mission and educational philosophy of the highly successful CCS. This group then identified community leaders representing different types of expertise. They looked for highly experienced people who understand the needs of the City of Waterbury, share a commitment to urban youth development and are willing to work to realize the goal of a charter school in Waterbury.

e) Founders to assume new roles in charter school

Describe whether/how many members of the founding group are anticipating moving into another role or relationship (employee, consultant, etc.) with the proposed school.

Founders Barbara Ruggiero, PhD and Nancy Landona will serve administrative functions at BCCS. Dr. Ruggiero is the prospective executive director and Ms. Landona is the prospective business manager. Founding group members who do not join the Board of Directors (governing council) of BCCS are expected to remain involved in BCCS as members of the Board Advancement Advisory Council and/or other Board and school activities.

2) School Governance and Management

a) Governing council structure

Indicate the structure of the council, including officers, members (indicate voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee).

BCCS is seeking federal recognition as a nonprofit (in process) and expects to receive its letter of recognition soon and in time for the Board of Directors to enter into the many contracts and obligations required to set up the school. The Board of Directors of BCCS is committed to ensuring there is no conflict of interest in the development and

management of BCCS. In accordance with Connecticut law, no member of the BCCS Board of Directors has or will have any personal or financial interest in the assets, real or personal, of the school.

Nine of the 12 founders of BCCS will act as the initial Board of Directors (Governing Council) and will make as their first order of business the formal adoption of the BCCS bylaws. (See Governing council bylaws, Chapter IV, Documentation.) With the formal establishment of the Board of Directors, that body will seek the addition of new members comprised of parents (2), a teacher (1) and a member of the community at large (1) so as to round out the Board membership to include at least 10 and not more than 15 members. The Board shall select members to provide diversity with respect to professional experience and demographic characteristics.

All members of the BCCS Board of Directors shall have full voting privileges.

Board members will be able to serve no more than two consecutive terms (three years each). Terms of service will be staggered so that no more than one-half of the Board will be up for election in any given year (unless an unexpected vacancy occurs). When the term of a Board member expires, the remaining Board members will elect a new member to fill that position, based on the nominations of the Board Development Committee. Further detail on the responsibilities of this committee may be found in the BCCS bylaws.

As specified in the BCCS bylaws, the Board will resolve to create committees to address specific areas of activity in the oversight of BCCS. At least one Board member will serve on each Board committee, based on their skills and interests; additional, non-Board members may be invited to join specific committees, based on the needs of the committee and participants’ skills and experience. Overall responsibility for maintenance of the BCCS mission, compliance with legal and regulatory requirements, school management oversight and strategic planning will rest with the full Board of Directors. The initial committees and their areas of responsibility will include:

Table 6: Prospective BCCS Board committees and responsibilities

Prospective Board Committees	Area of responsibility
Executive/Personnel	Policy development, personnel decisions for Executive Director position, overall management
Finance Committee	Financial management, physical plant
Academic Committee	Education, student achievement
Advancement Advisory Council	Development, fund-raising, P.R., community outreach
Audit Committee	Annual audit
Board Development Committee	Board membership recruitment

The Board may form these or additional committees, permanently or on an *ad hoc* basis to meet the governance and oversight needs of BCCS as those may evolve over time.

The Board Development Committee will be charged with ongoing identification and recruitment of prospective new member of the Board of Directors to fill vacancies occurring with scheduled rotation off the Board or any other contingencies that result in the departure of an active Board member from the Board.

When the BCCS Board is formally convened, upon the school’s achievement of a state charter, committee memberships will be determined. Until that time, the members of the Committee to Form the School (founders) will assume the responsibilities of the Board.

b) Involvement of teachers, parents, superintendent of schools

In accordance with the Section 10-66(d), as amended, the proposed governing council should include the involvement of teachers, parents and the chairperson of the local or regional board of education of the town in

which the charter school is located or the designee of such chairperson provided such designee is a member of the board of education or the superintendent of schools for the district.

The Waterbury Superintendent of Schools, Dr. Kathleen M. Ouillette, has pledged continued involvement in the development of BCCS, including participation on the Board of Directors. Two BCCS parents and one teacher will be added as voting members. All members of the BCCS Board shall have full voting privileges and shall be expected to participate fully in the activities of the Board. The members of the proposed Board recognize the need for additional financial expertise and have extended an invitation to a local accountant to join as Treasurer.

c) Officers and members of governing council

List the officers and members of the initial governing council; include the names, relevant experience and or qualifications for serving on the council, and their relationship to the community in which the school will be located.

Table 7: BCCS Governing Council officers and members

1	Initial President	Annie Scott
2	Secretary	Lynn Franklin-Henry
3	Vice President	Jack Senich
4	Treasurer	TBD (invitation extended)
5	Member	Chris Fasano
6	Member	Joyce DeCesare
7	Member	Donald Thompson
8	Member	Margaret Field
9	Member	O. Joseph Bizzozero
10	Member	M. Catherine Smith
11	Superintendent of Schools	Kathleen M. Ouillette
12	Parent	TBD
13	Parent	TBD
14	Teacher	TBD
15	Prospective member, community	TBD

A brief description of qualifications of the Board members who are also founders may be found above (List and qualifications of founders) and founders’ résumés and/or statements are in Appendix C.

Kathleen M. Ouillette is the Waterbury Superintendent of Schools. Section 10-66(d) of the Connecticut General Statutes specifies that the superintendent or her designee shall be a member of the BCCS Board of Directors. We are honored that Dr. Ouillette has elected to personally serve on the Board, a reflection of her support for the school.

d) Selection criteria for governing council members

Describe the criteria for selecting additional officers and members to the initial governing council, including but not limited to, parents, teachers and members of the community.

The members of the BCCS Committee to Form the School (founders), who will be the initial members of the Board of Directors (Governing Council), were selected by Children’s Community School (CCS) Executive Director, Dr. Barbara Ruggiero and three members of the current CCS Board. They were selected based on their willingness and eagerness to help form BCCS and the rationale that they would represent the vision and mission for BCCS. Remaining members will be selected from among interested parties involved in early discussions with the CT Community Foundation, the Leever Foundation and the United Way of Greater Waterbury, as well as prominent members of the Waterbury community. Future Board members will be selected based on their demonstrated commitment to education, their dedication to the mission of the school, and their ability to provide a diverse set of skills and expertise that will be

helpful to BCCS. The BCCS Board's Board Development Committee will be charged with handling annual solicitation of new board members, nomination of officers for presentation of a slate at the annual meeting and conducting board development activities twice a year. Board membership terms will be limited as specified in the BCCS bylaws, so there will be an ongoing need for Board recruitment.

Subsequent membership shall be established and appointed by the permanent Board of Directors and by nomination and vote of such Board. As outlined in the BCCS bylaws, parent representatives will be selected for Board membership by the Parent Association. BCCS teachers will nominate one teacher for membership on the Board.

The goal in Board member selection has been and will continue to be to ensure a broad range of expertise and personal and professional diversity, to create a sound foundation for school management and support.

e) Governing council processes

Describe the plan to appoint subsequent officers and members to the governing council, including recruitment, selection (including qualifications sought) and removal procedures, meeting schedule, powers and roles of council officers, members and committees and how decisions will be made and recorded.

In accordance with bylaws of BCCS, the Board of Directors (Governing Council) shall meet regularly to oversee the management of BCCS. The Board's decision-making will be governed by Robert's Rules of Order. Adoption of the bylaws, which cover every aspect of the Board's functioning, will be first order of business after Charter approval. The proposed bylaws are provided in full in Chapter V of this document (Governing council bylaws).

The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. Should the President be elected from among the directors during the course of his/her regular 3-6 year term; he/she may be eligible to serve out their term once their Presidency is completed as an ex-officio non-voting member.

The BCCS bylaws address the process for filling a Board vacancy in case a member of the Board is removed. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School. Any Board member who does not complete required Board training may be removed. In addition, any Board officer may be removed, with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

The BCCS Board of Directors will meet monthly or quarterly (but in no case less frequently than quarterly) to conduct its regular business; it may also call special meetings as needed. The Board will hold an annual meeting in June of each year or at another time as determined by the Board. The bylaws specify requirements for meeting notification, generation and distribution of meeting agendas and maintenance of documentation of Board activities.

Board officers and their responsibilities will be as follows:

President: The President shall preside at all meetings of the Board. The President of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Vice-President: In the absence of the President of the Board or in the event of the President's disability, inability or refusal to act, the Vice-President of the Board shall perform all of the duties of the President and in so acting, shall have all of the powers of the President. The Vice-President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

Secretary: The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Treasurer: The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

The minutes of all Board meetings will be taken, recorded in writing, approved by the Board and retained at the school. Board minutes shall be available for public review. The BCCS bylaws address documentation of meetings of the Board in Closed Session. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

f) Governing council oversight, responsibility

Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including but not limited to policy development, education, management, finances, personnel, student achievement, mission, physical plant, law and community outreach.. Explain how the governing council will support the mission, goals and objectives of the charter school.

The BCCS Board of Directors (Governing Council) will be organized through its committee structure to exert broad oversight over all aspects of the school's operation. (See Table 6: Prospective BCCS Board committees and responsibilities, above.) Board committees will work in collaboration with the appropriate staff members and, as appropriate and necessary, with individuals outside BCCS. Board committees will report their activities to the full Board of Directors. All such committee reports shall be recorded as part of the Board's ongoing maintenance of documentation of its activities and decisions.

The Board of Directors will support the mission, vision, educational philosophy and specific goals and objectives of BCCS through the active engagement of its representative and diverse membership, establishment of major educational and operational policies, provision of adequate resources and appropriate budgets for spending and maintenance of an open and accountable organization.

g) Governing council, administrator's roles, responsibilities, decision-making

Describe the authority the governing council will convey to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees and school administration.

As specified in the BCCS bylaws, the Board of Directors (Governing Council) will be responsible for hiring and evaluating the individual responsible for the daily operation of the school (Executive Director). The Executive Director will have the authority to hire and fire staff to effectively and efficiently run the school's daily operations and develop the education programs to achieve the goals of the school.

h) Lead administrator’s selection, evaluation

Describe the criteria and process by which the governing council will hire and evaluate the school’s lead administrator. Lead administrator evaluation should be in alignment with the Connecticut Guidelines of Education Evaluation (See Section IV School Viability of Administration, Human Resources Policies and Information.

The Executive Director will be responsible for hiring and evaluating the Principal. The evaluation of the Principal will be done in accordance with the CT SEED proposed common evaluation methodology.

The Executive Director will be hired by the Board of Directors. The person will have a proven track record in school leadership, a clear alignment to the mission and educational philosophy of the school, and an ability to build strong community alliances. Dr. Barbara Ruggiero, a founding member of BCCS, will serve as Executive Director, based on her qualifications and her years of success leading Children’s Community School (CCS).

The Board of Directors of BCCS will delegate broad authority to the Executive Director to manage the daily operations of the school, including but not limited to: development, implementation, evaluation and revision of the educational programs; ongoing fiscal management; physical plant maintenance; parental and community involvement; personnel hiring, firing, evaluation and development; implementation of fund-raising and grant-seeking initiatives; and other responsibilities necessary to the efficient operation of the school.

The Executive Director will report to the Board of Directors, participating in Board meetings as invited, and providing verbal and written reports to the Board as requested.

Both the Executive Director and the Principal (administrators) will be evaluated by the guidelines drawn up by the Performance Evaluation Advisory Council (PEAC) approved by the State Board of Education June 27th, 2012. The full extent of the evaluation process as described in detail within that document will be followed in its entirety. The administrator will also be held responsible for the self-evaluation goals set out by the school for itself.

Administrators will be subject to the four-level matrix evaluation plan which is grouped in two major focus areas, Practice Indicators and Student Outcomes as outlined in PEAC.

In the case of an administrator whose performance is developing or below standard, an individual administrator improvement and remediation plan will be developed collaboratively with such administrator that (A) identifies resources, support and other strategies to be provided by the school and board to address documented deficiencies, (B) indicates a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

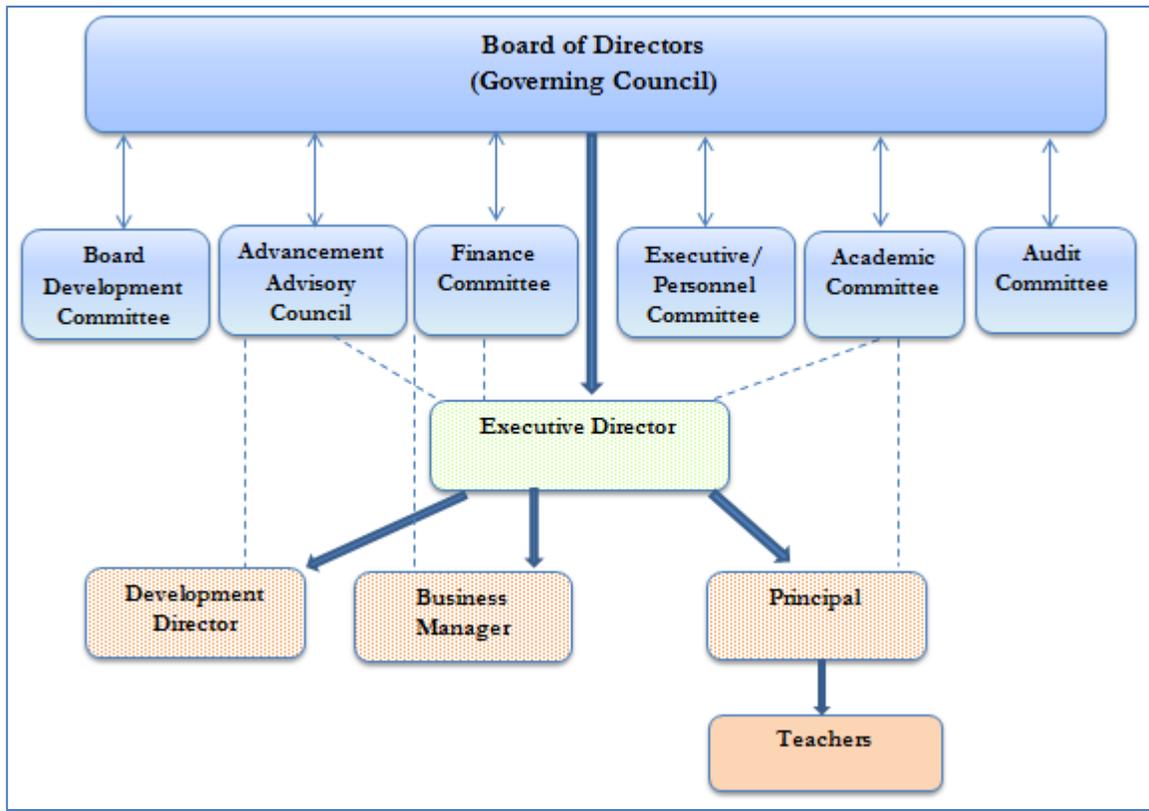
Failure to achieve success and continued performance below standard after the provision of such collaboratively developed plan will be considered grounds for dismissal.

i) Organizational chart

Include an organizational chart that encompasses the governing council, council committees and employees of the school.

The proposed organizational chart shows the central role of the Board of Directors (governing council) in the management oversight of BCCS. Two-way arrows designate the initial array of Board committees. The executive director is selected by the Board Executive/Personnel Committee and reports to the Board. The key administrative positions, the principal, development director and business manager, report to the executive director; each administrator and the executive director relate to one or more Board committees (dotted lines). Teaching staff members report to the principal.

Figure 2: Provisional BCCS organizational chart, key positions



j) Charter management organization (CMO) contract (not applicable)

k) CMO, governing council separateness, disclosure (not applicable)

3) Evidence of Support

Illustrate the scope of community support for the proposed charter school and its founders. Document through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students, business, community members and institutional leaders.

BCCS has garnered enthusiastic support from a broad array of members of the Waterbury community. Letters of support are in Appendix D.

Waterbury Mayor Neal M. O’Leary has publicly acknowledged the accomplishments of Children’s Community School, on which BCCS is modeled, and voiced support for BCCS:

Serving an urban, mainly minority student body for less than \$7,000 per pupil, it produces students who "have excelled at every level," Mayor Neil M. O'Leary said. Charter-school status for this institution not only would be good for the children who would be able to attend, but would increase exposure of a teaching model that other private and public schools would do well to follow. (76)

Mayor O’Leary has written a strong letter of support.

Waterbury Superintendent of Schools, Dr. Kathleen M. Ouillette, recognizes the wishes of some Waterbury parents for additional choices in the array public schools available to their children. She has been supportive and active in the developmental stages of BCCS. We look forward to a close working relationship with Superintendent Ouillette in the implementation phases.

Leaders within community funding agencies including the **Connecticut Community Foundation**, the **Leever Foundation** and the **United Way of Greater Waterbury** have seen first-hand the accomplishments of CCS. They are enthusiastic about the development of BCCS. They have generously and continuously supported the mission of CCS and look forward to helping to support a charter school built on the same mission.

A number of community organizations have participated in volunteer, fund-raising and other activities for Children's Community School, and have pledged continued support and involvement with BCCS. **Peter Blum, District Manager for Junior Achievement of Southwest New England**, has been instrumental forging the link between CCS and Alexion Pharmaceuticals, Inc. for a Junior Achievement program for all grades. **Waterbury AmeriCorps, directed by John Corcoran**, provides mentors and tutors to CCS students, and will continue this productive partnership with BCCS. **Barat DeVicario, Head Teacher and Community Service Coordinator with Washington Montessori School (WMS)**, New Preston, Ct, oversees programs that provide student community service opportunities and opportunities for Waterbury students to continue their education at WMS.

Janet Tanner, a volunteer tutor and financial supporter, has pledged continuing support.

Daisy Cocco DeFilippis, PhD, President of Naugatuck Valley Community College (NVCC), plans to continue the partnership that introduces children to college through visits to the NVCC campus.

Calida N. Jones, Program Director for the Waterbury Symphony Orchestra's BRAVO Waterbury! Program is fully supportive of BCCS and intends to continue this exciting and innovative enrichment activity in the new charter school.

Former CCS student, **Sancha Works**, is one of hundreds of success stories that reflect the soundness of the educational philosophy that underpins BCCS.

In addition, the members of Waterbury's state legislative delegation, **State Representatives Selim G. Noujiam, Anthony D'Amelio, Jeffrey Berger, David Alorando and Larry Butler and State Senators Joan Hartley and Joe Markley**, all endorse the development of BCCS.

Mrs. Maude Pendarvis, grandmother and guardian of a CCS student, has provided a letter of support for BCCS, describing her granddaughter's achievements with the help of CCS's supports.

Daniel Caron, Alexion Pharmaceuticals, has coordinated volunteers from his organization at CCS. He recognizes the value of the kind of education and opportunities BCCS will provide for its graduates.

Press Clippings

An illustrative sample of press articles is provided in Appendix H. These focus on Children's Community School, on which BCCS is modeled.

III. STUDENT COMPOSITION, SERVICES AND POLICIES

1) School Demographics

a) Community, school population to be served, student needs

Describe the community and the student population to be served by the school and the needs of the population.

Waterbury is a city with disproportionate poverty and unmet socioeconomic needs. It is the only city among Connecticut’s five largest cities without a charter school. Waterbury’s poverty, unemployment and educational attainment rates are comparable to those in Ct.’s large urban areas.

Table 8: Key demographics, number of charter schools for 5 largest Connecticut cities

City	Pop.*	Poverty Rate 2010 **	Unemployment rate 2011*	Bachelor’s or higher*	# Charter schools
Connecticut		9.2%	8.9%	36%	17
Bridgeport	144,229	20.8%	13.3%	22%	4 (6 sites)
New Haven	129,779	25.2%	12.8%	35%	5 (7 sites)
Hartford	124,775	32.1%	16.2%	18%	2 (4 sites)
Stamford	122,643	11.1%	7.2%	44%	2
Waterbury	110,366	20.9%	13.9%	19%	0

* <http://www.citypopulation.de/USA-Connecticut.html>, US Census 2010

** Connecticut Economic Resource Center, Inc. www.cerc.com town profiles 2012

Significant minority population -- The population of Waterbury has more than twice the proportion of black, Hispanic and mixed race residents than Greater Waterbury and Ct.

Table 9: Race and ethnicity *

Racial/ethnic category	City of Waterbury	Greater Waterbury	Connecticut
Hispanic/Latino (any race)	31.2%	16.4%	13.4%
White	58.8%	77.2%	77.6%
Black	20.1%	10.4%	10.1%
Other or multiracial	21.2%	12.4%	12.2%

* United Way of Greater Waterbury Community Status Report 2012 and U.S. Census, 2010; percentages do not total 100% because of overlap of categories

Disproportionate poverty -- By every measure for many years, Waterbury has lagged behind Greater Waterbury and Ct. Illustrative data from the United Way of Greater Waterbury Community Status Report 2012 and other sources (as noted) paint a consistent portrait of poverty for Waterbury. Illustrative data in the table, below (**Table 10: Income and poverty**) provide specific examples.

Table 10: Income and poverty

Metric	City of Waterbury	Greater Waterbury	Connecticut
Per capita income ◊	\$22,004		\$37,627
Median household income, 2010	\$40,254		\$67,740
Persons below poverty level, 2007-2011 ◊	20.6%		9.5%
Pct. Families below federal poverty line, 2010	17.8%		6.5%
Pct. Families in poverty with children <18	27.6%		10.4%
Pct. Individuals below federal poverty line+	20.9%	10.9%	9.2%
Pct. Children <18 in poverty	32.6%		12.2%
Pct. Children 5-17 in poverty	36.1%	18.2%	
Pct. Students receiving free/reduced cost meals+	79.8%	20.1%	32.6% *
Food stamp participation, FY 2011 SNAP enrollees as pct. of 2010 population	28.0%	14.6%	9.7%
Female head of household	22.5%		12.4%
Pct. Female-headed households in poverty, 2010	35.7%		19.6%
Unemployment, 2011	11.8%	11.6%	8.8%
Unemployment, Labor Market Area, Dec. 2012 **	12.6%	10.3%	7.8%

+ Average of percentage across school districts in Greater Waterbury, source: United Way of Greater Waterbury

◊ U.S. Census, 2010, <http://quickfacts.census.gov/qfd/states/09/0980000.html>,

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP03

*Connecticut Department of Labor, <http://www1.ctdol.state.ct.us/lmi/unemprateCTUS.asp>

Low educational attainment and school performance -- Educational attainment among Waterbury residents is substantially lower than for Greater Waterbury and Connecticut overall, and higher proportions of Waterbury children are not fluent in English.

Table 11: Language, literacy and educational attainment

Metric	City of Waterbury	Greater Waterbury	Connecticut
Language other than English in the home, age 5+ ◊	31.6%		20.0%
Pct. K-12 students not fluent in English **	11.2%		5.4%
Pct. High school or higher, 2010	78.5%	91.5% (avg)	88.4%
Pct. Bachelors or higher, 2010	16.9%	36.0% (avg)	35.2%
Cumulative high school dropout rate, class of 2008	9.3%	5.9%+	6.8%
Estimated pct. Adults with low literacy	56%		9.0% ++
Pct. PK-12 students receiving special education services in district	15.8%		11.4%
Pct. Kindergartners with preschool experience, 2010-2011	70.4%	81.0%+	83.9%

◊ U.S. Census, 2010, <http://quickfacts.census.gov/qfd/states/09/0980000.html>,

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP03

**Connecticut Department of Labor, <http://www1.ctdol.state.ct.us/lmi/unemprateCTUS.asp>

++ National Assessment of Adult Literacy, 2003, <http://nces.ed.gov/naal/estimates/StateEstimates.aspx>, percent lacking basic prose literacy skills; not necessarily equivalent to low literacy estimate for Waterbury.

All academic performance measures for Waterbury public school students lag behind corresponding measures of residents statewide.

Table 12: Educational performance

Educational metric	City of Waterbury	Greater Waterbury	Connecticut
Pct. 4 th grade students meet state goal in reading, 2010-2011 CMT	42.1%	66.7% +	62.5%
Pct. 4 th grade students above goal in math, CMT^	45%		64%
Pct. 4 th grade students above goal in writing, CMT^	46%		64%
Pct. 8 th grade student above goal in reading, CMT^	37%		69%
Pct. 8 th grade student above goal in math, CMT^	25%		65%
Pct. 8 th grade student above goal in writing, CMT^	40%		67%
Average SAT score, reading^	418		503
Average SAT score, writing^	422		506
Average SAT score, math^	414		508

^ Comparative data for New Haven County, CERC Town Profile 2012, www.cerc.com

+ Average of percentages across school districts in Greater Waterbury

Disproportionate eligibility for free/reduced-cost lunch -- The overall percentage of Waterbury public school students who are eligible for free/reduced lunch (F/RL) in accordance with federal law and regulation is 80.2%; the corresponding rate in Ct. is 36.7%. **The percentage of F/RL-eligible students at the Waterbury elementary school with the lowest rate is still nearly double the overall Ct. eligibility rate.** Data below ([Table 13: Free/Reduced Lunch Eligibility and Racial/Ethnic Mix, Waterbury Elementary Schools, 2009-2010](#)) present an array of Waterbury elementary schools' F/RL percentages in descending order.

Table 13: Free/Reduced Lunch Eligibility and Racial/Ethnic Mix, Waterbury Elementary Schools, 2009-2010

School	Eligible for Free/Reduced Lunch	Not Fluent in English	Percentage Minority				White
			Hispanic	Black	Other	Total Minority	
Waterbury	80.20%	12.00%					
Connecticut	36.70%	7.40%					
Walsh School	93.70%	13.70%	54.70%	37.40%	1.10%	93.20%	6.80%
Driggs School	93.20%	6.90%	55.90%	31.10%	1.10%	88.10%	11.90%
Bucks Hill School	92.60%	10.50%	52.70%	32.90%	1.20%	83.00%	17.00%
Washington School	90.60%	18.20%	69.00%	15.20%	2.30%	86.50%	13.50%
Kingsbury School	90.00%	11.50%	49.00%	33.30%	1.30%	83.70%	16.30%
Wilson School	89.70%	8.30%	54.80%	34.00%	1.00%	89.70%	10.30%
Hopeville School	88.90%	29.20%	61.60%	16.40%	2.90%	80.90%	19.10%
Chase School	85.50%	20.90%	44.80%	25.70%	1.90%	72.50%	27.50%
Sprague School	85.30%	13.30%	60.60%	26.70%	0.90%	88.20%	11.80%
Bunker Hill School	84.70%	6.00%	39.30%	33.20%	2.60%	75.80%	24.20%
Generali School	83.20%	11.70%	40.70%	25.90%	1.40%	67.90%	32.10%
Gilmartin School	81.90%	12.10%	43.80%	24.90%	4.40%	73.10%	26.90%
Regan School	80.40%	7.90%	43.60%	35.40%	1.70%	80.80%	19.20%
Carrington School	77.90%	30.20%	52.60%	17.00%	1.80%	71.50%	28.50%
Cross School	72.80%	5.10%	37.30%	25.30%	4.70%	67.30%	32.70%
Tinker School	71.10%	7.50%	33.90%	21.60%	3.70%	59.20%	40.80%

Connecticut Education Data and Research website

(<http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/SSPReports.aspx>)

The student needs driven by the social and economic constraints facing many Waterbury families are numerous, severe and varied. There is no statistical proxy for the chaos and resultant stress in the lives of many Waterbury children. BCCS is designed to minimize and mitigate the stressors in children’s lives so they can attend to—and excel in—school. In addition to basic needs for a safe and nourishing school environment, students need structure, reliability, optimism and appropriate challenges to develop as learners and as confident and resilient individuals.

Waterbury students’ overarching need is for a pathway out of poverty. There are many intermediate unmet needs that BCCS is dedicated to meeting, including the need for:

- a reliably safe and nourishing environment for learning ;
- the steady presence of caring educators who know the students and provide ongoing personal attention;
- optimal learning and use of social-emotional skills to mitigate the stressors in their lives;
- learning how to learn, based on their individual preferences and learning styles; and
- rigorous academic preparation in a setting with unflagging high expectations for achievement.

Waterbury families need and desire additional choices for their children, in addition to the existing public and private schools.

b) How BCCS will address student populations' needs

Describe how the educational program provided by the charter school will address the needs of the student population.

BCCS will address students' needs through a comprehensive, coordinated and evidence-based program reflecting the founders' educational philosophy. BCCS has the benefit of the more than 40 years of educational success of Children's Community School (CCS), on which BCCS is modeled. The most important features of the BCCS program provide for individualized student attention with a focus on social-emotional and academic achievement. Small class sizes (targeted maximum 17 students), carefully selected and trained professional staff and specialized curricula are among the resources BCCS will bring to bear to ensure every student receives individualized attention. Every aspect of the academic and non-academic curricula will encourage and support character strengths that represent a reliable path to a meaningful and fulfilling life: grit, zest, self-control, optimism, gratitude, social intelligence and curiosity. (1) These will be modeled and reinforced at every opportunity.

BCCS will be a learning environment with high expectations and rigorous demands of its students, along with a high level of caring, support and ongoing personal connection with teaching staff. In order to meet its many academic and non-academic goals, BCCS will have an extended day to 5:30 PM. This will allow for increased instructional time, homework help, tutoring, enrichment activities such as First Lego League robotics program, an on-site music program with the Waterbury Symphony Orchestra (BRAVO Waterbury!) and recreational activities. Students will be served an afternoon snack, and teachers will be on site. A summer enrichment program will also be offered to offset the risk of "summer slide" of academic performance. It will operate for four weeks. It will include academic work, arts and music, and will offer field trips to places such as Barnes Nature Center, the Maritime Center Museum. The summer program features basic skills and project-based learning as a way for students to avoid "summer slide".

c) Grade levels, enrollment plan by year

Describe the grade range and ages the proposed charter school will serve, including grade levels upon opening and the growth plan for each year covered by the charter request.

Ideally, BCCS class size will be limited to 17; there will be two classes at each grade level. In Year 1 BCCS will enroll students in Pre-K, kindergarten and Grade 1. Each year thereafter, the school will add two classes of one further grade. The school will reach full enrollment in Year 8.

Because of expected budgetary constraints as part of the start-up process, we have expanded class size in Year 1 to a maximum of 19 students. If any student leaves during Year 1, a new enrollee will be admitted for that class from the waiting list. The chart below assumes no attrition from year to year (**Table 14: Grade levels, projected enrollment plan by year**). If any attrition does occur among the first-year cohorts from one year to the next, such vacancies will not be filled, allowing class size to shrink to 17 students/class. If any attrition occurs in any year after Year 1 for student cohorts enrolling after the first year, vacancies will be filled from the waiting list.

Table 14: Grade levels, projected enrollment plan by year

Grade	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Yr. 12
Pre-K	38	34	34	34	34	34	34	34	34	34	34	34
K	38	38	34	34	34	34	34	34	34	34	34	34
1	38	38	38	34	34	34	34	34	34	34	34	34
2		38	38	38	34	34	34	34	34	34	34	34
3			38	38	38	34	34	34	34	34	34	34
4				38	38	38	34	34	34	34	34	34
5					38	38	38	34	34	34	34	34
6						38	38	38	34	34	34	34
7							38	38	38	34	34	34
8								38	38	38	34	34
Total	114	148	182	216	250	284	318	352	348	344	340	340

BCCS will initiate aggressive fund-raising efforts to ensure class size can be limited to 17 in Year 2 and subsequent years. Based on our extensive community support and successful fund-raising for CCS, we have every expectation that we will be able to meet our fund-raising goals to meet the higher expenses associated with smaller class size.

d) Rationale for enrollment plan

Provide a rationale for this enrollment plan, including your reasons for choosing to serve the specified grades.

The plan for gradual enrollment growth will ensure seamless progression of students already enrolled in BCCS and will permit measured and deliberative evaluation of curricula and other program features. BCCS will apply to the SBE for a waiver of the charter school total enrollment limit around Year 5.

The reason BCCS chooses to serve the specified grades is because of the evidence in the literature—and the direct experience of CCS—for the powerful benefits of early and concerted intervention in the lives of children from impoverished urban families. Programs to build resilience, optimism and other key character strengths are most effective if started with the youngest children. Early intervention has been shown to prevent a host of behavioral, academic and social problems. BCCS is predicated on the belief that the intensive learning—academic and social-emotional—that takes place through Grade 8 provides a strong foundation for success in grade school, high school and beyond. This belief is borne out in the outcomes achieved by CCS that exceed the outcomes of Waterbury public schools. Reading scores for CCS students are consistently far above scores for Waterbury public school students: 85% of CCS students read at grade level (compared with 42% in Waterbury and 62.5% in Connecticut; Fountas and Pinnell Benchmark Assessments for reading). Parental participation in parent-teacher conferences at CCS is 100%. And CCS’s on-time high school graduation rate for graduates is 92%.

2) Child Day Care Services

a) Provision of child day care services

Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, indicate the age range of the children the charter will serve in the pre-school and the before- and or after-school program respectively.

BCCS will provide a preschool for children who will reach age 4 by Jan. 1 of their preschool year. Before- and after-school programming will not be necessary due to the extended length of the school day. Because BCCS will conduct the Pre-K program, it will not be subject to state regulations for stand-alone day care.

b) Administration of child day care services

Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, indicate the age range of the children the charter will serve in the pre-school and the before- and or after-school program respectively.

BCCS will retain responsibility of the management and oversight of the preschool program, program staff and the children served.

3) Special Education and Section 504 of the Rehabilitation Act of 1973

a) Plan to meet needs of students with disabilities

Describe the school’s plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504), while, at the same time, remain true to the school mission, vision and educational philosophy.

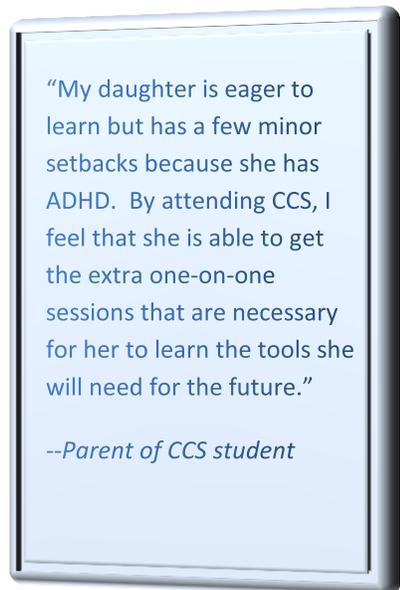
Brass City Charter School (BCCS) will remain true to its mission to create a community of excellence through a rigorous academic program, along with strong social-emotional learning. BCCS is expressly dedicated to meeting the needs of underserved children from Waterbury. Students with diverse learning needs, including students with disabilities, will be provided the supports they need to achieve academic success. The staff will receive copies of IEPs and Section 504 plans for students in their class.

By design, many of the components of the BCCS educational program are of natural support to students with special needs: a fully ADA-compliant building with space allotted for services to be delivered, small class size, a high-quality curriculum and curricular benchmarks, differentiated instruction, classroom accommodations, specialized instruction when necessary, technology- assisted interventions, and volunteer tutors under the teacher’s direct supervision. With the availability of regular assessment data, any child who seems to be struggling will immediately receive in-class intervention according to the three-tiered model for implementing SRBI. Teachers will participate in professional development opportunities to assist them in implementing both the RTI process as well as IEPs.

BCCS will enjoy a strong partnership with the City of Waterbury, Department of Special Education and Pupil Personnel Services which will provide specialized services including evaluations, determinations, and a comprehensive set of certified personnel to provide appropriate services.

b) Responsibility to provide IEPs and Sec. 504 plans

Clearly indicate that the school understands its responsibility to meet the requirements of Individualized Education Programs (IEPs) and Section 504 Plans, and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations and sufficient professional development for staff.



BCCS understands that a charter school is responsible for ensuring that students receive the services mandated in their Individualized Education Programs (IEPs) and Section 504 Plans. The City of Waterbury will initially provide certified personnel to the school in terms of special education teachers, school psychologist, speech and language specialist, occupational therapist, physical therapist, and any other professional deemed necessary to ensure the implementation of the IEP and 504 Plans. The City of Waterbury, Department of Special Education and Pupil Personnel Services will be responsible for retaining all student records pertaining to assessment, IEPs and 504 Plans. A list of classroom adaptations will be provided to the teacher and a copy will be maintained with the Principal and Executive Director.

Faculty will receive annual training on the goals, regulations and procedures supporting 504 and IDEA; which will be documented for compliance with attendance. The Executive Director will also be responsible for working with The City of Waterbury Department of Special Education and Pupil Personnel Services to schedule regular in-services on topics on accommodations and new supports available to students with disabilities within the on-going in-service programs to include at least one program/year. Because of the strong working relationship between BCCS and the City of Waterbury, we have been invited to be an active participant in their ongoing training and in-service programs.

c) System for payment of special education costs

Describe the system by which the charter school will work with the special education student's district of residence to receive reimbursement of the amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school from all sources (for state charter schools only). Describe how special education services set forth in the students' IEPs or Section 504 Plans will be paid.

Initially the majority of services requiring certified special education personnel, OT, Speech Therapy and Physical Therapy will be directly provided and funded by the City of Waterbury Department of Special Education and Student Personnel Services. If in the future, BCCS hires its own special education staff, the City of Waterbury Department of Special Education and Student Personnel Services has agreed to pay BCCS, on a quarterly basis, an amount equal to the difference between the reasonable costs of special education and related services and the sum of the amount received by the charter school from federal, state, local and private sources calculated on a per pupil basis.

d) Policies and procedures for special education

Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services, under either IDEA or Section 504, are referred to their school district of residence or to the charter school staff for evaluation.

In brief, under the requirements of the State 504 regulations, any student with a disability who needs or is believed to need accommodations, modifications, or services not available through existing programs as part of their education at BCCS may be referred by a parent, doctor or other private provider, teacher or other certified school employee to the Executive Director of BCCS or his/her designee, who will be responsible for contacting and coordinating the referral to the City of Waterbury 504 Team for identification and evaluation of the student's individual educational needs.

In addition, many processes exist to identify a student with special needs. The charter school has a system whereby student attendance, behavior and academic performance are regularly monitored. Attendance which will be taken daily by the classroom teacher, is provided to the main office where attendance records are kept. Significant behavior issues are reported to the office and an Incident Form is completed and maintained in a file in the main office. Data teams are responsible for reviewing regularly students' assessments and noting any students who are experiencing difficulties. A team which includes the Executive Director, Principal, and a teacher representative will meet monthly or when deemed necessary, to consider a student's eligibility for Section 504 services.

Before referral of a student to a Planning and Placement Team, Scientific Research-Based Interventions (SRBI) which encompass behavior and social-emotional functioning as well as an array of academic domains will be implemented

according to the prescribed Three-Tiered Model. All interventions will be carefully planned, executed, evaluated for fidelity to the plan, and documented. Any student who fails to respond to Tier III intervention when fidelity to intervention is confirmed, may be referred for a comprehensive evaluation. Parents are encouraged to collaborate with the teacher and other involved staff throughout the process. Parents or school personnel may request assistance from the Executive Director at BCCS for support during this process. The Executive Director will convene the team to work collaboratively with the classroom teacher and parents to develop and document strategies to assist the student within the regular education program. If the student's problems or difficulties persist, a prompt referral to a PPT is made. A referral form is then sent to the City of Waterbury Department of Special Education and Pupil Personnel Services who will initiate the Planning and Placement Team process.

e) Plan to engage special education students' parents

Provide a plan to engage the parents of students with disabilities.

The basic philosophy of BCCS encourages parental support in a child's education. We believe that all students, including those with disabilities, are best helped to reach their full potential when parents, families and schools work collaboratively. Teachers will always attempt to develop a close working relationship with parents of children in their classroom. Foundational to this is the parent, teacher, student conference which will be held four times annually, the first conference being held before the first day of the new school year. Many activities, such as the First Day Celebration, are created intentionally to create a warm and inviting atmosphere in the school. The PTO is another way for parents to be engaged in the school. Parents/guardians of special education students will be given a handbook that provides information for parents/guardians concerning laws, regulations, and policies affecting special education programs and services. Parents will also be given a copy of *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education* one time each year that a child receives special education. (77) BCCS will also give parents a copy of *Parents' Guide to Special Education in Connecticut* (copy in Appendix E). This document will also be available through BCCS's website. Additionally, a copy will be given to a parent/guardian when their child is referred for an initial evaluation or they request an evaluation, they file a complaint or request a due process hearing, or a copy is requested.

Parents also can become actively engaged by supporting the school. For example, they can attend conferences and school events, monitor homework, and communicate to their child the importance of education.

Engagement is a two way process and BCCS recognizes that a child's success is highly dependent on shared engagement in the educational process by school, student, and parent/guardian.

4) Teaching English Language Learners (ELLs)

a) Plan for ELL student access to general education program

Describe a plan that supports a responsive general education classroom that will provide ELL students access to the general education program. General education teachers will use the ELL Framework and "Scientific Research-Based Interventions (SRBI) for ELL students: A Handbook to accompany Connecticut's Framework for Response to Intervention (RTI)" as a resources that will support their ELL students.

The full philosophy and plan is outlined in detail in the BCCS ELL Policy Manual (Appendix F), which explains the responsibilities of the school, the ELL teacher, the classroom teacher, the student and the family. Particular reference is made to the *"Scientific Research Based Interventions for ELL Students"* which is attached to the policy as an appendix. The crosswalk to the Core Curriculum will follow the guidelines outlined on the CT State Department of Education website that provides detailed crosswalks by grade for the core curriculum. (78)

The Common Core State Standards English Language Arts and English Language Learner Framework "Connections" provides recommended modifications of the requirements for meeting each Standard for ELL students. The ELL

student is able to access the general education program through a responsive general education classroom. Initially, BCCS is open to securing a part time ESL teacher to provide consultation to the teacher with an ESL student in his/her class. As the school grows and if the school reaches a critical number of ESL students, consideration will be given to hiring an ESL teacher.

BCCS will also follow the guidelines outlined in the Common Core State Standards for Mathematical Practice and English Language Learner Framework "Connections". [\[PDF\]](#)

b) Plan to identify and serve ELL students

Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving ELL students, administering the mandated annual Language Assessment Scale (LAS) Links assessment and how they will exit from the program. In addition, present how data will be used to inform instruction and how will the school monitor the continued progress of exited ELL students.

The issues are addressed in the BCCS ELL Policy Manual (Appendix F) and included below:

IDENTIFICATION

Step 1: As part of the application process, all families applying to BCCS will be asked the three preliminary questions about potential students:

- What is the first language the child learned to speak?
- What language is spoken the most by other persons in your home?
- What language does the child speak the most at home?

Step 2: If identified in Step 1 or if there is any question, the child is asked to complete a preadmission LAS Links (Language Assessment Scale) to create a baseline that can be compared with the mandatory annual LAS Links assessment and if the child cannot tolerate the formal LAS Links then a final determination may be made by observing the student in a non-structured environment.

Step 3: For all students whose dominant language is other than English in Step 2 a final determination as to their ELL status will be made using the following 3 indicators:

1. Proficiency Interview
2. Standardized English Language Proficiency test
3. The LAS Links (done at step 2) overall combined score within the Level 4 or 5 range will be considered proficient.)

Where applicable consideration of Connecticut Mastery Test (CMT) scores or the Connecticut Academic Performance Test (CAPT), below-average or failing report card grades, academic history, working below grade-level or records from another country.

All indicators in Step 3 will be used in determining whether the student is to be classified as ELL. Failure to meet these indicators will be considered proof that the student does not have the needed English language proficiency and literacy skills to do academic work in English. When this is the case appropriate instructional services will be provided to ensure that the student achieves the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction.

In addition, in compliance with Title III of NCLB all students classified as ELL will be tested annually for English language proficiency and for academic progress. Academic progress will be determined by CMT or CAPT test results and a thorough review of academic progress in the classroom. If the classroom teacher is considering a bilingual program

student ready for exit in the spring, BCCS will administer the DRA K-2 or the CMT/CAPT to be able to use this information as part of the exit criteria.

Following identification the parent or guardian will be informed of the ELL status of the child including their rights to decline services or withdraw their child from services at any point. (see attached parent notification letter, Appendix F)

Exit Standards

In order for English language learners (ELLs) to exit from a program of English language instruction at BCCS the following scores must be achieved:

Language Assessment Scales (LAS) Links: Scores Required in Partial Fulfillment for Exit from Language Services in Kindergarten-Grade 8 are proficiencies at Level 4 or 5 on the LAS Links

While **Connecticut Mastery Test (CMT)** Fourth Generation Grades 3-8 have been used in the past, since these will no longer be administered for the first cohort of BCCS students. BCCS will follow the standards that will be set using the CAPT.

Connecticut Developmental Reading Assessment Second Edition (DRA2) Performance Levels: BCCS will use the following proficiency levels in The Developmental Assessment of Reading performance standards to determine whether English language learners (ELLs), Grades K-2, are ready to exit from a program of English language instruction.

To be eligible to exit an ELL program or discontinue receiving ELL support, a student in kindergarten, Grade 1 and Grade 2 must achieve meet the following year-end proficiency levels on the DRA2:

DRA2 Grade-Level Proficiency Standard

Kindergarten	--Level 4
Grade 1	--Level 18
Grade 2	--Level 28 Nonfiction selection

Annual Linguistic Assessment

In addition to initial identification testing, and per the requirements of NCLB Title III, all English Language Learners will be assessed annually on the LAS Links (in the appropriate form and grade-level test) in the four domains of speaking, listening, reading, and writing, and will have a comprehension score. The results will be recorded by BCCS who then reports them to the Connecticut State Department of Education in late spring (usually May). The CSDE in turn reports to the U.S. Department of Education annually and the state’s AMAO results are calculated.

Annual testing on the LAS Links will take place after January 1 of a given school year. Students who are administered the LAS Links assessment as part of the initial identification process after January 1 need not take the LAS Links again during the given school year. Their initial identification test scores will suffice as their annual assessment scores. BCCS will use alternate forms of the LAS Links each year. BCCS will use the form designated by the CSDE for the given year.

Annual Academic Assessment

In order to comply with federal requirements under *No Child Left Behind*, all English Language Learners at BCCS in kindergarten through Grade 8 will be identified, reported, and annually assessed on the LAS Links. In addition, in order to comply with federal *NCLB* Title I requirements, ELLs in kindergarten through Grade 8 will also be tested annually in reading (i.e., on the DRA/DRA2 or CAPT). In order to comply with *federal and state* legislation,

English Language Learners in Grades 3 through 8 will take an annual academic assessment (CAPT). Because BCCS is in Waterbury which is a Connecticut Priority School District, English Language Learners in kindergarten through Grade 3 will be assessed on the DRA2 per the Priority School District requirements. (Note: For ELL exiting purposes, the DRA2 will not only be used in Grade 2, but also administered in Grade 3 because BCCS is in a Priority School District.)

In order to comply with state requirements detailed in the Bilingual Education Statute [CGS, 10-17f(c)], English Language Learners in kindergarten through Grade 8 who are enrolled in Bilingual Education programs will be assessed annually to measure both their linguistic and academic progress. Therefore, both *federal and state* legislation require Bilingual Education students in kindergarten through Grade 12 to take the LAS Links annually to measure their linguistic progress; *federal* legislation requires that Bilingual Education students (like all ELLs) in Grades 3 through 8 take an annual academic assessment (CAPT); and *state* legislation requires Bilingual Education students in kindergarten through Grade 8 to take an academic assessment annually.

c) Ensuring ELL parents progress reports

Describe the manner in which the school will ensure that it provides parents and guardians of ELL students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. Include a description of the manner in which the school will ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.

For all ELL students it will be the responsibility of the ELL teacher in collaboration with the classroom teacher to ensure that parents or guardians of a child in ELL receive report cards, and progress reports in the same manner and with the same frequency as general education reporting. BCCS will use a certified translator to ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.

All such progress reports and report cards will be explained using whatever translation services are necessary to allow the child to understand the focus, and message of the reports.

All communication from BCCS to families, whether that be by US Mail, e-mail, or automated phone messages will be made available in the primary language of the family to the maximum extent possible. BCCS will contract with translation services as necessary.

d) Responsibility to meet requirements for ELL students

Clear indications that the school understands its responsibility to meet the state bilingual education requirements and federal requirements of ELL students and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, assessments, classroom adaptations and sufficient professional development for staff.

BCCS respects the uniqueness of all students and the languages they speak. To close the achievement gaps that have historically separated ELLs from native speakers of English, BCCS supports the provision of rigorous programs for every student. At BCCS ELLs in general education classrooms will receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student's level of English language proficiency will be taken into consideration and, when necessary, students will be provided extended learning time. All certified teachers, administrators and staff will also be supported in professional development to become more effective when teaching ELLs. BCCS also believes that strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students.

PLAN OUTLINE

BCCS recognizes the following responsibilities as part of this plan:

- All students entering BCCS whose primary language is other than English will be tested for English language proficiency and language dominance
- BCCS will ensure that all ELL students are identified, placed and served in accordance with state and federal requirements;
- BCCS provides appropriate planned instructional ESL and/or bilingual education programs for identified students whose dominant language is not English
- BCCS will ensure that high-quality instruction and alignment with Common Core State Standards and CSDE ELL Framework in ESL and/or bilingual education programs is available to all ELL students
- BCCS will ensure that all ELL students are taught by certified TESOL and/or bilingual educators
- BCCS will classify and report to the CSDE identified ELL students according to their dominant language, program code and LAS Links scores
- BCCS will assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the state standards and conduct an annual review of program effectiveness
- BCCS will provide additional English language support services for ELLs who are not making progress toward meeting the state standards and exit students from ELL status when they meet the state standards
- BCCS will develop partnerships with the parents of ELL students that provide for two-way communication that fosters educational support for these students and their parents
- BCCS will provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively. Native language materials and resources will be available for bilingual education program students;
- BCCS will provide administrators, teachers and staff with ongoing research-based professional development including instructional practices for ELLs in second language acquisition, sheltered content instruction and culturally responsive instruction
- BCCS will provide time for ELL teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction for ELLs
- BCCS will ensure that all ELL students are administered the LAS Links to assess language proficiency and progress in English language acquisition and provide time and appropriate space for TESOL teachers to administer yearly LAS Links to all ELLs, in accordance with federal and state requirements
- BCCS will implement a system of support for all ELL students that includes supplemental and intensive ESL interventions
- BCCS will encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of students' culture and language

BCCS Teachers/Staff Responsibilities

BCCS English as a Second Language Teachers' Responsibilities

- provide ESL instruction to ELL students. The ELL teacher also shares responsibility with general education teachers for ensuring that the ELL students receive content instruction with modifications while learning English
- align Common Core State Standards with *CSDE ELL Framework, K-8* (attached)
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing

- meet the needs of each ELL student according to level of English language proficiency using modifications for ELLs, to support learning the English language as well as mastering content in all academic areas
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students
- provide ongoing support and time to meet regularly with general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes
- serve as a liaison with the parents/guardians of ELL students, their community and the school; an
- administer LAS Links annually to assess language proficiency and progress in English language acquisition of ELL students.

General Education Teachers' with ELL Students Responsibilities

- assume the primary responsibility for the instruction of the ELL students in the class, in partnership with the TESOL and other resource staff;
- align Common Core State Standards with *CSDE ELL Framework, K-8* (attached);
- plan and implement lessons for each content area using sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL teacher and together, collaborate to develop strategies to help ensure academic success in making content areas comprehensible for all ELL students in their class;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- utilize staff development opportunities to increase understanding of ELL students' needs and to learn effective second language acquisition strategies;
- modify tests and assignments giving consideration to the student's level of English language proficiency;
- recognize that students exhibit varying levels of readiness based on age, home environment and experiences;
- set high expectations for all ELL students to ensure earlier and more equitable opportunities to learn to speak, read and write English through extended interactions with teachers and peers;
- encourage parents to read to their children in English or in their native language, where applicable, to develop comprehension skills and provide a literacy-rich environment; and
- value and understand the cultural background of the ELL students and families to make them feel more connected to their classroom and engage families in fostering students English language development.

Family Responsibilities

- stimulate student's oral language skills by involving them in language-rich activities in English or in their native language, where applicable (e.g., conversations, songs, stories, responding to questions);
- encourage student's interest in language by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting listening, speaking, reading and writing;
- use community resources to support student's literacy development; and
- work with teachers to support student's literacy learning in ESL and across content areas.

ELL Students' Responsibilities

- utilize all opportunities to learn and practice English while maintaining their native language;

- work diligently to increase English language skills and apply to academic content areas; and
- seek additional help and support from teachers and parents to ensure linguistic and academic success.

REPORTING

All ELLs at BCCS will be initially tested, their parents notified, and provided with a language instruction education program within the first 30 days at the start of the school year or within two weeks from the enrollment date if the student's enrollment occurs during the school year. Three times per year BCCS will report the number of students in subgroups (e.g., free and reduced lunch, special education, ELL, etc.) to the Connecticut State Department of Education. These large Public School Information System (PSIS) data submissions to the CSDE occur on October 1, January 1, and July 1 of each school year and will usually be performed by department directors and the district data programmers.

Because the October 1 data submission may occur just before the first 30 days of school and because the numbers reported on October 1 of a given school year determine programming (i.e., bilingual education programs mandated by the Bilingual Education Statute) and funding (i.e., Bilingual Grant and Title III allocations) for the following/next school year, BCCS will make sure that all ELLs in the school are reported by the October 1 deadline.

New students who enter the district and are identified as ELL after the October 1 PSIS data submission date will be reported in the subsequent PSIS data submission.

All ELL student information within BCCS's student information system will be kept accurate and up-to-date. This is necessary so that at any given time, reports to the state can be verified; questions and exceptions reports from the state can be answered, corrected, and/or verified; and the district data programmer and various departments and administrators can have access to the most up-to-date and accurate student information. BCCS will ensure that records are updated and checked for accuracy regularly in the BCCS information system in an effort to make data entry and verification for the larger PSIS reports to the state less time-consuming in the weeks prior to the data submissions.

The ELL teacher will also be required to report the annual LAS Links scores of all ELLs at BCCS to the State Department of Education annually by a specific date in the spring (usually in May). The scores will be submitted to the CSDE in an online Web-based application (the ELL Data Application). The CSDE in turn reports to the U.S. Department of Education annually and the state's AMAO results are calculated.

e) Plan to monitor achievement needs of ELL students

Present a detailed plan that addresses how the achievement needs of ELL students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure the needs of ELL students are met.

Because of both the importance of the ELL program as well as the particular vulnerability of these students, BCCS will be vigilant in its ongoing evaluation of both the program effectiveness at the individual student level as well as the program level from a holistic perspective.

- With each classroom "assessment" there will be a meeting with the ELL teacher and the classroom teacher. Parents and/or the student may be included if the ELL teacher and the classroom teacher feel that there are issues that would benefit from input or collaboration on a case-by-case basis.
- In between these formal meetings, ad-hoc meetings will be encouraged on an as needed basis. Such meetings are integral expressions of the school's philosophy of promoting collaboration and the broadest input in to ensuring individual success.
- Each ELL student's homework assignments, projects and assessments will be reviewed holistically, looking for progress in literacy and language skills.

- The ELL teacher will be responsible for soliciting feedback from the family (parents/guardians) regarding the child's progress at home, sense of struggle or mastery and other feedback thought appropriate by the parents/guardians.
- The ELL teacher will be responsible for soliciting feedback from outside classroom sources (volunteers, BRAVO Waterbury! program, Befriending the Brain Program, etc.) as part of these discussions.
- The Executive Director will be responsible for routine scheduled classroom observation to evaluate the program effectiveness as well as the particular ESOL teacher's skills.
- The entire ELL program will be reviewed no less frequently than annually with respect to its success in meeting the goals outlined at the beginning of this document with modifications and timelines for changes and improvements documented and added to this plan.

5) Admissions Policy and Criteria

a) Student admission policy and criteria

Describe the student admissions policy and criteria.

Like all public schools, there are no admissions requirements for admission to Brass City Charter School. Admissions for the Brass City Charter will be by blind lottery, as specified by Connecticut statute. BCCS is not seeking a waiver at this time of any applicable laws relating to admissions. All children in Waterbury will be eligible. Preference will be given to siblings. We will target recruitment most aggressively in the city's poorest neighborhoods. Students entering pre-kindergarten (students eligible for kindergarten the following year), kindergarten, and grade 1 will be eligible for the school's first lottery. Waitlist applications will be accepted on a first-come, first-served basis in order to fill spots that may become available throughout the year. After year 1, admission will be open to Pre-K students (eligible for kindergarten the following year), and at other grade levels, waitlist applications will be accepted on a first-come, first-served basis in order to fill spots that may become available throughout the year.

b) Public information about student recruitment process

Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body.

Upon notification that the application for Brass City Charter has been approved, the recruitment process will begin immediately for the 2013-2014 school year. BCCS will advertise in outlets including but not limited to: local newspapers (*Waterbury Republican American, El Canillita, Waterbury Observer*), radio programs, public access television, social media and communications from local religious organizations. Advertising and outreach by school personnel will be focused in the poorest neighborhoods (see [Figure 3: BCCS target census tracts, Waterbury, Ct.](#), below). We will engage the assistance of the broad array of community organizations that support the development of BCCS to notify their constituents (churches, school readiness programs, local health centers, local family service providers and foundations). All publications will be printed in English and Spanish. We will hold a well-publicized open house. The school will have a website that provides information about the school and the enrollment lottery. After the first year, public advertisement will begin after the first of the calendar year. The open house will take place in February.

The specific timetable for the launch of initial advertising efforts will depend on when charter status is granted. We expect a severely condensed timetable for the student recruitment process for Year 1 (2013-2014). Please see the table below for a timetable of student recruitment and enrollment ([Table 15: Timetable for student recruitment and enrollment, Years 1 and 2](#)).

c) Student admission process, timetable

Describe the process and timetable to be used for admitting students, including a plan for the admission lottery or other random selection. Include how the school will enroll students during the year if spaces become available.

Upon notification that BCCS is awarded a charter, publicity will begin immediately and applications accepted. A lottery will be held, if needed, at a date to be determined depending on the notification date.

In all but the first year of BCCS operation, applications will be accepted until the end of February and the lottery will be held on or before March 15. After year 1, admission will be open to Pre-K students (reaching age 4 by January 1 of their preschool year), and at other grade levels, waitlist applications will be accepted on a first-come, first-served basis in order to fill spots that may become available throughout the year.

We propose a student admission process in accordance with the following timeline:

Table 15: Timetable for student recruitment and enrollment, Years 1 and 2

Admission Step	Year 1 (2013-2014)	Year 2 (and subsequent)
Charter approval	June 2013	n/a
Public advertising of open lottery Newspaper, church newsletter, radio, TV ads Social media Community organization engagement	June 2013	December 2013
Open house event(s)	June 2013	February 2014
Lottery and notification of incoming students	Late June-early July 2013	March 2014
Enrollment	Late August 2013	Late August 2014

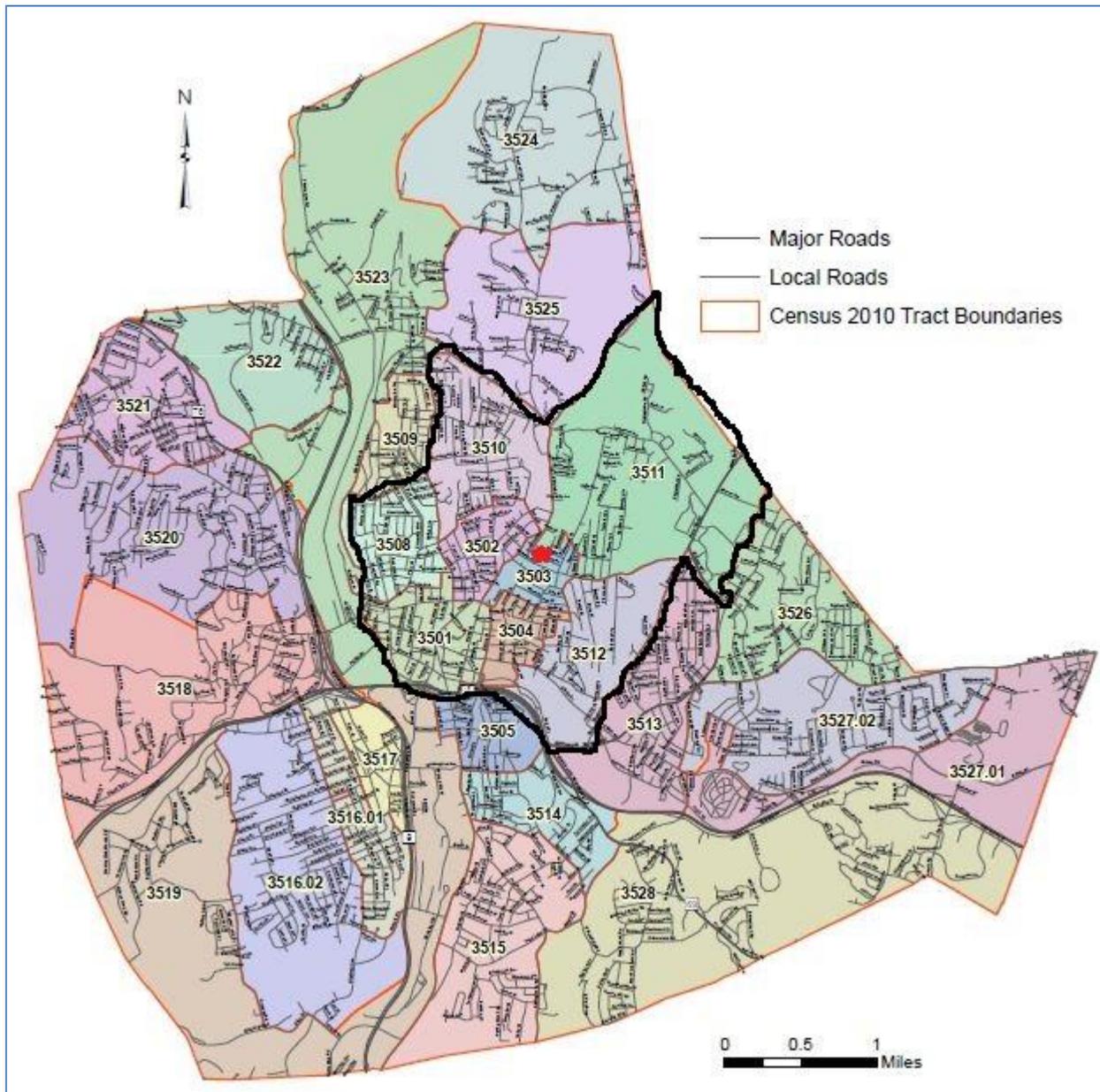
d) Plan to attract, enroll, retain target students

Discuss the capacity of the school’s plan to attract, enroll and retain students from among the populations described in Section 32(c)(A)(i) to (A)(v) of Public Act 12-116.

Waterbury is a high priority school district, in which most students receive free/reduced lunch (more than 80% citywide). Our intent, indeed our mission, is to have a school that targets enrollment of low-income students in Waterbury. The school, inspired by the model of Children’s Community School, will, as CCS has done for more than 40 years, be home for low-income students. As stated above, the recruitment and enrollment processes will ensure our faithfulness to this mission.

BCCS will be open to children throughout the Waterbury public school district. The school has defined a target population to include children residing in some of the poorest census tracts in Waterbury. The proposed location for BCCS, at 58 Griggs Street, is located in census tract 3503, at the approximate mid-point of BCCS’s target area. BCCS will focus marketing efforts toward families around eight contiguous census tracts, 3501, 3502, 3503, 3504, 3508, 3510, 3511 and 3512, outlined on the map, below: (Figure 3: BCCS target census tracts, Waterbury, Ct.)

Figure 3: BCCS target census tracts, Waterbury, Ct.



Source: Council of Governments Central Naugatuck Valley,
http://www.cogcnv.org/PDF/Census2010/wtby_census_tracts_2010.pdf

★ Approximate site, Brass City Charter School, 58 Griggs St., Waterbury, Ct.

The median household income for all of Waterbury is \$40,254 (compare with \$67,740 for Ct.). The census tracts in Waterbury report median household incomes that are almost all below the state median. The eight census tracts where BCCS will target student recruitment are highlighted:

Table 16: Waterbury census tracts, all and target census tracts, by median household income

CENSUS TRACT	MEDIAN HOUSEHOLD INCOME
3501.00	\$10,745
3505.00	\$21,085
3503.00	\$22,188
3502.00	\$23,480
3517.00	\$24,339
3522.00	\$25,727
3504.00	\$25,859
3512.00	\$28,386
3510.00	\$32,802
3514.00	\$34,177
3508.00	\$36,071
3511.00	\$36,855
3524.00	\$37,817
3523.00	\$39,286
3513.00	\$41,607
3526.00	\$43,975
3516.01	\$44,080
3525.00	\$45,238
3527.01	\$46,029
3528.00	\$46,409
3527.02	\$50,685
3516.02	\$50,984
3518.00	\$51,199
3521.00	\$58,973
3515.00	\$59,478
3519.00	\$70,774
3520.00	\$79,526
3509.00	\$80,547

Source: <http://www.usa.com/waterbury-ct.htm>, based on 2010 US Census

BCCS will coordinate mailings to families in high-priority neighborhoods with the Waterbury Public School District. The District will provide mailing lists, and BCCS will create and mail flyers in English and Spanish. BCCS will publish notices about the BCCS enrollment lottery in local newspapers including but not limited to the *Waterbury Republican American*, *El Canillita* and the *Waterbury Observer*.

Drawing on our extensive community connections, BCCS will distribute notices to a broad range of organizations in high-priority neighborhoods including but not limited to Grace Baptist Church, Sacred Heart Church, Catholic Charities, day care providers, school Readiness programs, the Police Activity League of Waterbury (PAL), New Opportunities, Inc., Staywell Health Centers and other community organizations. We will partner with the United Way of Greater Waterbury to reach the many service organizations in Waterbury affiliated with United Way.

At the BCCS open house, to be scheduled as soon as possible after notification of the granting of BCCS's charter, and in advance of the enrollment lottery, there will be BCCS staff available to answer parents' or guardians' questions in Spanish and English.

The CCS model has been very successful retaining students. We expect minimal attrition among BCCS students from year to year, based on CCS's experience. For example, last year six CCS families withdrew their children from CSS; all were because the families moved away from Waterbury. This experience, with an attrition rate around 7%, is typical. This happens because of the carefully crafted culture of the school: children are known and feel safe and cared for by a committed faculty and staff, class size is small, parents are welcomed and are made to feel at home, and families feel pride in a school of high expectation and rich resources that they believe is preparing their children for a bright future. Strong community outreach will let us build a large group of volunteers who will mentor and tutor students thus helping in individualizing student's learning experiences.

e) Non-discrimination of admissions policies

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

Admission is by application through a free and open lottery process, which does not allow for discrimination. Applicants who are not selected in the lottery will be placed on a waiting list in the order of their selection in the lottery. At the close of each school year, the existing lottery-based waiting list will be voided, then started afresh from the next lottery. BCCS is prepared to enroll students with varying levels of school readiness, learning abilities and English language skills. BCCS's enrollment lottery will be conducted in accordance with the spirit and letter of the applicable Connecticut General Statutes. BCCS will give preference to siblings of enrolled students, as permitted by law.

BCCS is firmly committed to non-discrimination in all its policies. The bylaws of the Board of Directors specifically state BCCS shall *"be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability."* (See Governing council bylaws, Chapter VI.)

f) Provision of diverse educational experience

Describe how the charter school will seek to provide a diverse educational experience for students.

The curriculum will be rich in culturally sensitive materials and experiences and free from bias. Students will be provided experiences beyond the school through field trips that expose students to a wide range of experiences and people. Our extended day programs such as BRAVO Waterbury! will have a profound effect on students' exposure to diverse experiences as will the summer program that will have as its mission exposure of children to experiences in the broader community. Affirmative action hiring will allow students to see themselves in the adults who teach them. The staff must reflect the global community that our students will enter. We will also seek out wide range of diverse volunteers from the community to broaden the educational experience of our students. We believe that it is a very powerful experience for students to have as teachers, mentors, and volunteers individuals who represent their own communities and who are highly accomplished.

g) Efforts to reduce racial, ethnic and economic isolation

Describe the efforts the charter school will make to reduce racial, ethnic and economic isolation. Consider possible programs (e.g., curricular and extracurricular and/or student teacher recruitment).

The charter school will reduce racial, ethnic and economic isolation through an array of features and initiatives including by:

- exposing children to a wide range of culturally sensitive, non-biased materials;

- affirmative action in hiring to expose students to successful people who represent the global community;
- field trips outside of their city to broaden students experiential base;
- partnering with other schools that represent children of different backgrounds than the students at BCCS;
- offering programs like BRAVO Waterbury! that will introduce students to the arts community that they might not naturally have access to; and
- preparing students to compete in the global marketplace as productive adults.

6) Student Discipline Policies

a) Student behaviors that trigger disciplinary action

Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts, including expulsion and suspension (in- and out-of-school).

Ruby Payne, in her breakthrough book on poverty, states that one aspect of generational poverty is that discipline is NOT about change. (79) Acknowledging the high suspension rates particularly among minority students in CT, and recognizing that students who have been suspended are more likely to drop out of school and commit acts of juvenile delinquency, BCCS will do everything in its power to engage at-risk children to help them change behavior and experience as much continuity of learning as possible.

BCCS will be modeled on Children's Community School (CCS) and expects to achieve similar results with respect to attendance and appropriate behavior. Discipline and attendance issues are rare and generally of minor severity.

BCCS will open with Pre-K through grade 1 students. The following policy guides the discipline for very young children:

Discipline Guidelines

Teachers and staff at Brass City Charter School will have the following goals:

- That each child has an opportunity to learn in a safe environment.
- That each child accepts responsibility for his/her own actions.
- That each child shows courtesy and respect to all members of the school community.
- That each child respects and cares for the school building and all school property.

Teachers and staff will work to design an environment that fosters academic and social growth and prevents challenging behaviors. Teachers and staff will use positive techniques that encourage pro-social behavior and self-control. Consistent, clear rules are to be developed within each classroom and challenging behaviors managed by the use of techniques such as logical consequences, redirection, problem solving and the reinforcement of good behavior. Teaching staff will assist children in resolving conflicts by helping them identify feelings, describe problems and try alternative solutions. As needed, teachers may consult with the executive director or school counselor for strategies to manage challenging behaviors.

That being said, a student may be disciplined with in-school suspension, suspension and ultimately expulsion for:

- Endangerment to Persons/Property (violence, weapons, drugs distribution)
- Serious Disruption (behavior that markedly interrupts or severely impedes the operation of a school)
- Evidence of Previous Disciplinary Problems (history of previous disciplinary problems)

Mitigating circumstances must be considered, including:

- Intensity of all or any offences

- Age, grade and developmental level of the student
- Learning/behavioral support provided to the student (e.g., special education, Section 504, etc.)
- Student's discipline history and likelihood of repetition
- Student's intent and expressed reasons for behavior
- Student's academic progress and relative risk of lost instruction
- Interpretation of culture and communication factors
- History of school and family collaboration in supporting positive behaviors

A full description of offenses and escalating levels of discipline intervention follow the state and city guidelines, especially those outlined in the City of Waterbury *Safe School and Positive Climate Handbook* approved by the City of Waterbury board of Education for the 2012-2013 school year. See Appendix G, *BCCS Safe School and Positive Climate Handbook* on Guidelines for Decisions about Discipline.

b) Policies for expulsion, suspension

Describe the school's policies regarding student expulsion and suspension (in- and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended.

BCCS has modeled its *Safe School and Positive Climate Handbook* (Appendix G) on the guidelines developed and approved by the City of Waterbury for the 2012-2013 school year. The handbook provides extensive detail of the school's policies regarding student expulsion and suspension (in- and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended. BCCS's policies will follow the state and city guidelines as those may change from time to time.

Further detail is available in Appendix G, *BCCS Safe School and Positive Climate Handbook*, Article 1: Exclusion from School for Disciplinary Purposes, Article 5: Discipline and Article 6: Discipline Policies for Pupils with Disabilities.

In the very unlikely event that a student is expelled, the student will be offered an alternative education program as provided by the City of Waterbury.

c) Due process in applying discipline policies

Include the due process procedures the school will follow in applying the discipline policy for all students, including students identified as eligible for special education.

BCCS is committed to following the spirit and letter of all due process requirements that apply. A full description of the school's policies regarding the due process procedures for all students, including students identified as eligible for special education, are presented in extensive detail. Please see Appendix G *BCCS Safe School and Positive Climate Handbook*, Article 5: Discipline and Article 6: Discipline Policies for Pupils with Disabilities.

d) Qualifications of administrator performing expulsions, suspensions

Include a description of the proposed qualifications and certification endorsement of the certified administrator that will perform student expulsion and suspension.

Student expulsion and suspension will be performed by the principal, a BCCS administrator who will hold a 092 certification. Appeal by the family can be made to the Board of Directors. The full description for the principal is included in Chapter IV, Job descriptions, all certified charter school staff.

e) Plan to staff in-school suspensions

The plan explains how in-school suspensions will be staffed by properly state-certified personnel, including an allotment of space for services to be delivered in the facilities plan.

In the event that a child is in in-school suspension, a certified teacher would supervise the child in a separate distinct and designated space as outlined in *the BCCS Safe School and Positive Climate Handbook*, Article 1, Section 3: In-School Suspension.

7) Student Health and Welfare

a) Plan for provision of health, welfare services

Describe the school's plan for the provision of health and welfare services to students [school nurse (Section 10-212 of C.G.S.), vision and hearing screening (Sections 10-214 of C.G.S.), immunization requirements (Section 10-204a of C.G.S.) and mandatory health assessments (Sections 10-206 and 10-206a of C. G.S.)]. Discuss what services will be provided and who will provide them. Indicate how the school intends to comply with applicable health and welfare statutory requirements.

The City of Waterbury will provide a nurse or nurse practitioner to BCCS who is responsible to ensure compliance with all applicable requirements for health assessments and immunizations, first aid, and other activities with the clinician's scope of practice.

If a BCCS student requires medication administration, the school nurse will provide assistance in accordance with the requirements outlined in the Connecticut Public Health Code (Sec. 10-212a-2). The City will also make available vision and hearing screening. The school nurse or nurse practitioner will be responsible for health and welfare activities, and documentation of those activities, in accordance with C.G.S. Section 10-212.

BCCS will, as required by law, require that all students' health be assessed in accordance with the requirements set forth by the Connecticut Department of Public Health. For students eligible for Free/Reduced price meals, the cost of health assessments will be covered by the City of Waterbury.

IV. SCHOOL VIABILITY AND ADMINISTRATION

1) Human Resources Policies and Information

a) Hiring and dismissal criteria and standards

Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff.

Hiring standards

BCCS will aim to hire exemplary professionals with a deep commitment to education and to underserved students, who believe that they have the opportunity to change the trajectory of a child's life through hard work and an enduring belief in each child's potential. Teachers and other staff members will embrace a "no blame" culture where professionals take responsibility for children's success. BCCS will address the goal of ending racial, ethnic, and economic isolation through the active recruitment of a diverse faculty and staff.

BCCS adheres to the principle of equal opportunity. Staff is employed on the basis of qualifications and competence, education, experience, personal qualities, evaluation of previous employers and other references. The School makes employment decisions based on merit and the School's needs, and not on race, color, citizenship, or mental disability, marital status, veteran status, or any classification protected by the law. BCCS will not tolerate any form of discrimination. Any employee, including a manager or supervisor, involved in a discriminatory practice, will be subject to immediate discipline, up to and including termination of employment.

The School's non-discrimination policy applies to all areas of employment, including recruitment, hiring, training, and development, promotion, transfer, termination, layoff, compensation, benefits, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws.

Hiring process

All vacant positions will be publicized in a manner to enable the most diverse selection of candidates who are suitably qualified to apply for positions. Such advertising will also ensure that as many candidates as possible get the information and apply for opportunities. BCCS believes that this leads to selection of the best personnel through a competitive and open process. The advertisement will comply with all BCCS policies and requirements relating to advertising. Advertisements for positions will contain specific information regarding qualifications and clear indication as to whether a position has actually been authorized or is contingent upon budgetary or other administrative considerations.

The executive director is responsible for hiring all staff and will lead a collaborative staff selection committee. The selection committee will be composed of the executive director, principal, a teacher and anyone deemed appropriate and at the discretion of the executive director.

All applications and inquiries for vacant positions will be acknowledged promptly and courteously (within two weeks of receipt, if possible), and each applicant will be informed as to the initial action on the application or inquiry. As candidates are eliminated, they will be notified promptly and courteously. Unsuccessful candidates who wish to ask how their chances might have been improved will be afforded a helpful response whenever possible but the selection committee is not obliged to disclose the reasoning leading to its ultimate choices.

The selection process will be carried out following the essential and established policy of merit and non-discrimination. Applicants' skills, knowledge and behaviors will be assessed and matched with the relevant requirements. All applicants for a vacancy will be treated equally with a fair chance of consideration.

The recruitment and selection process will be done with utmost confidentiality. There will be no collusion between any applicant and the management. The selection committee will not leak any information on the proceedings of recruitment and selection to the candidates. Any member of the selection committee with an existing relationship with a candidate, a family member, close friend or business partner, will disqualify him/herself from the committee to avoid compromising the confidentiality of the process.

For teaching positions the recruitment criteria will include consideration of:

- Certification
- Résumé and written responses: Experiences and philosophies on classroom culture, instructional planning, teaching in an urban school and achieving goals.
- Phone conversation: Further explanation of previous experience and application responses.
- Guest lesson and in-person interview: Ability to lead a 25-45 minute class with a prepared aim and agenda, brief mini-lesson, guided practice, independent practice and "exit ticket" or assessment. BCCS looks for classroom management instincts, overall teacher personality and lesson delivery. After the lesson, there will be a meeting with the recruitment team.
- References: Impressions from former managers and colleagues about student achievement, character, personal effectiveness and team work.

For all other positions, the following will be considered:

- Résumé: Experiences, skills, achievements and training
- Phone conversation: Further explanation of previous experience and application
- In-person interview: Meeting with various members of the recruitment team using both standard template questions and open ended questions.
- References: Impressions from former managers and colleagues about achievements, character, personal effectiveness and team work.

Once a candidate is accepted, before they start, they will be required to show proof of certification and all required immunizations and will also be required to submit to a state and national criminal history record check. The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. Final decision on hiring is contingent on this process.

Dismissal criteria

BCCS believes each employee should be treated and respected as an individual. Therefore, employee misconduct is approached in a case-by-case manner. It is our general practice to use progressive disciplinary counseling procedures between the employee and executive director. Some serious incidents of misconduct may warrant immediate discharge from employment, but whenever possible, misconduct will be approached with counseling before termination of employment is considered. When possible and appropriate, the steps of progressive discipline will be as follows:

- A verbal warning giving clear guidelines for corrective action and potential consequences.
- A written warning with the infraction and required corrective action specified.
- Probation, suspension or termination of employment.

When disciplinary action is required, the executive director may elect a written reprimand, suspension without pay, disciplinary probation, or termination. Documentation of the written reprimand or other disciplinary action will be made part of the employee's personnel file.

BCCS reserves the right to enter into any level of disciplinary action including termination, based upon the severity of the offense and the employee's past work record. This policy in no way alters the at-will employment policy; that is, the employee or the School may terminate the employment relationship at any time and for any reason.

Grievances may be put into writing and submitted directly to the President of the Board of Directors for final review. Contact information for the Board president will be provided by the BCCS administrative assistant.

In addition to the hiring standards and policies applicable to all BCCS employees, teachers and administrators will be evaluated by the guidelines drawn up by the Performance Evaluation Advisory Council (PEAC) approved by the State Board of Education June 27th, 2012.

The full extent of the evaluation process as described in detail within that document will be followed in its entirety. In the case of a teacher whose performance is developing or below standard, an individual teacher improvement and remediation plan will be developed collaboratively with such teacher that (A) identifies resources, support and other strategies to be provided by the school to address documented deficiencies; (B) indicates a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and (C) includes indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Any teacher's continued performance below standard after the provision of such collaboratively developed plan will be considered grounds for dismissal.

Administrators will be subject to the four-level matrix evaluation plan outlined in PEAC.

In the case of an administrator whose performance is developing or below standard, an individual administrator improvement and remediation plan will be developed collaboratively with such administrator

that (A) identifies resources, support and other strategies to be provided by the school and board to address documented deficiencies; (B) indicates a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and (C) includes indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Any administrator's continued performance below standard after the provision of such collaboratively developed plan will be considered grounds for dismissal.

Code of Professional Responsibility for Educators

Consistent with applicable law, the Code of Professional Responsibility for Educators shall also serve as a basis for decisions on issues pertaining to employment. The professional educator, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;

(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

Responsibility to the profession

The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

Responsibility to the community

The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

Responsibility to the student's family

The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

Unprofessional conduct

The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students.
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- (C) Misrepresent his, her or another's professional qualifications or competencies;
- (D) Sexually, physically or emotionally harass or abuse district employees;
- (E) Misuse district funds and/or district property; or
- (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

The professional educator, in full recognition of the public trust vested in the profession, shall not:

- (A) Exploit the educational institution for personal gain;
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- (C) Knowingly misrepresent facts or make false statements.

Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct advice should be sought from the executive director of the school.

b) Staff size, teacher-to-student ratio

Describe the targeted staff size and the teacher-to-student ratio aligned to the school mission, students served and budget.

We know that school resources matter and matter most for minority and free lunch students and this is particularly true for class size. We endorse small class size. The target size for each class is 17 children with a teacher and assistant through grade 4. Grades 5 through 8 will have one shared assistant per grade level. In addition, reflecting the BCCS philosophy, the staff will include a part time school counselor, physical education teacher, art teacher, library/ technology specialist and afternoon enrichment staff.

This staff reflects the staff for the early years of the charter. As grades are added, personnel will increase.

c) Job descriptions, all certified charter school staff

Provide job descriptions of all certified charter school staff.

Job descriptions and specifications are provided in the following pages for the two certified staff members, principal and class teacher.

BCCS will also have an Executive Director, to whom the Principal will report. This position is critical in the leadership of BCCS. A job description and specifications for the Executive Director are also provided.

JOB DESCRIPTION

School: Brass City Charter School	Location: Waterbury, CT
Job title: Principal	

Job Purpose
<p>To cultivate a high achievement academic environment. To demonstrate exceptional teacher leadership To facilitate excellent professional development To serve as an active member of the school leadership To promote the aims and objectives of the school and maintain its philosophy of education articulated within the Vision and Mission of BCCS. To evaluate teachers annually. Responsible for suspending /expelling students</p>

Main duties and responsibilities
<ul style="list-style-type: none"> • To energetically live out the vision and mission of the school in terms of commitment to the school, continuous demand of high expectations, commitment to fairness and on-going development of character and grit among students, commitment to continuous self-improvement, collaboration and the highest professional standards in interactions with children, colleagues and parents. • To ensure high standards of achievement for all students • To ensure an orderly, motivational and aspirational culture where teaching and learning thrive • To create a shared vision among all teachers of collaborative, innovative instruction • On-going improvement of teaching for all staff through a variety of strategies, including: regular lesson observations; targeted feedback; regular use of data; collaborative planning and enquiry, regular program of training; support strategies including coaching and mentoring • Implement evaluation processes in accordance with the guidelines developed by PEAC, (SEED) and CCT • Systematic use of formative assessment data to guide learning support and drive instruction, curriculum and professional development • Model outstanding instruction for teachers • Collaborate with grade teachers/teams to plan units, lessons and assignments and regularly share feedback • To ensure that the curriculum is aligned with the Common Core and the CT State Frameworks for Content Areas. • Strong and responsive special education programming to ensure success in school for ELL students and students with special needs, including compliance with special education laws • Ensure alignment of students, teachers, staff and parents around the school's values and approach • Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the focus of teaching and learning in the classroom • Create culture that motivates students through; transformative relationships between students and teachers; student success in achieving worthwhile and challenging goals; a strong sense of community in the school; a variety of activities and student cultural production through exercise activities, arts and music. • Mutually supportive relationship with parents, characterized by good communication strategies and involving parents where possible in the life of the school • Responsible for maintaining a student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate

- Ultimate responsibility for teacher evaluation
- Coordinate and manage creative, inspiring professional development sessions in line with school goals and priorities
- Write thorough, thoughtful, actionable Professional Growth Plans (PGPs) for teachers
- Direct the interim assessment process to ensure teachers are using current data to drive instruction; facilitate regular, meaningful interim assessment data debriefs with teachers
- Lead staff trainings at start and end of school year and on professional development days
- Responsible for decisions on all student suspensions and expulsions
- To attend professional workshops that work for the improvement of early childhood education
- To maintain confidentiality about children, their families, and other employees outside the school
- To promote the ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognize health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

PERSON SPECIFICATION

School: Brass City Charter School		Location: Waterbury
Job Title: Principal		Salary range: TPS
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	CT Department of Education 092 Certification or Charter School MA	
Knowledge (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> • A clear understanding of the mission and vision of the school and its role in maximizing the developmental opportunities for the children. • Exemplary instructional and classroom management skills • Proven track record of meeting the highest standards for student achievement • Experience with the PEAC guidelines SEED and CCT • Demonstrated ability in data analytics, and presentation • Commitment to accountability, including a rigorous student and teacher evaluation system • Commitment to the academic goals and philosophy of BCCS • Demonstrated success in encouraging parental involvement • Demonstrated organizational skills • At least 3 years in an academic administrative role • Excellent communication skills with diverse constituents (teachers, parents, children, board members) • Clear writer, facilitator and public speaker • Team player: humility, integrity, and strong work ethic • Intellectual passion for curriculum development, assessment methodologies and models of instruction • Strong and energetic belief in BCCS, its values mission and educational model 	At least 5 years in an academic administrative role
Skills and Abilities	<ul style="list-style-type: none"> • Strong analytic skills • Experience leading and managing adults • Proven high level organizational and planning skills • Ability to prioritize and manage time effectively. • Ability to work as part of a team • Ability to provide leadership, supervision, feedback, coaching and mentoring 	
Work-related Personal Requirements	Possesses passion for education reform and commitment to serving children in underserved communities	

JOB DESCRIPTION

School: Brass City Charter School	Location: Waterbury, CT
Job title: Class teacher	

Job Purpose
<p>To carry out professional duties and to have responsibility for an assigned class. To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. To promote the aims and objectives of the school and maintain its philosophy of education articulated within the Vision and Mission of BCCS.</p>

Main duties and responsibilities
<ul style="list-style-type: none"> • To energetically live out the vision and mission of the school in terms of thoroughness of preparation, continuous demand of high expectations, commitment to fairness and on-going development of character and grit among students, committed to continuous self-improvement, collaboration and the highest professional standards in interactions with children, colleagues and parents. • To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children’s learning. • To plan and prepare lessons in order to deliver the Common Core Standard Curriculum ensuring breadth and balance in all subjects and ensure the attainment of state learning standards and the additional specific grade-by grade learning standards set forth in the charter • To utilize data from BCCS Interim Assessments to drive instruction and intervention • Prepare students adequately for all required assessments. • To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations. • To collaborate with peer faculty around lesson plans • To provide an inviting, exciting, innovative learning environment • To hold all students accountable during transitions, meals, school trips and other events. • To organize and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities. • To plan opportunities to develop the social, emotional and cultural aspects of pupils’ learning. • To maintain a regular system of monitoring, assessment, record-keeping and reporting of children’s progress. • To prepare appropriate records for the transfer of pupils. • To ensure effective use of support staff within the classroom, including volunteers and aides. • To participate in staff meetings as required. • Contribute to the development and co-ordination of a particular area of the curriculum. • To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements. • To exemplify BCCS’s core values in all interactions with students, families and colleagues • To communicate and consult with parents over all aspects of their children’s education – academic, social and emotional. • To liaise with outside agencies when appropriate e.g., Educational Psychologist. • To continue professional development, maintaining a portfolio of training undertaken. • To accept and incorporate feedback and coaching within the supervisory structure of the school • To collaborate with coach and school team to improve instructional, culture-building and leadership skills • Attend all professional development, team planning and data analysis meetings. • Participate enthusiastically in structured and informal learning and development opportunities • To meet with parents and appropriate agencies, to contribute positively to the education of the

children concerned.

- To attend professional workshops that work for the improvement of early childhood education
- To maintain confidentiality about children, their families, and other employees outside the school
- To promote the ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognize health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

PERSON SPECIFICATION

School: Brass City Charter School		Location: Waterbury
Job Title: Class teacher		Salary range: TPS
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	Qualified teacher status (Certification) BA Praxis I and Praxis II Track record of producing dramatic, measurable gains in student achievement	MA At least 2 years teaching experience
Knowledge (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> • A thorough up to date knowledge of the range of teaching, learning and behavior management strategies and how to implement them effectively. • A thorough understanding of the national curriculum and a range of assessment requirements and arrangements. • Strong writing and communication skills • Strong classroom management and instructional skills • Know how to use local, national and statistics to evaluate the effectiveness of teaching. • Knowledge and understanding of the potential of computer technology to enhance the curriculum. • Know the legal requirements, national policy and guidance on the safeguarding of children. • Mastery of and enthusiasm for subject material • Proven ability to lead by example • Team player 	Thorough knowledge and understanding of the National Curriculum, Foundation Stage and National Strategies for Literacy and Numeracy
Skills and Abilities	<ul style="list-style-type: none"> • Impeccable Professional Values • Humility and receptiveness to feedback • Determination and focus on successful student achievement • Commitment to personal development and lifelong learning • Ability to prepare and plan effectively. • Good organizational skills • Ability to prioritize and management time effectively. • Ability to work as part of a team 	
Work-related Personal Requirements	Possesses passion for education reform and commitment to serving children in underserved communities	

JOB DESCRIPTION

School: Brass City Charter School	Location: Waterbury, CT
Job title: Executive Director	Salary range:

<p>Job Purpose</p> <p>To develop, formulate and revise guidance documents in school finance, program planning, and educational review in partnership with the policy direction of the Board and in accordance with federal and state laws To specify actions required and to detail how the school will operate. To provide leadership to the school employees and members of the community, and oversee an accountable system to manage the achievement of student, staff and Board goals, as well as the continuous and more formal annual improvement plans and objectives To communicate mission, vision, and operating principles and policies to all levels within the school, the government, the community served by the school, and state organizations and agencies. To ensure that all programs are conducted in compliance with policies and procedures, rules and regulations outlined by state and federal statute and agencies. To cultivate a high achievement academic environment. To demonstrate exceptional teacher leadership To facilitate excellent professional development To promote the aims and objectives of the school and maintain its philosophy of education articulated within the Vision and Mission of BCCS.</p>

<p>Main duties and responsibilities</p> <ul style="list-style-type: none"> • To energetically live out the vision and mission of the school in terms of commitment to the school, continuous demand of high expectations, commitment to fairness and on-going development of character and grit among students, commitment to continuous self-improvement, collaboration and the highest professional standards in interactions with children, colleagues and parents. • To ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance • To report to the board about the status of programs. • To recommend actions and alternatives to the board. • To act as liaison between the school board and school staff. • To inform the board about rules and regulations of the CT Department of Education and state and federal laws. • To inform the board about current trends and developments in education <p>As Educational Leader</p> <ul style="list-style-type: none"> • To ensure high standards of achievement for all students • To work with the Principal to oversee planning and evaluation of curriculum and instruction. • To maintain a current knowledge of developments in curriculum and instruction • To ensure an orderly, motivational and aspirational culture where teaching and learning thrive • To ensure responsive and effective systems and management of people and systems such that all students, teachers, parents and staff are well supported • To create a shared vision among all teachers of collaborative, innovative instruction • To participate in professional activities to enhance knowledge and skills and share expertise with colleagues. • To ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. <p>Personnel Management</p> <ul style="list-style-type: none"> • To develop a recruitment plan and organize recruitment of personnel. • To oversee the assignment of personnel. • To ensure administration of human resource policies and programs

- To oversee the implementation of a personnel evaluation system that differentiates the performance of employees in the system.
- To maintain up-to-date job descriptions for all personnel.
- To oversee the planning and evaluation of the professional learning program.
- To oversee employee discipline consistent with Board policies and employment standards.
- To recommend salary changes or dismissal/renewal of staff to the BCCS Board in conjunction with the Principal as it relates to certified staff.

Facilities Management (Security and Safety Management)

- To prepare long- and short-range plans for facility and site.
- To work with the custodian and the teachers to ensure the maintenance of school property.
- To monitor any construction, renovation, or demolition of school facilities.
- To maintain and implement policies for the use of school property.
- To oversee and implement policies for safe school facilities

Financial Management

- To work with the Business Manager and Board Finance Committee members to prepare the overall school budget and monitor budget performance
- To ensure that expenditures are within limits approved by the school board.
- To monitor compliance with policies and laws.
- To report to the Board, along with the Business Manager, on the financial condition of the school
- To establish and monitor procedures for procurement of equipment and supplies.
- To oversee preparation and dissemination of financial reports to required stake holders
- To conduct banking transactions (deposits, sign checks)
- To approve payments for invoices and payroll

Community Relations

- To oversee programs, volunteer services, outreach and involvement with the community.
- To maintain contact with news media.
- To participate in community affairs.
- To work with the Director of Development to involve the community in fund-raising, planning and problem - solving for the school.

Student Support Services

- To work with the Principal and Classroom Teachers to:
 - Monitor student support services.
 - Monitor student data collection and state reporting.
 - Implement policies and programs relating to behavior and discipline of pupils.

Organizational Management

- To provide leadership for the development of a systematic plan for continuous school improvement
- To ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- To maintain, directly or through delegation, student, personnel, business and other records according to school policy.
- To ensure filing of all required reports by state and federal law/regulation.
- To advise committees and the Board of the need for new and revised policies.
- To make administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.
- To attend, or delegate a representative to attend, meetings of agencies at which matters pertaining to the school appear on the agenda or are expected to be raised.

School Committee and Community Involvement

- To visit school buildings and classrooms in order to observe the quality of the educational environment.
- To be informed about issues and activities in the schools that adds to, or distract from, the mission, vision and beliefs.

- To be aware of and monitor the interaction of all school staff, volunteers, parents and students
- To keep the public informed about educational practices and trends as well as the policies, practices, success and challenges of the school.
- To serve as an ex-officio member of the Board
- With the Board Chair, and assigned staff to set agendas and documents for meetings. Attend other committee meetings as invited or necessary to ensure the effective and efficient running of the school.
- To ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources
- To ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education

Communication and Interaction

- To actively participate with parents and staff to promote communication and collaboration.
- To work with the Principal, Classroom Teachers and Staff to ensure that there is a developed and effective system of communication between teachers, staff, students and parents.
- To coordinate mechanisms to publicize and communicate school closings.

Marketing

- To work with the Development Office to direct marketing efforts as needed to ensure budgeted enrollment
- To work with the Development Office to build a sustainable source of income to continuously expand and improve the offerings the school can make available to students

Special Education

- To work with the Special Education services of the city of Waterbury to ensure compliance with the guidelines established by the CT Department of
- To work with the Principal and Classroom Teachers to ensure consistent implementation of special education services across programs.
- To act as school administrative representative to PPT meetings.
- To ensure that a 504 evaluation process is in place and implemented in accordance with state and federal guidelines.
- To oversee the application and service delivery of all Title Grants

General

- To promote the ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To ensure the success and achievement of all students by being ethical and acting with integrity.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognize that health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

PERSON SPECIFICATION

School: Brass City Charter School	Location: Waterbury
Job Title: Executive Director	Salary range: TPS
KEY CRITERIA	ESSENTIAL
Qualifications and Experience	MA At least 5 years' experience in an academic administrator role
Knowledge (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> • A clear understanding of the mission and vision of the school and its role in maximizing the developmental opportunities for the children • Proven track record of management skills (budgeting, strategic planning, HR, staff development, facility management, understanding regulatory processes) • Proven track record of working with faculty to achieve the highest standards for student achievement • Demonstrated ability in data analytics, and presentation • Commitment to accountability, including a rigorous student and teacher evaluation system • Commitment to the academic goals and philosophy of BCCS • Demonstrated success in encouraging parental involvement • Demonstrated organizational skills • Excellent communication skills with diverse constituents (teachers, parents, children, board members) • Clear writer, facilitator and public speaker • Team player: humility, integrity, and strong work ethic • Proven track record of community involvement development • Passion for academic success and character learning for underserved populations • Strong and energetic belief in BCCS, its values mission and educational model
Skills and Abilities	<ul style="list-style-type: none"> • Strong analytic skills • Experience leading and managing adults • Proven high level organizational and planning skills • Ability to prioritize and manage time effectively • Ability to work as part of a team • Ability to provide leadership, supervision, feedback, coaching and mentoring
Work-related Personal Requirements	Possesses passion for education reform and commitment to serving children in underserved communities

d) Certification endorsements

Provide a copy of the certification endorsement for all classroom teachers, including principals and professional support staff, on or before the opening of school; include a description of their proposed qualifications; and indicate the number of staff who will pursue certification via the alternate route program (provides expedited certification through education and experience).

We will provide a copy of the certification endorsement as required for all classroom teachers, including the principal and professional support staff, on or before the opening of school; and include a description of their qualifications;

the number of staff who will pursue certification via the alternate route program (provides expedited certification through education and experience) at that time.

e) Teacher Education and Mentoring Program

When describing how the proposed charter school will implement the TEAM Program, applicants will:

- ☐ Describe how the school will select the TEAM district facilitator and TEAM Coordinating Committee, and ensure that these educators have the knowledge and skills to implement the TEAM Program in the school.
- ☐ Describe how the school will select mentors and ensure that they have participated in the required training prior to being assigned to a beginning teacher.
- ☐ Describe the school’s process for the review of module reflection papers.
- ☐ Describe how the school will select reviewers of reflection papers and ensure that they have participated in the required training.
- ☐ Describe how the school will provide support and professional development to beginning teachers and their mentors.

BCCS will identify and hire a TEAM facilitator who is a certified teacher or administrator outside of the school’s staff from the District Facilitator Contact List who has been trained by the TEAM program for facilitators and has the knowledge and skills to implement the TEAM Program in the school. The goal when hiring teachers initially is to hire fully certified teachers but we will have this process in place for later hires. School’s executive director and principal will attend the administrator training.

Mentors will be selected based on their demonstration of effective teaching practices, the ability to work cooperatively as a team member to aid the professional growth of beginning teachers, the ability to relate effectively to adult learners, and to be reflective and articulate about the craft of teaching. Mentors will be closely matched to the grade level of the beginning teacher. Prior to being assigned to mentor a teacher, each mentor will have participated in required training.

Reflection papers will be reviewed by a regional review in order to maintain anonymity for the beginning teacher. The Facilitator will collect reflection papers and give them to the reviewers. The reviewers will submit papers with feedback to the Facilitator who will notify the teacher of their feedback within one week of receiving the reflection papers. If a paper does not meet the successful completion standard, the Facilitator will meet with the beginning teacher and mentor to review the feedback and establish a new timeline for completion of successful reflection paper.

Reviewers will be teachers who have attended the Initial Reflection Paper Reviewer Training.

Teachers and mentors will be supported by the principal who will be the curriculum, assessment, and instruction leader for the school. In addition, the school will provide in-class coaching by outside consultants as well in-service from the publishers we use for the specific implementation of their materials.

f) Plan to implement teacher and administrator evaluation and support systems

When describing how the proposed charter school will implement the Connecticut Guidelines for Educator Evaluation, applicants will:

- ☐ Indicate their decision to adopt the State Model (SEED) for teacher and administrator evaluation, and development OR describe the planning process to design an alternative that meets the “Core Requirements” outlined in the Connecticut Guidelines for Educator Evaluation (June 2012).

Describe how the school will ensure that teachers and administrators are prepared to implement the educator evaluation and development plan during the 2013 – 14 school year.

BCCS will adopt the State Model (SEED) for teacher and administrative evaluation and development. The school administrator will be trained in SEED and have a SEED Toolkit to implement the process.

The school administrator will orient teachers and administrators to the Educator Evaluation and Development process before the opening of the 2013-2014 school year. Orientation will include:

- 1) orientation on the process - the teacher is provided materials outlining the evaluation process and other information as appropriate and the materials are reviewed by the teacher and principal and executive director, and
- 2) goals for the year are set in a meeting with the principal and executive director.

g) Human resources policies

Describe human resources policies governing salaries and fringe benefits, hiring, personnel contracts, affirmative action and benefit packages, which align to the school mission, students served and budget.

The salary scale is transparent and competitive with local school districts and based on education and experience. Employees are offered a full benefit package which includes health, dental and life insurance.

Contracts: BCCS adheres to the principle “employment at will”. This means that employment with BCCS is voluntarily entered into, and the employee is free to resign at will at any time and for any reason. Similarly, BCCS may terminate the employment relationship at will at any time for any reason, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Employment : All employees are classified as exempt or nonexempt in accordance with the Fair Labor Standards Act and Connecticut law.

Exempt employees are those exempt from the overtime pay provisions of the Fair Labor Standards Act and state law. Exempt employees, generally speaking, are employees whose jobs are executive, administrative, and/or professional in nature and whose salaries meet minimum requirements. Exempt employees at BCCS are generally salaries employees and as such do not receive overtime pay for hours worked.

Nonexempt employees are those employees entitled to overtime pay under the Fair Labor Standards Act and state law. Nonexempt employees are paid on an hourly basis and as such are paid one and one-half times their regular pay for all actual hours worked in excess of forty hours a week.

Regular Full-time Employees are hired to work 40 hours per week or more throughout the year. Regular full -time employees are eligible for full employee benefits.

Regular Part-time Employees are hired to work less than 40 hours per week but more than 19 hours per week for consecutive weeks throughout the year. Regular part-time employees are generally not eligible for employee benefits except for those mandated by law, such as workers’ compensation insurance and unemployment compensation.

Temporary or Other Part-time Employees are hired to work 19 hours per week or less or other employee designated as “temporary” at the time of hire, whether employed on a full-time or part-time basis and regardless of the ultimate length of employment, are not eligible for employee benefits except those mandated by law.

Medical and Dental Insurance: BCCS offers group health insurance for its regular full-time employees and their dependents. Employees are required to contribute to the cost of these plans. The School may modify the amount of

the contribution from time to time. Details of this plan are available to all employees upon request. BCCS reserves the right, in its sole discretion, to modify, amend, or terminate the plan.

Retirement : As required by Connecticut law, all certified school professionals (teachers and administrators) employed by BCCS shall participate in the state teacher retirement system . The BCCS Board of Directors (governing council), as required, shall make contributions to the state teacher retirement system for such professionals.

Holidays: Regular full-time employees are eligible for holiday pay.

Vacation: Each regular full-time non-professional staff member is eligible for paid vacation. Vacation may not be taken until the employee has completed the Introductory Period. Teachers and assistants shall follow the vacation scheduled for students during the school calendar year.

- Regular full-time non-professional staff are eligible for the following vacation days: From
 0 to 5 years of employment: 10 Days per calendar year (5/6 of a day accrued each month)
- From 5 to 10 years of employment: 15 days per calendar year (1.25 days accrued each month)
- After 10 years of employment: 20 days per calendar year (1.667 days accrued each month)

2) Building Options

a) School building options

Describe present options for a school building, including location, capacity and timetable for identifying and acquiring it.

BCCS has the full support of the Mayor of Waterbury to secure a building suitable for a school in time for the opening of the school. He has proposed a school located in the North End of Waterbury at 58 Griggs Street, a former Catholic school which is now owned by Waterbury PAL. The two-story building consists of 25,000 square feet with 12 classrooms, fully equipped technology room/library, administrative offices, rear access with parking and playground area, gymnasium/cafeteria/auditorium in the basement, and a cafeteria kitchen.

b) Suitability of proposed site

Explain how this site would be a suitable facility for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.

The building was completely renovated in 2007 with new windows, floors, paint, restroom updates and lighting. The school has an elevator and is ADA compliant.

The school, as is, is suitable for the first two to three years from opening. After the first year of operation, planning will commence for expansion or a move to a second location to accommodate the addition of subsequent grades.

The school is ideally located in the neighborhood where we will target recruitment of students. It has a wonderful new park behind it slated for opening in September 2013.

c) Financing plans for acquisition

Describe financing plans for acquisition of the facility.

The Waterbury Police Athletic League (PAL) owns the building and will lease it to BCCS. As part of the planning process for new space we will consider additional leased space or acquisition of existing space or a new building. We will explore a number of options for financing this.

d) Building cost determination

Indicate the costs associated with your building, provide an explanation for how the cost was determined (i.e., cost per square foot, renovation estimates), and ensure they are in alignment with your budget.

As this is a relatively recently renovated building that BCCS will lease, we do not anticipate any major upfront renovation costs.

3) Financial Plan**a) School financial management**

State law prohibits unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations. Explain the structure for managing the school's finances. Include any fiscal staff positions, required qualifications, and job duties.

The Business Manager, working closely with the Executive Director, will be responsible for recording and monitoring the school's day-to-day financial transactions. The Executive Director will approve payroll and purchases, make bank deposits and sign checks. The Finance Committee of the Board of Directors will monitor the work of the Business Manager and present financial reports, including the proposed annual budget, to the full Board at scheduled Board meetings. The Finance Committee will provide support and advice on financial matters to the Executive Director and Business Manager.

As BCCS grows, additional fiscal staff will be added and duties will be further separated and policies for internal controls will be rewritten to reflect additional personnel.

The Business Manager must have a degree and/or equivalent experience in accounting or bookkeeping, preferably in a school office.

Financial duties will include:

- Record all financial transactions in QuickBooks, including:
- Payroll – calculate hours, submit to QuickBooks Assisted Payroll service
- Accounts payable – enter invoices and create checks
- Record deposits
- Bank reconciliations
- Track and report expenses as required by funders
- Prepare monthly reports for school nutrition
- Prepare reports as required by SDE
- Prepare budgets for grant applications
- Prepare financial reports for the Finance Committee of the Board
- With Executive Director, prepare draft budget for Finance Committee
- Schedule and facilitate outside audit
- Special projects as assigned

b) Financial tracking

Describe how the school will track finances in its daily business operations.

BCCS will use QuickBooks software to track daily financial transactions and to generate financial reports.

c) Fiscal controls, financial management policies

Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the schools financial position.

BCCS financial records, files and QuickBooks will be subject to inspection and review at any time by the Board Treasurer or Finance Chairperson. All accounting will be done in accordance with Generally Accepted Accounting Principles (GAAP) on a modified accrual basis. Also, to ensure proper accounting of income from various sources, BCCS will use fund accounting in accordance with GAAP.

Internal controls for financial transactions will be as follows:

CASH/CHECKS RECEIVED

1. Receptionist will open mail, prepare receipts, stamp endorsement on checks, make copies of checks, and prepare deposit slip and deposit backup.
2. Business Manager will record receipts from receipt book in QuickBooks and balance receipts to deposit slip.
3. Executive Director will take deposit to bank.

PAYMENTS OF INVOICES AND EXPENSE REPORTS

There will be 3-4 people authorized to sign checks for BCCS – the Executive Director, and three officers of the Board, including the Treasurer.

All checks over \$5,000 will require two signatures.

Checks payable to the Executive Director must be signed by a Board member.

Reimbursement requests for employee out-of-pocket expenses must be approved by Executive Director before being submitted. Receipts must be provided for all expenses claimed. No personal expenses should be reflected on the receipts.

Procedure for check payments:

1. Business Manager will prepare a list of checks to be printed and submit list, along with associated invoices, to Executive Director for approval.
2. Executive Director will review and approve list.
3. Business Manager will print checks and file backup.
4. Executive Director will sign and mail checks under \$5000; sign and get Board officer signature on checks over \$5000.

PETTY CASH

A petty cash account containing \$150 will be held by the Executive Director. Only the Executive Director and Business Manager will have access to the key. Receipts must be provided for all petty cash disbursements. Petty Cash will be reconciled by the Business Manager and replenished as needed.

PAYROLL

All hourly employees will use a time clock to record work hours.

Hours over regularly scheduled hours must be approved by the Executive Director.

1. Business Manager will calculate hours at the end of each pay period and prepare a spreadsheet comparing budgeted hours/pay to actual hours/pay.
2. Executive Director will review and approve spreadsheet.
3. Business Manager will enter information into QuickBooks and transmit to Intuit Assisted Payroll.

BANKING

The Executive Director will make bank deposits.

The Board Treasurer or Finance Committee chairperson or vice-chairperson will open and review the bank statement before handing it to the Business Manager.

The Business Manager will reconcile the bank statement.

LINE OF CREDIT/LOANS

BCCS will open a line of credit which will be used as needed to ensure that enough operating cash is available to cover all obligations.

All loan applications will be approved by the Executive Committee of the Board of Directors and signed by the Board Treasurer or President.

The Board Treasurer will approve any draw down of funds from the line of credit. Two signatures will be required for any draw down. The Executive Director, Treasurer, and three Board officers will be authorized to sign.

All monies drawn down will be deposited immediately into the BCCS checking account. All line of credit checks will be payable to BCCS; there will be no direct payment to vendors from the line of credit account.

Monies drawn down from line of credit will be repaid in full as soon as cash flow permits, as determined by the Board Finance Committee.

BCCS will not make loans to employees, Board members or officers, or to any individual or entity.

We certify that we will comply with all state and federal regulations regarding the borrowing and use of funds.

d) Annual audit

A financial statement audit, including Federal and State Single Audits, shall be performed annually by and independent certified public accountant.

BCCS will arrange for an independent certified public accountant to conduct an annual financial statement audit, including Federal and State Single Audits.

4) Transportation

a) Transportation plan

Describe the plan for transporting students from within the local school district to and from school. What arrangements, if any, have been made with the local school board/boards?

The Waterbury Public School district will provide bus service for BCCS students requiring transportation. We do not anticipate any difficulties arranging busing routes for students. The details of bus service will be established after the charter is granted.

b) Extended-day, extended-year transportation plans

If the charter school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, what arrangements will be made to transport these students?

Waterbury does not have a charter school, so we will need to develop specific policies, provisions and payment terms for transportation services. We have not worked out the details with the Waterbury public school district at the time of this application; we will pursue this upon granting of the charter. The Superintendent of Schools for Waterbury will be a member of the BCCS Board of Directors; she has been very cooperative and supportive and we are confident we will be able to work out an equitable arrangement. We understand the last scheduled school bus pickup for Waterbury public school students is at 3:20 PM. BCCS’s extended day may necessitate overtime for transportation personnel. The main discussion point will be the payment terms for such costs.

BCCS has budgeted for the purchase of a bus that will be used to transport children on field trips to visit area museums, businesses, institutions of higher learning and other destinations for enrichment programs.

c) Options for out-of-district students

Indicate what transportation options, if any, are available for out-of-district students.

Not applicable: BCCS will only admit children from Waterbury.

5) Waiver Requests

Not applicable

6) Charter School Self-evaluation and Accountability

a) Self-assessment plan

Based on your mission statement, learning objectives, student assessment, school management and governance, admissions policy and criteria, and financial plan describe the school’s self-assessment or evaluation design to ensure that the school is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) governing council has been sufficiently responsible for the operation of the school and the school is fiscally solvent; (4) making sufficient efforts to attract, enroll and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v); and (5) making efforts to reduce racial, ethnic and economic isolation.

Brass City Charter School (BCCS) is committed to ongoing self-assessment and accountability to our stakeholders. We will measure our achievement of our goals along the following five parameters and by the following specific metrics:

1. Demonstrating educational progress of students

- BCCS students will be proficient in the category for reading as measured by the DRA2. Benchmark: 90%
- BCCS students will construct a well-written and organized grade level response to a writing prompt. Rubric: based on 6 + 1 Traits
- BCCS will meet standard-based assessment benchmarks for on-grade-level achievement in math as demonstrated on the Blue Ribbon Assessment.

2. Meeting stated mission and goals

BCCS, in accordance with its mission and philosophy, has several research-based non-academic goals:

- 95% of students will have ratings of 90% or more 4s or 5s (out of 5) on their Social/Emotional Report Cards, or will show evidence of growth over time.
 - 98% of students will attend school at least 95% of the time.
 - 100% of parents will attend parent-teacher-student conferences.
 - Each student will participate in community events and/or service projects. The type of participation and hours required will vary by grade level.
- 3. Governing council has been sufficiently responsible for the operation of the school and the school is fiscally solvent**

The BCCS Board of Directors (Governing Council), organized through its committee structure, will exert broad oversight over all aspects of the school’s operation. The finance committee and advancement committee will present a projected balanced budget at the end of each fiscal year and the report of the operating budget will be reviewed at each Board meeting. A financial statement audit, including Federal and State Single Audits, shall be performed annually by an independent certified public accountant.

4. Making sufficient efforts to attract, enroll and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v)

BCCS will report annually the composition of the student body to show the racial and ethnic diversity of the student body. The report will reflect efforts to attract, enroll, and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v).

5. Making efforts to reduce racial, ethnic and economic isolation

The goal to end racial, ethnic, and economic isolation will be center stage at each Board meeting. The Executive Director will report at each meeting ongoing efforts to reduce isolation through curricular efforts, community outreach and partnerships, partnering with other schools, field experiences and affirmative action hiring.

b) Accountability plan

Describe how you intend to hold your school accountable to both parents and other stakeholders.

BCCS will publish an online annual report which will report on the five areas: (1) educational progress of students; (2) meeting stated mission and goals; (3) governing council as responsible for the operation of the school and the school is fiscally solvent; (4) sufficient efforts to attract, enroll and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v); and (5) efforts to reduce racial, ethnic and economic isolation will be made available to parents and stakeholders including the Commissioner of Education who will be presented with the report.

The report will also be presented to the Board of Directors (Governing Council) annually. Parents and stakeholders will be notified prior to the meeting that the Annual Report will be presented at said meeting, and that the BCCS Board of Directors will welcome their questions, comments and suggestions. The Board will present to the Executive Director an Improvement Plan each year which reflects areas of needed growth.

7) Timetable

a) Timetable for startup activities, dates

Provide a detailed timetable of projected activities and dates leading to the opening of the charter school. The timetable should include, but is not limited to outreach/enrollment, curriculum development, staffing and building acquisition.

Continuing immediately after submission through May we will proceed as if we expect to open in September (even while awaiting formal notification) so that we will be ready to go live straight away if we are successful.

Table 17: Timetable for start-up activities, spring-fall, 2013

Date	Responsible Party	Activity
April/May	Executive committee (EC) or its designee	Website design
	EC	Preparation of communication materials for media, community, and applicants and their families; including printed material design, brochures, flyers etc. both in English and Spanish
	EC	Finalize application process, forms and web-site
	EC/ Board	Establish availability for Board Meeting in June post notification
June		Notification from the State about approval of charter
	Board	Full Board Meeting; Committee Assignments: Establish line of credit Finalize Lease Agreement: Verify all fire and safety inspections; Set up legal process for review of all contracts and insurance; open Bank Account
	EC	Set up office, phone, internet site, accounting systems (QuickBooks); set up Student Information Systems: set up vendor accounts, tax exempt paperwork, food service license, finalize contracts for dumpster, liability insurance, molestation insurance, director and officer insurance etc., prepare faculty and staff handbook, policy and procedures handbooks, forms and contracts needed to start; forward all contracts and policies and procedures to attorney and Board for final review; finalize school calendar.
	EC	Finalize/Refine Budget and submit to the Board
	Board	Meeting to review and endorse all contracts, insurances, policies and procedures and to sign off on final first year Budget
	EC	Contact City particularly to discuss Special Ed, bussing, nurse, ELL
	EC	Contact SDE – National School Lunch Program
	EC	Public notification of opening in local newspapers, radio, public service channel etc.
	EC	Finalization and printing of all materials for recruitment
June 10th	EC	Distribute materials at churches, community centers, Readiness programs, schools, libraries, etc. including applications – June 10 Application process on-line and by mail begins
		Recruit principal / faculty / staff (Advertise/Review Applicants/ Complete Interviews/ credentials and certification checks, background check) Principal hire finalized by June 23rd
	EC	Curriculum Development (Pre-K; K; 1) begin process – final review with Principal when hired
	EC	Order furniture –office and classrooms; order educational materials; cleaning supplies; food supplies etc.)
	EC	Set up grants application schedule
	Board	Board Meeting Inspection of Site; Review of Hiring, Application Process, time-line,
June 24th	EC	Open House
June 25th	EC	4:00 pm close applications
June 27th	EC	Lottery if necessary
July 1st	EC	Notify families of acceptance/wait list and provide school calendar
July 9th	EC	Parents of admitted students must notify school of decision by 4.00pm

	EC	Notification to wait-listed applicants in order of any positions open as a result of completed decisions (rolling process – 8 days to notify school of acceptance as with regular students)
July 23rd	EC	Notify bus company of students and addresses/Notify Intake Center of enrolled students
	EC	Complete hiring process (all other faculty and staff) credential/reference checks/background checks/final offers
July 25th	EC	First Faculty staff meeting
	Board	Board Meeting: Review of final roster of students and needs; review of final roster of faculty and staff; review of building readiness ; staff training plan; finalize Board meeting dates for the year and Board training schedule
August	EC	On-going faculty meetings around curriculum, training, ELL, Special ED
	EC	Recruitment of volunteers
	EC	Apply for Title Money
	EC	Final physical plant review for readiness/safety/ signage/ accessibility
	EC	Final review of inventory completeness, educational, support, food etc.
September 3 rd	EC Board	First Day Celebration; parent/teacher/ student conferences September 3rd
September 4th	EC	First Day of School

V. Preferences

1. Serving High-need Student Populations

a) High need population to be served

If you intend to be a charter school whose primary purpose is the establishment of an education program designed to serve one or more of the following high need student populations: 1) students with a history of low academic performance; 2) students who receive free or reduced-price lunch, pursuant to federal law and regulations; 3) students with a history of behavioral and social difficulties; 4) students identified as requiring special education; 5) students who are English language learners; or 6) students of a single gender.

Indicate the high need student population(s) to be served. Refer to sections of the application that support the schools commitment and ability to serving the population(s), including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget. Indicate how the services and educational program of the proposed school will lead to increased student achievement of such students.

BCCS seeks preference because of its primary purpose to serve students who receive free- or reduced-price lunch, pursuant to federal law and regulations. The public school students of Waterbury have high needs by many measures. Waterbury has been deemed one of 15 **Priority School Districts**, 2011-12 by the Ct. State Dept. of Education. (80) **The district-wide percentage of students eligible for free/reduced-price meals is 79.7%** (compared with 32.6% statewide). (81) Waterbury public elementary schools have as many as 93.7% of student eligible for free/reduced meals and as few as 71.1% eligible. For detail, please see Chapter III, **Table 13: Free/Reduced Lunch Eligibility and Racial/Ethnic Mix, Waterbury Elementary Schools, 2009-2010.**

BCCS is expressly designed to serve children in grades Pre-K through 8 who have high needs due to poverty (Chapter I, Mission). The mission, vision (Chapter I, Vision), and educational philosophy (Chapter I, Educational Philosophy) of BCCS are focused on preparing underserved students to excel in school and in life. The many stressors in the lives of urban children can interfere with their academic achievement and personal growth; BCCS understands that academic preparation alone may be insufficient for future success. BCCS is modeled on a highly successful private school model that intervenes early to support the development of vital character strengths. By enrolling most students in the earliest grades, BCCS will build a supportive culture that values academic achievement and key character strengths (grit, zest, self-control, optimism, gratitude, social intelligence and curiosity). (1) CCS's 40+ years of experience have shown the value of early intervention preventing behavioral difficulties and academic struggles.

BCCS educational programming and services will lead to student achievement of academic and non-academic goals through its concerted personal attention to each student. High quality teaching professionals, using appropriate curricular materials, applying frequent assessments and working with small numbers of students will always know how their students are performing and will be well supported to intervene when any student struggles. There will be high expectations for students' personal character traits as well as their academic achievement. The successful experience of CCS demonstrates that such expectations are readily achievable where students have good grounding in social-emotional learning from the earliest grades.

Student achievement will be further supported through an extended school day, daily enrichment activities and summer programs (please see Chapter III, How BCCS will address student populations' needs). Collaborative educational opportunities with local community groups and higher education institutions will provide students will exposure to future opportunities that are possible for them through education.

BCCS professional staff will be expected to model strong social-emotional skills as well provide differentiated instruction to their students. Professional staff will be supported through regular assessment and development opportunities, formal and informal.

Enrollment in BCCS will be open to children throughout the Waterbury school district, and recruitment efforts will be targeted in the neighborhoods comprising eight of the census tracts in the North End of Waterbury (data and details, Chapter III, Community, school population to be served, student needs). All of the public elementary schools in Waterbury have very high proportions of students eligible for free- and reduced-cost meals, and we expect the overwhelming majority of BCCS students to qualify based on family income. BCCS will serve free meals and snacks to all students, regardless of actual eligibility, as a way to avoid any possible stigma for participating students and to ensure all students are well nourished.

BCCS’s budget provides for sufficient resources to serve the school’s target population (Chapter VII, BUDGET). Modeled on Children’s Community School (CCS), with more than 40 years’ experience delivering high-quality programs to urban Waterbury children, BCCS’s budget is well-based in realistic expectations of the costs of purchased curricular materials, professional development to assist teachers’ delivery of those curricula, texts and technology, and the myriad items of furniture and equipment that are necessary to BCCS’s programs.

b) Strategies to attract, enroll and retain high-need students

A charter school that exhibits highly credible and specific strategies to attract, enroll and retain students from among the six high-need student populations described above.

Refer to sections of the application that support the schools commitment and ability to attract, enroll and retain students from among the high-need student populations, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development ,and admission policy and budget. Explain specific strategies the school will use to attract, enroll and retain students from among the six high-need student population described.

The strategies BCCS will employ to attract, enroll and retain high-need Waterbury students will build upon the successful strategies employed by Children’s Community School (CCS) and an extensive network of community connections. The recruitment plans are outlined in Chapter III, Plan to attract, enroll, retain target students.

While students will be welcomed from throughout Waterbury, marketing efforts will be most intense in census tracts contiguous to the proposed site for BCCS. The map in Chapter III (**Figure 3: BCCS target census tracts, Waterbury, Ct.**) shows the areas where BCCS’s most active recruitment efforts will be focused.

The eight census tracts that have been selected for intense recruitment efforts are listed in the table below (Table 18: Target census tracts, median household incomes):

Table 18: Target census tracts, median household incomes

Census tract	Median Household Income
3501.00	\$10,745
3502.00	\$23,480
3503.00	\$22,188
3504.00	\$25,859
3508.00	\$36,071
3510.00	\$32,802
3511.00	\$36,855
3512.00	\$28,386

Source: <http://www.usa.com/waterbury-ct.htm>, based on 2010 US Census

Enrollment will be by application through a free and open lottery process that is non-discriminatory and that complies with the applicable Connecticut General Statutes (see Chapter III, Student admission policy and criteria).

BCCS expects similarly high rates of student retention that Children’s Community School has enjoyed over many years. We believe a key factor in this success is the carefully crafted culture of the school, which helps children and families take full advantage of the differentiated teaching, individualized attention, enrichment activities and rigorous academic program.

2. Turnaround Model [not applicable]

3. Reduction of Racial, Ethnic and Economic Isolation

If your proposed school will result in the reduction of racial, ethnic and economic isolation, describe the percentage and number of students you plan to enroll from each district. Explain how your projected student body will affect the reduction of racial, ethnic and economic isolation of your students, school and the greater communities that you serve. Explain how the transportation needs of these students will be satisfied. Refer to sections of the application that support the charter school’s commitment to the reduction of racial, ethnic and economic isolation of its students and the greater community, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget.

BCCS’s student enrollment will be comprised 100% of children residing in the Waterbury School District. BCCS’s mission, vision, educational philosophy , curriculum, staff hiring and professional development are all expressly oriented toward meeting the educational and social-emotional needs of urban Waterbury students. BCCS will be open to all students of Waterbury by lottery, and the special focus of recruitment efforts will be on some of the most impoverished neighborhoods in Waterbury. We expect to attract a student population that is overwhelmingly poor and minority.

BCCS will reduce the racial, ethnic and economic isolation of participating Waterbury public school students in several ways. The most meaningful, long-term way is by illuminating and supporting a pathway from poverty. A key element of that support is a keen focus on the development of positive character traits that confer resilience and optimism.

The professional teaching staff of BCCS will be hired with the specific goal of racial and ethnic diversity.

A variety of enrichment programs such as Bravo Waterbury!, college campus visits, fields trips to local business organizations, volunteer tutors and mentors, visiting speakers, Junior Achievement and summer programs will provide students with exposure to people from a variety of backgrounds and with inspiring accomplishments. Further elaboration of BCCS’s efforts to reduce racial, ethnic and economic isolation are outlines in Chapter III, Efforts to reduce racial, ethnic and economic isolation.

BCCS will be open to students throughout the Waterbury Public School District and transportation will be provided through the District. No students will be enrolled who live outside of Waterbury, so there will not be any such transportation issues. The basic outline of responsibility for transportation is articulated in Chapter IV, Transportation.

4. Higher Education Institution

Not applicable

5. Priority School District or Districts with at Least 75 Percent Racial or Ethnic Minority Enrollment

Explain where the students served by the proposed school will reside. Refer to sections of the application that support the claim.

Waterbury has been designated as a Priority School District by the Connecticut State Department of Education. (80)

6. Location at a Work Site

Not applicable

7. Serving an Underserved Geographic Location, Age/Grade Level or Mission Not Addressed by Existing Charter Schools

Describe how the charter school will serve underserved populations.

Waterbury is the only one of the five largest cities in Connecticut that does not currently have a charter school.

VI. DOCUMENTATION

BCCS is pleased to provide some of the required documentation at the time of application. Remaining materials will be submitted after approval of the charter.

1. Safety, Liability and Insurance

a) Insurance coverage plans

Describe the school's insurance coverage plans, including health, automobile (for pupil transportation), general liability, property, and officer and employee liability.

b) Additional written documentation

Please submit written documentation of:

- signed copy of facility lease;
- approved inspection by a local building inspector;
- approved inspection by the local fire department;
- approved health inspection certificate; and
- compliance with all other federal and state health and safety laws and regulations.

2. Governance and Other Documentation

a) Articles of incorporation

copies of incorporation documents.

On the following pages please find documentation of BCCS's business filings with (1) the State of Connecticut Secretary of State (Dec. 4, 2013) and (2) with US Internal Revenue Service (federal employee ID number).

Figure 4: Connecticut business filing

SECRETARY OF THE STATE
30 TRINITY STREET
P.O. BOX 150470
HARTFORD, CT 06115-0470

DECEMBER 4, 2012

JOHN SENICH
390 MIDDLEBURY ROAD
MIDDLEBURY, CT 06762

RE: Acceptance of Business Filing

This letter is to confirm the acceptance of a filing for the following business:

BRASS CITY CHARTER SCHOOL, INC.

Work Order Number: 2012269817-001
Business Filing Number: 0004756978
Type of Request: CERTIFICATE OF INCORPORATION
File Date/Time: NOV 30 2012 08:30 AM
Effective Date/Time:
Work Order Payment Received: 50.00
Payment Received: 50.00
Credit on Account: .00
Customer Id: 002157468
Business Id: 1090459

ANNA GOLDBLATT
Commercial Recording Division
860-509-6003
WWW.CONCORD.SOTS.CT.GOV

Figure 5: IRS filing, Employer Identification Number

 DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

BRASS CITY CHARTER SCHOOL
% BARBARA RUGGIERO
111 EUCLID AVE
WATERBURY, CT 06710

Date of this notice: 03-26-2013
Employer Identification Number:
46-2366321
Form: SS-4
Number of this notice: CP 575 A
For assistance you may call us at:
1-800-829-4933
IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-2366321. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2013
Form 940	01/31/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

Figure 6: IRS filing, Employer Identification Number, cont.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is BRAS. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address. CP 575 A
9999999999

Your Telephone Number Best Time to Call DATE OF THIS NOTICE: 03-26-2013
() - EMPLOYER IDENTIFICATION NUMBER: 46-2366321
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE BRASS CITY CHARTER SCHOOL
CINCINNATI OH 45999-0023 % BARBARA RUGGIERO
111 EUCLID AVE
WATERBURY, CT 06710

b) Governing council members

complete list of governing council member names, addresses, titles and committee appointments.

The members of the BCCS Board of Directors (Governing Council) that have been named are listed below, with their addresses and Board titles. Committee appointments have not been made. When the BCCS charter is granted, the Board will establish committee leadership and membership. When staff are hired a representative teacher will join the Board. When students are selected and the Parent Association is convened, two parents will join the Board.

Annie M. Scott, **President**
585 Park Road, Unit 10-6
Waterbury, CT 06708

Attorney Jack Senich, **Vice President**
390 Middlebury Rd.
Middlebury, CT 06762

Lynn M. Franklin-Henry, **Secretary**
36 Ash Swamp Rd.
Woodbury, CT 06798-2919

TBD, **Treasurer**

Dr. Kathleen M. Ouillette, **Member**
Superintendent of Schools
Waterbury Public Schools
236 Grand St
Waterbury, CT 05702

O. Joseph Bizzozero, Jr., M.D., **Member**
Alliance Medical Group of Greater Waterbury
1625 Straits Turnpike
Middlebury, CT 06762

Donald J. Thompson, M.P.S., **Member**
574 Willow Street
Waterbury
Connecticut 06710

Margaret Warner Field, **Member**
211 North Shore Road
Warren, CT 06777

Joyce S. DeCesare, **Member**
73 Medway Road
Waterbury, CT 06708

M. Catherine Smith, **Member**
290 Tranquility Road
Middlebury Ct

Christopher Fasano, **Member**
9 Killdeer Rd.
Hamden, Ct 06517

TBD, Teacher representative

TBD, Parent representative 1

TBD, Parent representative 2

TBD, Community representative

c) Complete, approved curriculum

Complete curriculum approved by the CSDE in all required areas of study, pursuant to Section 10-16b of the C.G.S., for each grade served during the term of the charter.

These will be provided for the Year 1 grades (Pre-K, K, Grade 1) prior to the start of school, September, 2013.

d) Governing council bylaws

Complete bylaws of governing council.

The proposed bylaws for BCCS are provided herein on the pages that follow.

**Proposed Bylaws
Brass City Charter School**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school shall be The Brass City Charter School (hereinafter referred to as "BCCS" or "the School"). The School shall be located in Waterbury, Ct.

Section 2. Legal Status. The School is a charter school pursuant to Connecticut State Charter regulation. The Governing Council of the School (hereinafter referred to as "The Board of Directors" or "the board") is an independent body under the authorization of the State Department of Education - The Board of Directors plans, oversees and directs all aspects of the school's operations.

Section 3. Statutes. The School shall operate in accordance with all Connecticut Charter School Statutes, Federal and State Laws.

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of the School is to provide education to children grade pre-k through grade 8 and shall be operated exclusively for educational objectives and purposes. The School exists to create a community of excellence through a rigorous academic program along with strong social-emotional learning for underserved children from Waterbury in grades pre-kindergarten through eight so that each child will be equipped to succeed in demanding high school and post-secondary programs, and ultimately as a productive member of society. The school cares for the mind, body, and spirit of its students, understanding the challenges they face, but not allowing those difficulties to become obstacles to learning.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Connecticut.

**ARTICLE III
GOVERNING BODY**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors (Governing Council). Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities which support the mission, vision, educational philosophy and specific goals and objectives of the school;
- (d) Establish and approve all major educational and operational policies;
- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School (the Executive Director) and who will have the authority to hire and fire staff to effectively and efficiently run the school's daily operation;
- (g) To develop and approve the annual budget and financial plan which shall provide adequate resources for spending and maintenance of an open and accountable organization and will be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board and any standing or ad hoc committees;
- (j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) To ensure ongoing evaluation of the School, its teaching staff and administration, and provide public accountability;
- (l) To uphold and enforce all laws related to charter school operations;
- (m) To improve and further develop the School;
- (n) To strive for a diverse student population, reflective of the community;
- (o) To ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board of Directors (Governing Council) formed after the approval of a charter issued shall consist of nine (9) of the members of the Committee to Form the School (Founders). After the school has reached full enrollment and is fully staffed, the sitting board members shall fill positions set aside for two (2) parents and one (1) teacher. These positions shall be filled by election from among their respective organizational units. The Parent organization will select 2 representatives and the Teachers will elect 1 representative from among their ranks. Any vacancies created by resignations or these Bylaws shall also be filled at that time by the Board.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of 9 members of the Committee to Form the school (Founders) for the purpose of forming the initial Board. After the charter is approved, this number may be increased to a maximum limit of 15 by appointment of representative parents, teachers, the superintendent of schools, and community members such as to ensure the balanced composition of community leaders, corporate representatives, trusted advisors with expertise in designated areas, teaching staff, and parental guidance.

- (a) The Superintendent of the Waterbury School system shall also serve on the board.
- (b) 2 Board members shall be selected by the parent association for the School.
- (c) 1 Board member shall be selected by the teaching staff of the school.
- (d) The remainder of Board Members to a maximum of 15 will be appointed from the broad community, representing areas of expertise designated by the board.
- (e) All Board members shall have full voting rights and privileges and shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (f) The Board Members shall serve no more than two (2) consecutive **three** year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy.
- (g) Previous Board Directors may be eligible for reappointment after 1 full year lapse from active membership. Also, if during the 6th year of 6 year tenure, a board director is elected to the presidency; that member shall be eligible to complete their original tenure as an ex-officio non-voting member of the board.
- (h) The Board may elect any number of ex-officio, non – voting members as they see fit to properly carry out the business of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year, or as the Board may determine. The annual meeting shall take the place of the regularly scheduled **[monthly or quarterly]** meeting. Written notice stating the place, day, and hour of the meeting shall be given personally, via email or mailed to each member of the Board and to all those individuals who request notice of relevant meeting at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Board members, approving an annual budget, and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held at the School. Special meetings of the Board may be called at any time by the Board President or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the time and place of every regular or special meeting shall be given to each member of the Board personally, by first class mail or via email at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice.

- (a) Committee Reports shall be provided in written format.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 9. Advisory Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee (which shall also serve as a Personnel Advisory Committee), a Finance Committee, an Academic Advisory Committee, an Advancement Advisory Committee (Fundraising and P.R), an Audit Committee, a Board Development Committee, and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. Non-Board members may be invited to join specific committees. All committees will serve in an advisory capacity with ultimate authority resting with the full board. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting minutes shall be in writing and shall be included in the overall documentation of Board meetings filed with the school for public record.

a. Executive/Personnel Committee: It will fall to the Executive Committee to serve as the Personnel Committee and to oversee the evaluation of the executive director. The Board of BCCS will adopt the System of Educator Evaluation and Development for teacher and administrative evaluation and development. The System of Educator Evaluation and Development (SEED) is the state model that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements). In addition this committee, comprised of all present officers, will be responsible for collaborating with the Executive Director to develop role descriptions of the administrative staff, reviewing the employee handbook, reviewing personnel policies and proposing needed revisions, reviewing existing benefits and recommending changes or additions to the full Board; making annual recommendations regarding

salary changes; and working with professional staff to insure that the type and scope of programs offered by the school meet its mission.

b. Finance Committee: The committee shall prepare the annual operating and capital budget in collaboration with the Executive Director, Development Director and Business Manager and shall regularly review financial activity, and interpret financial matters to the board for action.

c. Academic Committee: work collaboratively with the Executive Director and the principal to review the educational, programmatic and auxiliary or co-curricular activities of the school, to ensure the integrity of the educational offerings meet the goals set forth in the establishment of the charter and to validate that any offering complies with the mission, vision, and purpose of BCCS and recommend substantive changes to the full board,

d. Advancement Advisory Council: This committee shall review the financial needs as determined by the Finance Committee and will be responsible for meeting auxiliary fundraising goals; developing an overall plan of action with specific goals for fundraising activities; developing an ongoing series of events activities, and public relations efforts that convey the school mission and philosophy to the general public to supporter and potential supporters.

e. Audit Committee: This committee shall evaluate financial performance, work with the business manager to prepare the annual audit of the school's financial position, and recommend management and preservation of the school's financial resources.

f. Board Development Committee: The committee's responsibilities include but are not limited to handling annual solicitation of prospective board members, filling vacancies, nomination of officers for presentation of a slate at the annual meeting, and also conducting board development activities twice a year. This committee shall be responsible for the ongoing process of cultivation, orientation, and nomination of board members. The board development committee shall develop a profile for reference when filling vacancies; developing a board profile; planning and implementing an annual evaluation of the board.

Section 16. Protocol. The Board shall use Robert’s Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 17. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

**ARTICLE IV
OFFICERS**

Section 1. Number. The officers of the School shall include a President, Vice-President, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. Should the President be elected from among the directors during the course of his/her regular 3-6 year term; he/she may be eligible to serve out their term once their Presidency is completed as an ex-officio non-voting member.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. President. The President of the Board shall preside at all meetings of the Board. The President of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-President. In the absence of the President of the Board or in the event of the President’s disability, inability or refusal to act, the Vice-President of the Board shall perform all of the duties of the President and in so acting, shall have all of the powers of the President. The Vice-President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the President.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

**ARTICLE V
STAFF**

The Board shall hire an individual to function as the chief administrator of the School (the “Executive Director”). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice. The Executive Director shall oversee the hiring and placement of all operational units and functions of the school.

**ARTICLE VI
PARENT ASSOCIATION**

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, 2 members to be on the Board.

ARTICLE VII

CONTRACTS, LOANS, DEPOSITS AND FINANCIAL OBLIGATIONS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount TBD by the Finance and Audit Committees.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Connecticut as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

Section 7 Obligatory Payments The board is required to make contributions to the state teacher retirement system for all qualified school professionals on the same basis as if such professionals were employed by a local or regional board of education. Qualified school professionals hired by a charter school on or after July 1, 2010, and who have not previously been employed by a charter school in this state prior to July 1, 2010 must participate in the state teacher retirement system on the same basis as if such professionals were employed by a local or regional board of education.

**ARTICLE VIII
PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

**ARTICLE IX
INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

**ARTICLE X
AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

**ARTICLE XI
DISSOLUTION**

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

**ARTICLE XII
PURPOSE OF THE BYLAWS**

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this _____ day of _____, 20____

_____, Secretary

e) School employment policies

School employment policies.

To be provided.

f) CMO signed contract (if applicable)

g) Certification endorsements

Copies of the certification endorsements for all classroom teachers, principals and professional support staff.

To be provided.

VII. BUDGET

The charter school application package must include, at a minimum, the four financial budget statements/schedules identified below:

1) Pre-opening Budget Statement

This budget statement must detail estimated start-up activities that are not reflected in the school’s projected five-year budget statement below. Budget narrative must accompany the detail line items in order to provide a full understanding of the budget estimations.

Table 19: Pre-opening budget statement, narrative of budget estimates

		FY 1	FY 2	FY 3	FY 4	FY 5
<u>Revenue</u>						
Number of students		114	148	182	216	250
Per-pupil revenue		1,197,000	1,628,000	2,002,000	2,376,000	2,750,000
Student entitlements*		63,840	82,880	101,920	120,960	140,000
Grants **		110,660	143,660	176,665	209,665	242,670
Cash carryover from pre-opening budget		70,690	-	-	-	-
Cash reserve from previous year - line 66 below				103,715	100,070	183,365
Private contributions		44,750	60,000	70,000	80,000	80,000
Total Revenue		1,486,940	1,914,540	2,454,300	2,886,695	3,396,035
<u>Expenditures</u>						
<u>Salaries and Benefits</u>						
Salary–Administrators	111A	262,500	278,250	313,895	364,895	415,840
Salary–Teachers	111B	323,740	488,700	654,445	784,890	931,365
Salary–Education Aides	112A	132,000	171,960	213,090	255,495	299,145
Salary–Support staff	112B	30,000	30,900	31,830	32,780	53,765
Salary-Other	119	52,500	97,375	111,875	128,505	152,205
Benefits	200	108,815	138,225	169,265	198,150	228,505
Subtotal		909,555	1,205,410	1,494,400	1,764,715	2,080,825
<u>Services and Activities</u>						
In-service development staff	322	12,000	15,000	15,000	18,000	18,000
Pupil services	323	8,000	9,600	12,750	17,000	18,700
Field trips	324	3,420	4,560	5,700	6,840	7,980
Parent activities	325	1,000	1,200	1,200	1,400	1,400
Professional tech services	330	8,000	6,000	6,000	6,000	6,000
Accounting	330	1,600	1,720	1,870	1,995	2,125
Audit	331	15,000	15,450	15,915	16,390	16,885
Student transportation	510	4,500	6,000	7,500	9,000	10,500
Communication	530	960	990	1,020	1,050	1,080
Telephone	530	1,320	1,360	1,400	1,440	1,485
Postage and shipping	530	1,860	1,915	1,970	2,030	2,095
Travel	580	-	-	-	-	-
Subtotal		57,660	63,795	70,325	81,145	86,250
<u>Physical Plant</u>						
Rent	400	172,300	177,470	450,000	463,500	477,400
Utilities	400	60,000	63,000	66,150	69,460	72,930
Custodial services	400	-	-	-	-	-

Maintenance and repairs	400	13,400	14,070	14,775	15,510	16,290
Renovations/expansion	400	-	-	-	-	-
Subtotal		245,700	254,540	530,925	548,470	566,620
<u>Marketing and Development</u>						
Advertising	590	0	500	500	500	500
Printing	590	8,600	9,030	9,480	9,955	10,455
Insurance	590	8,965	9,540	10,140	10,760	11,405
Subtotal		17,565	19,070	20,120	21,215	22,360
<u>Supplies and Equipment</u>						
Supplies–Instructional	611	9,000	12,000	15,000	18,000	21,000
Supplies–Administrative	612	8,000	6,600	6,600	6,600	6,600
Text books	641	49,990	34,420	37,580	40,750	44,775
Library books	642	-	-	-	-	-
Supplies-General	690	85,030	111,730	138,445	165,175	191,920
Computers	700	13,000	34,800	12,200	19,200	26,400
Furniture	700	53,120	29,140	18,315	27,740	13,515
Vehicles	700	-	35,000	6,000	6,000	6,000
Other Equipment	700	38,320	4,320	4,320	4,320	4,320
Subtotal		256,460	268,010	238,460	287,785	314,530
<u>Other Objects</u>						
Reserve - limit 15%	800	-	103,715	100,070	183,365	325,450
Subtotal		0	103,715	100,070	183,365	325,450
<u>Loan Repayments</u>						
Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
Subtotal		0	0	0	0	0
Total Expenditures		1,486,940	1,914,540	2,454,300	2,886,695	3,396,035
INCOME LESS EXPENDITURE		0	0	0	0	0

3) Projected Five-year Budget Statement

This budget statement should detail the estimated financial activity of the school for the first five years of operation. Budget narrative must accompany the detail line items in order to provide a full understanding of the budget estimations.

		FY 1	FY 2	FY 3	FY 4	FY 5
<u>Revenue</u>						
Number of students		114	148	182	216	250
Per-pupil revenue		1,197,000	1,628,000	2,002,000	2,376,000	2,750,000
Student entitlements*		63,840	82,880	101,920	120,960	140,000
Grants **		110,660	143,660	176,665	209,665	242,670
Cash carryover from pre-opening budget		70,690	-	-	-	-
Cash reserve from previous year - line 66 below				103,715	100,070	183,365
Private contributions		44,750	60,000	70,000	80,000	80,000
Total Revenue		1,486,940	1,914,540	2,454,300	2,886,695	3,396,035
<u>Expenditures</u>						
<u>Salaries and Benefits</u>						
Salary–Administrators	111A	262,500	278,250	313,895	364,895	415,840
Salary–Teachers	111B	323,740	488,700	654,445	784,890	931,365
Salary–Education Aides	112A	132,000	171,960	213,090	255,495	299,145
Salary–Support staff	112B	30,000	30,900	31,830	32,780	53,765
Salary–Other	119	52,500	97,375	111,875	128,505	152,205
Benefits	200	108,815	138,225	169,265	198,150	228,505
Subtotal		909,555	1,205,410	1,494,400	1,764,715	2,080,825
<u>Services and Activities</u>						
In-service development staff	322	12,000	15,000	15,000	18,000	18,000
Pupil services	323	8,000	9,600	12,750	17,000	18,700
Field trips	324	3,420	4,560	5,700	6,840	7,980
Parent activities	325	1,000	1,200	1,200	1,400	1,400
Professional tech services	330	8,000	6,000	6,000	6,000	6,000
Accounting	330	1,600	1,720	1,870	1,995	2,125
Audit	331	15,000	15,450	15,915	16,390	16,885
Student transportation	510	4,500	6,000	7,500	9,000	10,500
Communication	530	960	990	1,020	1,050	1,080
Telephone	530	1,320	1,360	1,400	1,440	1,485
Postage and shipping	530	1,860	1,915	1,970	2,030	2,095
Travel	580	-	-	-	-	-
Subtotal		57,660	63,795	70,325	81,145	86,250
<u>Physical Plant</u>						
Rent	400	172,300	177,470	450,000	463,500	477,400
Utilities	400	60,000	63,000	66,150	69,460	72,930
Custodial services	400	-	-	-	-	-
Maintenance and repairs	400	13,400	14,070	14,775	15,510	16,290
Renovations/expansion	400	-	-	-	-	-
Subtotal		245,700	254,540	530,925	548,470	566,620
<u>Marketing and Development</u>						

Advertising	590	0	500	500	500	500
Printing	590	8,600	9,030	9,480	9,955	10,455
Insurance	590	8,965	9,540	10,140	10,760	11,405
Subtotal		17,565	19,070	20,120	21,215	22,360
<u>Supplies and Equipment</u>						
Supplies–Instructional	611	9,000	12,000	15,000	18,000	21,000
Supplies–Administrative	612	8,000	6,600	6,600	6,600	6,600
Text books	641	49,990	34,420	37,580	40,750	44,775
Library books	642	-	-	-	-	-
Supplies-General	690	85,030	111,730	138,445	165,175	191,920
Computers	700	13,000	34,800	12,200	19,200	26,400
Furniture	700	53,120	29,140	18,315	27,740	13,515
Vehicles	700	-	35,000	6,000	6,000	6,000
Other Equipment	700	38,320	4,320	4,320	4,320	4,320
Subtotal		256,460	268,010	238,460	287,785	314,530
<u>Other Objects</u>						
Reserve - limit 15%	800	-	103,715	100,070	183,365	325,450
Subtotal		0	103,715	100,070	183,365	325,450
<u>Loan Repayments</u>						
Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
Subtotal		0	0	0	0	0
Total Expenditures		1,486,940	1,914,540	2,454,300	2,886,695	3,396,035
INCOME LESS EXPENDITURE		0	0	0	0	0

*est \$700 x 80% free/reduced

**nutrition - est 60% free/20% reduced/96% participation

4) Projected Cash Flow For Year One of Operation

This cash flow statement should detail the estimated movement of funds in and out of the school for year one of operation.

Detailed cash flow schedule follows:

Table 20: Cash flow schedule for Year 1 of operation

		Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance		\$70,690	\$70,690	\$309,103	\$209,929	\$367,890	\$303,078	\$148,033	\$38,226	\$231,799	\$133,554	330,775	226,880	\$89,317	
<u>Revenue</u>															
Number of students		114	0	0	114	114	114	114	114	114	114	114	114	114	114
Per-pupil revenue		1,197,000	299,250		299,250				299,250		299,250				1,197,000
Student entitlements		63,840				63,840									63,840
Grants - there will be nutrition receivable at end of yr		110,660					10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	80,480
Carryover of cash from pre-opening budget		-													0
Line of credit draw down														10,000	10,000
Private contributions		44,750		30,000		3,000		11,750							44,750
Total Revenue		1,416,250	299,250	30,000	299,250	66,840	10,060	21,810	309,310	10,060	309,310	10,060	10,060	20,060	1,396,070
<u>Expenditures</u>															
<u>Salaries and Benefits</u>			2	2	2	2	3	2	2	2	2	2	3	2	
Salary—Administrators	111A	262,500	20,192	20,192	20,192	20,192	30,290	20,192	20,192	20,192	20,192	20,192	30,290	20,192	262,500
Salary—Teachers	111B	323,740		26,978	26,978	26,978	40,469	26,978	26,978	26,978	26,978	26,978	40,469	26,978	323,740
Salary- Education Aides	112A	132,000			12,000	12,000	18,000	12,000	12,000	12,000	12,000	12,000	18,000	12,000	132,000
Salary—Support staff	112B	30,000	2,308	2,308	2,308	2,308	3,460	2,308	2,308	2,308	2,308	2,308	3,460	2,308	30,000
Salary—Other	119	52,500	4,038	4,038	4,038	6,060	4,038	4,038	4,038	4,038	4,038	4,038	6,060	4,038	52,500
Benefits	200	108,815	3,606	7,272	8,903	9,178	13,081	8,903	8,903	8,903	8,903	8,903	13,357	8,903	108,815
Subtotal		909,555	30,144	60,788	74,419	76,716	109,338	74,419	74,419	74,419	74,419	74,419	111,636	74,419	909,555
<u>Services and Activities</u>															
In-service development staff	322	12,000			10,000			1,000			1,000				12,000
Pupil services	323	8,000			800	800	800	800	800	800	800	800	800	800	8,000
Field trips	324	3,420				800							2,620		3,420
Parent activities	325	1,000		450		150		200				200			1,000
Professional tech services	330	8,000	5,000						3,000						8,000
Accounting	330	1,600	133	133	134	133	133	134	133	133	134	133	133	134	1,600
Audit - budget is accrual; will not be pd in FY1	331	15,000													0

Brass City Charter School (BCCS)

Charter School Application

Student transportation	510	4,500				750	150	150	150	150	300	700	2,000	150	4,500
Communication	530	960	80	80	80	80	80	80	80	80	80	80	80	80	960
Telephone	530	1,320	110	110	110	110	110	110	110	110	110	110	110	110	1,320
Postage and shipping	530	1,860	155	155	155	155	155	155	155	155	155	155	155	155	1,860
Travel	580	-													0
Subtotal		57,660	5,478	928	11,279	2,978	1,428	2,629	4,428	1,428	2,579	2,178	5,898	1,429	42,660
Physical Plant															
Rent	400	172,300	14,358	14,358	14,359	14,358	14,358	14,359	14,358	14,358	14,359	14,358	14,358	14,359	172,300
Utilities - there will be 1 mo accrued at yr end	400	60,000		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	55,000
Custodial services	400	-													0
Maintenance and repairs	400	13,400	700	1,700	1,200	700	1,700	1,700	700	1,200	1,200	700	1,200	700	13,400
Renovations/expansion	400	-													0
Subtotal		245,700	15,058	21,058	20,559	20,058	21,058	21,059	20,058	20,558	20,559	20,058	20,558	20,059	240,700
Marketing and Development															
Charter Management Org.	590	-													0
Advertising	590														0
Printing - amt budgeted for annual rept not pd during Yr 1	590	8,600	500	1,600			1,250							1,250	4,600
Insurance	590	8,965	4,465			1,500			1,500			1,500			8,965
Subtotal		17,565	4,965	1,600	0	1,500	1,250	0	1,500	0	0	1,500	0	1,250	13,565
Supplies and Equipment															
Supplies—Instructional	611	9,000		3,000	200	200	200	200	3,000	200	200	100	200	1,500	9,000
Supplies—Administrative	612	8,000		2,000	500	500	500	500	500	1,500	500	500	500	500	8,000
Text books - order summer, work out terms	641	49,990			12,500	12,500	12,500	12,490							49,990
Library books	642	-													0
Supplies-General	690	85,030	1,632	6,840	8,472	6,840	8,471	6,840	8,472	6,840	8,472	6,840	8,471	6,840	85,030
Computers	700	13,000	3,200	10,600											13,800
Furniture - pymts	700	53,120		10,000	10,000	10,000	10,000	13,120							53,120
Vehicles	700	-													0
Other Equipment	700	38,320	360	12,360	3,360	360	360	360	3,360	3,360	5,360	8,360	360	360	38,320
Subtotal		256,460	5,192	44,800	35,032	30,400	32,031	33,510	15,332	11,900	14,532	15,800	9,531	9,200	257,260

<u>Other Objects</u>															
Other objects (e.g., in-kind)	800	-													0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0
<u>Loan Repayments</u>															
Interest	900	-													0
Principal	900	-													0
Subtotal		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures		1,486,940	60,837	129,174	141,289	131,652	165,105	131,617	115,737	108,305	112,089	113,955	147,623	106,357	1,463,740
ENDING CASH BALANCE		0	309,103	209,929	367,890	303,078	148,033	38,226	231,799	133,554	330,775	226,880	89,317	3,020	3,020

At year end, we will have a receivable from School Nutrition as well as accrued bills for utilities, audit, etc.

We will obtain a line of credit from a local bank which can be drawn upon as needed to cover cash shortages. Cash flow projection indicates a small draw down may be needed in June 2014.

Budget for year 2 projects a surplus which will be enough to pay off the line of credit - if needed - and any unpaid bills from year 1. Surplus is recorded as cash reserve in Yr 2 budget.

5) Schedule of Borrowings and Repayments

This cash flow statement should detail the estimated movement of funds in and out of the school for year one of operation.

According to the cash flow projection, a shortage of approximately \$10,000 will occur in June 2014. If that is the case, we would repay that in full in July.

In Year Two, we will also begin working on a plan for moving or expanding the school, as noted in the budget narrative. There are several options available, including leasing additional space from the City, adding modular classrooms, or renovating another building.

If the Board decides to purchase and renovate or to build, we will seek financing from any or all of the following sources:

- State of CT Charter School Building grants
- Foundation or corporate grants
- CHEFA
- Charter Schools Development Corporation
- Local bank financing
- Capital fundraising campaign

We certify that we will comply with all state and federal regulations regarding the borrowing and use of funds.

6) Budget narrative

Provide details to explain the projected amounts reported in the budget by line item and by year for the Pre-opening Budget and the Projected Five-year Budget. For the Salary and Benefits section, provide supporting evidence, including the title and salary of each position by line item and year. For revenues, indicate the source of the revenue and a timeline indicating when funds will be available. If reporting Private Contributions, provide a rationale for how the amount was determined, including source of the funds and anticipated date of receipt. Provide evidence to substantiate the figure (i.e., letters of commitment from donors, grant applications or a detailed plan outlining fundraising efforts).

Detailed budget narrative follows:

Table 21: Project five year budget narrative

General Note: Some calculated numbers on this spreadsheet were rounded to nearest \$5 on budget document.															
Revenue							FY1		FY2		FY3		FY4		FY5
Number of students							114		148		182		216		250
Per-pupil revenue			10,500	11,000			\$1,197,000		\$1,628,000		\$2,002,000		\$2,376,000		\$2,750,000
Student entitlements															
<i>est \$700 per Free/reduced</i>				80%	\$700		\$63,840		\$82,880		\$101,920		\$120,960		\$140,000
Grants - School Breakfast, Lunch, Snack							\$110,660		\$143,660		\$176,665		\$209,665		\$242,670
<i>Est 60% free, 20% reduced, 20% paid - 96% participation</i>															
<i>Based on policy - no outside food; all eat at no charge</i>															
<i>NSLP</i>	<i>Daily</i>	<i>Days</i>			<i>Partic</i>	<i>Yr 1</i>	<i>96% partic</i>	<i>Yr 2</i>		<i>Yr 3</i>		<i>Yr 4</i>		<i>Yr 5</i>	
<i>Free</i>	5.57	220		60%	96%	114	\$80,465	148	\$104,463	182	\$128,461	216	\$152,459	250	\$176,458
<i>Reduced</i>	4.87	220		20%			\$23,451		\$30,445		\$37,439		\$44,433		\$51,427
<i>Paid</i>	1.40	220		20%			\$6,742		\$8,752		\$10,763		\$12,773		\$14,784
							\$110,657		\$143,660		\$176,663		\$209,666		\$242,669
In-kind services - Will have in-kind but no value budgeted - no way to estimate value at this point															
Private contributions - conservative estimate							\$44,750		\$60,000		\$70,000		\$80,000		\$80,000
<i>Founders and supporters have worked successfully with many local funders over the course of many years. We have the proven capacity to raise funds.</i>															
<i>This preliminary fundraising plan is for Year 1 only. The plan will be formulated by the Development Committee of the Board along with the Development Director (when hired) and school leaders.</i>															
<i>Applications to be submitted for grant funding from several sources, including:</i>															
Salem Foundation					\$30,000										
CT Community Foundation					\$25,000										
Naugatuck Savings Bank					\$5,000										
Webster Bank					\$15,000										
Macdermid					\$5,000										
Naugatuck Valley Savings & Loan					\$500										

Generali Foundation				\$1,500												
Fundraising - product sale, event, boxtops, Stop & Shop card rebates				\$6,000												
				\$0												
Carryover of cash balance from pre-opening budget						\$70,690										
Reserve from prior year										\$103,715		\$100,070		\$183,365		
Total Revenue						\$1,486,940		\$1,914,540		\$2,454,300		\$2,886,695		\$3,396,035		
Expenditures																
Salaries and Benefits																
111A	Salaries - Admin															
	Executive Director					\$120,000		\$127,200		\$131,016		\$134,946		\$138,995		
	Principal				0.5	\$47,500	0.5	\$50,350	0.5	\$51,861	FT	\$95,000		\$97,850		
	Middle School Admin (SSP)												0.5	\$40,000		
	Business Manager					\$70,000		\$74,200		\$76,426		\$78,719		\$81,080		
	Development Director				0.5	\$25,000	0.5	\$26,500	FT	\$54,590		\$56,228		\$57,915		
	Subtotal					\$262,500		\$278,250		\$313,893		\$364,893		\$415,840		
111B	Salary - Teachers															
	6 classrooms (avg)					\$50,000	6	\$300,000	2	\$100,000	2	\$100,000	2	\$100,000		
						\$53,000			6	\$318,000	2	\$106,000	2	\$106,000		
						\$56,180					6	\$337,080	2	\$112,360		
						\$57,865							6	\$347,192		
						\$59,601							6	\$357,608		
	ELA Tutor			work days	200	\$20	4	\$16,000	6	\$24,720	6	\$24,720	6	\$24,720	7	\$28,840
	ELA Tutor			work days	200	\$20					6	\$24,720	6	\$24,720	7	\$28,840
	Math Tutor			work days	200	\$20			6	\$24,720	6	\$24,720	6	\$24,720	7	\$28,840
	Music			wks	43	\$30	0	\$0	8	\$10,630	10	\$13,287	12	\$15,944	14	\$18,602
	Gym				43	\$30	6	\$7,740	8	\$10,630	10	\$13,287	12	\$15,944	14	\$18,602
	Art			no PK	43	\$30	0	\$0	0	\$0	8	\$10,630	10	\$13,287	12	\$15,944
								\$323,740		\$488,699		\$654,444		\$784,888		\$931,367
112A	Salary - Education Aides															
	6 classrooms \$15 6 hr			6	200	\$15	6	\$108,000	2	\$36,000	2	\$36,000	2	\$36,000	2	\$36,000
						\$15.45			6	\$111,240	2	\$37,080	2	\$37,080	2	\$37,080
						\$15.91					6	\$114,552	2	\$38,184	2	\$38,184

					\$16.39						6	\$118,008	2	\$39,336
					\$16.88								6	\$121,536
	PK 2 PT assts \$15/4 hrs per day	4	200	\$15	2	\$24,000								
				\$15.45			2	\$24,720						
				\$15.91					2	\$25,456				
				\$16.39							2	\$26,224		
				\$16.88									2	27,008
						\$132,000		\$171,960		\$213,088		\$255,496		299,144
			hr	wk										
112B	Salary - Clerical	\$15	40	50		\$30,000	3%	\$30,900	3%	\$31,827	3%	\$32,782	3%	33,765
	Finance Assistant	\$20	20	50										20,000
														53,765
119	Other													
	Summer tchrs/assistants							\$40,000		\$50,000		\$60,000		\$80,000
	Chef					\$25,000		\$25,750		\$26,523		\$27,318		\$28,138
	Cafeteria asst	4	220	\$8.75		\$7,700	\$9.01	\$7,929	\$9.28	\$8,166	\$9.56	\$8,413	\$9.85	\$8,668
	Bus driver 3 hrs/mo/grade + 100 hrs/summer						\$15.00	\$3,300	\$15.45	\$6,180	\$15.91	\$11,139	\$16.39	\$13,113
	Custodian - 6 hr	6	220	\$9.00		\$11,880	\$9.27	\$12,236	\$9.55	\$12,603	\$9.83	\$12,982	\$10.13	\$13,371
	Custodian - 4 hr	4	220	\$9.00		\$7,920	\$9.27	\$8,158	\$9.55	\$8,402	\$9.83	\$8,654	\$10.13	\$8,914
						\$52,500		\$97,373		\$111,875		\$128,506		\$152,204
	Total Salaries					\$800,740		\$1,067,182		\$1,325,126		\$1,566,566		\$1,852,319
200	Benefits													
	Share of FICA/Medicare for non-cert staff			7.65%		\$32,857		\$40,402		\$47,340		\$52,531		\$59,907
	Teacher Retirement <i>not inc here - part of salary above</i>													
	SUTA		<i>new employer rate</i>	4.50%		\$36,033		\$48,023		\$59,631		\$70,495		\$83,354
	Health Insurance		<i>50% employer portion on avg</i>	\$5,400	9	\$24,300	11	\$29,700	14	\$37,800	17	\$45,900	19	\$51,300
	<i>based on insurance broker est-current rates + 20% on avg 35-40 y.o. rate</i>													
	Life Insurance					\$1,703		\$2,102		\$2,503		\$3,021		\$3,430
	<i>.25/mo per thousand; FT employees ins amt = 1 yr salary</i>													
	Worker's Comp Insurance rate based on CCS			1.03%		\$8,248		\$10,992		\$13,649		\$16,136		\$19,079
	403(b) match FT mx 10% match 10% of their contrib					\$5,675		\$7,007		\$8,342		\$10,070		\$11,434

	<i>FT employee max is 10% of salary - BCCS will match 10% of their contribution</i>													
	<i>that is, max BCCS exposure is 1% of FT salaries</i>													
	Total Benefits					\$108,815		\$138,226		\$169,264		\$198,153		\$228,505
	Subtotal Salaries & Benefits					\$909,555		\$1,205,408		\$1,494,390		\$1,764,718		\$2,080,824
	Services and Activities													
322	Inservice staff development					\$12,000		\$15,000		\$15,000		\$18,000		\$18,000
	Publisher training - PATHS, Reading St., First Aid/CPR,													
	Blue Ribbon Assessments in Yr 1													
	Yr 2-5 TBD based on school and teacher goals													
323	Pupil services													
	contract guid couns		\$80/hr	\$80	100	\$8,000	120	\$9,600	150		200		220	
				\$85						\$12,750		\$17,000		\$18,700
324	Field Trips		30/child	\$30	114	\$3,420	152	\$4,560	190	\$5,700	228	\$6,840	266	\$7,980
325	Parent Activities													
	picnic, literacy dinner, meetings													
						\$1,000		\$1,200		\$1,200		\$1,400		\$1,400
330	Professional tech services					\$8,000		\$6,000		\$6,000		\$6,000		\$6,000
	legal, data proc, mgmt consultants													
330	Accounting													
	Intuit assisted \$79/mo + 3% added per yr													
						\$948		\$976		\$1,006		\$1,036		\$1,067
	\$2/mo per employee			\$24.00	27	\$648	31	\$744	36	\$864	40	\$960	44	\$1,056
						\$1,596		\$1,720		\$1,870		\$1,996		\$2,123
331	Audit	estimation				\$15,000		\$15,450		\$15,914		\$16,391		\$16,883
510	Student Transportation													
	Field trips 5 @ \$300/grade level plus OT for late PM buses													
				\$1,500	3	\$4,500	4	\$6,000	5	\$7,500	6	\$9,000	7	\$10,500

530	Communication											
	Internet		\$80	mo		\$960	\$989	\$1,018	\$1,049	\$1,080		
	Phone		\$110	mo		\$1,320	\$1,360	\$1,400	\$1,442	\$1,486		
	Postage		\$155	mo CCS actual		\$1,860	\$1,916	\$1,973	\$2,032	\$2,093		
	Subtotal Services and Activities					\$57,656	\$63,795	\$70,325	\$81,151	\$86,245		
Physical Plant												
400	Rent	PAL bldg add 3% inc per yr				\$172,302	\$177,471	\$450,000	\$463,500	\$477,405		
		new bldg 50000 sq ft @ .75	0.75	\$50,000								
	<p><i>Note: We will need to move or expand in year 3. There are several alternatives, including leasing another city building. This budget reflects that scenario.</i></p> <p><i>We will also look into the cost of portable classrooms as well as renovating existing buildings that are available in the city.</i></p> <p><i>Should the Board decide to look at renovation/building, we will seek funding from any or all of the following: the State funds for charter school buildings, CHEFA, Charter Schools Development Corp funding, local bank financing,</i></p>											
400	Utilities	based on PAL estimates		5%		\$60,000	\$63,000	\$66,150	\$69,458	\$72,930		
400	Maintenance & Repair											
	Dumpster		700/mo	CCS	5%	\$8,400	\$8,820	\$9,261	\$9,724	\$10,210		
	Snow Removal				5%	\$2,000	\$2,100	\$2,205	\$2,315	\$2,431		
	Sprinkler/elight/exting inspection			lessor	5%	\$0	\$0	\$0	\$0	\$0		
	Building Repairs				5%	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647		
						\$13,400	\$14,070	\$14,774	\$15,512	\$16,288		
	Subtotal Physical Plant					\$245,702	\$254,541	\$530,924	\$548,470	\$566,623		
Marketing and Development												

590	Advertising student recruitment (Yr 1 on pre-opening budget)					\$0		\$500		\$500		\$500		\$500	
	staff recruitment will be via free web listings														
590	Printing														
	envelopes, event invitations, annual report, newsletter					\$8,600		\$9,030		\$9,482		\$9,956		\$10,453	
	500	1600	4000	2500											
590	Insurance														
	liability	1572 x105%	Aug			\$1,650		\$1,733		\$1,819		\$1,910		\$2,006	
		5531x105%				\$5,808		\$6,098		\$6,403		\$6,723		\$7,060	
		1000x105%				\$1,050		\$1,103		\$1,158		\$1,216		\$1,276	
	student accident ins				\$4	114	\$456	152	\$608	190	\$760	228	\$912	266	\$1,064
							\$8,964		\$9,541		\$10,140		\$10,761		\$11,406
	Subtotal Marketing and Development					\$17,564		\$19,071		\$20,122		\$21,217		\$22,359	
Supplies and Equipment															
611	Instructional Supplies		\$1500/class		\$1,500	6	\$9,000	8	\$12,000	10	\$15,000	12	\$18,000	14	\$21,000
612	Supplies - Administrative						\$8,000		\$6,600		\$6,600		\$6,600		\$6,600
641	Textbooks						\$49,991		\$34,420		\$37,580		\$40,750		\$44,775
	<i>see tab 2 of this worksheet for details re: textbook orders</i>														
690	Supplies - General														
	Custodial		CCS + 5%			\$5,800		\$6,090		\$6,395		\$6,714		\$7,050	
	Food		\$3/day x 220 x # stu	\$660	114	\$75,240	152	\$100,320	190	\$125,400	228	\$150,480	266	\$175,560	
	Nutrition paper goods		based on CCS	\$35		\$3,990		\$5,320		\$6,650		\$7,980		\$9,310	
						\$85,030		\$111,730		\$138,445		\$165,174		\$191,920	
700	Computers - yr 1 sched for replacement in Yr														

	5													
	Desktops - Classrooms			\$400	14	\$5,600	6	\$2,400	6	\$2,400	6	\$2,400	20	\$8,000
	<i>1 per PK, 3 per gr K-5 @ \$400</i>													
	Smartboards \$3800 ea			\$3,800			8	\$30,400	2	\$7,600	4	\$15,200	2	\$7,600
	Laptops - classroom tchrs; ELA tutor; rep yr 1 in yr 5			\$600	7	\$4,200	2	\$1,200	3	\$1,800	2	\$1,200	9	\$5,400
	<i>classroom teachers, ELA tutors</i>													
	Printers			\$400	2	\$800	2	\$800	1	\$400	1	\$400	4	\$1,600
	<i>share 1 laser printer per grade level</i>													
	Laptops - office staff + chef; repl yr 5			\$600	4	\$2,400							6	\$3,600
	<i>Exec Dir, Principal, Business Mgr, Development Dir, Receptionist, Chef</i>													
	Printer - office - replace in Yr 5			\$200									1	\$200
						\$13,000		\$34,800		\$12,200		\$19,200		\$26,400
700	Furniture					\$53,120		\$29,140		\$18,315		\$27,740		\$13,515
	<i>See tab 3 of this worksheet for detailed listing of furniture</i>													
700	Other Equipment													
	Kitchen					\$4,000								
	Copier	lease based on CCS	360 mo	\$4,320		\$4,320		\$4,320		\$4,320		\$4,320		\$4,320
	Classroom - toys, sand tables, etc		PK	\$10,000	2	\$20,000								
	Classroom - toys, etc		K	\$5,000	2	\$10,000								
						\$38,320								
700	Vehicle	purchase/maintain used school bus						\$35,000		\$6,000		\$6,000		\$6,000
	Subtotal Supplies and Equipment					\$256,461		\$268,010		\$238,460		\$287,784		\$314,530
800	Reserve for operating expenses - limit 10%							\$103,715		\$100,070		\$183,365		\$325,450
	Total Expenditures					\$1,486,938		\$1,914,540		\$2,454,290		\$2,886,705		\$3,396,031
	INCOME LESS EXPENDITURE					\$2		\$0		\$10		-\$10		\$4
	Differences between narrative and budget document due to rounding of some calculated narrative numbers to the nearest \$5 for budget document.													

Table 22: Budget narrative detail, texts

	Price	Yr 1 #		Yr 2 #		Yr 3 #		Yr 4 #		Yr 5 #	
PATHS											
PK/K classroom module	799	4	3196		0		0		0		0
Gr 1 classroom module	599	2	1198		0		0		0		0
Gr 2 classroom module	449		0	2	898		0		0		0
Gr 3 classroom module	399		0		0	2	798		0		0
Gr 4 classroom module	449		0		0		0	2	898		0
Gr 5 classroom module	469		0		0		0		0	2	938
Social Studies Alive!			0		0		0		0		0
K Me & My World Tchr + 6 yr digital	375	2	750		0		0		0		0
Gr 1 My School & Family Tchr + 6 yr dig	300	2	600		0		0		0		0
Gr 1 Student + 6 yr dig	47	38	1786		0		0		0		0
Interactive Student Notebook	4	38	152	38	152	38	152	38	152	38	152
Gr 2 My Community Tchr = 6 yr dig	300		0	2	600		0		0		0
Gr 2 Student + 6 yr dig	48		0	38	1824		0		0		0
Interactive Student Notebook	4		0	38	152	38	152	38	152	38	152
Gr 3 Our Community & Beyond Tchr	300		0		0	2	600		0		0
Gr 3 Student	50		0		0	38	1900		0		0
Interactive Student Notebook	6		0		0	38	228	38	228	38	228
Gr 4 Regions of Our Country Tchr	325		0		0		0	2	650		0
Gr 4 Student	54		0		0		0	38	2052		0
Interactive Student Notebook	6		0		0		0	38	228	38	228
Gr 5 America's Past Tchr	350		0		0		0		0	2	700
Gr 5 Student	65		0		0		0		0	38	2470
Interactive Student Notebook	6		0		0		0		0	38	228
Science			0		0		0		0		0
Science Kits - avg 2-3 kits per gr K-1	2000	2	4000	1	2000	1	2000	1	2000	1	2000
Science Kit refills - avg	500		0	3	1500	4	2000	5	2500	6	3000
Math			0		0		0		0		0
K Tchr online bundle 6 yr	640.5	2	1281		0		0		0		0

K Student 4-book set	28.35	38	1077.3	38	1077.3	38	1077.3	38	1077.3	38	1077.3
K Big Books	224.95	2	449.9		0		0		0		0
K Manipulative Kit 30 student	481.95	1	481.95		0		0		0		0
K Manipulative Kit Individ	12.2	8	97.6		0		0		0		0
K Interactive Whiteboard Lessons 6 yr	135.45	2	270.9		0		0		0		0
1 Tchr online bundle 6 yr	640.5	2	1281		0		0		0		0
1 Student 2-book set	40.85	38	1552.3	38	1552.3	38	1552.3	38	1552.3	38	1552.3
1 Manipulative Kit 30 student	696.15	2	1392.3		0		0		0		0
1 Manipulative Kit Individ	16.1	8	128.8		0		0		0		0
1 Place Value Mats	20.7	38	786.6		0		0		0		0
1 Interactive Whiteboard Lessons 6 yr	135.45	2	270.9		0		0		0		0
1 Online Interactivities 6 yr	31.45	38	1195.1		0		0		0		0
2 Tchr online bundle 6 yr	640.5		0	2	1281		0		0		0
2 Student 2-book set	40.85		0	38	1552.3	38	1552.3	38	1552.3	38	1552.3
2 Manipulative Kit 30 student	696.15		0	2	1392.3		0		0		0
2 Manipulative Kit Individ	16.1		0	8	128.8		0		0		0
2 Place Value Mats	20.7		0	38	786.6		0		0		0
2 Interactive Whiteboard Lessons 6 yr	135.45		0	2	270.9		0		0		0
2 Online Interactivities 6 yr	31.45		0	38	1195.1		0		0		0
3 Tchr online bundle 6 yr	640.5		0		0	2	1281		0		0
3 Student 2-book set	51.15		0		0	38	1943.7	38	1943.7	38	1943.7
3 Manipulative Kit 30 student	615.85		0		0	2	1231.7		0		0
3 Manipulative Kit Individ	32.15		0		0	8	257.2		0		0
3 Place Value Mats	20.7		0		0	38	786.6		0		0
3 Interactive Whiteboard Lessons 6 yr	135.45		0		0	2	270.9		0		0
3 Online Interactivities 6 yr	31.45		0		0	38	1195.1		0		0
4 Tchr online bundle 6 yr	640.5		0		0		0	2	1281		0
4 Student 2-book set	51.15		0		0		0	38	1943.7	38	1943.7
4 Manipulative Kit 30 student	615.85		0		0		0	2	1231.7		0
4 Manipulative Kit Individ	32.15		0		0		0	8	257.2		0
4 Place Value Mats	20.7		0		0		0	38	786.6		0

4 Interactive Whiteboard Lessons 6 yr	135.45		0		0		0	2	270.9		0
4 Online Interactivities 6 yr	31.45		0		0		0	38	1195.1		0
5 Tchr online bundle 6 yr	640.5		0		0		0		0	2	1281
5 Student 2-book set	51.15		0		0		0		0	38	1943.7
5 Manipulative Kit 30 student	589.05		0		0		0		0	2	1178.1
5 Manipulative Kit Individ	16.1		0		0		0		0	8	128.8
5 Place Value Mats	20.7		0		0		0		0	38	786.6
5 Interactive Whiteboard Lessons 6 yr	135.45		0		0		0		0	2	270.9
5 Online Interactivities 6 yr	31.45		0		0		0		0	38	1195.1
Writing			0		0		0		0		0
Step Up to Writing K-3 classroom set	349.95	4	1399.8	2	699.9	2	699.9		0		0
Step Up to Writing 3-6 classroom set	349.95		0		0		0	2	699.9	2	699.9
Vocabulary - Wordly Wise			0		0		0		0		0
K Class Set 25 stu + tchr	243.25	2	486.5		0		0		0		0
K Student	11.5		0	26	299	38	437	38	437	38	437
1 Class Set 25 stu + tchr	243.25	2	486.5		0		0		0		0
1 Student	11.5		0	26	299	38	437	38	437	38	437
2 Class Set 25 stu + tchr	225		0	2	450		0		0		0
2 Student	11.7		0		0	26	304.2	38	444.6	38	444.6
3 Class Set 25 stu + tchr	225		0		0	2	450		0		0
3 Student	11.7		0		0		0	26	304.2	38	444.6
4 Class Set 25 stu + tchr	239.6		0		0		0	2	479.2		0
4 Student	12.4		0		0		0		0	26	322.4
5 Class Set 25 stu + tchr	239.6		0		0		0		0	2	479.2
Waterford		76	2200	114	2800	114	2800	114	2800	114	2800
Reading Street			0		0		0		0		0
K Package inc digital 6 yr lic	2433.47	2	4866.94		0		0		0		0
1 Student Pkg	153.97	38	5850.86		0		0		0		0
1 sleuth 12 pk	223.97	3	671.91	3	671.91	3	671.91	3	671.91	3	671.91
1 Teacher pkg	510.47	2	1020.94		0		0		0		0
1 Benchmark Tests 6 units + EOY 10 pk	15.47	28	433.16	28	433.16	28	433.16	28	433.16	28	433.16

1 Tests tchr manual	46.47	2	92.94		0		0		0		0
1 Leveled Readers Superkit 6 ea of 90	1999.97	1	1999.97		0		0		0		0
1 Big Book pkg	694.97	2	1389.94		0		0		0		0
1 ELL Rdrs 1 ea of 30	131.97	3	395.91		0		0		0		0
1 ELL Tchr Guide	53.97	1	53.97		0		0		0		0
1 Digital Student License 6 yr	115.47	38	4387.86		0		0		0		0
2 Student Pkg	89.97		0	38	3418.86		0		0		0
2 sleuth 12 pk	223.97		0	3	671.91		0		0		0
2 Teacher pkg	510.47		0	2	1020.94		0		0		0
2 Benchmark Tests 6 units + EOY 10 pk	15.47		0	28	433.16	28	433.16	28	433.16	28	433.16
2 Tests tchr manual	46.47		0	2	92.94		0		0		0
2 Leveled Readers Superkit 6 ea of 90	1999.97		0	1	1999.97		0		0		0
2 Big Book pkg	347.97		0	2	695.94		0		0		0
2 ELL Rdrs 1 ea of 30	131.97		0	3	395.91		0		0		0
2 ELL Tchr Guide	53.97		0	1	53.97		0		0		0
2 Digital Student License 6 yr	70.47		0	38	2677.86		0		0		0
3 Student Pkg	95.97		0		0	38	3646.86		0		0
3 sleuth 12 pk	223.97		0		0	3	671.91		0		0
3 Teacher pkg	510.47		0		0	2	1020.94		0		0
3 Benchmark Tests 6 units + EOY 10 pk	15.47		0		0	28	433.16	28	433.16	28	433.16
3 Tests tchr manual	46.47		0		0	2	92.94		0		0
3 Leveled Readers Superkit 6 ea of 90	1999.97		0		0	1	1999.97		0		0
3 ELL Rdrs 1 ea of 30	131.97		0		0	3	395.91		0		0
3 ELL Tchr Guide	53.97		0		0	1	53.97		0		0
3 Digital Student License 6 yr	70.47		0		0	38	2677.86		0		0
4 Student Pkg	64.97		0		0		0	38	2468.86		0
4 sleuth 12 pk	223.97		0		0		0	3	671.91		0
4 Teacher pkg	510.47		0		0		0	2	1020.94		0
4 Benchmark Tests 6 units + EOY 10 pk	15.47		0		0		0	28	433.16	28	433.16
4 Tests tchr manual	46.47		0		0		0	2	92.94		0
4 Leveled Readers Superkit 6 ea of 90	1999.97		0		0		0	1	1999.97		0

4 ELL Rdrs 1 ea of 30	131.97		0		0		0	3	395.91		0
4 ELL Tchr Guide	53.97		0		0		0	1	53.97		0
4 Digital Student License 6 yr	70.47		0		0		0	38	2677.86		0
5 Student Pkg	64.97		0		0		0		0	38	2468.86
5 sleuth 12 pk	223.97		0		0		0		0	3	671.91
5 Teacher pkg	510.47		0		0		0		0	2	1020.94
5 Benchmark Tests 6 units + EOY 10 pk	15.47		0		0		0		0	28	433.16
5 Tests tchr manual	46.47		0		0		0		0	2	92.94
5 Leveled Readers Superkit 6 ea of 90	1999.97		0		0		0		0	1	1999.97
5 ELL Rdrs 1 ea of 30	131.97		0		0		0		0	3	395.91
5 ELL Tchr Guide	53.97		0		0		0		0	1	53.97
5 Digital Student License 6 yr	70.47		0		0		0		0	38	2677.86
Other			0		0		0		0		0
for self-designed, SRBI, ELL, etc.			1800		900		900		1000		1500
DRA2+			0		0		0		0		0
K-3 Comprehensive Pkg	422.97	1	422.97		0		0		0		0
Student folders 30 pk	41.47	2	82.94	1	41.47	1	41.47	1	41.47	1	41.47
4-8 Comprehensive Pkg	367.47		0		0		0	1	367.47		0
Total			\$49,991		\$34,419		\$37,579		\$40,750		\$44,776

Table 23: Budget narrative detail, furniture

				1		2		3		4		5	
Chairs	avg inc frt		\$40										
	19 + 3 comp + 5 rdg table		27	7	\$7,560	2	\$2,160	2	\$2,160	2	\$2,160	2	\$2,160
	yr 1 6 rms + tutoring												
	yr 4 art/science rooms									40	\$1,600		
Kidney	2 in tutoring rm		\$300	8	\$2,400	2	\$600	2	\$600	2	\$600	2	\$600
Tables	48" round -5 per room + 3 tutoring		\$200	33	\$6,600								
Tables	Art/Science		\$180							20	\$3,600		
Desks	18 per room		\$80			36	\$2,880	36	\$2,880	36	\$2,880	36	\$2,880
Shelves, cubbies	\$2500 per room		\$2,500	6	\$15,000	2	\$5,000	2	\$5,000	2	\$5,000	2	\$5,000
Computer stations	460 + frt	no pk yr 1	\$500	4	\$2,000	4	\$2,000	2	\$1,000	2	\$1,000	2	\$1,000
Cots			\$35	70	\$2,450								
PK/K Play Kitchen			\$300	3	\$900								
Teacher & asst desks			\$300	13	\$3,900	4	\$1,200	4	\$1,200	6	\$1,800	4	\$1,200
Teacher chair			\$90	13	\$1,170	4	\$360	4	\$360	6	\$540	4	\$4,680
	Total classrooms				\$41,980		\$12,640		\$11,640		\$16,840		\$11,640
Office													
Desks	4 admin, recep, soc wkr		\$300	6	\$1,800								
Chairs			\$90	6	\$540								
Fireproof file cabinets			\$2,000	1	\$2,000			1	\$2,000				
File cabinets - office			200	6	\$1,200								
Folding tables lightweight					\$600						\$600		
Lunchroom tables	60" round	w benches	\$1,400			10	\$14,000	2	\$2,800	2	\$2,800		
Folding chairs			\$25	200	\$5,000	100	\$2,500	75	\$1,875	300	\$7,500		
	Total				\$53,120		\$29,140		\$18,315		\$27,740		\$11,640

Table 24: Budget narrative detail, in-service

Philosophy/Mission			\$0
Befriending the Brain			\$0
PATHS			\$5,000
Reading Street			\$2,500
History Alive	webinars online		\$0
Step Up to Writing	webinars online		\$0
DRA	online tutorials		\$0
Blue Ribbon			\$1,000
TEAM			\$1,000
SEED			\$1,000
ELL		city	\$0
SPED		city	\$0
First Aid/CPR	100*15		\$1,500
Total:			\$12,000

Table 25: Budget narrative detail, pre-opening

Note: This pre-opening budget reflects expenses for the month of June 2013. We intend to open BCCS in September; since FY1 begins July 1, this budget reflects period between charter notification and July 1. Leased building will not be available until July 1; pre-opening activities will take place elsewhere. Administrators will use personal cell phones, and have use of a copier and basic office equipment.

Revenue

In-kind services - discounted time on web and logo design	\$1,000
Private contributions - pledged support from Leever Foundation	<u>\$100,000</u>
Total Revenue	\$101,000

Expenditures

Salaries and Benefits

Salary - Administrators - <i>2 administrators, 1 month</i>	\$15,835
Salary - Teachers - <i>2 teachers, 2 weeks</i>	\$4,200
Salary - Other	\$600
<i>Document translation (flyers, parent handbook), 2 flyer delivery people (40 hrs total x \$9/hr)</i>	
Salary - Support Staff - <i>Office assistant \$15 x 64 hours</i>	\$960
Benefits - calculated at 12%	<u>\$2,590</u>
	\$24,185

Services and Activities

Professional tech services - <i>Website @ discounted rate</i>	\$400
Accounting - <i>Purchase QuickBooks, consultant 3 hrs for chart of accts setup, 1 payroll fee</i>	<u>\$925</u>
	\$1,325

Marketing and Development

Advertising - <i>student recruitment ad in paper</i>	\$500
Printing - <i>10,000 flyers x .15</i>	<u>\$1,500</u>
	\$2,000

Supplies and Equipment

Supplies - Administrative - <i>paper, ink, misc</i>	\$100
Computers - <i>2 laptops for admin, printer</i>	<u>\$1,200</u>
	\$1,300

Other Objects

<i>Logo design, value of discounted web and logo design services</i>	\$1,500
Total Expenditures	<u><u>\$30,310</u></u>

INCOME LESS EXPENDITURES	<u><u>\$70,690</u></u>
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Amount transferred to cash flow statement as July opening balance and recorded in revenue section of Yr 1 budget

Appendix A: Citations

Appendix A: Citations

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