Curriculum Development Timeline

Task	Start Date	Completion Date	Responsibility
Review state, Common Core and national standards	Jan 2015	Jan 2015	Principal
Review Brooke Charter Schools (BCS) Learning Standards to ensure alignment with state and CCLS standards	Jan 2015	Jan 2015	Principal
Create MPCS Learning Standards to ensure alignment with state and CCLS standards	Jan 2015	Feb 2015	Principal
Obtain access to scope and sequences, unit plans and lessons from BCS	Jan 2015	Jan 2015	Principal
Develop MPCS scope and sequences to align to MS state testing	Feb 2015	April 2015	Principal
Research supplemental intervention curriculum	Feb 2015	July 2015	Principal Student Support Coordinator
Order sample materials	Feb 2015	July 2015	Principal Director of Operations
Identify curriculum resources in community	Feb 2015	Aug 2015	Principal Student Support Coordinator Teachers
Select and order curriculum materials	Mar 2015	Aug 2015	Principal Director of Operations
Create unit and lesson plan templates	Mar 2015	Jul 2015	Principal
Create resource library for teachers	Apr 2015	Aug 2015	Principal Student Support Coordinator
Collect lesson exemplars	May 2015	Aug 2015	Principal
Plan teacher orientation	Jun 2015	Aug 2015	Principal Student Support Coordinator
Establish systems for archiving and shared curriculum resources	May 2015	Aug 2015	Principal Student Support Coordinator
Conduct teacher orientation and training on curriculum development	Aug 2015	Aug 2015	Principal Student Support Coordinator
Refine Scope and Sequences	Aug 2015	Aug 2015	Teachers

Task	Start Date	Completion Date	Responsibility
Create unit plans for first trimester	Aug 2015	Aug 2015	Teachers
Create lesson plans for first unit	Aug 2015	Aug 2015	Teachers
Review unit and lesson plans and provide feedback	Aug 2015	Ongoing	Principal

MPCS Scope and Sequence for Grades 5-8

The following Language Arts, Math, Science, Social Studies and Character Education scope and sequences are taken from the Brooke Charter Schools curriculum and cover the same general content we expect to teach at MPCS in each grade. Given their alignment to the Common Core standards, we believe these will be adequately aligned to Mississippi standards but will be reviewed annually to ensure students are taught the appropriate knowledge and skills in the appropriate grades.

LANGUAGE ARTS

Fifth Grade

Listening and Speaking	• *Use pronouns correctly (order of pronouns and subject/object pronouns) in speech.* • *Speak in clear, complete sentences that communicate a clear point.*
Reading	• *Use sentence and paragraph context to determine the meaning and identify specific evidence for context clues for unknown and multiple meaning words. Context clues include contrast cues (but, however, on the other hand, except) and cause and effect cue words (because, since, as a result of, and therefore).* • *Determine the purposes of lines, sentences, paragraphs, and sections and how they contribute to the text as a whole.*
Language	• *Use grade level vocabulary words in speech and in writing correctly.* • *Define and identify nouns, verbs, pronouns, conjunctions, adjectives, adverbs, interjections, and prepositions.*
Writing - content	• *Write a paragraph (with a topic sentence and simple supporting facts and details) summarizing, interpreting, or explaining a literary text, using evidence from the text as support.* • *Organize multi-paragraph compositions in the following structures: chronological and logical.* • *Write descriptive and chronological paragraphs with a clear topic sentence and relevant supporting facts.*
Writing - conventions	• *Distinguish between and use statements, questions, commands and exclamations and employ proper final punctuation for all sentence types.* • *Place commas properly in a series.* • *Identify verb form of the word "to be" that agrees with a given subject and correct those that disagree when revising.*

Sixth Grade

Reading	• *Make inferences and identify evidence for inferences.* • *Determine the purpose of character actions and dialogue in developing characters.* • *Identify how traits of central characters influence the conflict and resolution of the conflict.*

Language	• *Use grade level vocabulary words in speech and in writing correctly.* • *Use adjectives and adverbs correctly (including good and well).*
Writing – content	• *Develop a central topic that is clear and complete.* • *Within a paragraph, every sentence must support the topic sentence.* • *Create and then use a thoughtful plan for multi-paragraph compositions.* • *Develop a strong introduction and conclusion.*
Writing – conventions	• *Place commas and quotation marks properly in quotes.* • *Identify subjects and verbs that are in agreement and correct those that disagree when revising.*

Seventh Grade

Reading	• *Determine how an author demonstrates a character's emotion through a character's actions and dialogue.* • *Trace how character relationships change over the course of a text.* • *Identify whether a story is written in first, second, or third person point of view and the significance of the point of view choice.*
Language	• *Use grade level vocabulary words in speech and in writing correctly.*
Writing – content	• *Select an appropriate topic, one the student has sufficient knowledge of to develop fully.* • *Write personal narratives that have an appropriate and clearly developed theme.* • *Write a paragraph summarizing, interpreting, or explaining a literary text, using evidence from the text as support.* • *Write personal narratives that have rising action, transforming event/turning point, climax, falling action, and resolution.* • *Use knowledge of audience and understanding of purpose to make choices around tone.*
Writing – conventions	• *Place commas and quotation marks properly in dialogue.* • *Identify verbs in a different tense than the rest of the written pieces and correct them.*

Eighth Grade

Reading	• *Identify prologue, rising action, transforming event, climax, falling action, resolution, and epilogue.* • *Analyze logic and evidence in an argument.* • *Identify and analyze symbols used throughout a literary work.*
Language	• *Use grade level vocabulary words in speech and in writing correctly (see appendix I).*
Writing – content	• *Write an essay that states a clear thesis, topic, or main idea (non-fiction or literary analysis).* • *Use knowledge of audience and understanding of purpose to make language choices.* • *Effectively develop an argument in writing.*

Writing – conventions	• *Use colons and semi-colons correctly and purposefully.* • *Place commas around parenthetical expression and after introductory phrases.*
Research	• *Identify and locate books, websites, and other resources to investigate an independently chosen topic.* • *Gather information from books, websites, and other resources. Organize research in order to track sources.* • *Evaluate the relevance of the information. Evaluate the quality of research.*

MATH

Fifth Grade

Whole Number Place Value and Number Sense	• *Identify the value and place value of an indicated digit up to the hundred trillions place.* • *Write out numbers in words. Read and write numbers in standard form with commas.* • *Compare and order whole numbers.*
Fraction Concepts and Number Sense	• *Demonstrate an understanding of fractions as parts of a whole.* • *Find and identify equivalent fractions and missing numerators and denominators.* • *Simplify fractions and mixed numbers to lowest terms.* • *Convert between mixed numbers and improper fractions.* • *Find a fraction of a set using equivalent fractions.*
Decimal Concepts and Number Sense	• *Identify the value and place value of decimal digits to the ten-thousandths place.* • *Place and sequence positive whole numbers, fractions, mixed numbers, decimals, and percents on a number line.* • *Convert common fractions, decimals, and percents from one form to another.* • *Find a percent of a number using equivalent fractions.*
Addition and Subtraction Concepts	• *Demonstrate an understanding of the inverse relationship of addition and subtraction by identifying the fact family of addition and subtraction number sentences* • *Add whole numbers.* • *Subtract whole numbers.* • *Add and subtract fractions; add mixed numbers.* • *Add and subtract decimal numbers.*
Multiplication and Division Concepts	• *Understand and apply the definitions of prime, composite, odd, even, factors multiples, and divisibility rules for 2,3,5 and 10.* • *Multiply multi digit numbers by multi digit numbers.* • *Demonstrate an understanding of the inverse relationship of multiplication and division by identifying the fact family of multiplication and division number sentences.* • *Identify and solve simple and multi-step word problems involving addition and subtraction of whole numbers, fractions, and decimals and multiplication and division of whole numbers.*
Algebra, Patterns, and Statistics	• *Evaluate one or two step expressions given the value of the variable.* • *Extend simple symbolic and arithmetic patterns and progressions.* • *Solve problems involving input-output tables and describe the rule that governs the relationship.* • *Interpret bar, line, circle graphs and line plots.*
Measurement	• *Use a ruler to measure lengths to the nearest eighth of an inch and*

and Geometry	*tenth of a centimeter.* • *Carry out standard unit conversions (inches-feet-yards; pounds and ounces).* • *Identify and define point, line segment, line, ray. Identify, define, and classify lines as perpendicular, parallel, and intersecting.* • *Understand the meaning of line symmetry and identify lines of symmetry.*

Sixth Grade

Number Sense	• *Write numbers in expanded form using exponents.* • *Compare and order fractions, mixed numbers, percents and decimals.* • *Find a percent of another number by writing and solving a fraction equivalency number sentence.* • *Place and sequence positive and negative whole numbers, fractions, mixed numbers, decimals, and percents on a number line.*
Algebra, Addition, and Subtraction	• *Use variables to write mathematical expressions and equations.* • *Subtract mixed numbers.* • *Represent addition and subtraction of integers on a number line (with exception of subtracting integers).*
Algebra and Multiplication	• *Multiply whole numbers, fractions, and mixed numbers.* • *Multiply decimals.* • *Find a fraction and % of a number using multiplication (fractions and decimals).* • *Extend the use of the order of operations to include exponents.*
Algebra and Division	• *Divide whole numbers and express the remainder as a fraction or decimal.* • *Divide two numbers when there is a decimal in the dividend only.* • *Evaluate division problems when the quotient is less than one.* • *Convert fractions to decimals by dividing.*
Patterns, Algebra, and Input-Output	• *Solve problems using balances by using the property of equality.* • *Solve for a variable in one and two step equations involving addition, subtraction, multiplication, and/or division.* • *Plot and locate the coordinates of points on the Cartesian coordinate plane (first quadrant only).* • *Describe, create, extend, and explain symbolic, arithmetic and geometric patterns.* • *Determine rules for input-output tables and write rules using variable expressions and equations.*
Statistics and Probability	• *Analyze the effect on measures of central tendency of adding or removing a given data point.* • *Construct and interpret stem and leaf plots and line plots.* • *Determine the probability of a given event by analyzing the range of*

	possible outcomes.
Geometry	• *Master naming conventions for angles.* • *Describe and identify complementary and supplementary angles.* • *Describe, compare, and classify on the basis of attributes and parts of two-dimensional shapes, including parallel sides, length of sides, types of angles, symmetry, and number of vertices, diagonals, and sides.* • *Find the surface area of rectangular prisms and cubes.*

Seventh Grade

Integers and Pre-Algebra	• *Evaluate algebraic expressions (given variable values) involving all 4 operations, exponents, and parentheses.* • *Derive 1- and 2-term algebraic equations and expressions (no exponents) from worded scenarios.* • *Solve for a variable in 1- and 2-step algebraic equations involving multiplication, division, addition, and/or subtraction.* • *Add and subtract positive and negative integers.*
Ratios, Rate, and Proportions	• *Solve proportions using multiple methods, including cross-products.* • *Solve problems involving rates, particularly price per unit (weight and volume) and speed (miles per hour, feet per second), including rate conversion.* • *Translate written sentences into proportions and solve (rate, scale, conversion, rate of change).*
Multiplication and Division	• *Multiply and divide integers.* • *Multiply fractions, with a focus on application ("fraction of") problems.* • *Divide any combination of whole numbers, fractions, or mixed numbers.* • *Identify, write and solve story problems that distinguish between multiplication and division of fractions.*
Percentages	• *Understand, read, and express percentages which are greater than 100%, less than 1%, or include fractional percentage points (i.e. 2.75%).* • *Use proportions to calculate percents, including parts or totals.* • *Understand and apply concept of percent increase and decrease.*
Patterns and Linear Functions	• *Locate and plot points on a 4-quadrant Cartesian coordinate plane.* • *Define slope as the rate of change, and determine the slope from a line, equation, table, and two points.* • *Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g. compounding.*
Geometry and Measurement	• *Convert between and within systems of measurement (time, length, capacity, weight).* • *Calculate perimeter and area of two-dimensional shapes, including shapes with variables and missing values.* • *Identify and perform translations and reflections of polygons on*

	unmarked and labeled coordinate planes. • *Derive and apply formulas related to circles (circumference and area).*
Statistics and Probability	• *Calculate the probability of simple and compound events using tree diagrams and/or organized lists.* • *Manipulate data sets to obtain particular values for measures of central tendency.* • *Identify, interpret, utilize and construct pie charts (circle graphs) by integrating knowledge of circles, angles, percents, and proportions.*

Eighth Grade

Expressions, Equations, and Inequalities	• *Evaluate variable expressions with up to three variables, absolute value, square roots, and/or compound parentheses.* • *Combine like terms within variable expressions including fractions with variables in the denominator.* • *Solve equations with variables on both sides of the equal sign using the property of equality.* • *Translate written sentences into proportions and solve (rate, scale, conversion, rate of change).*
Linear Functions	• *Understand, use, and apply the definitions of y-intercept, slope, and x-intercept in the context of graphs, tables, equations, or story problems.* • *Understand, use, and apply the definitions of y-intercept, slope, and x-intercept in the context of graphs, tables, equations, or story problems.* • *Convert and recognize linear equations in standard form, point-slope form, and slope-intercept form.* • *Solve systems of linear equations by addition, subtraction, and/or substitution.*
Square Roots and Exponents	• *Simplify expressions involving positive and negative integer exponents and square roots.* • *Estimate and simplify square root expressions.* • *Develop and understand power rules for multiplying and dividing terms with positive and negative exponents.* • *Recognize and apply the inverse relationship between exponents and roots.*
Exponential Functions	• *Evaluate various patterns (including exponential growth and decay) and be able to extend sequences using the pattern.* • *Calculate compound interest.*
Polynomials and Factoring	• *Factor and multiply polynomials (including using FOIL method).*
Quadratic Functions	• *Solve quadratic equations by factoring.* • *Solve quadratic equations by completing the square and/or using the quadratic formula.*

	• *Solve quadratic equations by graphing.*
Probability and Statistics	• *Select, construct, and interpret whichever of the following is most appropriate to a given set of data: stem & leaf plots, histograms, line plot, line graph, pie chart, bar graph, Venn diagrams, and box and whisker plots.* • *Manipulate data sets to obtain particular values for measures of central tendency.* • *Determine the probability of dependent and independent events.* • *Develop an understanding of the Fundamental Counting Principle to determine the probability of compound events.*
Geometry	• *Determine the area of complex shapes using subtraction.* • *Demonstrate an understanding of the Pythagorean Theorem. Apply the theorem to solve problems.* • *Use scale factors to create similar figures.* • *Predict the results of transformations, and draw the transformed figure, including multiple step transformations.*

SCIENCE

Fifth Grade

Energy	• *Identify the basic forms of energy (light, sound, heat, electrical, magnetic, mechanical, and chemical). Recognize that energy is the ability to cause motion or create change. Give examples of how energy can be transferred from one form to another.* • *Recognize that sound is produced by vibrating objects and requires a medium through which to travel. Relate the rate of vibration to the pitch of the sound.* • *Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.* • *Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound. Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.* • *Recognize that magnets have poles that repel and attract each other. Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.*
Earth Science and Astronomy	• *Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.* • *Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.* • *Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).* • *Describe the revolution of the planets, earth, and moon. Make connections between the revolution of the moon and observations of the changing shape of the moon.* • *Describe the rotation of the earth. Make connections between the rotation of the earth and observations of day/night and the apparent movement of the sun, moon, and stars across the sky.*
Water and States of Matter	• *Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.* • *Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.* • *Describe how water can be changed from one state to another by adding or taking away heat. Describe ways in which many animals closely resemble their parents in observed appearance.*
Living things	• *Identify structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.*

	• *Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.* • *Differentiate between observed characteristics of plants and animals that are inherited and characteristics that are acquired. Differentiate between behaviors of animals that are instinctive and behaviors that are learned.* • *Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive.* • *Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.*
Simple Machines & Technology	• *Identify simple machines (inclined plane, screw, wedge, lever, pulley, gear, and wheel-and-axle). Give examples of how simple machines are used. Describe how each simple machine allows the user to use less force over a greater distance.* • *Identify and explain the appropriate materials and tools to construct a given prototype.*

Sixth Grade

Earth Science	• *Identify physical evidence (fossils, shapes of continents, satellite photos, mountains that line up, rock layers and glacier scrapes) for continental drift/plate tectonics.* • *Explain how movement of plates (continental drift) produces slow changes in earth's surface (mountains, basins) and rapid changes (earthquakes and volcanoes).*
Space	• *Gravity is a force that pulls all things toward the center of the earth. Gravity influences the formation and movement of the planets, stars, and solar system.* • *Describe lunar and solar eclipses, the observed moon phases, and tides and relate them to the relative positions of the earth, moon, and sun.*
Chemistry	• *Differentiate between mixtures and pure substances (from pictures or description).* • *Understand and apply the law of conservation of matter.* • *Explain how to separate a solute from the solvent on a molecular level.* • *Differentiate between physical changes and chemical changes.* • *Explain that in chemical changes, the atoms of the reactants are rearranged to form new molecules, the products.* • *Explain and draw molecular arrangement and movement in the 3 phases. Relate this to the properties of each state on the substance level.* • *Recognize that each a substance has a melting point and a boiling point, both of which are independent of the amount of the substance.*

	• *Given a chemical formula, draw the molecule and vice versa.*
Engineering	• *Understand that designers often use computer programs to represent their designs today.* • *List and apply the steps of the engineering design process: Identify the need or want, come up with possible solutions, select a solution and evaluate the solution.* • *Identify types of bridges, explain how each one works and give strengths and weaknesses of each (beam, truss, arch, suspension, cantilever, cable-stayed). Choose an appropriate bridge for a site.* • *Explain what forces are acting on each part of each type of bridge (compression, tension, shear, torsion and bending).*

Seventh Grade

Human Body Systems	• *Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.* • *Describe how the parts of the circulatory system function in normal and compromised situations (i.e. cardiovascular disease, heart murmurs, etc.).*
Cell Biology and Disease	• *Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.* • *Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. Recognize that the way in which cells function is similar in all living organisms.* • *Describe the functions of major organelles in a generic cell (cell membrane, nucleus, cytoplasm, mitochondria, vacuoles).* • *Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.* • *Properly use a microscope. Identify the parts of a microscope.*
Genetics and Heredity	• *Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell).* • *Recognize that every organism requires a set of instructions that specifies its traits which are are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another. A human cell contains about 30,000 different genes on 23 different chromosomes.* • *Interpret Punnet Squares and pedigree charts at a basic level.*
Ecology	• *Classify organisms into the currently recognized kingdoms according to*

	characteristics that they share. Be familiar with organisms from each kingdom. • *Compare and contrast plant and animal cells, including describing the function of the cell wall and chloroplast.* • *Describe how energy is transferred in food webs by identifying producers, consumers and decomposers. Identify inputs and outputs of photosynthesis.* • *Describe how ecosystems change due to natural disasters, human intervention, and interactions among organisms (introduced species, predator-prey, competition, mutualism, commensalism, parasitism, symbiosis).*
Evolution	• *Differentiate between genetic and environmental/behavioral factors in individual organism survival.* • *Recognize that mutation and natural selection accounts for the diversity of species developed through gradual processes over many generations.* • *Recognize that evidence drawn from fossils, embryology, DNA similarities, and comparative anatomy provides the basis of the theory of evolution.* • *Relate the extinction of species to a mismatch of adaptation and the environment. Understand populations survive when genetic adaptations are advantageous in a specific environment.*
Biotechnology	• *Explain examples of adaptive or assistive devices, e.g., prosthetic devices, wheelchairs, eyeglasses, grab bars, hearing aids, lifts, braces.* • *Describe and explain adaptive and assistive bioengineered products, e.g., food, biofuels, irradiation, integrated pest management.*

Eighth Grade

	• *Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.*
Earth Science	• *Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.* • *Compare and contrast properties and conditions of objects in the solar system to those on Earth.* • *Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.*
Chemistry	• *Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).* • *Differentiate between mixtures and pure substances.*

Physics	• *Differentiate between potential and kinetic energy and identify situations where kinetic energy is transformed into potential energy and vice versa.* • *Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.* • *Graph and interpret distance vs. time graphs for constant speed.* • *Identify and explain lift, drag, friction, thrust, and gravity in a vehicle or device, e.g., cars, boats, airplanes, rockets.* • *Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.* • *Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred.*
Engineering	• *Identify and explain appropriate measuring tools, hand tools, and power tools used to hold, lift, carry, fasten, and separate, and explain their safe and proper use.* • *Demonstrate methods of representing solutions to a design problem, e.g., sketches, orthographic projections, multi-view drawings.* • *Identify and explain the steps of the engineering design process, i.e., identify the need or problem, research the problem, develop possible solutions, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign.* • *Apply the engineering design process to solve a problem.* • *Identify the five elements of a universal systems model: goal, inputs, processes, outputs, and feedback.* • *Identify and explain the components of a communication system, i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.* • *Identify and describe three subsystems of a transportation vehicle or device, i.e., structural, propulsion, guidance, suspension, control, and support.*

SOCIAL STUDIES

Fifth Grade: The Idea of and Reality of Democracy in America

UNIT	BIG IDEAS	Examples of Skills
Colonial America	• People are influenced by the ideas in their environment. • Ideas influence people to move. • People settle and build communities based on a set of ideas. • People brought their old beliefs to new places (for example, ideas about race, class, and gender in America were similar to those in Europe).	• Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. • Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). • Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. • Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary).
The American Revolution and Our New Nation	• The American Revolution was a war that was fought over ideas and resulted in the creation of new ideas by which our country is governed. • Voting rights and property rights were associated from the beginning of our nation.	• Identify the Declaration of Independence as a key American document. • Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. • Identify the Constitution of the Commonwealth of Massachusetts, including its date, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth. • Identify the various leaders of

UNIT	BIG IDEAS	Examples of Skills
		the Constitutional Convention and describe the major issues they debated.
Westward Expansion	• White Americans believed that they were entitled and destined to settle in all the land between the Atlantic and Pacific Ocean. • The people living in that land were not given property rights or voting rights. • People brought their old beliefs to new places (for example, ideas about slavery were spread west.)	• Describe the expedition of Lewis and Clark from 1803 to 1806. • Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. • Identify the key issues that contributed to the onset of the Civil War. • Compare information shown on modern and historical maps of the same region.
Immigration	• America's population is predominantly comprised of immigrants. • Americans generally resisted giving equal property and voting rights to new immigrants.	• Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition). • Give examples of the different ways immigrants can become citizens of the United States. • Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of: • major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). • major Spanish-speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant locating

UNIT	BIG IDEAS	Examples of Skills
		their countries of origin and where they tended to settle in large numbers. • Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese).
Democracy and Women	• Women's enfranchisement was resisted for various reasons and advocated for many reasons. • Women's enfranchisement was part of a larger movement to allow women greater access to education, jobs, and property.	• Identify the date that women were given the right to vote. • Explain arguments that opponents of female suffrage used. • Explain arguments that proponents to female suffrage used. • Interpret politic cartoons.
Democracy and African-Americans and Native Americans	• African-Americans were falsely enfranchised in the 15th amendment, and their enfranchisement was intentionally limited. • The Voting Rights Act gave African-Americans real access to voting. • African-Americans' enfranchisement was part of a larger civil rights movement to allow racial minorities greater access to education, jobs, and property.	• Define the 15th amendment. • Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). • Explain the role of poll taxes and literacy tests in limiting voting rights. •

Sixth Grade: Slavery

UNIT	BIG IDEAS	Examples of Skills
Slavery in early civilization:	• Slavery has existed across time and space. • Slavery comes in many forms: some is temporary, some is absolute, and some is hereditary (you can be	• Describe the functions of slaves in ancient Athens. • Describe the characteristics of slavery under the Romans. • Distinguish between political and topographical maps and

UNIT	BIG IDEAS	Examples of Skills
	born a slave). •	identify specialized maps that show information such as population, income, or climate change. • Interpret timelines of events studied.
The American Experience – the establishment of the slave trade:	• American colonies needed labor. • Slavery was part of an economic system in which blacks were considered a good. • European and American whites believed that blacks were inferior because they were godless. • Africans participated in the slave trade by capturing members of other tribes and selling them to white slavers. • African artistic, cultural and religious beliefs and customs survived and changed as a result of contact with Europeans and the indigenous peoples of the Americas • Not all white people supported slavery	• Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. • On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. • Use a map key to locate countries and major cities in Africa. • Describe major ethnic and religious groups in various countries in Africa.
The American Experience – the abolition of slavery in America	• The Civil War was fought for a variety of reasons, but slavery was a major cause.	• Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States. • Identify the dates and leaders of the Civil War.

UNIT	BIG IDEAS	Examples of Skills
		• Identify which states were in the Union and which were in the Confederacy. • Define the Emancipation Proclamation. • Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. • Define the 13th, 14th, and 15th amendments.
The slow process of regaining rights for ex-slaves	• Abolishing slavery did not mean full rights for blacks. • It took more than a hundred years for blacks to get a meaningful right to vote or receive most basic civil rights. •	• Define sharecropping and explain the role that it played in the Southern economy after the Civil War. • Explain the consequences of Jim Crow laws. • Explain the importance of Plessy v. Ferguson (1896). • Explain the importance of Brown v. the Board of Education (1954). • Explain the causes of and impact of the Montgomery Bus Boycott.
Slavery in Brazil and the Caribbean	• The African experience differed in the Caribbean, the USA, and Latin America (mainly Brazil).	• Use a map key to locate islands, countries, and major cities of the Caribbean Islands. • Describe the climate and major natural resources of the Caribbean Islands and explain their relationship to the economy of those regions. • Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, English in Barbados and Jamaica).
Slavery Today	• Slavery still exists today throughout the world.	• Identify modern countries that traffic women.

Seventh Grade: Government: Ancient Greece, Ancient Rome, and the United States

UNIT	BIG IDEAS	Examples of Skills
Ancient Greece	• There are many general conditions that contribute to the growth of a thriving civilization, including: • Economic growth and trade • Stable and effective government • Military security and stability • Effective communication/language • Deterioration in one or more of these domains has often contributed to the downfall of great civilizations. • Thriving civilizations often produce contributions well outside the realms of government, commerce, and empire. • The foundations of representative democracy were created in Ancient Greece, and helped civilization flourish there.	• On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. • Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). • On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. • Compare and contrast life in Athens and Sparta. • Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
Ancient Rome	• There are many general conditions that contribute to	• On a historical map, identify ancient Rome and trace the

UNIT	BIG IDEAS	Examples of Skills
	the growth of a thriving civilization, including: • Economic growth and trade • Stable and effective government • Military security and stability • Effective communication/language • Deterioration in one or more of these domains has often contributed to the downfall of great civilizations. • Thriving civilizations often produce contributions well outside the realms of government, commerce, and empire. • The Ancient Romans built on and expanded on the foundations of representative democracy created in Ancient Greece, making it more sophisticated, while also exposing its weaknesses.	extent of the Roman Empire to 500 AD/CE. • Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. • Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. • Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. • Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). • Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.

UNIT	BIG IDEAS	Examples of Skills
The United States	• The government of the United States is based on classical ideas developed in Ancient Greece. • Our government has different responsibilities at different levels.	• Give examples of the responsibilities and powers associated with major federal and state officials (the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). • Explain the structure of the student's city or town government. • Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. • Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools). • Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary).
Comparative Government	• People in different places organize themselves to meet their needs. • Meeting needs takes resources so most governments need to raise money through taxes. • Different governments assume different functions	• Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). • Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks,

UNIT	BIG IDEAS	Examples of Skills
	because they assume different levels of responsibility in meeting their citizens' needs. • People have different levels of participation and power in their governments.	recreational facilities, police and fire departments, and libraries. • Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. • Define parliamentary democracy and identify countries with parliaments. • Define communism. • Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.

Eighth Grade: The Origin of Ideas

UNIT	BIG IDEAS	Examples of Skills
Where Do We Get Our Ideas?	• What is an idea? (Ideology) • How are ideas structured? • What are different ways that we can understand the world? Philosophy, Science, Religion/Perception, Knowledge, Faith • What do you believe in? Where did you get your beliefs? (Pushing kids to recognize that they have many beliefs beyond faith – understanding opinions and perspectives as beliefs, core values)	• Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. • On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey.
The Enlightenment and the	• How is science a way of thinking? What made this such a revolutionary idea?	• Summarize how the Scientific Revolution and the scientific method led to new theories of

UNIT	BIG IDEAS	Examples of Skills
Scientific Revolution	• Using rationalism and logic to understand ideas (Descartes and dialectics)	the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. • Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation.
The Origins of World Religions – Western Traditions	• Origins of Judaism, Christianity, Islam • Monotheism •	• Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. • Describe the monotheistic religion of the Israelites. • Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. • Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.
Origins of World Religions – Eastern Traditions	• Circularity – religions in which reincarnation (and related beliefs) are central • Polytheism • Hinduism, Buddhism •	• Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. • Define the key beliefs of Hinduism.

UNIT	BIG IDEAS	Examples of Skills
		• Define the key beliefs of Buddhism.

CHARACTER EDUCATION

5th grade (Habits: You are what you repeatedly do)

I hold the door for people.	Respect
I say please and thank you when appropriate and with sincerity.	Respect
When I start my day, I greet people with "good morning."	Respect
I make eye contact when talking to and listening to others (including tracking the speaker in class).	Respect
I come to school every day and on time (unless I could get others sick).	Self-Determination
I turn in all of my homework, every day. I do a good job on each assignment and practice the habits necessary to make that happen (writing down assignments, keeping them organized, regularly doing homework at the same time in the same quiet work space).	Self-Determination
I invest myself in all of my school work.	Focus
I write neatly, always.	Self-Determination
I use proper grammar in school, both in writing and in speech.	Self-Determination
I do my best to ensure that my spelling is correct in all of my writing and work.	Self-Determination
I read regularly every day, including before I go to bed each night.	Self-Determination
I study well, practicing the habits necessary to make that happen, including using "active recall".	Self-Determination
I don't complain.	Self-Determination
I don't brag.	Teamwork
I don't make excuses.	Integrity and Self-Determination

6th grade (Executive Functioning: You Set the Agenda)

I have clear goals regarding high school and my future in general and know what I need to do during my time here in order to meet those goals	Self-Determination
I make choices in and out of school that align with my long-term goals and my ability to achieve them.	Integrity
I tell the truth and take responsibility for my actions, even when it is hard	Integrity
I set goals for standards grades and seek out support and feedback from my teachers in order to meet those goals.	Self-Determination
I monitor my standards grades and homework grades to ensure that I am meeting my goals.	Self-Determination
I am the kind of person who does a good job on all of my homework	Focus

assignments each night and resists the short-term temptations of video games, television, texting, instant-messaging, talking with friends, web-surfing, or other temptations that might prevent me from getting my work done.	
I demonstrate the ability to control the extent to which I am engaged in and excited about what I am doing.	Self-Determination
I consistently show respect to all people, male and female, regardless of sexual orientation.	Respect
I respect myself and my family and understand that my choices around sexual activity can dramatically impact my future.	Respect
I resolve conflicts with others by speaking to them directly (with or without a teacher there) and explaining my feelings in a calm manner.	Respect

7th grade (I Live by a Moral Code)

I can articulate my fundamental beliefs and values.	Integrity
I abide by my fundamental beliefs and values.	Integrity
My code of ethics addresses the fact that I am part of a larger community.	Teamwork
When I break my own code of ethics, I reflect and evaluate on the experience and try to improve myself in the process.	Self-Determination
I consistently reflect on and re-evaluate my own code of ethics and consider the experiences and viewpoints of others, particularly when my own values come into conflict with one another.	Self-Determination
I behave with groups of peers as I do with individuals.	Integrity
I talk with appropriate volume in public places.	Respect
I regulate my public behavior out of self-respect and out of respect for those whose opinions and perceptions I value.	Respect
I choose not to react dramatically to situations or to engage in self-pity.	Integrity

8th grade (I am Prepared to Succeed After Middle School)

I allocate my time in a way that aligns with my long-term priorities.	Self-Determination
I manage my time well, including developing schedules, in order to meet long-term deadlines.	Self-Determination
I study effectively for tests and quizzes.	Focus
I cultivate extra-curricular interests and pursue organized opportunities to develop them.	Self-Determination
I regulate my own behavior and do not depend on external rewards or punishments to do so.	Integrity
I seek my teachers out for help and feedback both in the classroom and beyond, as appropriate.	Self-Determination
I am an effective team member when working on group projects.	Teamwork

Grade 6 Math Curriculum Map

This curriculum map is based on the year-long plans and unit plans created by Brooke Charter Schools and reflects the expectations MPCS will have for its students.

Unit 1	Variables	
Big Ideas	• Equations are statements of equality. Whatever you do to one side of the equation, you must do to the other. • We use variables to express all situations. Numbers just represent one situation.	
Unit Standards	• Find greatest common factor (GCF). • Find the least common multiple of two numbers. • Recognize and efficiently solve factor and multiples word problems. • Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. • Use estimation in solving problems, including all operations and including fraction and decimals. • Use the order of operations. Note: excluding roots. • Solve problems using balances by using the property of equality. • Solve equations using the property of equality. • Construct, solve, and graph (on number lines) simple equations and inequalities to solve problems. • Use variables to write mathematical expressions, equations, and inequalities. • Evaluate algebraic expressions (given variable values) involving all 4 operations, exponents, and parentheses. • Combine like terms within variable expressions.	
Lessons	**Standards**	**Teaching Points**
1.1	Use variables to write mathematical expressions, equations, and inequalities. [M.24a.6]	SWBAT determine if variable expressions and equations accurately represent real situations.
1.2	Use variables to write mathematical expressions, equations, and inequalities. [M.24a.6]	SWBAT write accurate variable expressions and equations that represent real situations.
1.3	Construct, solve, and graph (on number lines) simple equations and inequalities to solve problems. [M.23d.6]	SWBAT represent solutions to simple variable equations and inequalities on a number line.
1.4	Solve problems using balances by using the property of equality. [M.23a.6]	SWBAT solve balance problems.

1.5	Solve problems using balances by using the property of equality. [M.23a.6]	SWBAT solve balance problems (practice).
1.6	Solve equations using the property of equality. [M.23c.6]	SWBAT solve equations using the property of equality. SWBAT use variables to write an equation to represent a balance problem.
1.7	Solve equations using the property of equality. [M.23c.6]	SWBAT solve balance and their corresponding algebraic equations concurrently.
1.8	Solve equations using the property of equality. [M.23c.6]	SWBAT solve equations using the property of equality (practice).
1.9	Solve equations using the property of equality. [M.23c.6]	SWBAT solve equations using the property of equality (practice).
1.10	Use the order of operations. [M.20.6]	SWBAT use the order of operations to evaluate expressions.
1.11	Use the order of operations. [M.20.6]	SWBAT use the order of operations to write expressions.
1.12	Solve equations using the property of equality. [M.23c.6]	SWBAT solve equations using the property of equality (practice, applying order of operations).
1.13	Solve equations using the property of equality. [M.23c.6]	SWBAT write and solve one-step equations with addition and subtraction for story problems.
1.14	Solve equations using the property of equality. [M.23c.6]	SWBAT write and solve one-step equations with multiplication and division for story problems.
1.15	Understand and apply the inverse relationship between the distributive property and factoring. [M.16b.6]	SWBAT represent the distributive property using the area model.
1.16	Understand and apply the inverse relationship between the distributive property and factoring. [M.16b.6]	SWBAT use the distributive property to simplify algebraic expressions.
1.17	Find the least common multiple of two numbers. [M.10b.6]	SWBAT efficiently find the least common multiple of a set of numbers.
1.18	Recognize and efficiently solve factor and multiples word problems. [M.10c.6]	SWBAT use multiples to solve applied problems.
1.19	Recognize and efficiently solve factor and multiples word problems. [M.10c.6]	SWBAT use multiples to solve applied problems (practice).
1.20	Find greatest common factor (GCF). [M.10a.6]	SWBAT efficiently find the greatest common factor of a

		set of numbers.
1.21	Recognize and efficiently solve factor and multiples word problems. [M.10c.6]	SWBAT use factors to solve applied problems.
1.22	Recognize and efficiently solve factor and multiples word problems. [M.10c.6]	SWBAT distinguish between using factors and multiples when solving applied problems.
1.23		QUIZ REVIEW/BENCHMARK PRACTICE

Unit 2	Proportional Reasoning	
Big Ideas	• We create ratios, rates, and proportions to represent fixed relationships (based on multiplication and division) between quantities when solving real-world problems. • Mathematicians are meticulous with labeling units to correctly identify the relationship between quantities	
Unit Standards	• Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent. [M.8.6] • Determine a unit rate, and use rate and ratio language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed. [M.9a.6] • Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations. [M.9b.6] • Plot the values of equivalent ratios on coordinate planes. [M.9c.6] • Compare rates and ratios. [M.9d.6] • Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. [M.9e.6] • Determine rules for input-output tables and write rules using variable expressions and equations.	
Lesson	**Standard**	**Teaching Point**
2.1	Compare rates and ratios.	SWBAT define a ratio.
2.2		SWBAT compare rates and ratios using tables. 9/17/12
2.3		SWBAT understand connection between parts and total in ratios. 9/20/12
2.4	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	SWBAT solve problems involving ratios and rates using tape diagrams. 9/21/12
2.5		SWBAT solve problems involving ratios and rates using tape diagrams (practice).
2.6	Determine a unit rate, and use rate and ratio language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed.	SWBAT find unit rates using equivalent ratios. 9/24/12

2.7	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	SWBAT find unit rates using double number line diagrams. Common Core lesson
2.8		SWBAT find unit rates using double number line diagrams (practice).
2.9	Determine a unit rate, and use rate and ratio language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed.	SWBAT determine when it is efficient to find the unit rate to solve a problem.
2.10	Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.	SWBAT define a percent as a rate per hundred.
2.11		SWBAT solve problems involving finding the whole, given a part and the percent. 10/1/12
2.12	Compare rates and ratios.	SWBAT compare ratios to one another and to fractions and percents. 9/18/12
2.13		SWBAT solve proportions involving ratios. 9/27/12
2.14	Plot the values of equivalent ratios on coordinate planes.	SWBAT use a graph to find various ratios. 9/25/12
2.15	Plot the values of equivalent ratios on coordinate planes. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	SWBAT construct graphs given ratios and use to solve applied questions. 9/26/12, use Common Core for practice
2.16		SWBAT construct graphs and tables given ratios and use to solve applied questions. 9/28/12
2.17	Use ratio and rate reasoning to solve real-world and	SWBAT understand how to maintain a fixed relationship

	mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	when the quantities change. 9/19/12 Can use 10/4/12 problem 4
2.18		SWBAT understand how to maintain a fixed relationship when the quantities change (practice). 10/5/12
2.19	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SWBAT use ratio reasoning to convert measurement units. 5th grade lessons
2.20		SWBAT use ratio reasoning to convert measurement units. 5th grade lessons
2.21	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	SWBAT solve assorted word problems involving ratios using any method.
2.22		SWBAT solve assorted word problems involving ratios using any method.
2.23	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	SWBAT identify the cross-product relationship in proportions.
2.24		SWBAT solve proportions using any method.
2.25	Determine a unit rate, and use rate and ratio language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SWBAT solve multi-step unit rate and unit conversion problems using any method.
2.26	Find a percent of a quantity as a rate per 100; solve problems	SWBAT solve percent problems using tape diagrams and

	involving finding the whole, given a part and the percent. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.	double number line diagrams.
2.27		REVIEW
2.28		REVIEW

Unit 3	Linear Functions	
Big Ideas	• Linear relationships can be represented graphically, in a table, or algebraically. • Proportional relationships can be displayed graphically, but not all linear relationships are proportional.	
Unit Standards	• Distinguish between constant/non-constant and positive/negative rates of change in tables and graphs. [M.26b.6] • Define slope as the rate of change, and determine the slope from a line, equation, table, and two points. [M.26c.6]	
Lesson	**Standard**	**Teaching Point**
3.1	Determine rules for input-output tables and write rules using variable expressions and equations.	SWBAT determine and write rules using variable equations for input-output tables that are sequenced. 10/10/12
3.2		SWBAT determine and write rules using variable equations for input-output tables that are not sequenced. 10/11/12
3.3	Define slope as the rate of change, and determine the slope from a <u>line</u>, equation, <u>table</u>, and two points. Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane (first quadrant only).	SWBAT understand slope as the rate of change (where y is the numerator and x is the denominator). SWBAT understand that the y-intercept is the starting place in real-world problems. 10/16/12
3.4	Define slope as the rate of change, and determine the slope from a line, equation, <u>table</u>, and <u>two points</u>.	SWBAT determine the rate of change from any two points in a table. 10/12/12
3.5		SWBAT construct an input-output table given a graph and use to solve applied problems. 10/17/12
3.6	Define slope as the rate of change, and determine the slope from a line, <u>equation</u>, table, and two points. [M.26c.6] Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane (first quadrant only). [M.39a.6]	SWBAT create a graph and an input-output table when given an equation and use them to solve applied problems. 10/22/12
3.7		SWBAT understand how to solve problems involving

		relationships of the form y = mx + b. 10/23/12
3.8	Distinguish between constant/non-constant and positive/negative rates of change in tables and graphs. [M.26b.6]	SWBAT use a table and graph to understand that sometimes relationships are not linear, and that there may be no relationship between two variables. Combine 10/18/12 and 10/24/12
3.9		SWBAT use a table and graph to identify negative rates of change. 10/25/12

Unit 4	**Negative Numbers and the Coordinate Plane**
Big Ideas	• A number represents the magnitude and direction of a value in the real world and can be represented graphically.
Unit Standards	• Use positive and negative numbers to represent quantities in real life contexts (temperatures, elevation, credits/debts, electrical charges), explaining the meaning of zero in each situation. [M.4.6] • Place and sequence positive and negative whole numbers, fractions, mixed numbers, and decimals on a number line. [M.5a.6] • Recognize that the opposite of the opposite of a number is itself, e.g., -(-3) = 3. [M.5b.6] • Represent addition and subtraction of positive and negative rational numbers on a number line. [M.5c.6] • Compare and order negative and positive rational numbers. [M.6.6] • Understand and calculate absolute value as the distance from 0 on a number line. Interpret absolute value in real-world situations. [M.11.6] • Add and subtract integers. [M.12.6] • Find distance between points with the same first coordinate or the same second coordinate. [M.39c.6] • Understand applicability of the commutative and associative property to addition and subtraction of integers and variables. [M.16a.6] • Understand that subtraction can always be rewritten as addition using the additive inverse. [M.17a.6] • Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane. [M.39a.6] • Understand that when two ordered pairs differ only by signs, the locations of the points are related by reflection across one or both axes. [M.39b.6] • Draw polygons in the coordinate plane and use coordinates to determine length. [M.39d.6] • Extend, represent, analyze, and generalize a variety of symbolic patterns with tables, graphs, and numeric

	expressions (slate math). [M.23b.6]	
Lesson	**Standard**	**Teaching Point**
4.1	Place and sequence positive and negative whole numbers, fractions, mixed numbers, and decimals on a number line. Understand and calculate absolute value as the distance from 0 on a number line. Interpret absolute value in real-world situations.	SWBAT understand how to place positive and negative numbers on a number line using intervals and understand the concept of absolute value. 9/11/2012
4.2	Compare and order negative and positive rational numbers. Place and sequence positive and negative whole numbers, fractions, mixed numbers, and decimals on a number line.	SWBAT understand how to compare negative numbers. 9/10/2012
4.3		SWBAT understand how to place positive and negative numbers on a number line using benchmarks. 9/12/2012
4.4	Represent addition and subtraction of positive and negative rational numbers on a number line.	SWBAT represent addition of positive and negative rational numbers on a number line. Brooke 1 4-4 (last year)
4.5		SWBAT represent subtraction of positive and negative rational numbers on a number line. Brooke 1 4-10 (last year)
4.6		SWBAT write number sentences with negative integers. 5/16/2013
4.7	Add and subtract integers.	SWBAT add and subtract integers using zero as a benchmark. 5/20/2013
4.8		SWBAT add negative integers. 5/21/2013

4.9	Add and subtract integers. Understand that subtraction can always be rewritten as addition using the additive inverse.	SWBAT subtract negative integers. 5/22/2013
4.10		SWBAT solve integer problems with larger numbers. (2 and 3 digits) 5/28/2013
4.11	Represent addition and subtraction of positive and negative rational numbers on a number line.	SWBAT use integer strategies to solve problems with rational numbers. 5/29/2013
4.12		SWBAT solve integer problems by cancelling. 5/30/2013
4.13	Understand applicability of the commutative and associative (SM) property to addition and subtraction of integers and variables.	SWBAT create and use rules for integer operations. SWBAT apply the commutative property with integers (e.g. -5 - -8 = -5 + 8 = 8 + -5 = 8 – 5 = 3). Brooke 1 4-15 (last year)
4.14	Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane.	SWBAT plot and identify points in all 4 quadrants. 3/12/2013
4.15	Understand that when two ordered pairs differ only by signs, the locations of the points are related by reflection across one or both axes.	SWBAT compare ordered pairs with different signs. SWBAT reflect points across axes. Brooke 1 4-16 (last year)
4.16	Understand that when two ordered pairs differ only by signs, the locations of the points are related by reflection across one or both axes.	SWBAT reflect shapes across axes. 3/13/2013
4.17	Find distance between points with the same first coordinate or the same second coordinate.	SWBAT find the distance between points with the same first coordinate or the same second coordinate. Brooke 3 4.1
4.18	Draw polygons in the coordinate plane and use coordinates to determine length.	SWBAT draw polygons in the coordinate plane and use coordinates to determine length. 3/14/2013, Learn Zillion

4.19	Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane.	SWBAT make graphs for equations using negative slopes and y-intercepts. Brooke 1 4-17 (last year)

Unit 5	**Multiplication**	
Big Ideas	• When you multiply by a number less than one, the product is smaller than the larger factor. • When you multiply numbers, you have to multiply all parts of that number. • To find a fractional part of a group, you multiply by the fraction.	
Unit Standards	• Evaluate and write numbers in exponential form. Note: only positive integer exponents (slate math). [M.13a.6] • Explain the effect of multiplying a number by a value less than 1. [M.13b.6] • Multiply whole numbers, fractions, and mixed numbers. [M.13c.6] • Multiply decimals. [M.13d.6] • Find a percent of a number using multiplication (fractions and decimals). [M.13e.6] • Multiply and divide integers. [M.13f.6] • Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. [M.18a.6] •	
Lesson	**Standard**	**Teaching Point**
5.1	Multiply whole numbers, fractions, and mixed numbers. [M.13c.6] Explain the effect of multiplying a number by a value less than 1. [M.13b.6]	SWBAT understand what it means to multiply by a fraction and represent it visually using an area model (10/29/12, Brooke 1 5-5 last year) and bar model (Brooke 1 5-1 last year). Notes: introduce multiplication as scaling (look at this year's 5th grade lessons). Make sure to include IP problems that practice both area model and bar model.
5.2		SWBAT understand what it means to multiply by a fraction and represent it visually using an area model (10/20/12) and bar model (Brooke 1 5-2 last year) – practice.
5.3		SWBAT understand that multiplying by 1/n is equivalent to dividing by n (10/31/12).

		SWBAT represent multiplying by a fraction as repeated addition. (Brooke 1 5-3 last year)
5.4		SWBAT understand that multiplying by m/n is equivalent to dividing by n, then multiplying by m. 11/1/12
5.5		SWBAT represent multiplication of a whole number by a mixed number using the area model and relate it to the distributive property of multiplication. 11/5/12
5.6		SWBAT represent multiplication of a mixed number by a fraction using the area model. 11/6/12
5.7		SWBAT represent multiplication of a mixed number by a mixed number using the area model and relate it to the distributive property of multiplication. 11/7/12, Brooke 1 5-18 last year
5.8		SWBAT represent multiplication of a fraction by a fraction using the area model. 11/8/12
5.9		SWBAT use an algorithm to multiply fractions. 11/14/12, Brooke 1 5-9 last year
5.10		SWBAT simplify before multiplying fractions (cancelling). 11/15/12
5.11		SWBAT use an algorithm to multiply mixed numbers (practice). 11/16/12
5.12	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. [M.18a.6]	SWBAT choose the correct operation in a fraction word problem. 11/13/12, Brooke 1 5-12 last year, also see 5th grade lessons from this year

5.13	Multiply decimals. [M.13d.6] Use estimation in solving problems, including all operations and including fraction and decimals. [M.19.6]	SWBAT multiply decimals and use estimation to check the reasonableness of the product. 11/19/12, 11/30/12, Brooke 1 5-22 last year
5.14		SWBAT multiply decimals (practice). 11/20/12, Brooke 1 5-23 last year (make connection to fraction multiplication to see why the decimal algorithm works)
5.15	Find a percent of a number using multiplication (fractions and decimals). [M.13e.6]	SWBAT use fraction or decimal multiplication to find a percentage of another amount. 11/29/12, Brooke 1 5-25 last year
5.16	Multiply and divide integers. [M.13f.6]	SWBAT multiply positive integers by negative integers. Brooke 1 8-1 last year
5.17		SWBAT multiply negative integers by negative integers. Brooke 1 8-1 last year

Unit 6	**Division**
Big Ideas	• Multiplication and division are inverse operations. • When you divide by a number less than one, the quotient is more than the dividend.
Unit Standards	• Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. [M.18a.6] • Use estimation in solving problems, including all operations and including fraction and decimals. [M.19.6] • Multiply and divide integers. [M.13f.6] • Define and use the term coefficient (slate math). [M.13g.6] • Evaluate division problems when the quotient is less than one. [M.14a.6] • Express any fraction as a division problem and any division problem as a fraction. [M.14c.6] • Divide decimals (decimals in both the divisor and dividend). [M.14d.6] • Divide any combination of whole numbers, fractions, or mixed numbers. [M.14e.6] • Understand and apply the inverse relationship between the distributive property and factoring (slate math). [M.16b.6] • Understand that division and multiplication are inverse operations especially in the context of fractions, i.e.: n * (1/4)

	= n/4; and n * 2/3 = x / (3/2). [M.17b.6]	
Lesson	**Standard**	**Teaching Point**
6.1	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. [M.18a.6]	SWBAT determine the dividend and divisor in division problems. SWBAT differentiate between the two basic types of division problems. Brooke 1 6-3 last year
6.2	Evaluate division problems when the quotient is less than one. [M.14a.6] Express any fraction as a division problem and any division problem as a fraction. [M.14c.6]	SWBAT understand that quotients can be less than one and how to calculate those quotients. SWBAT understand the relationship between the fraction bar and division. 12/5/12, practice problems using long division from 12/6 and 12/7, Brooke 1 6-1 last year
6.3	Understand that division and multiplication are inverse operations especially in the context of fractions, i.e.: n * (1/4) = n/4; and n * 2/3 = x / (3/2). [M.17b.6]	SWBAT understand the inverse relationship between multiplication and division, and that that inverse relationship applies with fractions as well. 12/4/12, add writing fact families to the PST to reinforce this.
6.4	Divide any combination of whole numbers, fractions, or mixed numbers. [M.14e.6]	SWBAT apply the law of maintaining the value of the quotient to division with whole numbers and explain why it works. 12/10/12
6.5		SWBAT understand what happens when we divide by a number less than one. 12/11/12, Brooke 1 6-8 last year
6.6		SWBAT apply the law of maintaining the value of the quotient to division with decimals. 12/12/12, 12/13/12, see also Brooke 1 6-10 and 6-11 last year
6.7		SWBAT apply the law of maintaining the value of the quotient to division with decimals (practice). 12/12/12, 12/13/12, see also Brooke 1 6-10 and 6-11 last year

6.8		SWBAT understand how to divide fractions using bar models. Brooke 1 6-5 last year
6.9		SWBAT understand how to divide fractions by using multiplication and division of whole numbers. 12/17/12, Brooke 1 6-6 last year
6.10	Understand that division and multiplication are inverse operations especially in the context of fractions, i.e.: n * (1/4) = n/4; and n * 2/3 = x / (3/2). [M.17b.6]	SWBAT explain that dividing by a number is the same as multiplying by its reciprocal. 12/18/12 version 2, practice problems from Brooke 1 6-7 last year
6.11		SWBAT understand that division and multiplication are inverse operations. 1/7/13, possibly take out writing story problems?
6.12	Use estimation in solving problems, including all operations and including fraction and decimals. [M.19.6]	SWBAT use estimation to determine the reasonableness of quotients. 1/9/13
6.13	Divide any combination of whole numbers, fractions, or mixed numbers. [M.14e.6]	SWBAT understand how to divide with fractions and use estimation to justify the solution. 12/19/12
6.14		SWBAT use an algorithm to divide with mixed numbers. 1/8/13 , Brooke 1 6-9 last year
6.15	Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. [M.18a.6]	SWBAT choose the correct operation in a fraction word problem. 12/20/13, Brooke 1 6-12 last year, Brooke 1 6-9 last year for additional IP/LW problems
6.16		SWBAT choose the correct operation in a fraction word problem (practice). 12/21/12, Brooke 1 6-13 last year, Brooke 1 6-9 last year for additional IP/LW problems
6.17		SWBAT demonstrate understanding of fraction multiplication by writing story problems.

		1/3/13, Brooke 1 6-9 last year for additional IP/LW problems
6.18		SWBAT demonstrate understanding of fraction division by writing story problems. 1/4/13, Brooke 1 6-9 last year for additional IP/LW problems
6.19	Multiply and divide integers. [M.13f.6]	SWBAT divide integers. Brooke 1 8-2 last year
6.20	REVIEW	

Unit 7	**Statistics**	
Big Ideas	• Mathematicians strategically choose how to graphically represent or numerically analyze data sets.	
Unit Standards	• Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. [M.40a.6] • Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means of analyzing and comparing data sets. (Include fractional values). [M.40b.6] • Analyze the effect on measures of central tendency of adding or removing a given data point. [M.40c.6] • Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. [M.41a.6] • Manipulate data sets to obtain particular values for measures of central tendency. [M.41b.6] • Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern. [M.41c.6] • Relate the choice of measures of center and variability to the shape of the data distribution and the context in which data was gathered. [M.41d.6]	
Lesson	**Standard**	**Teaching Point**
7.1	Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means of analyzing and comparing data sets. (Include fractional values).	SWBAT recognize measures of central tendency as means of analyzing and comparing data sets. (Include fractional values)? Lesson 1/23/2013
7.2	Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means	SWBAT understand and explain what it means to find an average in a data set. SWBAT calculate the average (mean)

	of analyzing and comparing data sets. (Include fractional values).	of a data set. Lesson 4/8/2013 Use B1 lesson 7.2 IP/LW as an additional resource
7.3	Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means of analyzing and comparing data sets. (Include fractional values).	SWBAT find median, mean, mode, maximum, minimum, and range. SWBAT recognize measures of central tendency as means of analyzing and comparing data sets. Lesson 1/24/2014
7.4	Analyze the effect on measures of central tendency of adding or removing a given data point.	SWBAT analyze the effect on measures of central tendency of adding or removing a given data point. Lesson 4/9/2013<
7.5	Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means of analyzing and comparing data sets. (Include fractional values).	SWBAT understand how to use measures of central tendency to make inferences about a data set. 1/25/2013
7.6	Manipulate data sets to obtain particular values for measures of central tendency.	SWBAT understand the relationship between total sum and average and use that understanding to solve problems. Lesson 1/28/2013
7.7	Manipulate data sets to obtain particular values for measures of central tendency.	SWBAT understand the relationship between total sum and average and use that understanding to solve problems (part 2). Lesson 1/30/2013
7.8	Manipulate data sets to obtain particular values for measures of central tendency.	SWBAT construct a data set given measures of central tendency. Lesson 1/31/2013
7.9	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	SWBAT display, describe, and interpret data using stem and leaf plots and histograms. Lesson 1/22/2013 < Change this lesson to focus on dot plots and line plots (after students present data show students how to represent with a dot plot (with x's and dots) and dot plot with both axis and talk about when you would use which type. Talk about how the shape would be

		the same but that it is just easier when you have lots of data)
7.10	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots.	SWBAT interpret and create stem and leaf plots and histograms. < Add histograms to this lesson B1 Lesson 7.1
7.11	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots.	SWBAT interpret and create stem and leaf plots and histograms. <make sure there is stem and leaf plot practice (it can be in PST or just in IP) B1 Lesson 7.7
7.12	Relate the choice of measures of center and variability to the shape of the data distribution and the context in which data was gathered.	SWBAT understand how to understand and organize data sets. SWBAT relate the choice of measures of center and variability to the shape of the data distribution Lesson 4/10/2013
7.13	Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.	SWBAT identify outliers in a given set of data. B1 Lesson 7.8 Outliers
7.14	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.	SWBAT understand how to evaluate the variance in a data set by calculating the interquartile range. SWBAT create, analyze, and interpret box and whisker plots. Lesson 4/11/2013
7.15	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.	SWBAT understand how to evaluate the variance in a data set by calculating the interquartile range. SWBAT create, analyze, and interpret box and whisker plots. B1 Lesson 7.9 Use that practice page from 7.9 for slate math?
7.16	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.	SWBAT understand how to evaluate the variance in a data set by calculating the interquartile range. SWBAT create, analyze, and interpret box and whisker plots. B3 Lesson 6.14

7.17	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Manipulate data sets to obtain particular values for measures of central tendency.	SWBAT create, analyze, and interpret box and whisker plots. SWBAT construct a data set given a box and whisker plot. B1 Lesson 7.12
7.18	Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.	SWBAT understand how to evaluate the variance in a data set by calculating the mean absolute deviation.

Unit 8	**Geometry**	
Big Ideas	• Mathematicians use the attributes of shapes to solve problems.	
Unit Standards	• Derive, use, and understand a procedure and formula for calculating the area of a parallelogram, rectangle, triangle, and square. • Use concepts of area and perimeter to solve applied problems. • Find the surface area of rectangular prisms and cubes. • Derive and apply the area formulas for trapezoids. • Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$ with fractional edge lengths. • Given a net of a shape or distinct faces of a shape, determine the shape. • Use the relationships among radius, diameter, and center of a circle to find its circumference and area. [MA.1.a] • Solve real-world and mathematical problems involving the measurements of circles. [MA.1.b.]	
Lesson	**Standard**	**Teaching Point**
8.1	Use concepts of area and perimeter to solve applied problems. Derive, use, and understand a procedure and formula for calculating the area of a parallelogram, rectangle, triangle, and square.	SWBAT apply their understanding of area of squares and rectangles to calculate the area of a composite shape. Lesson 3/5/2013
8.2	Derive, use, and understand a procedure and formula for calculating the area of a parallelogram, rectangle, triangle, and square.	SWBAT derive, use, and understand a procedure and formula for calculating the area of a parallelogram. Lesson 3/6/2013
8.3	Derive, use, and understand a procedure and formula for calculating the area of a parallelogram, rectangle, triangle,	SWBAT derive, use, and understand a procedure and formula for calculating the area of a triangle.

	and square.	Lesson 3/7/2013
8.4	Derive and apply the area formulas for trapezoids.	SWBAT derive and apply the area formulas for trapezoids.
8.5	Use concepts of area and perimeter to solve applied problems.	SWBAT find the partial area of a given figure. Lesson 3/11/2013
8.6	Use the relationships among radius, diameter, and center of a circle to find its circumference and area. [MA.1.a]	SWBAT derive and apply the formula for calculating the circumference of a circle. Slate math: introduce radius, diameter, and circumference Lesson 3/20/2013
8.7	Use the relationships among radius, diameter, and center of a circle to find its circumference and area. [MA.1.a]	SWBAT derive and apply the formula for calculating the area of a circle. Lesson 3/21/2013
8.8	Solve real-world and mathematical problems involving the measurements of circles. [MA.1.b]	SWBAT solve applied problems involving circumference and area of a circle. Lesson 3/22/2013
8.9	Given a net of a shape or distinct faces of a shape, determine the shape.	SWBAT determine the shape given a net of a shape or distinct faces of a shape.
8.10	Find the surface area of rectangular prisms and cubes.	SWBAT find area of nets. Lesson 6/5/2013 & 6/4/2013
8.11	Find the surface area of rectangular prisms and cubes.	SWBAT find the surface area of rectangular prisms and cubes. Lesson 3/27/2013
8.12	Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$ with fractional edge lengths.	SWBAT understand how to find the volume of a rectangular prism with fractional dimensions. Lesson 4/4/2013
8.13		SWBAT distinguish between surface area and volume. Lesson 6/3/2013
8.14	Review	
8.15	Review	

Unit 9	Post-State Test Review
Big Ideas	• What have we learned this year • What will we be learning next year
Unit Standards	• Solve problems using balances by using the property of equality. • Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals. • Use concepts of area and perimeter to solve applied problems. • Find the surface area of rectangular prisms and cubes. • Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$ with fractional edge lengths. • Find distance between points with the same first coordinate or the same second coordinate. • Draw polygons in the coordinate plane and use coordinates to determine length. • Define slope as the rate of change, and determine the slope from a line, equation, table, and two points. • Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations. • Analyze the effect on measures of central tendency of adding or removing a given data point. • Manipulate data sets to obtain particular values for measures of central tendency. • Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots. • Represent addition and subtraction of positive and negative rational numbers on a number line. • Add and subtract integers. • Understand that subtraction can always be rewritten as addition using the additive inverse. • Combine like terms within variable expressions.

Brooke Math Standards (2013-2014)

FACT POWER and efficiency

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
FACT POWER: Know how to count up by ones from any number under 121. Know how to count backwards from any number under 50.	**FACT POWER: Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.**	**FACT POWER: Know doubles facts (2+2, 3+3, etc) to50+50, and use them to solve problems with mental math.**	**FACT POWER: Know all multiplication facts through 12 x 12 and related division facts.**	**FACT POWER: Know fraction-decimal equivalents for halves, fourths, fifth, and tenths.**	**FACT POWER: Use base-ten when multiplying or dividing and when converting within metric systems.**	**FACT POWER: Add and subtract integers (20 basic facts in a minute).**		**Solve problems under time constraints.**

NUMBER SENSE STRAND

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	1. Counting	**Count by ones starting at any number to at least 121.** **Orally count by 2s to 100, starting at any even number and demonstrate conceptual understanding of counting groups of 2s.** **Orally count by 5s to 100, starting at any multiple of 5, and demonstrate conceptual understanding of counting groups of 5s.** **Count by 10s to120, starting at any multiple of 10, and demonstrate conceptual understanding with objects.** **Count backwards from any number under 50.** Switch counting patterns between 10s and 1s, 5s and 1s, and 2s and 1s	**Count by ones to 999 starting from any number.** **Count by 25s starting at any multiple of 25 to 200.** **Count by 5s to 995, starting at any multiple of 5.** **Count by 2s to 998 starting at any number.** **Count by 10s starting at any number under 989.** **Switch counting patterns between 25s, 10s, 5s, and 1s to 999.** **Count backwards from any number under 999.** Relate counting to addition and subtracting (e.g., counting on 2 is the same as adding 2).	Count by 3 to 30 and 4 to 40, starting at any multiple of 3 or 4. **Count by 100 and 1000, starting at any number to a million.**						

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	2. Place Value	**Identify place value of digits in numbers up to 99.** **Decompose numbers into ten ones and some more ones.** **Demonstrate understanding that digits in the tens place represent groups of ten.**	**Identify place value of digits in numbers up to 999.** **Represent numbers in at least two ways that demonstrate an understanding of place value regrouping (e.g., represent 72 as both 7 tens and 2 ones and also 6 tens and 12 ones).** **Write numbers up to 999 represented by place value blocks and vice versa.** **Demonstrates an understanding of the values of digits up to 999 (e.g., that in 254, the 5 represents 50).**	**Identify place value of digits up through the millions place.** Write numbers in basic expanded form (e.g., 6091 = 6000 + 90 + 1) and write numbers presented in basic expanded form in standard form (e.g., 4000 + 20 + 3 = 4,023). Demonstrates an understanding of the values of digits up to a million (e.g., that in 21,054, the 1 represents 1,000).		**Demonstrates an understanding of the values of the digits in decimals (e.g., that in 2.54, the 4 represents 4 hundredths).** Write decimal numbers represented by place value blocks and vice versa. **Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	**Identify the place value of any decimal digit.** **Write numbers in expanded form, including expanded form with exponents, decimals, and fractions.** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.			
	3. Numerals and words	**Demonstrate 1:1 correspondence when counting quantities up to at least 30**. **Read and write all numbers to 121.**	**Name and write numbers to 999.**	Name and write, in numerals and words, whole numbers to 1,000,000.		**Name, write, and read decimals with tenths and hundredths.**				

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	4. Uses of numbers	**Identify positions of objects in sequences (e.g., first, second) up to fifth.**	Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list).					Use positive and negative numbers to represent quantities in real life contexts (temperatures, elevation, credits/debts, electrical charges), explaining the meaning of zero in each stiatuion.		
	5. Number lines	Locate numbers up to a hundred on a number line.	Locate numbers up to 999 on a number line.	**Locate numbers up to a million on a number line.**	**Locate fractions and mixed numbers on the number line and demonstrate understanding that a number line shows an infinite and continuous set of values.**	**Locate decimals on a number line.**	**Place and sequence positive whole numbers, fractions, mixed numbers, and decimals on a number line.**	**Place and sequence positive and negative whole numbers, fractions, mixed numbers, and decimals on a number line.** Recognize that the opposite of the opposite of a number is itself, e.g., -(-3) = 3. **Represent addition and subtraction of positive and negative rational numbers on a number line.**		*Use number lines to determine and order values - pos. , neg., fractions, and integers.* Graph absolute value equations with variables on a number line. Use a number line to estimate square and cube roots.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	6. Comparing Numbers	Compare sets of at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than). **Compare numbers up to 100, using the words more than and less than.** **Order consecutive numbers up to 100.**	**Order whole numbers up to 999.** **Compare whole numbers up to 999 using terms and symbols, e.g., less than, equal to, greater than (<, =, >).**	Order numbers up to 1,000,000. Compare numbers up to 1,000,000 using terms and symbols. **Use mental math to compare number sentences.**	**Compare unit fractions.** **Compare non-unit fractions by using benchmark values (0, ½, and 1).** **Order fractions using visual models.**	Compare decimals with values in tenths and hundredths.	Compare and order positive decimals, positive fractions, positive mixed numbers, and positive whole numbers.	**Compare and order negative and positive rational numbers.**		
	7. Rounding Numbers			**Round numbers up to 9,999 to the nearest ten and hundred.**	Round money to the nearest dollar. **Round fractions and mixed numbers to the nearest whole number.**	Round whole numbers through a million to the nearest ten, hundred, thousand, ten-thousand, and hundred-thousand. **Round fractions, mixed numbers, and decimals to the nearest whole number.**				

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	8. Fractions , decimals, and percentages	Understand the concepts of whole and half. Represent quantities using concrete objects, and partition sets into equal groups.		**Find half of any even set less than 50.**	**Identify and represent fractions as parts of unit wholes and parts of groups.**[1] **Recognize immediately whether a fraction is less than, equal to, or greater than 1.** **Neatly sketch and recognize common visual representations of fractions with denominators through 10 as parts of unit wholes in both fraction bars and circles.** **Represent a mixed number as a whole number and a fraction, read mixed numbers, and identify pictures of mixed numbers.** **Select, use, and explain models to find equivalent fractions.**[2]	**Multiply to find equivalent fractions to add, subtract, and compare fractions.** **Identify and generate equivalent forms of decimals and fractions (with denominators that easily convert to hundredths – halves, quarters, fifths, and tenths).**	**Find and identify equivalent fractions and missing numerators and denominators.** **Simplify fractions and mixed numbers to lowest terms.** **Convert between mixed numbers and improper fractions.** **Convert fractions to decimals by dividing.** **Convert common fractions and decimals from one form to another.** **Find a fraction of a set.** Express repeating decimals with a repeat bar.	**Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.**	Estimate percents (i.e. 24 of 49 is close to what percent?). **Understand, read, and express percentages which are greater than 100%, less than 1%, or include fractional percentage points (i.e. 2.75%).** Use proportions to calculate percents, including parts or totals.	

[1] This includes fractions with denominators through 12.

[2] These models include drawing two bars, folding or partitioning a given bar, grouping bars, and multiplying by a form of 1.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	8. Fractions				**Recognize immediately whether any fraction is greater, equivalent, or less than ½.**					
	9. Ratios and proportions						**Identify, write, and compare ratios with fraction equivalence in part-whole and part-part**.	**Determine a unit rate, and use rate and ratio language in the context of a ratio relationship. Solve unit rate problems including those involving unit pricing and constant speed.** **Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or proportional equations.** **Plot the values of equivalent ratios on coordinate planes.** **Compare rates and ratios.**	**Use proportional relationships to solve multistep ratio and percent problems (simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios or graphing and observing whether the graph is a line through the origin. Identify the unit rate in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	**Translate written sentences into proportions and solve (rate, scale, conversion, rate of change).**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
NUMBER SENSE	9. Ratios and proportions							**Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**		
	10. Classes of Numbers		**Identify odd and even numbers and determine whether a set of objects has an odd or even number.**	Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of 5, 10, 25, and 100). Recognize that numbers can belong to multiple classes (e.g., 15 is odd and a multiple of 3).	Recognize and apply classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10).	**Recognize classes (in particular, odds, evens; factors or multiples of a given number; squares; prime and composite) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.** Understand and apply the definitions of prime and composite.		Find greatest common factor (GCF). Find the least common multiple of two numbers. **Recognize and efficiently solve factor and multiples word problems.**	Know that numbers that are not rational are called irrational. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).	Define, compare, and order frequently used irrational numbers (pi, sq. root of 2, etc).
	11. Absolute value							Understand and calculate absolute value as the distance from 0 on a number line. Interpret absolute value in real-world situations.	Understand and calculate absolute value as the distance from a specific point on a number line in relation to absolute deviation.	**Create and interpret absolute value inequalities on a number a number line.**

OPERATIONS STRAND

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	12. Addition and Subtraction	**Identify the number that comes before or after a given number.** **Use objects or drawings to model and solve related addition and subtraction problems to twenty.** **Find complements of ten using fingers.**	**Decompose any number under 20 3 different ways, with at least one of the ways using three parts (for instance, 5 is 1+1+3 or 4+1 or 2+2+1, etc).** **Solve and create bar models for number problems that can be solved using addition.** **Solve and create bar models for number problems that can be solved using subtraction.** **Add three or more addends.** Appropriately use the mental math strategies of using double facts +/- 1 and adding 10 to any number or subtracting 10 from any number.	**Demonstrate an understanding of and use the conventional algorithms for addition (two 3-digit numbers.** **Demonstrate an understanding of and use the conventional algorithms for subtraction (two 3-digit numbers).** **Appropriately select and use the mental math strategies of using double facts, adding tens and ones separately, using complement of ten, and adding/ subtracting multiples of 10 and 100.** **Find complements of 100.** **Add up to four two-digit numbers.**	Add and subtract (up to five-digit numbers). **Use concrete objects and visual models to add and subtract fractions with like denominators.** **Appropriately select and use the mental math strategy of decomposing numbers by place value to add, subtract, and multiply.** Appropriately select and use the mental math strategies of using doubles and halves.	Add and subtract common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators. **Add and subtract decimals up to hundredths, including money.**	**Add and subtract fractions and mixed numbers.**	**Add and subtract integers**.			

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	13. Multiplication			**Define multiplication as repeated addition and create pictures and arrays to model repeated addition/ multiplication.** Explain the connection between multiplication and skip counting.	**Multiply (up to two-digit numbers by a one-digit number).** **Use and explain pictures and arrays / area models for multiplication.** **Use and explain bar models for multiplication.** Create and model problems that can be solved using multiplication. **Model and identify factors using arrays and the area model.**	**Multiply (up to four digits by three digits), and demonstrate an understanding of and the ability to use the conventional algorithms for multiplication.** **List factors of any given number.** Identify square numbers using arrays and the area model. **Multiply a fraction by a whole number and solve word problems involving multiplying a fraction by a whole number.**	Find the prime factorization of composite numbers. Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Multiply positive fractions with whole numbers using repeated addition. **Explain the effect of multiplying a number by a value greater than 1 and a value less than 1.** **Multiply fractions.** Recognize word problems that involve multiplying fractions and mixed numbers. **Multiply by a decimal greater than one.** Multiply by a decimal less than one.	**Evaluate and write numbers in exponential form.** Note: only positive integer exponents. Explain the effect of multiplying a number by a value less than 1. **Multiply whole numbers, fractions, and mixed numbers.** **Multiply decimals.** **Find a percent of a number using multiplication (fractions and decimals).** **Multiply and divide integers.** Define and use the term coefficient.	Use the distributive property to evaluate expressions. **Multiply and divide integers.** **Simplify expressions involving positive and negative integer exponents.** Note: including the difference between (-x)^3 and -x^3. **Develop and understand power rules for multiplying and dividing terms with positive and negative exponents.**	**Extend the properties of exponents to include rational exponents.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	14. Division			Define division as sharing equally and repeated subtraction and create pictures to model division. Partition rectangles into rows and columns of same-sized squares. Recognize multiplication fact families with factors up to 10.	**Use and explain pictures and arrays / area models for division.** **Use and explain bar models for division.** **Compute division problems with one digit quotients without remainders.** **Compute division problems with one digit quotients with remainders. Interpret remainders.** Create and model problems that can be solved by division.	**Divide up to a four-digit whole number with a single-digit divisor (with or without a remainder).** **Interpret remainders.**	**Divide whole numbers (up to 4-digit dividend and up to 2-digit divisor) and express the remainder as a fraction or decimal.** Explain and apply the principle of maintaining the value of a quotient. **Divide two numbers when there is a decimal in the dividend only.** Divide decimals with decimals in the divisor. Identify and use the rules for divisibility by 2, 3, 4, 5, 6, 9, and 10. **Divide whole numbers by unit fractions and unit fractions by whole numbers.** Accurately translate division problems with the division sign or division house into fractions and vice versa. Explain the relationship between division and fractions.	Evaluate division problems when the quotient is less than one. Use various models to understand that dividing by a number less than one results in a quotient that is larger than the dividend. Express any fraction as a division problem and any division problem as a fraction. **Divide decimals (decimals in both the divisor and dividend).** **Divide any combination of whole numbers, fractions, or mixed numbers.**	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	15. Application of Base-ten		Given a two-digit number, mentally find 10 more or 10 less than the number without having to count. Explain the reasoning used.	Use knowledge of the base-ten system and addition/subtraction facts to compute related problems, e.g., 3 + 5 is related to 30 + 50, 300 + 500. Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.	**Use knowledge of the base-ten system and multiplication facts to compute related problems, e.g., 3 x 5 is related to 3 x 50, 300 x 5.**	Use knowledge of the base-ten system and division facts to compute related problems, e.g., 30 ÷ 6 is related to 30 ÷ 60, 300 ÷ 6, and 3,000 ÷ 60.	**Use knowledge of the base ten system to multiply and divide by powers of 10, using whole numbers and decimals, e.g. 300 x .01 =3, 300 x 50 = 15,000 and 4.5 ÷ 10 = 0.45.** **Evaluate base 10 exponents.**		Read and simplify numbers written in scientific notation (positive powers of 10). **Use scientific notation to express small and large numbers.** **Add, subtract, multiply, and divide numbers written in scientific notation.**	**Use scientific notation to solve problems.**
	16. Properties		Use the commutative and identity properties of addition on whole numbers in computations and problem situations.	Use, name, and explain the commutative, associative, and identity properties of addition.	Use, name, and explain the commutative, associative, and identity properties of multiplication. Use, name, and explain the distributive property (knowing that 8×5=40 and 8×2=16, one can find 8×7 as 8×(5+2) = 8×5 + 8×2 = 40 + 16 = 56).	Use, name, and explain the distributive property. Use the distributive property to do mental math, e.g., 99 x 6, 102 x 8.		**Understand applicability of the commutative and associative property to addition and subtraction of integers and variables.** **Understand and apply the inverse relationship between the distributive property and factoring.**	**Understand and apply the inverse relationship between the distributive property and factoring.**	**Construct a viable argument to justify methods of solving an equation.** **Apply geometric principles to solve problems.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	17. Inverse Operations		**Understand and use the inverse relationship between addition and subtraction to create fact families.**	**Use inverse relationships to check solutions for addition and subtraction problems.**	**Understand, explain, and use the inverse relationship between multiplication and division to create fact families.**	Understand, explain, and use the inverse relationship between addition and subtraction and multiplication and division.	Use the strategy of working backwards to solve problems.	Understand that subtraction can always be rewritten as addition using the additive inverse. Understand that division and multiplication are inverse operations especially in the context of fractions, i.e.: n * (1/4) = n/4; and n * 2/3 = x / (3/2).		**Recognize and apply the inverse relationship between exponents and roots.**
	18. Operation meaning	**Select and use appropriate operations (addition or subtraction) to solve problems involving addition as combination and subtraction as change to less/ take away.**	**Solve combination word problems.** **Solve take away word problems.** **Solve comparison word problems.**	**Select and use addition or subtraction to solve word problems, including those involving money.** **Create a variety of number problems that demonstrate an understanding of addition and subtraction.**	**Select and use addition, subtraction, multiplication, or division to solve problems, including those involving money.** Identify and use multiplication or division involving multiplicative comparison.	**Select and use appropriate operations to solve problems (including those involving money, distance, time, liquids, volumes, masses) and including problems that require two or three steps with different operations and including unit conversions.**	**Select and use appropriate operations (addition, subtraction, multiplication) to solve multi-step problems, including those involving fractions or decimals.** **Convert among units and use conversions in multi-step problems.** **Given a number sentence using any operation, and involving fractions, write a story problem to represent the situation.**	**Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems involving fractions or decimals.**	**Select and use appropriate operations (addition, subtraction, multiplication, division) to solve problems, including those involving fractions or decimals.**	**Perform arithmetic operations on polynomials.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
OPERATIONS	19. Estimation			Estimate, calculate, and solve problems involving addition and subtraction of three-digit numbers. Describe differences between estimates and actual calculations and identify when each is needed.	**Understand and use the strategies of rounding to estimate quantities <u>before</u> performing computations.**	**Estimate quantities and the results of whole-number computations** **Estimate to check the reasonableness of products and quotients.**	Estimate products of whole numbers and decimals. Use benchmark fractions to assess reasonableness of fraction addition and subtraction.	**Use estimation in solving problems, including all operations and including fraction and decimals.**	Assess the reasonableness of any answer to a multi- or single-step problem.	**Interpret and solve problems using an appropriate level of accuracy.**
	20. Multiple operations				**Solve problems that require two steps with one or two different operations.**		Demonstrate understanding of meaning of parentheses and use parentheses when writing expressions, including those with variables. *This includes a factor outside a parenthetical expression.*	**Use the order of operations**. *Note: excluding roots.*	**Solve multi-step problems with rational numbers in any form.**	

PATTERNS, RELATIONS, and ALGEBRA

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	21. Attributes	**Sort and classify objects by color, shape, size, number, and other properties.**								
	22. Patterns	**Identify, reproduce, describe, and extend color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB….**	Identify, reproduce, describe, extend, and create repeating and growing patterns (shape, size, number, color, and letter). **Describe and continue addition and subtraction number patterns, e.g., 1, 4, 7, 10…; or 25, 23, 21….** [3] Identify different addition and subtraction patterns on the hundreds chart. [4]		Describe, create, extend, and explain symbolic and arithmetic patterns.	**Describe, create, extend, and explain symbolic and arithmetic patterns.** Write an equation with a variable to express the general rule in arithmetic patterns.	**Extend and explain symbolic and arithmetic patterns to any place, including extending patterns by using division.**			**Evaluate various patterns (including exponential growth and decay) and be able to extend sequences using the pattern.** Describe, complete, extend, analyze, generalize, and create a wide variety of patterns (including iterative, recursive, linear, quadratic, and exponential).

[3] Patterns should be up to +/- 10 patterns.

[4] These can exceed +/- 10 because the hundred chart is there for support.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	23. Equality and inequality		**Explain that = means "is the same as" and demonstrates understanding by solving both sides to see if quantities are the same.** **Identify bar models that show equality.**	Use and explain the reflexive property (a=a and if a=b then b=a).		**Use knowledge of equivalency to solve problems using given relationships for two to three variables, including scale equalities and inequalities and pictoral relationships.**		Solve problems using balances by using the property of equality. Extend, represent, analyze, and generalize a variety of symbolic patterns with tables, graphs, and numeric expressions. **Solve equations using the property of equality.** **Construct, solve, and graph (on number lines) simple equations and inequalities to solve problems.**	**Construct, solve, and graph (on number lines) simple equations and inequalities to solve problems.**	**Create and interpret linear inequalities and graphs to represent the relationship between two quantities.** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. **Graph and interpret graphs of systems of linear inequalities.**
	24. Variables		**Determine the value of a variable in simple equations involving addition and subtraction, e.g., ☐ + 7 = 10.** [5]	Construct and solve addition and subtraction equations with variables.	**Determine the value of a variable in addition, subtraction, multiplication, and division equations.**	Determine the value of a variable in addition, subtraction, multiplication, and division equations. **Use symbol and letter variables to represent unknown quantities in equations or inequalities.**	Use variables to write mathematical expressions and equations.	**Use variables to write mathematical expressions, equations, and inequalities.** Evaluate algebraic expressions (given variable values) involving all 4 operations, exponents, and parentheses. **Combine like terms within variable expressions.**	**Derive 1- and 2-term algebraic equations and expressions (without exponents) from worded scenarios.**	**Interpret the structure of expressions as individual terms, factors, and coefficients.** **Manipulate formulas to isolate a quantity of interest.**

[5] Note: If students only struggle with a missing total in a subtraction problem on the right side of the equation (9 = ☐ - 6), they are still considered to have mastered this standard.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	25. Number sentences	**Writes addition and subtraction number sentences using +, –, and =.**		Write number sentences using +, –, <, = , and/or > to represent mathematical relationships in everyday situations.		**Write number sentences using +, –, X, ÷, <, = , and/or > to represent mathematical relationships in everyday situations.**		Distinguish between variable expressions and equations with variables.		
	26. Functions		**Apply rules (addition or subtraction) given in input-output tables when given the input.** **Determine rules for input-output tables.**	**Apply rules (addition or subtraction) given in input-output tables when given either the input or the output.** Determine rules for input-output tables.	Apply rules (addition, subtraction, multiplication, and division) given in input-output tables when given either the input or the output. Determine rules for input-output tables.	Apply given rules (addition, subtraction, multiplication, and division or any combination of two operations) given in input-output tables when given either the input or the output. This includes rules with an ABAB pattern. **Determine and apply rules for input-output tables, including two-step rules.**	**Interpret graphs that describe the relationship between two variables.**	**Determine rules for input-output tables and write rules using variable expressions and equations.** **Distinguish between constant /non-constant and positive / negative rates of change in tables and graphs.** **Define slope as the rate of change, and determine the slope from a line, equation, table, and two points.**	**Graph proportional and linear relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional and linear relationships represented in different ways.** Determine the slope and y-intercept from a line and from an equation (y=mx+b).	**Explain the concept of a function using function notation and the ideas of domain, range, and recursive functions.** Understand the constraints placed on functions based on context, including extraneous or non-viable solutions. Interpret the parameters of a function in terms of context.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	26. Functions								**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**	**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.** **Distinguish between situations that can be modeled with linear, exponential, and quadratic functions. Build functions to model a situation by combining standard functions (constant, linear, exponential, and quadratic).** Build functions from existing functions by using vertical translations. **Create and interpret linear functions, graphs, and tables to represent the relationship between two quantities.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	26. Functions									**Graph proportional and linear relationships, interpreting the unit rate as the slope of the graph.** **Compare proportional and linear relationships represented in different ways.** Determine the slope and y-intercept from a line and from an equation (y=mx+b). Compare properties of two functions represented in different ways (algebraically, graphically, in tables or algebraically). **Interpret and solve systems of linear equations algebraically and graphically.** **Interpret and solve systems of linear and quadratic equations algebraically and graphically.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	27. Quadratic Equations									**Factor quadratic expressions to solve problems.** **Use completing the square to solve quadratic equations.** **Create and interpret quadratic functions, graphs, and tables to represent the relationship between two quantities.** Identify and apply an efficient method for solving quadratic equations (factoring, completing the square, graphing, taking square roots or quadratic formula). Calculate rate of change over a specified interval in linear and quadratic functions from a graph, table, or equation. Graph and interpret graphs of quadratic functions with intercepts, maxima, minima, and roots.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS,	27. Quadratic Equations									Recognize and interpret complex solutions to quadratic equations. Identify intercepts, maximums, minimums, symmetries, viable domains and ranges within a given context.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
PATTERNS, RELATIONS, and ALGEBRA	28. Exponential Functions									**Apply properties of exponents to determine factors and rates of growth and decay.** Create and interpret exponential functions, graphs, and tables to represent the relationship between two quantities. Graph and interpret graphs of exponential functions showing intercepts and end behavior. **Construct exponential functions, including arithmetic and geometric sequences given a graph, description, table, or set of coordinate pairs.** Understand that exponential growth will always eventually exceed all polynomial function growth.

TIME, MONEY, and MEASUREMENT STRAND

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TIME, MONEY AND MEASUREMENT	29. Money values	Identify U.S. coins by name and tells the value of each coin.	**Identify the value of all U.S. coins, and $1, $5, $10, and $20 bills.** **Find the value of a collection of coins and dollar bills.** **Find different ways to represent an amount of money up to $2.** Describe functions related to trading, including coin trades, and base-ten trades.	**Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to $5. Use appropriate notation, e.g., 69¢, $1.35.** Convert cents to dollars and vice versa.						

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TIME, MONEY AND MEASUREMENT	30. Length	Recognize attributes of length and directly compare by using appropriate language: longer, taller, shorter, same length. Makes and uses estimates of length from everyday experiences. Uses nonstandard units to measure length.		**Use a ruler on both the English and metric side to measure objects to the nearest inch or centimeter.** **Compare the length of two or more objects.** Measure the length of objects using two different units and describe how the two measurements relate to the size of the units. Make and use estimates of length. **Calculate perimeter of rectangles by counting on grids, by adding on diagrams, or by measuring.** **Identify inches, feet, yards, miles and meters and centimeters as units of length.** **Select the appropriate units for measuring length in both the English and the metric system.**	**Carry out unit conversions: yards-feet-inches.** Measure to the nearest quarter inch. Measure objects when object is not lined up at 0.	Carry out English unit conversions: yards-feet-inches. **Carry out metric unit conversions: millimeter-centimeter-decimeter-meter-kilometer.** **Calculate perimeter of all polygons when given measurements or by measuring.** **Draw line segments of a specified length using a ruler.** **Create shapes with a given perimeter.** Select the appropriate units for measuring length in both the English and the metric system.		Memorize the following metric prefixes: milli = 1/1000; centi = 1/100; kilo = 1000x.	Memorize the following metric prefixes: milli = 1/1000; centi = 1/100; kilo = 1000x.	**Prove the Pythagorean Theorem.** **Apply the Pythagorean Theorem to situations.** Use units as a way to understand problems and chose and interpret units consistently.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TIME, MONEY AND MEASUREMENT	31. Area	Recognize attributes of area and directly compare by using appropriate language: bigger, smaller, same size. Uses nonstandard units to measure area.		**Calculate area of rectangles by counting squares inside shapes drawn on grids.** **Identify units associated with area.**		**Calculate area of quadrilaterals when given measurements or by measuring.** **Calculate area of irregular shapes by counting on a grid (including half spaces) or by partitioning into regular rectangles and triangles.** **Create shapes with a given area.**	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.	**Derive, use, and understand a procedure and formula for calculating the area of a parallelogram, rectangle, triangle, and square.** **Use concepts of area and perimeter to solve applied problems.** **Find the surface area of rectangular prisms and cubes.** Derive and apply the area formulas for trapezoids.	**Know the formulas for the area and circumference of a circle and use them to solve problems.** *Note: This includes finding the radius with roots.* Give an informal derivation of the relationship between the circumference and area of a circle. **Solve real-world and mathematical problems involving area and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.**	Solve real-world and mathematical problems using memorized formulas for area and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, right prisms, and spheres.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TIME, MONEY AND MEASUREMENT	32. Volume	Recognize attributes of volumeand directly compare by using appropriate language: holds less, holds more, holds the same amount. Makes and uses estimates of volume from everyday experiences. Uses nonstandard units to measure volume.		**Directly compare the volume of two objects.** Make and use estimates of volume. Correctly identify pints, cups, gallons, quarts, and liters as units of volume.	Measure and estimate liquid volumes and masses using grams, kilograms, and liters.		Find the volume of complex 3D figures by counting the number of cubic units contained in the figure. **Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$.** Calculate the volume of solid figures composed of non-overlapping right rectangular prisms.	Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$ with fractional edge lengths.	Solve real-world and mathematical problems involving volume of objects composed of cubes and right prisms. **Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.**	
	33. Weight	Recognizes attributes of weight and compare by using appropriate language: heavier, lighter, same weight.		Correctly use a balance scale. **Directly compare and order the weight of two or more objects.** Make and use estimates of weight. **Identify ounces, pounds, tons, grams, and kilograms as units of weight and select appropriate units to use.** Recognize term "mass" and use as a proxy for weight.						

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
TIME, MONEY AND MEASUREMENT	34. Time and temperature	Recognizes attributes of time and compare by using appropriate language: longer, shorter, same time. Identify positions of events in time as earlier or later. Identify parts of the day (morning, afternoon, night). **List the days of the week and months of the year in order.** **Identify today's, tomorrow's, and yesterday's dates using a calendar.** **Read dates on a calendar and associate them with days of the week.**		**Tell time to the hour, half-hour, quarter-hour, and minute on analog and digital clocks using a.m. and p.m.** Calculate elapsed time using a calendar. **Use a thermometer (Fahrenheit).**	**Convert between hours and minutes.** Add hours and minutes. **Compute elapsed time when given starting time and ending time, starting time and duration, or duration and ending time.**					

GEOMETRY STRAND

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
GEOMETRY	35. Angles and lines			**Identify angles as right angles, greater than a right angle, or less than/smaller than a right angle.**		**Identify angles as right angles, acute, or obtuse.** Measure angles and estimate their measurement Recognize that angle measure is additive and use this to find unknown angles on a diagram. Sketch angles of specified measure. **Describe and draw intersecting, parallel, and perpendicular lines.** **Draw points, line segments, and rays.**			Recognize supplementary, complementary, adjacent, and vertical angles. **Use the properties, definitions, and relationships of angles to write equations and determine the measurement of angles, including problems with transversals.**	Given two congruent or similar figures, describe a sequence of transformations that exhibits the congruency or similarity between them. Master naming conventions for lines, angles, and polygons. Derive, describe, and apply the relationship between the number of sides and sum of angles for any convex polygon. Use the properties, definitions, and relationships of angles to write equations and determine the measurement of angles, including problems with transversals.

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
GEOMETRY	36. Two-dimensional shapes	**Name, describe, and sort, simple two-dimensional shapes, including circles, triangles, squares, rectangles, pentagons, and hexagons.** Combine shapes to form larger shapes.		**Identify, describe, draw, compare, and classify two-dimensional shapes, including circles, triangles, quadrilaterals, rhombuses, squares, rectangles, pentagons, hexagons, and octagons.** **Describe, compare, and analyze attributes and parts of two-dimensional shapes, (e.g., straight lines, curves, length of sides, number of vertices and sides).** **Understand that shapes in different categories can share attributes.** **Recognize congruent shapes.** **Compose shapes to create a composite shape.**		**Describe, compare, and analyze attributes and parts of two-dimensional shapes, including parallel sides, length of sides, types of angles, symmetry, and number of vertices, diagonals, and sides.** *Note: This includes identifying triangles as isosceles, equilateral, or scalene and as right, acute, or obtuse.* Determine if shapes are congruent.			Master naming conventions for lines, angles, and polygons. **Derive, describe, and apply the relationship between the number of sides and sum of angles for any convex polygon.** **Draw (freehand; with rulers and protractors; with technology) geometric shapes with given conditions. Focus on triangles.** **Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.** Use similarity to find missing values in triangles and quadrilaterals.	**Define and determine congruence or similarity through measurement and use of proportions.** **Calculate the sum of angles within polygons.** **Use scale factors to create similar figures.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
GEOMETRY	37. Three-dimensional shaepes	**Identify shapes as two-dimensional (flat) or three-dimensional (solid).**		**Identify three-dimensional shapes: cubes, prisms, spheres, pyramids, cylinders, and cones.** **Describe, compare, and analyze attributes and parts of three-dimensional shapes, including length of sides, curved versus flat faces, and number of vertices, edges, and faces.**		Identify, model, and draw three-dimensional shapes: cubes, spheres, pyramids, prisms, and cones. **Describe, compare, and analyze attributes and parts of three-dimensional shapes, including length of sides, and number of vertices, edges, and faces.**		Given a net of a shape or distinct faces of a shape, determine the shape.	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.**
	38. Placement/Movement, etc.	Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare relative positions.				**Identify and describe line symmetry in two-dimensional shapes.**			Verify experimentally the properties of rotations, reflections, translations, and dilations. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	**Predict the results of transformations, and draw the transformed figure, including multiple step transformations.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
GEOMETRY	38. Placement/Movement, Symmetry, Similarity								Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of dilations, rotations, reflections, and translations. **Given two congruent or similar figures, describe a sequence of transformations that exhibits the congruency or similarity between them.**	

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
GEOMETRY	39. Coordinates						**Plot and locate the coordinates of points on the Cartesian coordinate plane (first quadrant only).** **Represent real world problems by graphing points and interpreting the points in that context.**	**Plot and locate the coordinates of points on the 4-quadrant Cartesian coordinate plane.** Understand that when two ordered pairs differ only by signs, the locations of the points are related by reflection across one or both axes. Find distance between points with the same first coordinate or the same second coordinate. Draw polygons in the coordinate plane and use coordinates to determine length.		

DATA ANALYSIS, STATISTICS, and PROBABILITY STRAND

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DATA ANALYSIS, STATISTICS, and PROBABILITY	40. Data Analysis		Use interviews, surveys, and observations to gather data about themselves and their surroundings.		Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.			Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **Find median, mean, mode, maximum, minimum, and range. Recognize measures of central tendency as means of analyzing and comparing data sets.** (Include fractional values). Analyze the effect on measures of central tendency of adding or removing a given data point.	Understand and evaluate sample validity and draw inferences from valid samples. **Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations**	**Interpret linear models in context with a correlation coefficient and an understanding of the difference between correlation and causation.**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DATA ANALYSIS, STATISTICS, and PROBABILITY	41. Lists, Tables, Graphs		**Organize, represent, and interpret data using tallies, tables, bar graphs, and pictographs with a scale of 1.** Read and answer questions using tallies, tables, bar graphs, and pictographs with a scale of 1.		Identify appropriate ways to display data. Match representations of data to the actual data set. **Construct and draw conclusions from representations of data sets in the form of tallies, tables, and line plots, and pictographs, and bar graphs with a scale other than 1.** *Note: Line plots can have fractional values.*	**Identify appropriate ways to display data.** **Construct and draw conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies, circle graphs, line graphs, and bar graphs (with a scale other than 1).** *Note: Line plots should include fractional values.*		**Display, describe, and interpret data using stem and leaf plots, line plots, dot plots, histograms, and box plots.** **Manipulate data sets to obtain particular values for measures of central tendency.** **Summarize variability with interquartile range and/or mean absolute deviation. Describe deviations from the overall pattern.** Relate the choice of measures of center and variability to the shape of the data distribution and the context in which data was gathered.		**Represent, interpret, and compare statistical data (dot plots, histograms, and box plots) with knowledge of interquartile range and standard deviation.** **Construct and interpret scatterplots.** **Construct and interpret frequency tables**

		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
DATA ANALYSIS, STATISTICS, and PROBABILITY	42. Probability								**Calculate the probability of simple and compound events using tree diagrams, organized lists, tables, and simulation.** Understand and interpret theoretical and experimental probability. Develop and use probability models.	Calculate the probability of simple and compound events using tree diagrams, organized lists, tables, and simulation. Understand and interpret theoretical and experimental probability.

INCOMING FIFTH GRADERS HAVE THE FOLLOWING STANDARDS:
Shaded standards are shared by all 5th grade teams.

NUMBER SENSE:

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Count by hundreds, thousands, ten thousands, tenths and hundredths to emphasize the idea of base 10 place value and place value exchange.
Identify the place value and value of an indicated whole digit (up to hundred billions).
Match decimals with their equivalent visual representations.
Determine when zeroes change the place value of whole numbers and decimal numbers and when they do not.
Write out numbers in words (whole numbers, decimals, fractions, and mixed numbers). Read and write numbers in standard form with commas.
Read and write decimals to ten-thousandths.
Identify the place value of any decimal digit.
Write numbers in expanded form, including expanded form with exponents, decimals, and fractions.
Place and sequence positive whole numbers, fractions, mixed numbers, and decimals on a number line.
Represent fractions with pictures.
Read and write fractions in words.
Demonstrate an understanding of fractions as parts of unit wholes.
Recognize immediately whether a fraction is less than 1, equal to 1, or greater than 1.
Compare and order fractions with like and unlike denominators.
Compare and order decimals and whole numbers.
Round whole numbers and decimals to an indicated place value.
Round fractions and mixed numbers to the nearest whole number.
Find and identify equivalent fractions and missing numerators and denominators.
Simplify fractions and mixed numbers to lowest terms.
Convert between mixed numbers and improper fractions
Convert fractions to decimals by dividing.
Convert common fractions and decimals from one form to another.
Find a fraction of a set.
Express repeating decimals with a repeat bar.
Identify, write, and compare ratios with fraction equivalence in part-whole and part-part.
Understand and apply the definitions of prime, composite, odd, even, factors, and multiples.

OPERATIONS:

Add and subtract various mixed units (hours/minutes and feet/yards).
Add whole numbers.
Subtract whole numbers.
Solve simple and one-step word problems involving addition and subtraction.
Add and subtract decimals.
Add and subtract fractions and mixed numbers.
Estimate the reasonableness of fraction addition/subtraction by using benchmark numbers.
Define multiplication as repeated addition.
Understand arrays and apply visual models of multiplication.
Identify, explain, and use the partial products method of multiplication.
Multiply multi-digit numbers by multi-digit numbers.
Multiply positive fractions with whole numbers using repeated addition.
Find the prime factorization of composite numbers.
Interpret multiplication as scaling by comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
Explain the effect of multiplying a number by a value greater than 1 and a value less than 1.
Multiply fractions.
Recognize word problems that involve multiplying fractions and mixed numbers.
Multiply by a decimal greater than one.
Multiply by a decimal less than one.
Understand and apply visual models of division, including the use of arrays.
Use area model and/or fact families to identify parts of a division problem: quotient, divisor, and dividend.
Identify and solve division word problems with dividend as item or collection being split up into or among groups.
Understanding division as representing 2 different questions: how many groups OR how many in each group.
Create original division word problems and identify the dividend.
Divide whole numbers (up to 4-digit dividend and up to 2-digit divisor) and express the remainder as a fraction or decimal.
Explain and apply the principle of maintaining the value of a quotient.
Divide two numbers when there is a decimal in the dividend only.
Divide decimals with decimals in the divisor.
Divide whole numbers by unit fractions and unit fractions by whole numbers.
Accurately translate division problems with the division sign or division house into fractions and vice versa. Explain the relationship between division and fractions.
Use knowledge of the base ten system to multiply and divide by powers of 10, using whole numbers and decimals, e.g. 300 x .01 =3, 300 x 50 = 15,000 and 4.5 ÷ 10 = 0.45.
Evaluate base 10 exponents.
Select, use, and explain the commutative and associative properties of addition.

Select, use, and explain the commutative and associative properties of multiplication.
Demonstrate an understanding of the inverse relationship of addition and subtraction including identifying the fact family of addition and subtraction number sentences.
Demonstrate an understanding of the inverse relationship of multiplication and division including identifying the fact family of multiplication and division number sentences.
Use knowledge of fact families and inverse operations to solve for a missing number in an equation involving all 4 operations.
Select and use appropriate operations (addition, subtraction, multiplication) to solve multi-step problems, including those involving fractions or decimals.
Convert among units and use conversions in multi-step problems.
Given a number sentence using any operation, and involving fractions, write a story problem to represent the situation.
Estimate sums and differences of whole numbers.
Estimate products and quotients of whole numbers.
Estimate decimal products.
Demonstrate understanding of meaning of parentheses and use parentheses when writing expressions, including those with variables. *This includes a factor outside a parenthetical expression.*

PATTERNS, RELATIONS, and ALGEBRA

Use variables to write mathematical expressions and equations.
Interpret graphs that describe the relationship between two variables.
Evaluate 1-step algebraic expressions (given variable values) involving all 4 operations.
Determine rules for input-output tables and write rules using variables. Apply given rules to create input-output tables.

TIME, MONEY, and MEASUREMENT

Find the perimeter of simple shapes and figures.
Use a ruler to measure lengths to the nearest eighth of an inch and tenth of a centimeter.
Carry out unit conversions: yards-feet-inches and mm-cm-dm-m-km.
Select the appropriate units for measuring length in both the English and the metric system.
Understand how to find the area of squares and rectangles.
Find the area of regular and non-regular shapes on a grid (whole squares).
Create multiple shapes with the same area.
Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.
Identify units associated with area.
Find the volume of complex 3D figures by counting the number of cubic units contained in the figure.
Calculate volume of rectangular prisms using $V = l \times w \times h$ and $V = b \times h$.
Calculate the volume of solid figures composed of non-overlapping right rectangular prisms.

GEOMETRY

Recognize grams, pounds and ounces as units of weight.
Carry out unit conversions: pounds -ounces and grams – milligrams – kilograms.
Memorize the following conversions:1 hour = 60 minute, 1 minute = 60 seconds.
Tell time to the minute on analog clocks and digital clocks using a.m. and p.m.
Understand that figures that are congruent are the same size and same shape; identify congruent figures.
Describe, compare, and classify on the basis of attributes and parts of two-dimensional shapes, including parallel sides, length of sides, types of angles, symmetry, and number of vertices, diagonals, and sides.
Describe, compare, and identify attributes and parts of three-dimensional shapes, including length of sides, and number of vertices, edges, and faces.
Classify angles as right, obtuse, straight or acute and estimate angle measure.
Recognize that there are 360 degrees in a circle and 180 degrees in a line.
Identify and define point, line segment, line, ray. Identify, define, and classify lines as perpendicular, parallel, and intersecting.
Plot and locate the coordinates of points on the Cartesian coordinate plane (first quadrant only).
Represent real world problems by graphing points and interpreting the points in that context.

DATA ANALYSIS, STATISTICS, and PROBABILITY

Construct and draw conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies, circle graphs, line graphs, and bar graphs (with a scale other than 1). *Note: Line plots should include fractional values.*

Brooke Science Standards (2013 – 2014)

Note: Standards with asterisks are 5th grade standards for 5th as an incoming grade.
Power standards have two asterisks.

Inquiry Strand

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
INQUIRY	1. Observe and inference	Observe and describe familiar objects and events, identifying details, similarities and differences.	Observe and describe familiar objects and events, identifying details, similarities and differences.	Observe and describe familiar objects and events, identifying details, similarities and differences.	Organize data into a student-made table while conducting simple investigations or experiments.	Organize data into a student-made table while conducting simple investigations or experiments.	Organize data into a student-made table while conducting simple investigations or experiments.*			**Properly use a microscope. Identify the parts of a microscope.**
	2. Questions and prediction	**Make predictions based on past expereinces with a particular material or object.**	Make predictions based on past expereinces with a particular material or object. Suggest and describe ideas about how, why, and what would happen if?	**Make predictions based on past expereinces with a particular material or object.** Suggest and describe ideas about how, why, and what would happen if?	Match a question with an experiment designed to answer it. Make predictions that can be tested.	Match a question with an experiment designed to answer it. Make predictions that can be tested.	Match a question with an experiment designed to answer it. * Make predictions that can be tested. *	**Use scientific knowledge to write hypotheses that can be tested.**		
	3. Classifying	**Sort objects by observable properties such as size, shape, color, weight, and texture.**	Use characteristics to group objects based on shared properties.	Use characteristics to group objects based on shared properties.	**Differentiate between properties of objects and properties of materials.**	**Differentiate between properties of objects and properties of materials.**	**Differentiate between properties of objects and properties of materials.** **			

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
INQUIRY	4. Plan Experiment				Evaluate procedures for completeness and clarity. Conduct an experiment. Select and use appropriate tools and technology (thermometers, meter sticks, electronic scales) in order to extend observations.	Evaluate procedures for completeness and clarity. Conduct an experiment. Select and use appropriate tools and technology (thermometers, meter sticks, electronic scales) in order to extend observations.	Evaluate procedures for completeness and clarity. * Conduct an experiment. * Select and use appropriate tools and technology (thermometers, meter sticks, electronic scales) in order to extend observations. *	**Design and conduct an experiment specifying variables to be changed, measured, and controlled.** Write procedures with completeness and clarity.		**Identify elements of a good experimental design. Critique experiments based on given criteria.**
	5. Measuring				Understand how measurement error can affect the results of an experiment.	Understand how measurement error can affect the results of an experiment.	Understand how measurement error can affect the results of an experiment. *	Apply rules of significant digits to measure using triple beam balances, graduated cylinders, beakers, thermometers, and rulers. Memorize the following metric prefixes: milli = 1/1000; centi = 1/100; kilo = 1000x.	Apply rules of significant digits to measure using triple beam balances, graduated cylinders, beakers, thermometers, and rulers.	
	6. Patterns in data		Identify some events around us that have repeating patterns, including the seasons of the year, day and night, and life cycles.		Find patterns and relationships between variables in tables.	Find patterns and relationships between variables in tables.	Find patterns and relationships between variables in tables. *			

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
INQUIRY	7. Reporting results	Communicate observations and explanations through discussions and drawings using content vocabulary.	Communicate observations, results, and explanations for the results through discussions, writing, and drawings.	Communicate observations, results, and explanations for the results through discussions, writing, and drawings.	Use data to create a reasonable explanation for the results of an investigation or experiment. Compare the result of an investigation or experiment with the prediction.	Use data to create a reasonable explanation for the results of an investigation or experiment. Compare the result of an investigation or experiment with the prediction.	Use data to create a reasonable explanation for the results of an investigation or experiment.* Compare the result of an investigation or experiment with the prediction.* Determine whether differences were most likely caused by the independent variable or by human error using qualitative means.* Describe improvements that could be made to an investigation or experiment.*	**Use data and knowledge of sample size, control of variables, and human error to create a reasonable explanation for the results of an investigation or experiment.**		

Earth and Space Science Strand

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	8. Mineral and Rocks	**Recognize that water, rocks, soil, and living organisms are found on Earth's surface.**				Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica. * **Identify physical properties of minerals (hardness, color, luster, cleavage, and streak), and explain how minerals can be tested for these different physical properties.** ** **Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.** **			**Describe the characteristics of the layers of the earth, including the lithosphere, the hot convecting mantle, and the dense metallic core.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	9. Changing earth					**Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes. **** **Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains). **** Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. *			**Recognize, interpret, and create models of the earth's common physical features in various mapping representations, including contour maps.** **Explain how movement of plates (continental drift) produces slow changes in earth's surface (mountains, basins) and rapid changes (earthquakes and volcanoes).** Identify the types of rocks and explain how they are formed: sedimentary, metamorphic and igneous. Explain how sediments will deposit along a riverbank. Describe how erosion affects the surface of the earth.	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	9. Changing earth								Explain how weathering happens and the effects of weathering. **Describe how glaciers have changed the surface of the earth.** **Compare the age of layers when shown a cross-section of the crust.** **Identify physical evidence (fossils, shapes of continents, satellite photos, mountains that line up, rock layers and glacier scrapes) for continental drift/plate tectonics.** **Explain what is happening at the three types of plate boundaries: convergent, divergent and transforming.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	10. Solar system and universe				Recognize that the earth is a spherical rock and that people live on its surface. Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. **Recognize that the earth is part of a system called the "solar system" that includes the sun (a star), eight planets, and many moons. Earth is the third planet from the sun in our solar system.**				**Compare and contrast properties and conditions of objects in the solar system to those on Earth (e.g. gravity, length of day, length of year, atmosphere, and temperature range.).** Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars. **Understand that gravity is a force of attraction between all objects and explain how gravity influences the formation and movement of celestial bodies.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	11. Earth's Movement				**Describe the movement of the earth in space. Recognize that its rotation period is one day and its revolution period is one year.** Describe the how the seasons change over the course of a year. Explain how the earth's revolution causes these changes. **Describe the apparent movement of the sun, moon, and stars across the sky over the course of a day. Explain how the earth's rotation causes these changes.**		**Describe the movement of the earth in space. Recognize that its rotation period is one day and its revolution period is one year.** ** Describe how the seasons change over the course of a year. Explain how the earth's revolution causes these changes.* **Describe the apparent movement of the sun, moon, and stars across the sky over the course of a day. Explain how the earth's rotation causes these changes.** **		*Describe the rotation of the earth. Make connections between the rotation of the earth and observations of day/night and the apparent movement of the sun, moon, and stars across the sky.* **Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.** **Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	12. Moon				**Describe the movement of the moon in space. Recognize that its revolution period is approximately one month.** **Describe the changes that occur in the observable shape of the moon over the course of a month. Explain how the moon's revolution causes these changes.**		**Describe the movement of the moon in space. Recognize that its revolution period is approximately one month. **** **Describe the changes that occur in the observable shape of the moon over the course of a month. Explain how the moon's revolution causes these changes. ****		**Describe and draw diagrams of lunar and solar eclipses.** **Describe the changes that occur in the observable shape of the moon over the course of a month. Explain how the moon's revolution causes these changes.** **Explain why tides occur and relate them to the relative positions of the earth, moon, and sun.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	13. Weather	Understand that air is a mixtire of gasses.	**Understand that air is all around us and that wind is moving air.** **Describe the weather changes from day to day and over the seasons.** As a class, describe weather changes from day to day. Measure and describe changes from day to day including temperature, rainfall, wind direction and wind speed. Recognize that the sun supplies heat and light to the Earth and is necessary for life.			Distinguish among various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time. * Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time. * Describe how global patterns such as jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation. * Differentiate between weather and climate. *			**Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Earth and Space Science	14. Water cycle					**Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.** ** Give examples of how cycling of water, both in and out of the atmosphere, has an effect on climate. *				

Physical Sciences Strand

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Chemistry	**15. Properties of Objects**							**Differentiate between mixtures and pure substances from pictures or description.** **Explain the intrinsic property of density and understand the relationship between mass, volume, and density.** **Recognize that the measurement of volume and mass requires an understanding of the sensitivity of measurement tools and knowledge and appropriate use of significant digits.** **Calculate the density of liquids and solids in a lab setting and when given measurements.**	Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	16. Matter							**Understand and apply the law of conservation of matter.**		
Chemistry	**17. Combining substances**							**Explain how to separate a solute from the solvent.**		
	18. Physical v. chemical changes							**Differentiate between physical changes and chemical changes.** Explain that in chemical changes, the atoms of the reactants are rearranged to form new molecules, the products.		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Chemistry	**19. States of Matter**	**Identify objects and materials as solid and liquid.** **Recognize that solids have a definite shape and that liquids take the shape of their container.** Explain how water can be found in solid, liquid, and gaseous state.	*Note: The three kindergarten states of matter standards will be taught in 1st grade in the 2013-2014 school year.*			**Compare and contrast solids, liquids, and gases based on the basic properties of each of these states of matter.** ** **Describe how water can be changed from one state to another by adding or taking away heat.** **		**Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.** **Recognize that each substance has intrinsic properties, including phase change temperatures, density, and chemical composition, all of which are independent of the amount of the substance.**		
	20. Atoms and molecules							Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all matter. **Given a chemical formula, draw the molecule and vice versa.**		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Chemistry	21. Elements and compounds							**Distinguish between an element and a compound. Identify the smallest unit of each and give basic examples of each.**		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Physics	22. Energy				**Identify the basic forms of energy (light, sound, heat, electrical, magnetic, mechanical, and chemical). Recognize that energy is the ability to cause motion or create change. Give examples of how energy can be transferred from one form to another.****			**Differentiate between potential and kinetic energy and identify situations where kinetic energy is transformed into potential energy and vice versa.** **Understand that energy comes in many forms including: chemical, electrical, mechanical, thermal and gravitational, and that energy can be transferred from one form to another, but cannot be created or destroyed.**		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Physics	**23. Motion**			Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. **Demonstrate that the way to change the motion of an object is to apply a force (give a push or a pull). The greater the force, the greater the change in the motion of the object.** Recognize that under some conditions, objects can be balanced. Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth.				Draw force diagrams and evaluate diagrams for net force. **Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.** **Graph and interpret distance vs. time graphs for speed.** **Identify and explain lift, drag, friction, thrust, and gravity in transportation systems.** **Explain and understand Newton's laws of motion.**		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Physics	**24. Heat**							**Explain how heat moves in predictable ways from warmer objects to cooler ones until they reach thermal equilibrium.** **Explain how heat is transferred through radiation, conduction, and convection.**	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred.	
	25. Sound				**Recognize that sound is produced by vibrating objects and requires a medium through which to travel. Relate the rate of vibration to the pitch of the sound.** **					

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Physics	**26. Light**				**Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.** **					
	27. Electricity				**Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound. Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.** ** Explain how electromagnets can be made, and give examples of how they can be used.*					

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Physics	**28. Magnets**			**Recognize that magnets have poles that repel and attract each other.** **Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.** **						

Life Science Strand

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Characteristics of Living Things	**29. Properties of living things**		**Differentiate between living and nonliving things. Group both living and nonliving thins according to the properties that they share.**							**Identify the basic functions of life (reproduce, grow, develop, protect from diseases, exchange and transport nutrients and waste, respond to stimuli).** **Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.** **Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	30. Classifying						Classify plants and animals according to the physical characteristics they share. *			**Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things	**31. Plant structure**		**Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air and water.** **Identify structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.** Recognize changes in appearance that plants go through as the seasons change. **Recognize that plants go through predictable life cycles that include birth, growth, development, reproduction, and death.**				**Identify structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.** **			**Compare and contrast plant and animal cells, and explain the function of chloroplasts, cell walls, and large vacuoles in plant cells.** **Describe the functions of major organelles in a generic plant and animal cell (cell membrane, nucleus, cytoplasm, chloroplast, cell wall, ribosomes, mitochondria, and vacuoles).** **Explain how cells use processes of photosynthesis and cellular respiration to store and release energy. Describe the inputs and outputs of each process.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things	**32. Organization of multi- cellular organisms**									**Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.** **Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.** **Explain how the circulatory system interacts with all other human body systems in normal and compromised situations.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things	**33. Multi-cellular**								**7th only: Describe how alcohol and drugs affect the human body systems.** **7th only: Describe how infectious diseases spread and affect the human body.**	**7th only: Describe how alcohol and drugs affect the human body systems.** **7th only: Describe how infectious diseases spread and affect the human body.**
	34.Reproduction		Describe ways in which many plants and animals closely resemble their parents in observed appearance. **Recognize that animals go through predictable life cycles that include birth, growth, development, reproduction, and death.** **Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.**				**Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death. Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.** **			**Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell).** **Describe how the human reproductive system works and explain how pregnancy and STIs can be prevented.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things	**35. Inherited traits and behaviors**						**Differentiate between observed characteristics of plants and animals that are inherited and characteristics that are acquired. Differentiate between behaviors of animals that are instinctive and behaviors that are learned. ****			
	36. Genetics									Explain how traits are passed from one generation to the next. Understand and correctly identify DNA, genes, alleles, chromosomes, and traits. **Interpret and create Punnett squares and pedigree charts.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things	**37. Evolution and Adaptation**						Describe how organisms meet some of their needs in an environment by using behaviors in response to stimuli received from the environment. **Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive including both behavioral and physical adaptations. Be able to give examples and explain how they help organisms survive.** **			**Recognize that mutation and natural selection accounts for the diversity of species which can be traced back to a common ancestor over millions of years. Interpret phylogenetic trees.** **Recognize that evidence drawn from geology, fossils, and comparative anatomy provides the basis of the theory of evolution.** **Relate the extinction of species to a mismatch of adaptation and the environment. Understand populations survive when genetic adaptations are advantageous in a specific environment.**

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
Living Things and Their Environment	**38. Interactions with environment**	**Recognize that people and other animals interact with the environment through their sense of hearing, touch, smell, and taste.**	**Identify the ways in which an organism's habitat provides for its basic needs (animals require food, water, air, and shelter).** *Note: The habitat standard will NOT be taught in 1st grade in the 2013-2014 school year.* Recognize changes in appearance that animals go through as the seasons change.				Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).* Recognize plant behaviors. Recognize that many plants and animals can survive in harsh environments because of seasonal behaviors.* Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.*			**Understand that an ecosystem is affected by the interactions among different organisms and between organisms and their environment during periods of stasis and change. These interactions include the effect of introduced species, predator-prey, competition, mutualism, commensalism, parasitism, symbiosis.** Describe how ecosystems change due to human actions and natural disasters (volcanoes, ice storms). Describe how succession will progress after a disaster.

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	39. Energy				]		**Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.** **			**Describe how energy is transferred in food webs by identifying producers, consumers and decomposers.** Describe how nutrients cycle in an ecosystem (decomposers).

Technology / Engineering Strand

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	40. Tools and materials	**Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.** **Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).**						Explain why certain materials are chosen for each type of bridge. Give strengths and weaknesses of each material. **Identify and explain appropriate measuring tools, hand tools, and power tools used to hold, lift, carry, fasten, and separate, and explain their safe and proper use.**		
	41. Simple machines			**Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever.**			**Identify simple machines (inclined plane, screw, wedge, lever, pulley, gear, and wheel-and-axle). Give examples of how simple machines are used. **** Identify and explain the difference between simple and complex machines.*			

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	42. Natural systems			Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies			Compare natural systems to mechanical systems (i.e. birds wings compared to airplane wings).*			**Describe examples of adaptive or assistive devices, e.g., prosthetic devices, wheelchairs, eyeglasses, grab bars, hearing aids, lifts, braces.** **Explain how humans create and use bioengineered products, e.g., food, biofuels, irradiation, and integrated pest management.**
	43. Representing designs						Describe different ways in which a problem can be represented, e.g., sketches, diagrams, graphic organizers, and lists. *	**Demonstrate methods of representing solutions to a design problem, e.g., sketches, orthographic projections, multi-view drawings.** Understand that designers often use computer programs to represent their designs today.		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	44. Engineering Design Process						Identify a problem that reflects the need for shelter, storage, or convenience. * Identify relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.*	**Identify and explain the steps of the engineering design process, i.e., identify the need or problem, research the problem, develop possible solutions, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign.**	Identify and explain the steps of the engineering design process, i.e., identify the need or problem, research the problem, develop possible solutions, select the best possible solution(s), construct a prototype, test and evaluate, communicate the solution(s), and redesign. **Apply the engineering design process to solve a problem.**	
	45. Prototypes						**Identify and explain the appropriate materials and tools to construct a given prototype.** **	Describe and explain the purpose of building a prototype. Explain how size, shape, weight, function and cost limitations would affect the construction of a given prototype. Decide how to teste a prototype. (many trials).	Identify appropriate materials, tools, and machines needed to construct a prototype of a given engineering design. Explain how such design features as size, shape, weight, function, and cost limitations would affect the construction of a given prototype.	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	46. Communication								**Identify and explain the components of a communication system, i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.** Identify and compare communication technologies and systems, i.e., audio, visual, printed, and mass communication. Identify and explain how symbols and icons (e.g., international symbols and graphics) are used to communicate a message.	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	47. transportation							Identify and compare examples of transportation systems and devices that operate on or in each of the following: land, air, water, and space. **Apply understanding of the laws of motion to a transportation problem.** **Identify and describe the subsystems of a transportation vehicle or device, i.e., structural, propulsion, guidance, suspension, control, and support.**		
	48. Structures							**Identify types of bridges, explain how each one works, and give strengths and weaknesses of each (beam, truss, arch, suspension, cantilever, cable-stayed). Choose an appropriate bridge for a site**.	**Describe and explain parts of a structure, e.g., foundation, flooring, decking, wall, roofing systems.**	

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	49. Bridges							**Explain how the forces of tension, compression, torsion, bending, and shear affect the performance of bridges. Describe and explain the effects of loads and structural shapes on bridges.**		

		Kindergarten	1st	2nd	3rd / 4th odd years	3rd / 4th even years	5th	6th	7th / 8th odd years	7th / 8th even years
	50. Manufacturing							**Describe and explain the advantages and disadvantages of custom and mass production.** Explain and give examples of the impacts of interchangeable parts, components of mass-produced products, and the use of automation, e.g., robotics. **Describe a manufacturing organization, e.g., corporate structure, research and development, production, marketing, quality control, distribution.** Explain primary and secondary processes in manufacturing systems, e.g., cutting, shaping, assembling, joining, finishing, quality control, and safety.		

Reading Standards

NOTE: Must be on grade level texts read independently except where noted.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
1. Reading Standards	a. literal	**Answer literal questions about a book** (read aloud texts for first trimester and then texts read independently).	**Answer literal questions and find evidence to support answers.**	**Answer literal questions and find evidence to support answers.**	**Answer literal questions and find evidence to support answers.**	**Answer literal questions and find evidence to support answers.**	**Answer literal questions and find and quote evidence to support answers.**	**Answer literal questions and find and quote evidence to support answers.**	**Answer literal questions and find and quote evidence to support answers.**	**Answer literal questions and find and quote evidence to support answers.**
	b. inference	**Answer inferential questions about a book** (read aloud texts for first two trimesters and then texts read independently)**.**	**Answer inferential questions and clearly explain answers.**	**Answer inferential questions and clearly explain answers.**	**Answer inferential questions and clearly explain answers.**	**Answer inferential questions and clearly explain answers.**	**Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.**	**Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.**	**Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.**	**Answer inferential questions, by finding and quoting supporting text and clearly explaining answers.**
	c. purpose	Explain why an author wrote a text.	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**	**Explain why an author wrote a text and give evidence to support your conclusion.**
	d. organization		**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**	**Explain how the organization of the text meets the author's purpose.**
	e. purpose				**Explain how an author's craft choices meets the author's purpose.**	**Explain how an author's craft choices meets the author's purpose.**	**Explain how an author's craft choices meets the author's purpose.**	**Explain how an author's craft choices meets the author's purpose.**	**Explain how an author's craft choices meets the author's purpose.**	**Explain how an author's craft choices meets the author's purpose.**
	f. evaluation					**Evaluate how well the author met that purpose.**	**Evaluate how well the author met that purpose.**	**Evaluate how well the author met that purpose.**	**Evaluate how well the author met that purpose.**	**Evaluate how well the author met that purpose.**
	g. questions	Derive own questions about a text during read aloud.	Derive own meaningful questions about a text when prompted.	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**	**Derive own meaningful questions about a text.**
	h. synthesis	Refer to other relevant texts and to relevant life experiences when analyzing texts.	**Refer to other relevant texts and to relevant life experiences when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**	**Refer to other relevant texts when analyzing texts.**
	i. fluency	**Read with appropriate fluency (40 WPM) and accuracy (95%).**	**Read with appropriate fluency (60 WPM) and accuracy (95%).**	**Read with appropriate fluency (75 WPM) and accuracy (95%).**	**Read with appropriate fluency (100 WPM) and accuracy (95%).**	**Read with appropriate fluency (100 WPM) and accuracy (95%).**	**Read with appropriate fluency (100 WPM) and accuracy (95%).**	**Read with appropriate fluency and accuracy.**	**Read with appropriate fluency and accuracy.**	**Read with appropriate fluency and accuracy.**

Reading Habits

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
2. Reading Habits	a. stamina	Read independently for 25 minutes during class.	Read independently for 30 minutes during class.	Read independently for 35 minutes during class.	Read independently for 40 minutes during class.	Read independently for 45 minutes during class.	Read independently for 45 minutes during class.	Read independently for 45 minutes during class.	Read independently for 45 minutes during class.	Read independently for 45 minutes during class.
	b. discussion	Discuss books with a partner by telling about what happened in the story.	Discuss books with a partner by telling about what happened in the story.	Discuss books with a partner by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.	Discuss books with a partner or in a group by debating answers to given questions.
	c. preferences	State favorite books and articulate reason for preferences of books or authors.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.	Demonstrate and articulate preferences for genres, authors, and texts.
	d. monitoring	Recognize and reread parts of a book that are confusing.	Recognize and reread parts of a book that are confusing.	Recognize and reread parts of a book that are confusing.	Recognize and reread parts of a book that are confusing.	Recognize and read parts of a text that are confusing or significant.	Recognize and read parts of a text that are confusing or significant.	Recognize and read parts of a text that are confusing or significant.	Recognize and read parts of a text that are confusing or significant.	Recognize and read parts of a text that are confusing or significant.
	e. learning facts	State new facts learned by reading a nonfiction text.	State new facts learned by reading a nonfiction text.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.	Read nonfiction texts independently to learn new facts about topics of interest.
	f. learning words	Notice new words and use pictures and the text to learn these words.	Notice new words and use pictures and the text to learn these words.	Learn new words by reading and use these words appropriately in writing and conversations about the text	Learn new words by reading and use these words appropriately in writing and conversations about the text	Learn new words by reading and use these words appropriately in writing and conversations about the text	Learn new words by reading and use these words appropriately in writing and conversations about the text	Learn new words by reading and use these words appropriately in writing and conversations about the text (including the connotation of new words)	Learn new words by reading and use these words appropriately in writing and conversations about the text (including the connotation of new words)	Learn new words by reading and use these words appropriately in writing and conversations about the text (including the connotation of new words)

Literary Analysis Skills

Note: Skills with asterisks will be added to the 5th grade skills taught to incoming 5th graders.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
3. Literary Analysis	a. terms			Define narrator and identify the narrator of any story. Identify who is talking at any point in a text.	Define cause and effect and use those terms in discussing literature. Define and identify figurative language.* Define and distinguish between motivation, traits, and feelings. Define main idea.	Define and identify the significance of point of view (first- and third-person narration). Define and identify facts and opinions. Define simile and metaphor.* Identify and identify the purpose of font changes.* Identify and identify the purpose of repetition.*	Define and identify instances of foreshadowing. Define and identify point of view. Define and identify personification. Define and identify hyperbole. Define and identify tone. Define and identify	Determine the connotation of words in a text.		Define and identify irony and parody.
	b. genre	Distinguish fantasy from realistic text. Identify differences between fiction and non-fiction.	Identify differences among the common genres of literature: fiction (including traditional literature, realistic fiction, and fantasy) and non-fiction (including biographies).	Identify differences among the common genres of literature: fiction (including traditional literature, realistic fiction, fantasy, and mystery) and non-fiction (including biographies).	Identify differences among the common forms of literature: poetry, prose, and drama. Identify the following genres: traditional literature (fables, folktales, fairy tales, tall tales, myths), realistic fiction, fantasy, mystery, biography, and non-fiction and apply this knowledge as a strategy for reading.* Define stanza and line.*	Identify and analyze structural elements unique to drama (scenes, acts, cast of characters, stage directions).*		Identify conventions in epic tales (extended similes, mysterious birth, the quest, the hero's task, special weapons or clothing, and helpers or prophets). Analyze similarities and differences in mythologies from different cultures ideas of the afterlife, roles and characteristics of deities, and types/purposes of myths.	Identify poetic forms (soliloquy, sonnet). Identify and implement theatrical forms (soliloquy vs. monologue. Act vs. scene, aside, rhyming couplet, stage directions)	
	c. story elements	Identify the main characters and the main setting in any story.	Identify the main characters, setting, problem and solution in stories.				Identify the climax (turning point) of a story.	List the main types of conflict and identify to which category the conflict of a text belongs.	Identify exposition, rising action, transforming event, climax, falling action, and resolution.	Identify prologue, rising action, transforming event, climax, falling action, resolution, and epilogue.
	d. nonfiction text features	Identify and use knowledge of common textual and graphic features (title, headings, captions, table of contents, illustrations).	Read, identify, and use knowledge of common textual and graphic features (for example, *title, headings, key words, table of contents, captions accompanying illustrations or photographs, illustrations).*	Identify and use knowledge of common textual and graphic features (for example, *title, headings, key words, paragraphs, topic sentences table of contents, glossary, captions, diagrams, illustrations, or photographs)* to locate information.	Identify and use knowledge of common textual and graphic features (for example, *title, headings, key words, phonetic spelling, paragraphs, topic sentences, table of contents, glossary, captions, illustrations, photographs, charts, graphs, maps)* to locate information.	Identify and use knowledge of common textual and graphic features (for example, *title, headings, key words, phonetic spelling, paragraphs, topic sentences, table of contents, glossary, captions, illustrations, photographs, charts, graphs, maps, timelines)* to locate information.	Identify and use knowledge of common textual and graphic features (for example, *title, headings, key words, footnotes, phonetic spelling, paragraphs, topic sentences, table of contents, glossary, captions, illustrations, photographs, charts, graphs, maps, timelines)* to locate information.	Integrate information presented in textual and graphic features as well as in words to develop a coherent understanding of a text or topic.		

Word Analysis Skills

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
4. Phonics and Phonemic Awareness	a. phonemes	Understand that written and spoken words are composed of letters that represent sounds.								
	b. rhyming	**Recognize and orally produce rhyming words.**	Recognize rhyming words in oral and written form and produce rhyming words orally.							
	c. consonants	**Identify the letter-sounds associated with each consonant and with the digraphs.** **Generate the sounds from common consonant blends [See appendix A].**	**Read words that include consonant blends (see Appendix A).**	**Read words that include special consonant spellings (see Appendix A).**						
	d. vowels	**Identify the short vowel sounds and match all short vowel sounds to the appropriate letter.** **Identify the long vowel sounds and correctly read common long–vowel patterns (see Appendix B).** **Identify and correctly read r-controlled vowels (see Appendix B).**	**Identify and correctly read long- and short –vowel patterns (see Appendix B).** **Identify and correctly read vowel diphthongs oi, ow, oo (see Appendix B).** **Identify and correctly read r-controlled vowels (see Appendix B).**	**Read words that include special vowel spellings (see Appendix B).**						

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
4. Phonics and Phonemic Awareness	e. blending	**Apply phonics rules to blend letter sounds make words.** **Blend consonants in spoken words.** **Blend onsets and rimes of single syllable spoken words.**	**Recognize word parts in order to chunk together syllables and read multi-syllabic words.**							
	f. segmenting	**Identify initial, medial, and ending sounds in words.** **Segment onsets and rimes of single syllable spoken words.**	Identify initial, medial, and ending sounds in words.							
	g. syllables	**Identify the number of syllables and segment syllables in orally stated words.**	Blend given syllables into the correct word. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Apply knowledge of letter patterns to identify syllables.	Apply syllabication rules to pronounce unfamiliar words.					

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
5. Concepts about Print	a. directionality	Follow words from left to right and from top to bottom on the printed page.								
	b. alphabet	**Recognize and name all uppercase and lowercase letters of the alphabet.** Know the order of the letters of the alphabet.								
	c. spacing	Recognize that written words are separated by spaces.								
	d. Words, sentences, ¶	Recognize that sentences in print are made up of separate words.	Recognize that sentences tell a complete thought.							
	e. tracking	Track words by pointing with one-to-one correspondence when reading a story by pointing under the first sound.								
	f. Sight words	**Recognize and automatically read the kindergarten high-frequency sight words.**	**Recognize and automatically read the first grade high-frequency sight words.**							

Listening and Speaking

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
6. Listening and Speaking	a. expression, volume and posture	**Uses appropriate volume (whisper during turn and talks; loud and proud during share-outs).** **Uses appropriate expression to reflect feelings and mood.**	**Share thinking audibly.** **Use an appropriate volume.**	**Use an appropriate volume of voice for the situation (whisper, conversation, loud/proud).**	**Speak with an appropriate volume, enunciation, posture, and eye contact at all times. (mastered by first trimester).**	**Use appropriate volume when speaking in front of groups.**	**Speak with an appropriate volume, enunciation, posture, and eye contact at all times. (mastered by first trimester)**	**Use appropriate eye contact, adequate volume, and clear pronunciation.**		
	b. conventions in speech	**Use pronouns correctly in speech. This includes subject/object and gender agreement (i.e.. Him took my pencil. Her did it. Rob ate her lunch).** Use was and were correctly in speech. [Assess starting in second trimester]. When talking about possession, says "mine" and not "mines."	**Use subject and verb agreement correctly, with the verb "to be", orally.**	**Use correct subject/verb agreement in speech.**		**Use appropriate shifts in verb tense and subject, and pronoun number and person.** **Use possessive pronouns and nouns correctly.**	**Use pronouns correctly (order of pronouns and subject/object pronouns) in speech.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			
	c. sentences	**Share information and ideas in complete, coherent sentences.**	**Speak in complete sentences.**	**Speak in clear, complete sentences that communicate a clear point.**	**Speak in complete sentences when appropriate to task and situation.**	**Speak in complete thoughts at all times.**	**Speak in clear, complete sentences that communicate a clear point.**			
	d. Word Choice		**Use learned vocabulary when speaking.**	Use "power words" correctly in speech.		**Use precise language when selecting descriptive words. For example, use grade level vocabulary when appropriate.**	**Use precise and grade-appropriate language in speech.**			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
6. Listening and Speaking	e. directions	**Understands and follows one- and two-step oral directions.**								
	f. Discussion rules	**Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).** **Maintains focus on the topic.** **Continue a conversation through multiple exchanges.**	**Listen to the person speaking and be able to repeat others' thoughts.** **Track the speaker.** **Speak clearly so that others can understand you.** Use details when speaking.	**Can listen and articulate what a classmate previously said.**	**Follow classroom conversations and be able to repeat what was said, participate in the discussion, and ask questions.**	**Maintain focus on conversational topics within a classroom and small group discussion.** **Summarize and respond to other students comments during group discussions.** **Come to discussions prepared to participate.**	**Engage effective in a range of collaborative discussions with diverse partners, building on others' ideas and expressing own clearly.**	**Come to discussions prepared, having read or studied required materials and refer to evidence from the required materials.**		
	g. topics	**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.** **Describe people, places, things, and events related to personal life and classroom learning.**					**Summarize a written text read aloud or information presented orally, visually, or quantitatively.** **Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**Pose and respond to specific questions with elaboration and detail by making comments that contribute to the discussion.** **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and claims that are not.**		

Composition Strand

Writing Habits

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
7. Writing Habits	a. pace	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
	b. discussion	Discuss own writing with a partner.	Discuss own writing with a partner.	Discuss own writing with a partner and listen to a partner read his/her writing.	Discuss own writing with a partner. Listen to a partner read his/her writing and give one helpful suggestion.	Discuss own writing with a partner. Listen to a partner read his/her writing and give two helpful suggestions.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after reading their writing.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after reading their writing.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after reading their writing.	Improve own writing by getting suggestions from another student. Give helpful suggestions to classmates after reading their writing.
	c. craft				Experiment in own writing with craft choices that authors make. *Focus especially on starting sentences in NF writing in a variety of ways.*	Experiment in own writing with craft choices that authors make.	Incorporate craft choices learned from other authors into own writing	Incorporate craft choices learned from other authors into own writing	Incorporate craft choices learned from other authors into own writing	Incorporate craft choices learned from other authors into own writing
	d. rereading	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**	**Reread own writing when finished.**
	e. revising				**Strengthen writing by revising, editing, and rewriting.**	**Strengthen writing by revising, editing, and rewriting.**	**Strengthen writing by revising, editing, and rewriting.**	**Strengthen writing by revising, editing, and rewriting.**	**Strengthen writing by revising, editing, and rewriting.**	**Strengthen writing by revising, editing, and rewriting.**
	f. effort	**Demonstrate best effort on every writing piece.**	**Demonstrate best effort on every writing piece.**	**Demonstrate best effort on every writing piece.**	**Demonstrate best effort on every writing piece.**	**Demonstrate best effort on every writing piece.**	**Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.**	**Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.**	**Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.**	**Demonstrates best effort on every piece and continuous growth based on incorporating feedback from previous pieces.**

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
7. Writing Habits	g. Handwriting	**Uses correct grip (tripod grasp pictured below) and pressure when writing.** **Use correct form (when using handwriting without tears paper) to make tall letters tall, low letters low, middle letters middle, closing letters closed, and dotted letters dotted.**	**Use correct form to make tall letters tall, low letters low, middle letters middle, closing letter closed, and dotted letters dotted all the time.**	**Forms letter correctly (close letters correctly, letters below the line) and anchors words on lines in independent writing.** Makes capital letters larger than lowercase letters in independent writing.	**Forms letter correctly (close letters correctly, letters below the line) in independent writing at all times.** Writes correctly in cursive. Completes Unit 2 in typing program.	**Forms letter correctly (close letters correctly, letters below the line) in independent writing at all times.** **Types a minimum of one page per 45-minute sitting.**	Forms letter correctly (close letters correctly, letters below the line) in independent writing at all times. Types a minimum of two pages per 45-minute sitting.	Types a minimum of three pages per 60-minute sitting.		
	h. vocab	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**	**Use precise, grade-appropriate vocabulary in writing.**

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
8. Point	a. narrative	**Write narratives that make a point and maintain focus on one topic.**	**When writing narratives, focus in on one topic.**	**Write personal narratives that communicate why the event was important to the writer.**		**Have a point that clearly explains why the story is important.** **Ensure that every paragraph in the text relates to and supports the point/thesis.** Include a reflection that returns to the point and reiterates its importance.			Select an appropriate topic, one the student has sufficient knowledge of to develop fully. Write personal narratives that have an appropriate and clearly developed theme.	Select an appropriate topic, one the student has sufficient knowledge of to develop fully. Write personal narratives that have an appropriate and clearly developed theme.

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
8. Point	b. nonfiction	**Write non-fiction pieces with facts specific to one topic.**	**When writing non-fiction pieces, write about one specific topic.**	**Write non-fiction paragraphs that inform the reader of true facts about a specific topic.**	**Write a clear, specific, arguable topic sentence that answers a prompt.**		**Devise a clear thesis sentence for a multi-paragraph essay.**		**Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	c. persuasive	**Write opinions using the word "because" to explain.**	**Write book reviews that state a clear opinion of a named text.**	**Write book reviews that state a clear opinion of a named text.**	**Write opinion pieces on texts or topics studied in class that states a clear opinion.**	**Write opinion pieces on texts or topics studied in class that states a clear opinion and supports it with information.**	**Write opinion pieces on texts or topics studied in class that states a clear opinion and supports it with information.**		**Write arguments to support claims with clear reasons and relevant evidence.**	Write arguments to support claims with clear reasons and relevant evidence.
	d. general	**Use illustrations that match content and enhance writing.**			**Write clear pieces that make sense to any reader.**			**Independently devise a clear thesis sentence for a multi-paragraph informational or persuasive essay.** **Ensure that every paragraph relates to and supports the point.**		
	e. writing about reading		**Write a response to a question about a text and give evidence.** Write the author's lesson from a book read independently. Write the most important part in a book read independently. Write a summary of text read as a class.	**Answer literal questions in a complete sentence.**		**Write topic sentences in open responses with a clear main idea that directly answers the question.**	**Summarize a variety of texts, including whole books, chapters, and significant events.** **Write topic sentences in open responses with a clear main idea that directly answers the question. This includes writing multiple paragraphs with multiple topic sentences.**		**Write a paragraph or essay summarizing, interpreting, or explaining a literary text, using evidence from the text as support.**	**Write a paragraph or essay summarizing, interpreting, or explaining a literary text, using evidence from the text as support.**

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
9. Organization	a. narrative	**When writing narratives, logically sequence events.**	**When writing narratives, develop a focused narrative with a beginning, middle, and end.** **When writing narratives, include only events relevant to the focus.** **When writing narratives, sequences events logically.**	Write narratives that are sequential.		**Clearly organize paragraphs around the beginning, middle, and end of an event.**			**Write personal narratives that have rising action, transforming even/turning point, climax, falling action, and resolution.** Create and then use a thoughtful plan for multi-paragraph compositions.	
	b. nonfiction		**When writing non-fiction pieces, use content that matches the focus and each heading.** When writing non-fiction pieces, sequences facts logically.				**Devise a clear outline for a multi-paragraph essay in which each paragraph supports the thesis, has a clear topic sentence, and all sentences support that topic sentence.**	**Organize multi-paragraph compositions in a logical manner .**	**Organize ideas, concepts, information, and arguments clearly.**	**Organize multi-paragraph compositions in a logical manner.** Create and then use a logical plan for multi-paragraph compositions. **Effectively develops an argument in writing.**
	c. persuasive			Write book reviews that introduce the book, provide an opinion, and provide a concluding sentence.	Write opinion pieces with an organized structure that lists reasons.	Write opinion pieces that have an organized structure in which related ideas are grouped together.	**Write opinion pieces that have an structure in which ideas are logically organized.**		*see above*	
	d. writing about reading					**Plan and write responses to literature using an organization that matches the question.**	**Plan and write responses to literature using an organization that matches the question.**			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
9. Organization	e. General organization		**Use words and phrases related to chronology and time in writing.**	**Write paragraphs about one event or one topic.** **Begin each paragraph with a complete topic sentence.** **Write detail sentences that match the topic sentence.** **Plan a personal narrative or non-fiction paragraph independently.**	**Within a paragraph, use every sentence to support the topic sentence.** **When order is important, order sentences and paragraphs correctly.** **In writing that addresses multiple topics, properly divide paragraphs in which all sentences match that paragraph's main idea.**	**Include transitions between paragraphs.**		**Create and then use a thoughtful plan for multi-paragraph compositions.** **Organize details logically within paragraphs.** **Develop a strong introduction and conclusion.**	Provide conclusions to writing that follows from and supports the argument / information / narrative presented.	**Provide conclusions to writing that follows from and supports the argument / information / narrative presented.**

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
10. Details	a. narrative	**When writing narratives, add details about people, setting, events and C8feelings and reactions (independently or with one prompt).**	**Use relevant details to enhance reader's understanding of the narrative.**	**In personal narrative, include sensory details that are relevant and enhance the reader's understanding of the topic sentence.**		**Include details that all relate to the point and focus on only the most important events.** **Include sensory details, figurative language and other details that explain events and character feelings.** Use dialogue to show responses of characters to situations.			**Write personal narratives with well developed characters with clear traits and motivations.** Use details to support the development of a theme. Use knowledge of audience and understanding of purpose to make choices around language and tone. **Use "showing writing" to develop a story.**	

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
10. Details	b. nonfiction	**When writing non-fiction pieces about topics that we have researched as a class, use relevant vocabulary when writing facts.**	**When writing non-fiction pieces, use relevant vocabulary to teach the reader information about the topic.** **Use illustrations and text features to teach the reader information about the topic.**	**In non-fiction, include details and specific vocabulary to provide a deeper understanding of the topic (example: Instead of "Whales eat plankton. Whales each fish. Whales eat shrimp," we want "Whales eat krill because there are lots of krill in the water where they live.")**			**Include details in each paragraph that clearly support the topic sentence.** Use appropriate and specific vocabulary for the topic of the essay.	**Include relevant and specific details.** **Provide sufficient context for evidence and details.** **Explain evidence well.** **Present information with charts, tables, and other graphics when appropriate.** **Use precise language and content-specific vocabulary.**	Support claim(s) and statements with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**Use relevant and specific supporting detail or evidence from the text.** **Use knowledge of audience and understanding of purpose to make language choices.** **Use knowledge of audience and understanding of purpose to make choices around tone.**
	c. persuasive		**Provide a reason for an opinion in a book review.**	**In a book review, supply reasons that support the opinion and use linking words to connect the opinion and the reasons.**	Write opinion pieces that provide reasons and connect reasons with linking words and phrases.	Write opinion pieces that provide reasons that are supported by facts and connect reasons with linking words and phrases (e.g., for instance, in order to, in addition).	Write opinion pieces that provide reasons that are supported by facts and link opinions and reasons using words clauses and phrases (e.g., consequently, specifically.)		*see above*	
	d. general	**Consistently make illustrations of people, animals, and setting in a realistic way.**		**Use appropriate and interesting vocabulary in writing.** **Answer literal questions with appropriate vocabulary words.**	**Identify and include the most important details (text evidence) that best support the topic sentence.** Explain why the included details were chosen and why other details were not chosen. **Effectively use specific and appropriate vocabulary to prove the point.**	**Effectively use specific and appropriate vocabulary to prove the point.**		**Establish and maintain a formal style in persuasive and informative writing.** **Use appropriate transitional words, phrases, and clauses to clarify relationships among ideas or evidence.**	Establish and maintain a formal style in persuasive and informative writing. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
10	e. writing about reading					**Clearly explain evidence to support the main idea of an open response.**	Include direct quotes from a text when appropriate when writing literary responses.	**Include direct quotes from a text when appropriate when writing literary responses.**		

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
11. Sentence Fluency		**Write sentences that always make sense because all of the words are present (bad example: I went to store. Good Example: I went to the store.)**	**Use complete sentences that don't include fragments or run-ons.** Vary sentences by joining ideas using conjunctions.	**Start sentences in a variety of ways.** Use different topic sentences (example: students should use more than "One day I _____" the whole year long). **Vary sentences length and structure.** **Ensure that sentences do not have missing words.**	Use transitional (Also, however…), temporal (During reading class…), and spatial (In the forest…) phrases. **Use lists, compound subjects and predicates, and varied sentence structure to add meaning to writing.**	Purposefully vary sentence length and structure for effect (e.g. repetition). **Incorporate both complex and compound sentences.**	Purposefully vary sentence length and structure for effect (e.g. repetition). **Incorporate both complex and compound sentences.**		**Diagram sentences.** Identify and use prepositional phrases. Identify and use dependent clauses.	

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
12. Volume		**Stretch a narrative or a non-fiction piece across at least 3 pages.**	**Stretch a narrative or a non-fiction piece across multiple pages in which the majority of the space is designated for text.**	**Write personal narrative that are at least three paragraphs long.** **Write paragraphs that have at least five detail sentences.**	Write most paragraphs with 5-10 well written sentences.	**Compose compositions that are at least 3 pages long, single spaced, on college ruled paper without rambling to extend the length.**	Compose essays that are at least five paragraphs.	Compose essays that are at least seven paragraphs.	Compose essays that are at least 3 pages.	

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
13. Conventions	a. Spelling words	**Spell all kindergarten spelling words correctly in independent writing.**	**Spell all first grade spelling words correctly in independent writing.**	**Spell all second grade spelling words and homophones correctly in independent writing.**	**Spell all third grade spelling words and homophones correctly in independent writing.** Spell irregular plurals.	Writing contains few spelling errors relative to the length of writing and errors do not interfere with communication.	Writing contains few spelling errors relative to the length of writing and errors do not interfere with communication.			
	b. Spelling rules	**Indicate that a word contains a long vowel by using a long vowel pattern in independent writing.**	**Notice and use spelling pattern generalization to spell words logically in independent writing.**	**Apply doubling rule in spelling correctly (single syllable base words) in independent writing.**	**Correctly spell words using introduced spelling patterns (focus on prefixes and endings, review doubling rules).** Identify open and closed syllables and use these patterns for spelling.	**Spell grade appropriate words correctly, using knowledge of letter sounds, spelling patterns, rhyming/word families, word parts, word segmentation, syllabication, prefixes and suffixes in their independent writing.**	**Spell grade appropriate words correctly.**	**Spell grade appropriate words correctly.**	**Spell grade appropriate words correctly.**	**Spell grade appropriate words correctly.**
	c. Spelling strategies	**Correctly include consonants, short vowels, digraphs, and consonant blends in words when necessary.** Break up syllables to write words that contain more than one syllable. Use words from around the room to write words correctly, including words that they have already stretched out on previous pages. This should include family words (mother, father, sister, brother, grandma, grandpa, house, aunt, uncle, friend, cousin).	Form new words through addition, deletion, and substitution of sound and letters in independent writing. Break up syllables to write words that contain more than one syllable.	Copy words correctly from sources around the room or in the texts. Proofread for spelling.	Copy words correctly from sources around the room or in the texts. Proofread for spelling.	Consult dictionaries, classroom, and words in their texts as needed.	Consult dictionaries, classroom, and words in their texts as needed.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
13. Conventions	d. End Punctuation	**Use periods at the end of a fact in non-fiction informational text and a letter.** **Identify punctuations when presented with them visually. (period, exclamation mark, question mark).**	**Demonstrates understanding that every sentence must be about something (the subject) and tell something (the predicate) about its subject.** **Use end punctuation (periods, question marks, and exclamation marks) appropriately.**	Use periods, question marks, and exclamation points 100% of the time in independent writing. **Write independently with no fragments sentences.** Identify subject and predicate in simple sentence**s.**	**Identify subject and predicate in simple sentences, compound subjects, compound predicates, and compound sentences.** **Correctly punctuate a simple sentence.** **Correctly punctuate a compound sentence.**	**Produce and correctly punctuate complete sentences, avoiding fragments and run-ons.** **Identify dependent clauses, and use and punctuate them correctly in independent writing.** Use punctuation for effect.	**Produce and correctly punctuate complete sentences, avoiding fragments and run-ons.** **Identify dependent clauses, and use and punctuate them correctly in independent writing.** Use punctuation for effect.	**Identify dependent clauses, and use and punctuate them correctly in independent writing.**		
	e. Internal Punctuation		**Use commas in dates and to separate single words in a series and in the opening and closing of letters.**	Use commas appropriately in a list in independent writing. Punctuate dialogue correctly in independent writing. Use commas correctly for locations.	Correctly use commas in a list, with conjunctions, for dates, location, and letters **Uses commas to punctuate compound subjects, predicates, and sentences appropriately.**	**Use commas in dates, letters, locations, series, quotations, and compound and complex sentences.** Correctly punctuate quotations. Use common abbreviations correctly.	**Use commas in quotations and compound and complex sentences.** **Correctly punctuate quotations.** Use common abbreviations correctly.	**Place commas and quotation marks properly in quotes.** Use punctuation (commas, parentheses, dashes) to set off parenthetical elements.	**Place commas and quotation marks properly in dialogue.**	**Use colons and semi-colons correctly and purposefully.** **Place commas around parenthetical expression and after introductory phrases.**
	f. Capitalization	**Use capitals in the first letter of the sentence, the word I, and a person's name and do not use capital letters anywhere else in the sentence.**	**Capitalize first words of sentences, names, places, dates, book titles in independent writing.**	Capitalize the first word of every sentence in independent writing. Capitalize proper nouns for names, dates, holidays, places in independent writing. **Have no incorrect capitals in independent writing.**	**Use capital letters correctly (including multi-word proper nouns),**	Capitalize the beginning of a sentence, names of people, days, months, holidays, location historical periods, (e.g., Ice Age) titles, and initials/state abbreviations.	Capitalize the beginning of a sentence, names of people, days, months, holidays, location historical periods, (e.g., Ice Age) titles, and initials/state abbreviations.			

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
13. Conventions	g. Verb Agreement		Use subject and verb agreement in the present and past tense orally and in independent writing. Conjugate some irregular verbs in the present and past tense. (see appendix).	**Uses was/were and am/are/is correctly in independent writing.** Subjects and verbs agree in past and present tense. Uses correct common irregular verbs. Use correct and consistent verb tense throughout writing.	**Use correct and consistent verb tense throughout writing.** **Use irregular past tense verbs correctly.** **Maintains regular subject and verb agreement in independent writing.**	**Recognize and correct inappropriate shifts in verb tense and subject, and pronoun number and person.** Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. Properly use irregular past tense verbs in writing.	Recognize and correct inappropriate shifts in verb tense and subject, and pronoun number and person. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. Properly use irregular past tense verbs in writing.	**Properly use all verb tenses and maintain tense throughout writing.**	**Identify verbs in a different tense than the rest of the written pieces and correct them.**	
	h. Pronouns		**Use subject pronouns: I, you, he/she/it, we, you all, they correctly in independent writing.** **Use object pronouns: me, you, him/her/it, us, you, them correctly in independent writing.** Identify what the pronoun stands for (the antecedent).	**Correctly choose between subject and object pronouns in independent writing.** **Use possessive pronouns correctly: My, mine, your, yours, our, ours, their, theirs in independent writing.** Don't use pronouns without an antecedent.	Explain the function of a pronoun. Use subject, object, and possessive pronouns correctly in writing (choose the correct pronoun and make sure it is clear what the pronoun stands for). **Use subject, object, and possessive pronouns correctly.**	Use subject, object, and possessive pronouns correctly.	Use subject, object, and possessive pronouns correctly.	**Recognize and correct pronouns that are in the wrong case or that are vague (ones with no antecedent).**	**Use pronouns properly in writing.**	
	i. Possessives			Use apostrophes appropriately to show singular possession in independent writing.	**Use apostrophes correctly to indicate possessive nouns and contractions and not plurals**.	Identify the difference between a possessive noun and a plural noun and punctuate the two correctly. **Use apostrophes correctly.**	Identify the difference between a possessive noun and a plural noun and punctuate the two correctly. **Use apostrophes correctly.**	**Use possessives properly in writing.**		

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
13. Conventions	j. Spacing and indenting	**Leave appropriate spacing between words and sentences.** Always starts a new line at the correct place.	**Start at the beginning of each line and maintain spacing throughout independent writing piece.** Recognize indentation in reading. Use indents in letter writing.	**Indent all paragraphs correctly in independent writing.** Uses standard rules of writing on a page in independent writing.	Use spaces and indentations appropriately. Understand how to structure a written response in various subject areas (a math open response will be structure differently than a letter or personal narrative).	When starting new paragraphs, move to the next sentence and indent (do not skip lines). Understand how to structure a written response in various subject areas (e.g. A math/science open response would be structured differently than a letter or personal narrative).	When starting new paragraphs, move to the next sentence and indent (do not skip lines). Understand how to structure a written response in various subject areas (e.g. A math/science open response would be structured differently than a letter or personal narrative). **When using dialogue, go to the next line and indent whenever a new person speaks.**			

Language Strand

		Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
14. Word meanings	a. sorting words	Identify and sort common words into various classifications (colors, shapes, textures).	Identify and sort common words into conceptual categories (opposites, living things, etc.).	Identify, define, generate, and sort words into synonyms, antonyms, and homophones.	**Identify and apply the meaning of the terms antonyms, synonyms, and homophone.**	Substitute synonyms in sentences to refine meaning or improve word choice.	Identify and apply the meaning of the terms antonyms, synonyms, and homophone.		**Identify and apply the meaning of the terms antonyms, synonyms, and homophone.**	
	b. prefixes			Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).	Recognize that prefixes can change the meaning of root words (See appendix F).
	c. suffixes	Identify base words (look) and their inflectional forms (looks, looking, looked).		Recognize that suffixes can change the meaning of root words (See appendix G).	Recognize that suffixes can change the meaning of root words (See appendix G). Form and use comparative and superlative adjectives and choose between them depending on what is being modified.	Recognize that suffixes can change the meaning of root words (See appendix G).	Recognize that suffixes can change the meaning and/or part-of-speech of root words (See appendix G).	Recognize that suffixes can change the meaning and/or part-of-speech of root words (See appendix G).	Recognize that suffixes can change the meaning and/or part-of-speech of root words (See appendix G).	Recognize that suffixes can change the meaning and/or part-of-speech of root words (See appendix G).
	d. roots					Identify roots of words (See appendix H).	Identify roots of words (See appendix H).	Identify roots of words (See appendix H).	Identify roots of words (See appendix H).	Identify roots of words (See appendix H).
	f. parts of speech		Define and identify nouns and action verbs in isolation and in context. Define common and proper nouns. Identify words that describe.	Define and identify nouns, verbs, conjunctions, and pronouns in isolation and in context. Identify and capitalize common and proper nouns. Identify words that describe.	**Define and identify five basic parts of speech: noun, pronoun, verb, conjunctions, and adjective.**	**Define and identify nouns, verbs, pronouns, conjunctions, adjectives, adverbs, and prepositions.**	**Define and identify nouns, verbs, pronouns, conjunctions, adjectives, adverbs, interjections, and prepositions.**	**Use adjectives and adverbs correctly (including good and well).**		
	g. diction-aries			Determine the meaning of words using a glossary.	Determine the spelling of words using a beginning dictionary.	Determine the spelling of words using a beginning dictionary.				
	h. contra c-tions			Identify and define contractions.	Identify and correctly use contractions.					
	i. relationships between words		Use knowledge of the meaning of individual words to predict the meaning of unknown compound words.	Use knowledge of the meaning of individual words and context clues to predict the meaning of unknown compound words.				Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		

English Language Arts Appendices

A: Consonant blends

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
br	ph as /f/	ch as /k/						
cr	gh as /f/	gue as /g/						
dr	gh as /g/	ge as /j/						
fr	el as /l/	gi as /j/						
gr	le as /l/	gy as /j/						
pr	kn as /n/	du as /j/						
tr	wr as /r/	il as /l/						
st	tch as /ch/	al as /l/						
sp	tion as /shun/	mb as /m/						
scr	cion as /shun/	mn as /m/						
sk	sion as /shun/	gn as /n/						
wh (as /h/ or /w/)	dge as /j/	ce as /s/						
ed (as /t/ or /d/)		ci as /s/						
ck		cy as /s/						
ks		sc as /s/						
		bt as /t/						
		x as /z/						

B: Vowels

	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
long a	a_e	ey	ei						
	ai	ea	aigh						
	ay		eigh						
long e	e_e	-y	ie						
	ee	ea	ei						
			ey						
long i	i_e	-y	ie						
	igh								
long o	o_e	ow	ou						
	oa		oe						
			ough						
			ew						
long u	u_e		ew						
			ue						
short e		ea							
short i			y						
short o		aw	ough						
		a	augh						
		au							
short u			ou						
			a, e, i, o						
/ow/		ow							
		ou							
/oy/		oi							
		oy							
/oo/		oo							
/oo/		oo							
		ui							
		ew							
		u_e							
/ar/	ar								
/er/	er	ur							
	ir								
/or/	or	oor							
		ore							

C: Sight Words

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
a	after							
an	again							
all	almost							
am	an							
and	any							
are	as							
at	ask							
be	ate							
behind	away							
black	because							
blue	by							
brown	came							
but	can’t							
can	could							
come	couldn’t							
did	every							
do	didn’t							
done	doesn’t							
down	don’t							
eat	find							
find	five							
for	fly							
from	four							
good	funny							
green	give							
has	going							
he	good							
her	had							
here	hadn’t							
him	have							
I	haven’t							
in	help							
is	hers							
like	how							
me	I’ll							
Mr.	I’m							
Mrs.	I’ve							
Ms.	into							
my	jump							
new	just							

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
no	know							
now	let							
of	little							
on	live							
one	look							
orange	make							
our	may							
pink	must							
purple	old							
said	once							
say	open							
see	out							
she	over							
so	people							
some	play							
that	please							
the	pretty							
them	put							
then	ride							
there	round							
they	saw							
to	says							
two	shouldn't							
up	soon							
was	stop							
we	take							
went	thank							
what	their							
when	there							
where	they're							
white	think							
who	this							
why	three							
will	too							
with	under							
yellow	usually							
you	very							
yes	walk							
red	want							
not	we'll							
	well							

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	went							
	would							
	wouldn't							

D: Spelling Words

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
a	all	after	about					
am	as	again	almost					
and	be	an	also					
are	big	any	always					
at	but	ask	another					
can	came	away	anyone					
go	come	because	beautiful					
good	did	can't	before					
has	do	could	city					
he	does	couldn't	community					
her	done	didn't	confusion					
him	down	doesn't	countries					
I	eat	don't	discover					
in	find	every	enough					
is	first	find	especially					
like	for	five	everybody					
me	from	fly	everything					
my	get	funny	excited					
no	here	give	favorite					
of	like	going	friendly					
on	new	had	general					
one	not	hadn't	getting					
said	now	have	governor					
say	off	haven't	hidden					
she	one	help	hopeless					
then	our	hers	impossible					
they	ran	how	independent					
said	run	I'll	journal					
she	says	I'm	laughed					
then	see	I've	lovable					
they	so	into	myself					
up	some	jump	prettier					
was	that	just	prettiest					
yes	them	let	probably					
you	there	let's	question					

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	to	little	really					
	two	live	recycle					
	was	look	right					
	went	make	schools					
	what	may	something					
	where	must	sometimes					
	when	old	terrible					
	who	once	thought					
	why	open	threw					
	will	out	through					
	with	over	trouble					
		people	unhappiness					
		play	until					
		please	vacation					
		pretty	we’re					
		put	wear					
		ride	were					
		round	winner					
		saw	won					
		says	won’t					
		shouldn’t	write					
		soon	you’re					
		stop	your					
		take						
		thank						
		think						
		this						
		three						
		tomorrow						
		under						
		usually						
		under						
		usually						
		want						
		we’ll						
		well						
		went						
		would						
		wouldn’t						

	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		ad/add	accept/except	affect/effect	ad/add	accept/except	affect/effect	affect/effect
		aloud/allowed	ant/aunt	alter/altar	aloud/allowed	ant/aunt	alter/altar	alter/altar
		ate/eight	bear/bare	ball/bawl	ate/eight	bear/bare	ball/bawl	ball/bawl
		be/bee	deer/dear	beach/beech	be/bee	deer/dear	beach/beech	beach/beech
		berry/bury	doe/dough	beat/beet	berry/bury	doe/dough	beat/beet	beat/beet
		blue/blew	cent/sent/scent	board/bored	blue/blew	cent/sent/scent	board/bored	board/bored
		by/bye/buy	fairy/ferry	break/brake	by/bye/buy	fairy/ferry	break/brake	break/brake
		caught/cot	fare/fair	ewe/you	caught/cot	fare/fair	ewe/you	ewe/you
		cellar/seller	flea/flee	die/dye	cellar/seller	flea/flee	die/dye	die/dye
		chews/choose	flew/flu	dual/duel	chews/choose	flew/flu	dual/duel	dual/duel
		close/clothes	flower/flour	fir/fur	close/clothes	flower/flour	fir/fur	fir/fur
		for/four	fowl/foul	great/grate	for/four	fowl/foul	great/grate	great/grate
		hare/hair	groan/grown	guessed/guest	hare/hair	groan/grown	guessed/guest	guessed/guest
		hear/here	higher/hire	lead/led	hear/here	higher/hire	lead/led	lead/led
		hi/high	him/hymn	made/maid	hi/high	him/hymn	made/maid	made/maid
		hole/whole	hoarse/horse	mail/male	hole/whole	hoarse/horse	mail/male	mail/male
		I/eye	knead/need	main/mane	I/eye	knead/need	main/mane	main/mane
		I'll/aisle/isle	muscle/mussel	mist/missed	I'll/aisle/isle	muscle/mussel	mist/missed	mist/missed
		in/inn	oar/or/ore	none/nun	in/inn	oar/or/ore	none/nun	none/nun
		it's/its	our/are	paced/paste	it's/its	our/are	paced/paste	paced/paste
		knows/nose	our/hour	pail/pale	knows/nose	our/hour	pail/pale	pail/pale
		meet/meat	pain/pane	pair/pare/pear	meet/meat	pain/pane	pair/pare/pear	pair/pare/pear
		new/knew	past/passed	patience/patients	new/knew	past/passed	patience/patients	patience/patients
		night/knight	pause/paws	peak/peek	night/knight	pause/paws	peak/peek	peak/peek
		no/know	peddle/pedal	piece/peace	no/know	peddle/pedal	piece/peace	piece/peace
		not/knot	plane/plain	poor/pour	not/knot	plane/plain	poor/pour	poor/pour
		one/won	rap/wrap	road/rode/rowed	one/won	rap/wrap	road/rode/rowed	road/rode/rowed
		red/read	right/write	seem/seam	red/read	right/write	seem/seam	seem/seam
		see/sea	ring/wring	shone/shown	see/sea	ring/wring	shone/shown	shone/shown
		son/sun	rows/rose	so/sew/sow	son/sun	rows/rose	so/sew/sow	so/sew/sow
		there/their/they're	sale/sail	soar/sore	there/their/they're	sale/sail	soar/sore	soar/sore
		thrown/throne	side/sighed	some/sum	thrown/throne	side/sighed	some/sum	some/sum
		to/too/two	stare/stair	steel/steal	to/too/two	stare/stair	steel/steal	steel/steal
		we'd/weed	threw/through	tail/tale	we'd/weed	threw/through	tail/tale	tail/tale
		week/weak	toad/towed	tide/tied	week/weak	toad/towed	tide/tied	tide/tied
		we'll/wheel	tow/toe	vary/very	we'll/wheel	tow/toe	vary/very	vary/very
		we've/weave	wear/where	waist/waste	we've/weave	wear/where	waist/waste	waist/waste
		would/wood	which/witch	wait/weight	would/wood	which/witch	wait/weight	wait/weight
		your/you're	weather/whether	way/weigh	your/you're	weather/whether	way/weigh	way/weigh

F: Prefixes

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
	dis- (not)	mis- (wrongly)	post- (after)	contra- (against)	dis- (not)	post- (after)		
	im- (not)	uni- (one)	pre- (before)	micro- (small)	im- (not)	pre- (before)		
	in- (not)	bi- (two)	tele- (far)	magni- (great)	in- (not)	tele- (far)		
	non (not)	tri- (three)	re- (again, back)	mega- (huge)	non (not)	re- (again, back)		
	un- (not)	quad- (four)	de- (downward, und	anti- (against)	un- (not)	de- (downward, undo)		
		penta- (five)	over- (above, beyon	sub- (under)	mis- (wrongly)	over- (above, beyond)		
		hex- (six)	auto- (self)	super- (above)	uni- (one)	auto- (self)		
		oct- (eight)	multi- (many)		bi- (two)	multi- (many)		
		deci- (ten)			tri- (three)	contra- (against)		
		cent- (hundred)			quad- (four)	micro- (small)		
					penta- (five)	magni- (great)		
					hex- (six)	mega- (huge)		
					oct- (eight)	anti- (against)		
					deci- (ten)	sub- (under)		
					cent- (hundred)	super- (above)		

G: Suffixes

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		-er (more)	-less	-ly	-er (more)	-ful		
		-est	-ness	-ment	-est	-able/ible		
		-er (someone who)	-y	-ance	-er (someone who)	-ous		
		-ian (someone who)	-ful	-ness	-ian (someone who)	-al		
		-ist (someone who)	-able/ible	-tion	-ist (someone who)	-ly		
		-or (someone who)	-ous		-or (someone who)	-ment		
			-al		-less	-ance		
					-ness	-ness		
					-y	-tion		

H: Roots

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		cycl (circle)		dict (speak)				
		meter (measure)		aqua (water)				
				aud (hear)				
				phon (hear)				
				photo (light)				

I: Vocabulary Words: Morphology

Kinder	1st grade 50 words	2nd grade 76 words	3rd grade 78 words	4th grade 65 words	5th grade	6th grade	7th grade	8th grade
	dis- (not)	mis- (wrongly)	post- (after)	dict:				
	distrust	misconduct	postdate	contradict				
	dislike	misplace	postscript	dictate				
	disagree	mislead	postpone	dictionary				
	disapprove	misfortune	pre- (before)	verdict				
	discuss	mislead	prejudge	dictator				
	im- (not)	uni- (one)	predate	diction				
	immature	unicycle	preoccupied	aqua / hydr				
	imperfect	unicorn	preexisting	aquifer				
	improper	uniform	predetermine	dehydrate				
	impress	unite	tele- (far)	hydrant				
	in- (not)	unique	telescope	aquarium				
	inaccurate	bi-	teleport	aquatic				
	inexpensive	biped	telegraph	aquamarine				
	infrequent	bicycle	telephone	aud				
	inspire	bilingual	television	audience				
	non (not)	bifocals	re- (again, back)	audible				
	nonsense	biweekly	replay	audition				
	nonfiction	tri-	reinstall	auditorium				
	nonstop	tricycle	reconsider	inaudible				
	un- (not)	tripod	reaction	audio				
	uncommon	triangle	reform	phone				
	unacceptable	triplets	de- (downward, undo)	phonics				
	unbelievable	trilingual	deduct	symphony				
	underground	quad-	descend	cacophony				
		quadrilateral	decrease	photo				
		quadruple	deform	photograph				
		quadruped	deplete	photosynthesis				
		quadrant	over- (above, beyon	photosynthesis				
		square	overdue	contra- (against)				
		penta-	overpriced	contradict				
		pentagon	overbearing	contrary				
		hex	overreact	contraband				
		hexagon	overcook	contrast				
		oct-	auto- (self)	controversy				
		octagon	autobiography	counteract				
		octopus	automatic	micro- (small)				
		deci	autography	microphone				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		decagon	automobile	microsurgery				
		decimate	autonomous	microbe				
		cent-	autonomous	microscope				
		century	multi-	microcosm				
		centimeter	multiply	magni- (great)				
		centipede	multiple	magnanimous				
		cent	multitude	magnificent				
		percent	multipurpose	magnify				
		cycl (circle)	multi-grain	magnitude				
		bicycle	-less	mega- (huge)				
		cyclone	breathless	megaphone				
		cycle	thoughtless	megalopolis				
		recycle	priceless	megabyte				
		motorcycle	flawless					
		meter (measure)	fruitless					
		perimeter	-ness	anti- (against)				
		meter	attentiveness	antibiotics				
		thermometer	massiveness	antidote				
		speedometer	rigorousness	antifreeze				
		diameter	looseness	antihero				
		-er (someone who)	emptiness	antisocial				
		employer	-y					
		computer	chewy	sub- (under)				
		producer	gooey	submarine				
		remainder	juicy	submerge				
		pitcher	bulky	subdivide				
		bumper	-ful	subterranean				
		container	fretful	subset				
		settler	wonderful					
		-ian (someone who)	joyful	super- (above)				
		beautician	doubtful	superior				
		Canadian	harmful	superhuman				
		comedian	-able/ible	superlative				
		electrician	adjustable	supervisor				
		guardian	affordable	superintendent				
		historian	capable	-ly				
		politician	compatible	accordingly				
		-ist (someone who)	dependable	automatically				
		biologist	digestible	conversely				
		colonist	disagreeable	eventually				

Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade
		cyclist	distractible	inevitably				
		organist	dishonorable	solely				
		florist	gullible	ultimately				
		journalist	inseparable	-ment				
		-or (someone who)	predictable	environment				
		collector	profitable	equipment				
		conductor	reliable	commitment				
		conqueror	-ous	agreement				
		counselor	joyous	placement				
		director	virtuous	settlement				
		editor	nervous	-ance				
		governor	wondrous	ignorance				
		inventor	venomous	abundance				
		sculptor	adventurous	annoyance				
				disturbance				
				avoidance				
				circumstance				
				-ness				
				randomness				
				dampness				
				fondness				
				tightness				
				weakness				
				kindness				
				-tion				
				justification				
				communication				
				compensation				
				generation				
				immigration				
				reduction				

Brooke 3rd – 8th Social Studies Standards (2013-2014)

Each year of the social studies curriculum covers a specific topic.

3rd	4th	5th	6th	7th	8th
How People Respond to Geography to Meet their Needs	What People Believe: Religion	How Money Impacts People	How People Organize: Comparative Government	Slavery	How America Interacts with World

Notes:

Our social studies standards reflect several goals:

- Stickiness: We want our social studies teaching to be powerful enough to stick. We think that connecting social studies to a large concept will help it stick with students because it will fit into a large conceptual framework. Twenty years from now, we want our students to remember the content of each power standards from their 3rd through 8th grade schooling and to know why that information matters to human existence and how it connects to other ideas.
- Transfer: We want our social studies teaching to develop analytic skills that students can transfer to new contexts. For instance, once scholars learn that land equals money in the American context, they could transfer that thinking to a new situation of the English colonization of India and consider whether England wanted this territory to acquire its natural resources.
- Competence with primary sources: We want our social studies teaching to build our students' proficiency in analyzing and learning from primary sources. In elementary grades, this will involve mostly examining primary sources that are unwritten, but as they move through the grades, students will increasingly have to analyze and consider primary texts, thereby developing the close reading skills that advanced nonfiction texts require.

Social studies is not formally taught in the primary grades and therefore there are no formal primary social studies standards. In all primary grades, students should focus on community behavior through character education. Second graders should engage in a preliminary study of world history by engaging in reading about other countries.

GEOGRAPHY:

	3rd	4th	5th	6th	7th	8th
North America	Identify Massachusetts, Rhode Island, and Connecticut on a United States map and identify that area as the Wampanoag homeland.	Locate North America and South America, the Atlantic and Pacific Oceans, the Gulf of Mexico, the Mississippi River, the Rio Grande River, the Great Lakes, the Hudson Bay, the Rocky Mountains, the Appalachian Mountains, and the Andes. Identify Massachusetts and Rhode Island on a map.	Identify the region in which the Aztecs lived. Identify Canada, the United States, Mexico, Haiti, the Dominican Republic, Puerto Rico, Cuba, on a world map. **On a map of North America, identify the first 13 colonies** **Label and correctly spell all 50 states on a United States map.** On a United States map, correctly identify the area acquired through the Louisiana Purchase and the area conquered in the Mexican-American War.			Label all countries in North and South America on a world map.
South America	Locate the Andes on a map.		Identify the region in which the Inca lived. Identify Brazil, Chile, and Peru on a world map.			Label all countries in North and South America on a world map.
Africa	Locate the Tigris and Euphrates Rivers. Identify it as the ancient area of Mesopotamia. Locate Iraq, Iran, and Turkey on a modern map. Locate the Nile River and identify Egypt on a map.	Locate the Mediterranean Sea, the Red Sea, the Nile River, and Egypt on a map. Locate Israel on a map.			Locate Nigeria, Angola, Ghana, and Senegal on a world map.	

	3rd	4th	5th	6th	7th	8th
Asia	Locate China on a map. Identify Japan on a map.	Locate India on a map. Locate Afghanistan on a world map.				Label Iraq, Iran, Kuwait, Vietnam, Cambodia, North Korea, South Korea and Afghanistan on a world map.
Europe	Identify Scandinavia on a world map.	Locate Greece on a map. Locate Germany and Poland on a world map.	Identify England, Spain, Portugal, and France on a world map.	Identify Greece and Italy on a world map.		Label Germany, Britain, France, Russia, Italy, Poland, USSR on a world map.
General	**Locate all continents, oceans, key rivers (Nile, Euphrates, Tigris, Yangtze), and regions of ancient cultures: Egypt, China, Japan, Scandinavia, Mesopotamia (Iran/Iraq/Turkey)**					
Natural geography	**Identify landforms within biomes studied (mountain, plateau, island, peninsula, lake, river, delta, bay, volcano, floodplain, pond, stream, sea, canal)**					

HISTORY TOPICS OVERVIEW:

U.S. HISTORY:	3rd	4th	5th	6th	7th	8th
Pre-Columbian	✓ Wampanoag	✓ Religions				
Colonial		✓ Puritans	✓ Economies of colonies		✓ Slave trade	
American Revolution Era			✓ Role of taxation		✓ Role of slaves and slavery in Revolution	
Nation Formation				✓ Articles of Confederation and the Constitution	✓ Compromises around slavery	
Early National Era - Westward Expansion (1789 – 1845)			✓ LA Purchase, Mexican American War, Settlement		✓ Expansion of slavery	✓ Immigration
Civil War era (1849 – 1865)					✓ All of it	
Reconstruction					✓ All of it	
Early 20th century					✓ Jim Crow and limits on freedom	✓ Immigration
World War I						
Great Depression			✓			
World War II		✓ Holocaust			✓ Impact on Civil Rights	✓ Entry into war
1946 through present		✓ Current war in Afghanistan		✓ Communism and Cold War	✓ Civil Rights Movement & modern slavery	✓ Cold War, Vietnam War, and current wars

WORLD HISTORY	3rd	4th	5th	6th	7th	8th
ANCIENT CIVILIZATIONS						
Prehistoric	✓					
Pan-American Pre-Columbian	✓ Andean cultures	✓ Meso-American and other tribal religions				
Mesopotamia	✓ Agriculture & urbanization				✓ Ancient Slavery	
Egypt	✓ Agriculture & urbanization	✓ religion			✓ Ancient Slavery	
Greece		✓ religion		✓ democracy	✓ Ancient Slavery	
Rome				✓ democracy	✓ Ancient Slavery	
China	✓ Agriculture				✓ Ancient Slavery	
MEDIEVAL PERIOD						
		✓ Crusades		✓ Feudalism		
EXPLORATION						
European explorers	✓ Vikings		✓ Motivation for land			
MODERN COUNTRIES:						
Japan	✓					
India		✓				
Global					✓ Modern Slavery	✓

3rd grade: HOW HUMANS RESPOND TO GEOGRAPHY TO MEET THEIR NEEDS

Year-long standards:

- **Locate all continents, oceans, key rivers (Nile, Euphrates, Tigris, Yangtze), and regions of ancient cultures: Egypt, China, Japan, Scandinavia, Mesopotamia (Iran/Iraq/Turkey)**
- **Identify landforms within biomes studied (mountain, plateau, island, peninsula, lake, river, delta, bay, volcano, floodplain, pond, stream, sea, canal)**
- **Explain the difference between natural resources and manmade resources/human innovations. Sort different manmade resources and natural resources into separate groups**

Unit 1: Biomes and Natural Resources

- Identify that all animals, including humans, need food, water, protection from predators, and protection from the elements.
- Define a natural resource and give examples of natural and non-natural resources.
- **Name at least four different biomes (desert, grasslands, deciduous forest, and tropical rain forest) and explain how the natural resources in that biome help animals survive there.**
- Use climate maps to identify biomes. Read a key on a map.

Unit 2: Meeting your need for food by hunting and herding

- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Give several examples of artifacts and what they tell about life for prehistoric humans.
- When given an artifact, make inferences about how it was used and what that might tell us about prehistoric human life.
- **Explain how early humans met their needs through hunting and gathering food. Explain the advantages and disadvantages of hunting-and-gathering.**
- Define metallurgy and describe how its invention better allowed people to meet their need for food and protection from predators.
- Explain that metal is a natural resources, but that tools made from it are manmade.
- Explain how prehistoric people hunted for mammoths and other large game.
- Explain how Apache and other plains Native Americans hunted for buffalo.
- Explain why sometimes people cannot rely on hunting to meet their need for food.
- Explain why people eat different meat in different places in the world and give examples to support the explanation.
- Define herding and explain its role in helping humans meet their needs.
- **Explain why humans domesticated animals and give an example and use of a domesticated animal for each studied region.**

3rd grade: HOW HUMANS RESPOND TO GEOGRAPHY TO MEET THEIR NEEDS

Unit 3: Meeting your need for food: Agriculture

- **Define agriculture and describe how its invention changed daily life for prehistoric peoples.**
- Explain the emergence of agriculture in Mesopotamia, Egypt, China, and the Andes.
- Explain that different agricultural regions grow different crops and give examples to support the explanation.
- Locate the Tigris and Euphrates Rivers. Identify it as the ancient area of Mesopotamia. Locate Iraq, Iran, and Turkey on a modern map.
- Locate the Nile River and identify Egypt on a map.
- Locate China on a map.
- Locate the Andes on a map.
- Explain why people sometimes cannot rely on agriculture to meet their need for food.
- Explain several causes of modern world hunger.

Unit 4: Meeting your need for water

- Explain why settlement and civilizations emerge near bodies of fresh water.
- List at least four major rivers and label those rivers on a world map.
- Define and identify ocean, sea, lake, pond, river, stream, delta, flood plain, canal, and bay.
- **Define irrigation and explain the role of water storage and irrigation in helping humans meet their needs.**
- Explain how agriculture in Mesopotamia and Ancient Egypt resulted from the development of water storage and irrigation systems.
- Explain why people build dams.
- Explain the importance of drinkable water now and identify a lack of clean water as a modern problem. Give several reasons for this problem.

Unit 5: Meeting all your needs through urbanization and specialization

- **Define specialization and explain how people living in communities can meet their needs through specialization.**
- Explain how agriculture led to urbanization and specialization.
- Bigger communities can specialize more so often people move to cities so that they can more easily meet their needs.
- Explain how people in Mesopotamia and Ancient Egypt and the Andes met their needs through urbanization and specialization.

3rd grade: HOW HUMANS RESPOND TO GEOGRAPHY TO MEET THEIR NEEDS

Unit 6: Meeting your need for shelter: An examination of housing and clothing

- Identify types of houses used in Mesopotamia and Ancient Egypt and explain how these houses helped people meet their needs.
- **Identify at least four types of houses used by Andean tribes and other Native Americans and explain how those houses helped those tribes meet their needs.**[1]
- Identify elements of modern house design that enable people to adapt to their environment (for instance, houses on stilts, slanted roofs, adobe tiles, etc.).
- Identify how clothing helps people protect themselves from the elements and how clothing is affected by climate.

Unit 7: Case study: The Vikings

- **Identify the foods that Vikings ate, their access to water, and how they protected themselves from the elements.**
- Identify Scandinavia on a world map.
- Identify that Vikings lived in a climate that made agriculture difficult and therefore did not farm much. Explain how this made the Vikings travel to meet their needs.
- Explain how Vikings lived by water and this is why Vikings used boats to meet their needs.

Unit 8: Case study: The Wampanoag

- **Identify the foods that Wampanoag ate, their access to water, and how they protected themselves from the elements.**
- Identify Massachusetts, Rhode Island, and Connecticut on a United States map and identify that area as the Wampanoag homeland.
- Describe the Wampanoag way of life (before Europeans arrived).

Unit 9: Case study: Japan

- **Identify the foods the Japanese eat, their access to water, and how they protected themselves from the elements.**
- Identify Japan on a map.

[1] These tribes should not include the Wampanoag because they will be studied later.

4th grade: WHAT PEOPLE BELIEVE: Religions

Unit 1: Polytheism in Ancient Civilizations (Egypt and Greece)

- Locate the Mediterranean Sea, the Red Sea, the Nile River, and Egypt on a map.
- Define polytheism.
- **Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.**
- Locate Greece on a map.
- **Describe the polytheistic religion of ancient Greece with respect to beliefs about creation, death / the afterlife, heroes, and the roles of different deities.**

Unit 2: Polytheism in Native American Civilizations

- Locate North America and South America, the Atlantic and Pacific Oceans, the Gulf of Mexico, the Mississippi River, the Rio Grande River, the Great Lakes, the Hudson Bay, the Rocky Mountains, the Appalachian Mountains, and the Andes.
- **Describe the polytheistic religion of several Native American tribes with respect to beliefs about animal souls, spirits, sacrifice, and creation.**[2]
- Identify the geographic location of the tribes studied.

Unit 3: Polytheism in Hinduism

- Locate India on a map.
- **Describe Hinduism as a polytheistic religion that includes gods such as Vishnu, Krishna, Shiva, and Ganesha.**
- Identify Hinduism as the predominant religion of South Asia and currently the third largest religion.

Unit 4: Monotheism in Judaism

- Locate Israel on a map.
- Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

[2] Include at least of the three major pre-Columbian civilization from Central and South America (the Maya, the Aztecs, and the Inca).

4th grade: WHAT PEOPLE BELIEVE: Religions

Unit 4: Monotheism in Judaism

- **Describe Judaism as the monotheistic religion of the Israelites.**
  a. the belief that there is one God
  b. the Ten Commandments
  c. the emphasis on individual worth and personal responsibility
  d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
  e. the Hebrew Bible (Old Testament) as part of the history of early Israel.

Unit 5: Monotheism in Christianity

- **Describe the origins of Christianity and its central features**.
  A. monotheism
  B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
  C. the concept of salvation
  D. belief in the Old and New Testament
  E. the lives and teachings of Jesus

Unit 6: Monotheism in Islam

- **Describe the origins of Islam and its central features**.
  A. monotheism
  B. the belief that the purpose of humanity it to serve Allah
  C. the concept of final judgment and salvation
  D. belief in the Koran
  E. the life and teaching of Muhammad
  F. the five pillars of faith

4th grade: WHAT PEOPLE BELIEVE: Religions

Unit 7: CONFLICTS OVER RELIGION: The Crusades

- Explain the meaning of time periods or dates in historical narratives *(decade, century, 1600s, 1776)* and use them correctly in speaking and writing.
- **Describe the Crusades as a conflict over religion.** Identify the religions involved, the cause of the Crusades, the effects of the Crusades, and the time period and geographic region involved.

Unit 8: CONFLICTS OVER RELIGION: The Puritan Settlement of America

- **Describe why the Pilgrims left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.**
- Explain why Roger Williams founded Rhode Island.
- Identify Massachusetts and Rhode Island on a map.

Unit 9: CONFLICTS OVER RELIGION: The Holocaust

- Explain the meaning of time periods or dates in historical narratives *(decade, century, 1600s, 1776)* and use them correctly in speaking and writing. (H)
- Locate Germany and Poland on a world map.
- **Describe the Holocaust as the intentional and systematic killing of Jews and select other populations by the Nazis in the 1930s and 1940s. Explain the impact of the Holocaust (the death of 6,000,000 Jews and the resettlement of Jews away from Eastern Europe).**

Unit 10: CONFLICTS OVER RELIGION: The Taliban and the Afghan War

- Explain the meaning of time periods or dates in historical narratives *(decade, century, 1600s, 1776)* and use them correctly in speaking and writing.
- Locate Afghanistan on a world map.
- **Describe several of the main beliefs held by the Taliban. Explain the reaction of other Muslims to the Taliban.**

5th grade: How Money Impacts People

Unit 1 or 7: Saving and Spending (setting up a bank account and saving for college)

- Give examples of the ways people save their money and explain the advantages and disadvantages of each.
- **Define the role of a bank and what banks do with money.**
- **Define interest, and explain the benefits of saving money in a bank account.**

Unit 2: Trading, Bartering, and the Development of Currency

Standards:

- **Explain the benefits and limitation of using currency.**
- Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. *Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people (bartering is a kind of trade, but so is trading goods for money).*
- Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.
- Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.
- Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.
- **Explain how changes in supply and demand affect prices of specific products.**
- Define specialization in jobs and businesses and give examples of specialized businesses in the community.
- Identify the key elements of a market economy. *In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self- interest.*

Unit 3: Land (or more accurately natural resources) is money: European Exploration of the Americas and early conflict with Native Americans

Standards:

- Identify the region in which the Aztecs lived.
- Identify the region in which the Inca lived.
- Identify England, Spain, Portugal, and France on a world map.
- Identify Canada, the United States, Mexico, Haiti, the Dominican Republic, Puerto Rico, Cuba, Brazil, Chile, and Peru on a world map.
- Explain why the Aztec and Inca civilizations declined in the 16th century.

5th grade: How Money Impacts People

Unit 3: Land (or more accurately natural resources) is money: European Exploration of the Americas and early conflict with Native Americans

A. the encounters between Cortez and Montezuma
B. the encounters between Pizarro and the Incas
C. the goals of the Spanish conquistadors
D. the effects of European diseases, particularly smallpox, throughout the Western hemisphere

- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).
- **Explain how economic interest drove the European exploration of America and later colonization of American land by European powers.**

Unit 4: How you make money influences all other parts of life (economies in the American colonies) (regional grouping)

Standards:

- **On a map of North America, identify the first 13 colonies.**
- **Explain how regional differences in climate, types of farming, populations, and sources of labor shaped the economies and societies through the 18th century.**
- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin).
- Define profit and describe how profit is an incentive for entrepreneurs.
- Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat).
- Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.
    A. the fishing and shipbuilding industries
    B. trans-Atlantic trade
    C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

5th grade: How Money Impacts People

Unit 5: Taxation and Overtaxation: The Causes of the American Revolution – What does the government do with your money?

Standards:

- **Define what a tax is and the purposes for taxes, and give examples of different kinds of taxes (e.g., property, sales, or income taxes).**
- Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries.
- **Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.**
  A. Sugar Act (1764)
  B. Stamp Act (1765)
  C. Townsend Duties (1767)
  D. Tea Act (1773) and the Intolerable Acts (1774)
  E. the slogan, "no taxation without representation"
  F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)
- Explain the role of taxation in causing the French Revolution.

Unit 6: More land is more money: the Louisiana Purchase, Westward Expansion, Wars with Native Americans, and the Mexican-American War

Standards:

- **Explain and give examples of how America expanded through purchasing land, settling land, and conquering land.**
- **Label and correctly spell all 50 states on a United States map.**
- On a United States map, correctly identify the area acquired through the Louisiana Purchase and the area conquered in the Mexican-American War.
- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
- Explain the impact of the Louisiana Purchase on Native Americans.
- Describe the expedition of Lewis and Clark from 1803 to 1806.
- Explain the economic and racial roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation.
- Explain the causes of the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.

5th grade: How Money Impacts People

Unit 7: When There is Not Enough Money (the Great Depression)

Standards:

- Define and describe an economic depression.
- **Explain the causes of the Great Depression and explain how the Great Depression affected life in America.**
- Define the stock market and investment. Explain why people buy stock and the role of supply and demand in raising and lowering stock prices.
- Explain the role of the stock market crash in causing the Great Depression.
- Explain the role of drought and soil depletion in causing the Great Depression.
- Compare the standard of living in the 1920s, the 1930s, and the 1940s.
- Describe the role of Roosevelt and the federal government in creating employment and grant opportunities.
- Compare the standard of living in various countries today using gross domestic product per capita as an indicator.

6th grade: How People Organize: Comparative Government

Unit 1: Monarchies

Standards:

- **Define government and explain the general social needs that governments fulfill.**
- Define monarchy, explain how power is transferred in a monarchy, and give several examples of both ancient and modern monarchies.
- Explain that many monarchies justify their power through divine right.
- Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").
- Summarize multiple sections of Hammurabi's code.

Unit 2: Feudalism

Standards:

- Define feudalism as the legal and military customs in medieval Europe that gave land in exchange for labor or service.
- **Compare and contrast the social positions, property rights, military obligations, and roles of serfs, vassals, and lords.**
- Connect property rights to economic/social freedom.
- Explain the role of the Magna Carta in ensuring some basic human rights for all classes.

Unit 3: Democracies of Ancient Greece and Rome

Standards:

- **Compare and contrast the ideals of democracy with the ideals of feudalism.**
- **Compare and contrast the democratic political principles developed in ancient Greece and in the Roman Republic.**
- Identify Greece and Italy on a world map.
- Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Athens.
    A. the "polis" or city-state
    B. civic participation and voting rights
    C. legislative bodies
    D. constitution writing
    E. rule of law
- Explain how the geographical location of ancient Athens and other city-states contributed to the spread of Greek ideas.
- Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation

6th grade: How People Organize: Comparative Government

Unit 3: Democracies of Ancient Greece and Rome

of powers, rule of law, representative government, and the notion of civic duty.

- Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.
    A. Military organization, tactics, and conquests; and decentralized administration
    B. the purpose and functions of taxes
    C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
    D. the benefits of a Pax Romana
- Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.

Unit 4: American Democracy

Standards:

- **Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. Cite direct text from the Declaration of Independence.**
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure. Cite direct text from the Articles of Confederation.
- Describe Shays's Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated.
    - distribution of political power
    - rights of individuals
    - rights of states
    - the Great Compromise
    - slavery (this will be studied in detail in 7th grade).
- **Describe the basic political principles of American democracy and citing specific examples.**
    - **individual rights and responsibilities**
    - **equality**
    - **the rule of law**
    - **limited government**
    - **representative democracy**
- **Compare and contrast democracy in America with democracy in ancient Greece and Rome, and explain how the governments in**

6th grade: How People Organize: Comparative Government

Unit 4: American Democracy

ancient Greece and Rome influenced the creation of American government.

- **Describe the functions and responsibilities of government at the federal, state, and local levels.**
- **Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary).**
- **Identify the rights in the Bill of Rights (citing exact wording from the Bill of Rights) and explain the reasons for its inclusion in the Constitution in 1791.**
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.
- Explain how the United States Constitution is amended and give at least five examples of amendments to the United States Constitution.

Unit 5: Communism

Standards:

- **Compare and contrast the ideals of communism and the ideals of democracy.**
- Define capitalism.
- Explain the role of Marx in articulating communism and the roles of Lenin and Stalin in implementing their form of communism.
- List countries in the communist bloc, define the Cold War, and explain the ideological basis of the Cold War.
- Define McCarthyism.

7th grade: Slavery

Unit 1: Early Slavery

- **Compare and contrast the justification and role of slaves in several ancient civilizations.**
- Describe the justification and role of slaves in at least three ancient civilizations (for instance, Mesopotamian civilizations, ancient Egypt, ancient Athens, the Roman Empire, ancient China).

Unit 2: The Establishment of the American Slave Trade

- Explain the movement of slaves from Africa to the Americas.
- Locate Nigeria, Angola, Ghana, and Senegal on a world map.
- **Describe who participated in and who benefited from the American slave trade. Explain how those who profited from the slave trade justified the enslavement of others.**
- Describe the conditions of the Middle Passage.
- Describe slave life in the colonies.
- Describe the life of free African Americans in the colonies.

Unit 3: Slavery in Nation Formation

- Explain the role of African Americans (free and slave) in the American Revolution and their reasons for fighting on both sides.
- **Describe the establishment of slavery in the Constitution and provide the justifications for and opposition to the Constitution's treatment of slavery. Cite the text of the Constitution when describing the establishment of slavery. Cite the writings of the Founding Fathers when explaining the arguments for and against allowing slavery in the Constitution.**

7th grade: Slavery

Unit 4: The Expansion of the United States and the Expansion of Slavery

- Describe the reasons for and the consequences of the abolition of slavery in northern states.
- Describe the reasons for and the consequences of the abolition of the slave trade in 1808.
- **Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.**
- Contrast the arguments for and against slavery in America with the slave debates in England in the early 1800s.
- **Describe the role of the fear of slave revolt and racial insurrection in the formation of attitudes and policies in the United States. Include direct explanation of the role of the Haitian Revolution and the Nat Turner Revolt.**
- **Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. Include direct explanation of the Underground Railroad, Harriet Beecher Stowe, and John Brown.**
- **Explain how westward expansion deepened the American divide over slavery. Include direct explanation of the role of the Missouri Compromise, the Compromise of 1850 (the Fugitive Slave Act), and the Kansas-Nebraska Act.**
- Analyze the justification of slavery in the Dred-Scott case. Cite exact textual support.
- Analyze the justification of and opposition to slavery in the Lincoln-Douglas debates. Cite exact textual support.
- Summarize and evaluate the argument of Lincoln's "House Divided" speech.
- Analyze the argument for the Back-to-Africa as a solution to the slavery question.

Unit 5: The Civil War: The Division of the United States over Slavery

- Explain the role of the election of 1860 in the outbreak of the Civil War.
- Argue whether the Civil War was inevitable or not. Cite specific events and specific textual evidence to support your argument.
- On a map of North America, identify Union and Confederate States at the outbreak of the war.
- **Describe and analyze Lincoln's view of the Civil War, including direct citation from at least three primary documents.**
- Summarize and evaluate the argument of the Emancipation Proclamation.
- Summarize and evaluate the argument of the Gettysburg Address.
- Summarize and evaluate the argument of Lincoln's Second Inaugural Address.
- Summarize and evaluate the argument of the General Sherman's letter to the Mayor and Councilmen of Atlanta.
- Identify the roles of Jefferson Davis, Ulysses S. Grant, and Robert E. Lee.
- Describe the content of the 13th amendment.
- Describe the physical and economic destruction of the South and the magnitude of and impact of the loss of life on both sides.

7th grade: Slavery

Unit 6: The Unfulfilled Promise of Freedom: Reconstruction, Jim Crow, and the limitation of African-American economic, social, and political freedom

- **Describe the content of, reasons for, and debate over the 14th and 15th amendments.**
- Explain the increased but temporary role of the federal government in the South directly after the Civil War and the process for readmitting Confederate states.
- Explain the impact of Jim Crow laws and the establishment of Klu Klux Klan.
- **Summarize and evaluate the argument of *Plessy v. Ferguson*. Explain the impact of this ruling.**

Unit 7: The Continued Fight for Freedom: Civil Rights Era

- Explain the role of World War II in developing the Civil Rights Movement.
- **Analyze the tactics and effectiveness of the Civil Rights Movement in expanding the social, political, and legal rights of African-Americans. Consider the role of boycotts, protests, marches, legal cases, writings, and speeches in analyzing which tactics were more and less effective.**
- Summarize and evaluate the argument of Brown v. Board of Education (I and II). Explain the causes and impact of this case.
- Explain the causes and impact of the 1957-1958 Little Rock School Crisis.
- Explain the causes and impact of the 1955-1956 Montgomery Bus Boycott.
- Explain the causes and impact of the Emmett Till case.
- Summarize and evaluate the argument of Reverend Martin Luther King's, "I Have A Dream."
- Summarize and evaluate the argument of *Letter from Birmingham City Jail*.
- Summarize and evaluate the argument of President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)
- Explain the causes and impact of the sit-ins and freedom rides of the early 1960s
- Explain the causes and impact of the 1963 civil rights protest in Birmingham
- Explain the causes and impact of the 1963 March on Washington
- Explain the causes and impact of the 1965 civil rights protest in Selma
- Explain the development of, passage of, and impact of the Civil Rights Act and Voting Rights Act.
- Explain the causes and impact of the assassinations of Martin Luther King, Jr. and Robert Kennedy.
- Explain the beliefs of, rise of, and impact of the black power movement

7th grade: Slavery

Unit 8: The Argument over the Legacy of Slavery: A Case Study of Affirmative Action

- Analyze the arguments for and against affirmative action. Explain the role of slavery in the arguments on both sides.

Unit 9: Modern Slavery

- Describe the modern slave trade.
- Create a proposal for how America or another institution (such as the United Nations) should respond to modern slavery.

8th grade: How America Interacts with the World

Unit 1: How America Treats People from Other Countries

- Provide reasons why people immigrate and give several specific examples from three separate peoples in three separate time periods.
- **Describe the causes of the immigration of Southern and Eastern Europeans, Irish, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the treatment of those immigrants.**
- **Describe the treatment of those immigrants.**
  - Summarize and evaluate the argument of the Chinese Exclusion Act of 1882 (http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm).
  - Summarize and evaluate the arguments of supporters of the Quota Act of 1921 and the Immigration Act of 1924 (example text from Senator Smith: http://historymatters.gmu.edu/d/5080; example text from Congressman Clancy: http://historymatters.gmu.edu/d/5079).
  - After reading excerpts from the United States v. Wong Kim Ark (1898), summarize the facts of the case and the Supreme Court's ruling.
- **Describe the causes of the immigration of Asians and Latinos in the late 20th and early 21st centuries, and describe the treatment of those immigrants.**
- Summarize current arguments for and against limiting immigration.
- **Develop, articulate, and defend own position on current issues in immigration policy.**
- Label Ireland, Germany, Russia, Japan, China, and Laos on a world map.
- Label all countries in North and South America on a world map.

Unit 2: How America Interacts Economically With Other Countries

- Define import and export.
- **Analyze America's consumption patterns compared to other countries and relative to population.**
- Define tariffs and explain their effects on trade.
- **Outline arguments for protectionism versus free trade.**
- Describe NAFTA and arguments for and against NAFTA.
- Define outsourcing. Explain and evaluate the positions of and policies proposed by major current politicians around outsourcing.
- Define embargo and describe and evaluate multiple situations in which America has enacted a trade embargo.
- Explain the mission of USAID and describe some of its projects and policies.
- **Develop, articulate, and defend own position on current issues in trade and aid.**
- Label Cuba, Iran, Sudan, Ethiopia, Haiti, and Afghanistan on a world map.

8th grade: How America Interacts with the World

Unit 3: How America Interacts Militarily With Other Countries

- Explain the U.S. governmental procedure for declaring and entering war.
- Summarize and evaluate the arguments against permanent alliances in George Washington's Farewell Address.
- Summarize and evaluate the arguments for permanent alliances in Article 5 of NATO's founding treaty, the Washington Treaty.
- **Define isolationism and internationalism and explain the arguments of both regarding entry into World War II.**
    - Summarize and evaluate the arguments of Franklin Roosevelt's 1941 State of the Union (The Four Freedoms Speech).
    - Summarize and evaluate the arguments against engagement in WWII (example text from Senator Wheeler: http://edsitement.neh.gov/sites/default/files/worksheets/neutrality04.pdf).
- Summarize and evaluate the arguments for and against U.S. engagement in Rwanda and/or Bosnia.
- **Summarize and evaluate the arguments for and against U.S. engagement in Vietnam.**
    - Define and describe the basic causes of the Cold War.
    - Summarize and evaluate the argument of John F. Kennedy's First Inaugural Address (January 20, 1961).
    - Summarize and evaluate the argument of Martin Luther King Jr.'s "A Time to Break the Silence" speech (April 4, 1967).
    - Summarize and evaluate the argument of supporters of the Vietnam War.
- **Summarize and evaluate the arguments for and against U.S. engagement in Iraq in both the first and second Gulf Wars.**
    - Summarize and evaluate the arguments of George H.W. Bush's January 16, 1991 televised speech.
    - Summarize and evaluate the arguments of John Kerry's January 12, 1991 speech to Senate.
    - Summarize and evaluate the arguments of Colin Powell's February 5, 2003 speech to the United Nations.
    - Summarize and evaluate the arguments of Barack Obama's October 2, 2002 speech against the Iraq War.
- **Develop, articulate, and defend own position on current military issues.**
- Label Britain, France, Russia, Italy, Poland, Iraq, Kuwait, Vietnam, Cambodia, USSR, North Korea, and South Korea on a world map.

8th Grade Final Report Card

2009 - 2010 School Year

Student A

Homeroom: Boston College

TOTAL ABSENCES	9		
Trimester	1st	2nd	Final
Days absent			9
Days tardy			1

Academic Marks Description*

4 - The student has above grade-level mastery and can apply this standard in new situations.

3 - The student has grade-level mastery of the standard and independently applies this standard.

2 - The student has partial mastery of the standard and needs minimal support.

1 - The student has minimal mastery of the standard and needs continued support.

0 - The student has no mastery of the standard.

NA indicates that this standard has not yet been introduced.

Comments	

Grading Scale	Summary	1st	2nd	3rd
A+: 3.4 or higher	Reading	2.44	2.62	2.66
A: 3.3	(Homework)	98%	92%	88%
A-: 3.2	Humanities	2.62	2.64	2.83
B+: 3.1	(Homework)	81%	64%	85%
B: 3.0	Algebra 1	2.50	2.42	2.71
B-: 2.9	(Homework)	91%	78%	92%
C: 2.6 - 2.8	Science	2.67	2.53	2.90
F: 2.5 or lower	(Homework)	92%	91%	95%
	Dance	NA	NA	NA
	Phys. Ed.	A	A	NA
	Art	NA	NA	NA
	Music	NA	NA	NA

Reading	1st	2nd	3rd
Reading Levels (all year)			
Incoming Reading Level	NA	NA	7th
Current Fiction Reading Level	NA	NA	8th
Current Non-Fiction Reading Level	NA	NA	NA
Vocabulary			
Demonstrate receptive and expressive mastery of 250 new vocabulary words	2	2	3
Unit 1: Theme and Characters			
Summarize a narrative text (or portion of a text) by correctly identifying the main events and supporting events	2	2	2
Locate Specific text to answer literal questions	3	3	3
Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic by reading a variety of works in different genres exploring the same theme	NA	NA	2
Define facts and opinions and determine the difference between them in texts	3	3	3
Determine how an author demonstrates a character's TRAITS through a character's actions, thoughts, dialogue	2	2	3
Determine how an author demonstrates a character's MOTIVIATIONS through a	0	"2"	3
Trace how character relationships change over the course of a text.	3	3	3
Determine how an author demonstrate a character's emotion through the character's actions and dialogue	3	3	3
Draw inferences based details and descriptions. Identify supporting evidence for inferences.	NA	3	3
Determine and explain the purpose of words, dialogue, examples, and paragraphs	NA	NA	3
Write an essay interpreting a literary text, using evidence from the text as support.	2	3	3
Unit 2: Analyzing Persuasive Texts			
Explain impact of images on the reader and on the meaning of the text. Analyze patterns of images.	NA	NA	2
Identify tone in selected sentences, in the dialogue, thoughts of a character, or in the overall literary work. Apply knowledge of tone to themes and meaning of the story.	NA	NA	2
Identify and analyze symbols use throughout a literary work.	NA	NA	3
Summarize the main argument of an article and provide key supporting evidence.	NA	NA	3
Draw inferences based on genre, tone, theme, details, and descriptions. Identify supporting evidence for inferences.	NA	NA	3
Determine and explain the purpose of words, dialogue, examples, and paragraphs.	NA	3	2
Analyze the structure of a text to determine how and when the author introduces the main topic or focus of the text. Analyze how an author supports his/her argument. Analyze logic and evidence in argument.	NA	NA	2
Unit 3: Analyzing Narrative Non-fiction			
Identify tone in selected sentences, in the dialogue, thoughts of a character, or in the overall literary work. Apply knowledge of tone to themes and meaning of the story.	NA	"2"	2
Summarize the main argument of an article and provide key supporting evidence.	NA	2	2
Unit 4: Analyzing Theme and Story Elements			
Explain impact of images on the reader and on the meaning of the text. Analyze patterns of imagery.	NA	NA	2
Identify conventions in epic tales (extended similes, mysterious birth, the quest, the hero's task, special weapons, clothing, and helpers or prophets)	NA	3	3
Unit 5: Analyzing Theme in Classical Literature			
Identify significance of selected similes and metaphors.	NA	NA	3
Identify prologue, rising action, transforming event/turning point, climax, falling action, resolution and epilogue.	NA	NA	3
Average	2.44	2.62	2.66

Humanities	1st	2nd	3rd
Uses vocabulary words in writing	3	3	3
Uses knowledge of affixes to define words	2	2	2
Diagram simple, compound, and complex sentences.	NA	NA	3
Writing Unit 1: Fundamentals of the Research Paper			
Gather information from books, websites, and other resources. Organize research in order to track sources.	4	3	3
Identify and locate books, websites, and other resources to investigate an independently chosen topic.	3	4	4
Evaluate the relevance of the information. Evaluate the quality of research.	3	4	4
Present a clear proposal	3	4	4
States a clear thesis, topic or main idea.	4	4	4
Writing Unit 2: High School Application Essays and Narratives			
Write personal narratives that have an appropriate and clearly developed theme.	NA	3	3
Write personal narratives that have rising action, transforming event/turning point, climax, falling action, and resolution and well developed characters with clear traits and	NA	2	2
Use details to support the development of theme.	NA	3	3
Use knowledge of audience and understanding of purpose to make choices around tone.	NA	3	3
Use knowledge of audience and understanding of purpose to make language choices.	NA	2	2
Create and then use a thoughtful plan for multi-paragraph compositions.	NA	3	3
Revise drafts to improve the topic development, organization, voice, word choice, and sentence fluency.	NA	2	2
Writing Unit 3: Organization of the Persuasive Essay			
Create and then use a thoughtful plan for multi-paragraph compositions.	NA	3	3
Revise drafts to improve the topic development, organization, voice, word choice, and sentence fluency.	NA	2	3
Use relevant and specific supporting detail.	3	3	3
Develop multiple arguments in support of the proposal.	3	2	3
Organize multi-paragraph compositions in a careful and logical manner.	3	3	2
Writing Unit 4: Craft and the Persuasive Essay			
Writing Unit 5: Crafting a Powerful Argument			
Clearly consider and rebut counter-arguments.	NA	2	2
Social Studies Standards			
Describe the evolution and simple principles of Hinduism.	1	2	4
Describe the central principles of Buddhism. Explain how Buddhism is viewed as a philosophy.	1	2	4
Describe the monotheistic religion of the Israelites.	2	1	2
Describe the origins of Christianity and its central features.	2	3	2
Describe the central principles of Islam.	NA	2	2
Describe the origins of conflict between Islam and Christianity, including the causes, course, and consequences of the European Crusades	NA	2	2
Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions.	NA	NA	2
Describe the econ., soc., and pol. developments in medieval Europe, inc. the orders of medieval society, feudalism, and the development of private property	NA	NA	2
Describe the development of the Renaissance, inc. contributions of Machiavelli, Michelangelo, da Vinci, Raphael, Shakespeare, and Gutenberg.	NA	NA	4
Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers.	NA	NA	2
Describe the characteristics of the Orthodox Church.	NA	NA	4
Describe the reasons why feudalism declined.	NA	NA	2
Describe the characteristics of Protestant churches.	NA	NA	3
Identify Martin Luther and his role in the Reformation.	NA	NA	3
Average	2.62	2.64	2.83

Algebra 1	1st	2nd	3rd
Unit 1 - Square Roots and Exponents			
Simplify expressions involving positive and negative integer exponents and square roots.	NA	2	2
Estimate and simplify square root expressions.	NA	3	3
Develop and understand power rules for multiplying and dividing terms with positive and negative exponents.	NA	3	3
Add, subtract, multiply, and divide numbers written in scientific notation.	NA	2	2
Recognize and apply the inverse relationship between exponents and roots.	NA	3	3
Unit 2 - Expressions, Equations, and Inequalities			
Evaluate variable expressions with up to three variables, absolute value, square roots, and/or compound parentheses.	3	3	3
Combine like terms within variable expressions including fractions with variables in the denominator.	3	3	3
Solve equations with variables on both sides of the equal sign using the property of equality.	3	3	3
Solve equations and inequalities involving absolute value.	1	1	3
Manipulate, solve & graph inequalities on number lines and coordinate grids.	2	1	2
Translate written sentences into proportions and solve (rate, scale, conversion, rate of change).	NA	1	2
Unit 2.2 - Linear Functions			
Understand, use, and apply the definitions of y-intercept, slope, and x-intercept in the context of graphs, tables, equations, or story problems.	2	2	4
Explain the significance of positive, negative, zero, and undefined slopes and the slopes of parallel and perpendicular lines.	2	2	2
Determine linear equations given 2 data points or a point and slope.	3	3	3
Convert and recognize linear equations in standard form, point-slope form, and slope-intercept form.	3	3	3
Construct and interpret scatter plots and best fit lines.	3	3	3
Solve systems of linear equations by addition, subtraction, and/or substitution.	2	2	2
Solve systems of linear equations by graphing.	3	3	3
Unit 4 - Polynomials and Factoring			
Factor and multiply polyomials (including using FOIL method).	NA	2	2
Unit 5 - Probability and Statistics			
Select, construct, and interpret whichever of the following is most appropriate to a given set of data: stem & leaf plots, histograms, line plot, line graph, pie chart, bar graph, Venn	NA	3	3
Manipulate data sets to obtain particular values for measures of central tendency.	NA	2	2
Create and interpret box-and-whisker plots.	NA	2	2
Determine the probability of dependent and independent events.	NA	3	3
Develop an understanding of the Fundamental Counting Principle to determine the probability of compound events.	NA	3	3
Unit 6 - Geometry			
Determine the area of complex shapes using subtraction.	NA	NA	3
Demonstrate an understanding of the Pythagorean Theorem. Apply the theorem to the solution of problems.	NA	NA	3
Calculate the sum of angles within polygons.	NA	NA	3
Define and determine congruence or similarity through measurement and use of proportions.	NA	NA	2
Use scale factors to create similar figures.	NA	NA	2
Recognize and draw two-dimensional representations of three-dimensional objects, e.g., nets, projections, and perspective drawings.	NA	NA	3
Predict the results of transformations, and draw the transformed figure, including multiple step transformations.	NA	NA	3
Unit 7 - Non-Linear Functions			
Evaluate various patterns (including exponential growth and decay) and be able to extend sequences using the pattern.	NA	NA	NA
Calculate compound interest.	NA	NA	3
Solve quadratic equations by factoring.	NA	NA	3
Solve quadratic equations by completing the square and/or using the quadratic formula.	NA	NA	3
Solve quadratic equations by graphing.	NA	NA	3
Average	**2.50**	**2.42**	**2.71**

Science	1st	2nd	3rd
Unit 1 - Engineering Design			
Identify and explain appropriate measuring tools, hand tools, and power tools used to hold, lift, carry, fasten, and separate, and explain their safe and proper use.	NA	NA	NA
Demonstrate methods of representing solutions to a design problem, e.g., sketches, orthographic projections, multi-view drawings.	2	2	3
Identify and explain the steps of the engineering design process, i.e., identify the need or problem, research the problem, develop possible solutions, select the best possible	4	4	4
Apply the engineering design process to solve a problem.	3	3	3
Unit 2 - Scientific Inquiry			
Make predictions that can be tested based on science knowledge.	NA	2	2
Design and conduct an experiment specifying variables to be changed, controlled, and measured.	NA	NA	NA
Explain findings using line graphs, scatterplots, and mathematical models to make predictions.	NA	NA	NA
Unit 3 - Chemistry			
Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.	NA	NA	NA
Understand and apply the relationship between mass, volume, and density.	2	2	3
Understand the characteristics of an atom, molecule, compound, element, pure substance, and mixture [Sci.23.8]	2	2	2
Recognize that the measurement of volume and mass requires an understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.	3	3	3
Unit 4 - Energy			
Differentiate between potential and kinetic energy and identify situations where kinetic energy is transformed into potential energy and vice versa.	NA	1	3
Explain how heat moves in predictable ways from warmer objects to cooler ones until they reach equilibrium.	NA	3	3
Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred.	NA	2	2
Unit 5 - Communication Technology			
Identify and explain the components of a communication system, i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.	NA	3	3
Unit 6 - Earth Science & Astronomy			
Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.	NA	3	3
Compare and contrast properties and conditions of objects in the solar system to those on Earth.	NA	3	3
Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	NA	2	2
Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere	NA	3	3
Unit 7 - Manufacturing Technology			
Describe and explain the advantages and disadvantages of custom and mass production.	NA	NA	4
Describe a manufacturing organization, e.g., corporate structure, research and development, production, marketing, quality control, distribution.	NA	NA	NA
Unit 8 - Motion and Transportation Technology			
Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.	NA	NA	3
Graph and interpret distance vs. time graphs for constant speed.	NA	NA	NA
Identify and explain lift, drag, friction, thrust, and gravity in a vehicle or device, e.g., cars, boats, airplanes, rockets.	NA	NA	3
Identify the five elements of a universal systems model: goal, inputs, processes, outputs, and feedback.	NA	NA	3
Given a transportation problem, explain a possible solution using the universal systems model.	NA	NA	3
Identify and describe three subsystems of a transportation vehicle or device, i.e., structural, propulsion, guidance, suspension, control, and support.	NA	NA	NA
Average	2.67	2.53	2.90

MIDTOWN PUBLIC CHARTER SCHOOL

CALENDAR: Academic Year 2015-2016

July						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

No School
Beginning/End of Trimester

Half day for students; PD for teachers
No school for students; PD for teachers

Jul. 27	**First Day for Teachers**
Aug. 10	**First Day for Students**
Sept. 7	**Labor Day**
Sept. 18	**Progress Report #1 sent home**
Oct. 12	**Columbus Day**
Nov. 6	**End of 1st trimester**
Nov. 13	**Report Card #1 sent home**
Nov. 11	**Veterans Day**
Nov. 26-27	**Thanksgiving Break**
Dec. 21 - J	**Winter Break**

Jan. 8	**Progress Report #2 sent home**
Jan. 18	**MLK Day**
Feb. 15	**Presidents Day**
Feb. 26	**End of 2nd trimester**
Mar. 4	**Report Card #2 sent home**
Mar. 7-11	**Spring Break**
Mar. 25 & 2	**Easter Break**
Apr. 15	**Progress Report #3 sent home**
May 30	**Memorial Day**
June 17	**Last Day for Students**
June 17	**Report Cart #3 sent home**

Midtown Public Charter School Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45-8:00	Homeroom/ Morning Meeting	Homeroom/ Morning Meeting	Homeroom/ Morning Meeting	Homeroom/ Morning Meeting	Homeroom/ Morning Meeting
8:00-9:15	Math	Math	Math 8:00-8:45 Science 8:45-9:30	Math	Math
9:15-10:30	Science	Science	Character Education 9:30-10:15	Science	Science
10:30-10:45	Break	Break	Break 10:15-10:30	Break	Break
10:45-11:30	Co-Curricular	Co-Curricular	ELA 10:30-11:15	Co-Curricular	Co-Curricular
11:30-12:15	IWT	IWT	Social Studies 11:15-12:00 Closing Meeting 12:00-12:15	IWT	IWT
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-2:00	ELA	ELA	Teacher PD and Planning 1:00-4:00	ELA	ELA
2:00-3:15	Social Studies	Social Studies		Social Studies	Social Studies
3:15-3:30	Break	Break		Break	Break
3:30-4:15	IWT	IWT		IWT	IWT
4:15-4:30	Closing Meeting	Closing Meeting		Closing Meeting	Closing Meeting

Attachment 6

Admissions Policies and Procedures for

Midtown Public Charter School

Eligibility to Enroll: All students who reside in the city of Jackson, Mississippi and are in the Jackson Public Schools enrollment zone are eligible to attend Midtown Public Charter School (MPCS). The school shall be open to any child who is eligible under the laws of Mississippi for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to MPCS; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school.

A child will be eligible for admission to the school if the student successfully completes the grade prior to the grade for which he or she is applying by the scheduled date of admission to the succeeding grade and falls within the age ranges for the applicable grade. The school will enroll new students in the 5th and 6th grades in its first year of operation. Thereafter it will enroll a new 5th grade class each year as well as fill empty seats in other grades.

Recruitment: MPCS will engage in extensive efforts to inform families in Jackson, particularly in the Midtown community, about the opportunities offered by MPCS. Staff will reach out to local schools, community-based organizations, families, businesses and faith-based organizations to raise awareness in the community. The school will disseminate materials and host information sessions; attendance at these sessions is voluntary and is not required for admission to the school. Once operational, open houses will be conducted at the school site. Marketing will highlight services for students with disabilities and English language learners; materials will be translated in Spanish as necessary.

Applications: To apply to MPCS, it is only necessary that the school receive a completed application for the child. The MPCS application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be submitted by March 1st of each year by families of students interested in attending the school the subsequent year. Applications may be hand delivered, mailed or e-mailed, and received no later than the admission period deadline. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

Preferences: MPCS will use the following preferences to enroll new students:

- Siblings of students already enrolled in the school will have an absolute preference.
- Children of the charter school's applicant, governing board members, and full-time employees as long as they do not constitute more than ten percent (10%) of the charter school's total student populations as prescribed by law.
- Siblings of students drawn through the lottery will be added next to the list.

Lottery: If the number of applicants is less than the school's number of available seats, then all applicants will be enrolled in the school. If the number of applicants exceeds the school's available seats, a random selection lottery process will be conducted on or about March 15. The lottery will be conducted by the Principal, a Board Member and a third adult who has no affiliation with the school. The lottery process will be open to the public. There will be a separate lottery for each grade. Applicants will be screened to make sure that they are the appropriate age for the grade in which they wish to enroll; all applicants with appropriate ages will be entered into the lottery for that grade. The following will also be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.

The lottery will follow these steps for each grade:

1. Children of the charter school's applicant, governing board members, and full-time employees (up to 10% of the charter school's total student population, after that 10% any potential remainder would fall into the regular lottery pool)
2. Siblings of students already enrolled in the school will be drawn.
3. Students who reside within of the district of location will be drawn.

If a student is selected through the lottery has a sibling in the lottery, that sibling will then be added to the list. Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on a waiting list in the order in which they are drawn. After all of the names have been chosen, parents/guardians will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically proof of age, immunization and residence, and an appointment time to meet with school administrator to turn over the forms. Failing to provide the required forms within the allotted timeframe will constitute a withdrawal from the application process.

Waiting List: For children not selected, the letter will indicate their number on the waiting list, and will describe the steps that will take place if a space becomes available. That waiting list will be maintained for the entire school year. If an enrolled student withdraws, the next applicant on the waiting list in that grade will be contacted and offered the space. Multiple attempts via phone and mail will be made to reach the family before moving to the next student on the waitlist. For applications received after the March 1 deadline, those students will be added to the waiting list in the order that they are submitted.

Withdrawal: Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. Withdrawal will not prevent a student from entering a future lottery for admission. If a student does not return in August, the school will telephone and send the family a certified letter to determine the child's status.

Subsequent Enrollment: After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 8th grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students

to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

Student & Family Handbook 2013-2014

Brooke Roslindale
190 Cummins Highway
Roslindale, MA 02131
Tel. 617-325-7977
Fax 617-325-2260
www.ebrooke.org

BROOKE CHARTER SCHOOLS

Board of Trustees
Edith Alexander
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Bart Bussink
Jon Clark, *ex officio*
Scott Oran
Jill Reynolds, *treasurer*
Kimberly Steadman, *ex officio*

Co-Directors
Jon Clark
Kimberly Steadman

Principal,
Edward W. Brooke Charter School
Meghan Thornton

Principal,
Brooke 2 Charter School
Katie Megrian

August 1, 2013

Dear Brooke Families:

We are honored to welcome you to the tenth year of Edward W. Brooke Charter School. To our new parents, welcome to our school community, and to our returning parents, welcome back to a new school year! We know that our success as a school depends on the support of our parents, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the Brooke community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and parents from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn a lot of different things about Edward W. Brooke Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations of members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The Faculty and Staff
Brooke Charter Schools

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THE SCHOOL
An Overview

The Edward W. Brooke Charter School received its charter in February, 2001, and opened to 88 students in grade 5 on August 19th, 2002. The school has been expanding each year and currently has a thriving middle school. In August 2006, we launched our elementary school with the addition of 60 kindergarten and 60 first grade students to the Brooke family. In February of 2011, the Massachusetts Board of Education authorized the Brooke Board of Trustees to open new charter schools to serve Boston families. Brooke 2 Charter School opens to 168 new students in grades K, 1, and 5 this August. Brooke 3 Charter School will open in August, 2012.

OUR MISSION
Brooke Charter Schools

The mission of all Brooke Charter Schools is to provide an academically rigorous public education to students from the City of Boston that will ensure they are prepared to attend and succeed in college.

RESPONSIBILITY AND ACCOUNTABILITY
The cornerstone of success: the partnership between school and family

PHILOSOPHY

Brooke Charter Schools are based on responsibility and accountability. We know that the positive impact that we have on the lives of our scholars is only possible when the school and home community are working together to reflect the same values. We believe in having high expectations, both academic and behavioral, of our students, and we will work our hardest to ensure that students meet these standards. We know that you have selected Brooke because you hold these same high standards for your child and are eager to work with us to maximize your child's school success.

The Contract of Mutual Responsibilities (see the appendix) outlines the responsibilities of the school, the family, and the student over the course of the coming year. The Contract exists in order to ensure that we have all discussed our responsibilities in detail, understand the specifics they entail, and are prepared to accept those responsibilities and be held accountable for carrying them out. The Contract is not an exhaustive list of what must be done, but it does represent essential elements of a successful academic program. It serves not only as a testament to the commitment we all must make, but as an acceptance of that commitment as well.

WHO WE ARE

Board of Trustees
The school is governed by a Board of Trustees that brings parental, community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the Board of Trustees include:

Brett Alessi	Executive Director, Education Pioneers, Greater Boston
Edith Alexander	Probation Officer, Massachusetts Trial Court
Hilary Berkman	Vice-President Finance, Candlewick Press
LaRoy Brantley	Managing Director, Cambridge Associates
Bart Bussink	Independent Contractor
Scott Oran	Managing Director/Principal, Dinosaur Capital Partners
Jill Reynolds	Consultant, Public Consulting Group
Jon Clark, *ex officio*	Co-Director, Edward W. Brooke Charter School
Kimberly Steadman, *ex officio*	Co-Director, Edward W. Brooke Charter School

CODE OF CONDUCT
High Standards for Academics, High Standards for Behavior

SAFE AND ORDERLY ENVIRONMENT

The Edward W. Brooke Charter School is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

SCHOOL-RELATED DISCIPLINARY OFFENSES

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds;
- during a school-sponsored activity;
- on the school bus and commuting to and from school
- during events sufficiently linked to school; or
- while communicating harassing messages via cell phones or all forms of social media.

<u>Community Violations, Demerits, and Detentions</u>

Grades K-2

For infractions of our community expectations, teachers will enforce their own classroom consequences. Classroom teachers will explain these systems to their parents during open house and also in writing. These classroom consequences can include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time; recess, co-curricular, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.
If a student commits a serious infraction of our core values, a student will receive an immediate Community Violation. These serious infractions include but are not limited to

- disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness;
- disrespect of a fellow student, such as name-calling, insulting, eye rolling, or excluding;
- disrespect of the school, such as drawing on a table or book, taking school supplies without permission;
- unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums;
- leaving class without permission;
- use of inappropriate language; and
- disruption of class.

Community violations have escalating consequences throughout the trimester. The consequences increase as follows:

- The first community violation of the day will be accompanied by a phone call home at the end of the day. The teacher may also request a conference with a parent.

- At a second community violation in a day (a **Double Community Violation**) a conference may be required depending on the infraction.

- At the **4th community violation of a trimester,** a parent will be required to attend a mandatory conference with the teacher and the student.

- 3 violations in one day will result in a one day suspension.

- If a student earns a third Community Violation in a day **(a Triple Community Violation)** or the **6th Community Violation of a trimester**, the parent will be contacted immediately and be required to attend a mandatory conference with the dean of students, teacher, parent, and student before the student is allowed to return back in class.

- If a student receives **a 7th Community Violation of a trimester**, the child will be suspended until a parent spends 90 minutes in class with the child when readmitting him/her back to school.

- If a student receives **the 8th Community Violation of a trimester**, the child will be suspended for at least one day for this and each subsequent community violation.

- Kindergarten community violations will reset half way through the first trimester (at progress reports). This will not occur in the second or third trimester.

Grades 3-5
For infractions of our community expectations, teachers will enforce their own classroom consequences. Classroom teachers will explain these systems to their parents during open house and also in writing. These classroom consequences can include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time; recess, co-curricular, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

If a student commits a serious infraction of our core values, the student will receive an immediate Community Violation. These serious infractions include

- disrespect of an adult, including rolling eyes or other such body language, defiance, or rudeness;
- disrespect of a fellow student, such as name-calling, insulting, gossiping, or excluding;
- disrespect of the school, such as drawing on a table, taking school supplies without permission;
- use of inappropriate language; and
- repeated disruption of class.

Upper elementary students who receive a community violation will lose community privileges for each community violation that they receive. Community privileges include sitting with classmates during class time, snack, breakfast, and lunch and attending recess. Additionally, students who have received a community violation in a week will not be able to attend community meeting that Wednesday afternoon. These consequences are printed on each upper elementary community violation form. Fifth grade students will also earn a 60 minute after-school detention for each community violation. If a student is unable to stay for detention that day or the next day, the student will instead be suspended for one day.

Students who receive 3 community violations in one day will earn a day of suspension. Any fifth grade student who receives 4 community violations in a week will earn a day of suspension. If a fifth grade student receives 3 violations in one day, his or her violations will reset for the rest of the week once they come back from suspension.

Parents will receive a phone call home for each community violation; the phone call will be made by the child, the classroom teacher, the teacher who issued the violation, or the Dean of Students. Community Violations can be given by any adult within the building.

Community violations must be signed by a parent and returned the next day. Failure to return a signed community violation may result in an additional community violation or a request for a meeting. Signed community violations are kept in the Dean of Student's office.

If a scholar has earned 8 or more violations in a trimester, they will not be allowed to attend field trips until the trimester resets. If school staff members believe that a scholar will be a safety concern on a field trip, a parent will be required to attend the field trip in order for the scholar to attend.

Grades 6-8

We are moving to a new middle school discipline policy for the 2013-2014 school year. Our goal with this shift is to implement a system that better reinforces our goals of developing our scholars' character, non-cognitive skills, and motivation to internalize the importance of our core values. Our new system is a professionalism tracker. Instead of earning demerits, scholars will earn a professionalism rating at the end of each class based on the choices that they make. They will also earn a rating for the quality of their homework. They can earn the following ratings: highly professional, professional, neutral, or unprofessional. Scholars can earn automatic detentions for disrespect and disruption of class. 3 unprofessional classes in one day result in a detention. The professionalism tracker resets each day. This is a change from our demerit system in which the demerits reset at the end of each week. If a scholar earns 4 detentions in a week, they will be suspended.

Out-of-School Suspension

**Suspensions must be served on days when school is in session. Suspensions cannot be served on holidays or snow days.*

Grades K-2

Students in grades K-2 will receive out of school suspensions for an 8th community violation and for each violation thereafter. If a student commits one of the infractions listed below, the student may receive an out-of-school suspension rather than receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and dean of students will meet in order to address the student's behavior and plan for improvement. Furthermore, students will not be allowed to return to class after a suspension without a parent signature on the suspension letter. Infractions that merit immediate suspension include:

- Gross disrespect of a fellow student, staff member, or school property
- Tantrums
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Unauthorized use of the building elevator
- Forgery of any sort, including parental signatures
- Repeated and fundamental disregard of school policies and procedures

Grades 3-5

If a student commits one of the infractions listed below, the student will receive an out-of-school suspension rather than receiving a Community Violation. Before the student is returned to class, the student, his or her parent or guardian, and Dean of Students will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student, staff member, or school property
- Fighting, pushing, shoving, or unwanted physical contact
- Making verbal or physical threats, empty or otherwise
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Using abusive, vulgar, or profane language or treatment
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Intentionally leaving class (or wherever the students should be) without permission
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Repeated and fundamental disregard of school policies and procedures

Grades 6-8
If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student is returned to class, the student, his or her parent or guardian, and the student's Advisor, Dean of Students, or Principal, will meet in order to address the student's behavior and plan for improvement. If a student gets suspended from school, they cannot participate in any after school activities. Infractions include:

- Gross disrespect of a fellow student
- Gross disrespect of faculty or staff
- Gross disrespect of school property
- Excessive detentions (4 or more in a week)
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Excessive demerits and/or repeated after-school detentions
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Unauthorized use of the building elevator
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Repeated and fundamental disregard of school policies and procedures

<u>Expulsion</u>

Under certain circumstances, students may be subject to suspension and/or expulsion by the Principal as explained below.

a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

b) Any student who assaults a school staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

c) Any student who is charged with a violation of either paragraph a) or b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

   After said hearing, the Principal may, in her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph a) or b).

d) Any student who has been expelled from the school pursuant to these provisions shall have the right to appeal to the Co-Director for Academics. The expelled student shall have ten days from the date of the expulsion in which to notify the Co-Director of the appeal. The student has the right to counsel at a hearing before the Co-Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Principal a written statement of the reasons for said expulsion.

Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

In addition to those categories provided by state statute (listed above), students may face expulsion as a result of the following infractions:

- Repeated or excessive out-of-school suspensions
- Repeated and fundamental disregard of school policies and procedures
- Possession, use, or transfer of drugs and alcohol
- Assault against fellow students or other members of the school community
- Destruction or attempted destruction of school property including arson
- Repeated bullying

It is in authority of the Principal to suspend or expel a student who has been charged with a felony if the Principal determines that the student's continued presence would have a detrimental effect on the general welfare of the school. See M.G.L. c.71, § 37H ½.

In addition to any of the preceding infractions, any breaches of Federal law, Massachusetts State law, or bylaws of the City of Boston, may be handled in cooperation with the Boston Police Department and may result in expulsion.

PROCEDURES FOR DISCIPLINARY ACTION

Community Violation

When a student receives a community violation, parents will be informed by phone or email when possible. Additionally, parents will receive written notification in the form of a Community Violation sheet that will be sent home in the Life Work folder. A parent is required to sign the Community Violation that night and return it to school the next day. A copy of the Community Violation form follows this page.

Detention

Depending on the severity of the infraction, either one or four demerits may lead to after-school detention. Students will be notified of their detention after receiving their fourth demerit, or after committing a single, detention-worthy offense. In the event that a detention is issued, it is the responsibility of the student's parent or guardian to make alternative transportation arrangements, since the regular school bus will leave at 4:00 P.M. Students will be expected to serve detentions on the day on which their family has been notified, provided that the family receives notification by 3:00 P.M. Students who receive a second detention for a given day will be expected to serve extra

time on that day. Any time a student fails to attend a detention within this allowed time-frame, he or she may face suspension.

Suspensions and Expulsions

In the case of suspension or expulsion, the student will be removed from class or school, and will be sent to the Main Office or another designated school location, following which, the student's parent or guardian will be notified of the incident by the school.

I. *Short-Term Suspension*

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

a. oral or written notice of the charges;
b. if the student denies the charges, an oral or written explanation of the evidence against him/her; and
c. an opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

II. *Expulsion or Long-Term Suspension*

For expulsion or suspension longer than ten days, the student shall receive:

a. written notice of the charges;
b. the right to be represented by a lawyer or advocate (at the student's expense);
c. adequate time to prepare for the hearing;
d. the right to present witnesses and to cross examine witnesses presented by the school; and
e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

A. The role of the Principal, Co-Director, and Board of Trustees in Suspension and or Expulsion

The Principal, pursuant to M.G.L. c.71, §37H or M.G.L. c.71, §37H½, is vested with the authority to suspend and/or expel students in the following four circumstances:

1. **Student possession of dangerous weapon;**
2. **Student possession of controlled substance;**
3. **Student assault of educational personnel; or**
4. **Student charged with or convicted of a felony.**

All decisions by the Principal regarding suspension or expulsion of a student for any of the above-cited [four] reason(s) are subject to review by the Co-Director for Academics.

Expulsion for all offenses except for the four listed above, must involve both the principal and the Co-Director for Academics.

Expulsion shall be defined as permanent exclusion from the School. Upon receipt of the recommendation of the principal and the Co-Director for Academics, the board of trustees will consider the expulsion of a student as provided for in M.G. L. c. 76, §16 and § 17. The following procedures will apply:

1. The Co-Director for Academics may commence an expulsion proceeding before the board by providing the board with notice of the reasons for the proposed expulsion.

2. Prior to any decision by the board to expel a student, the student will be provided with written notice of the following:
    a. Charges and a statement of the evidence;
    b. Date, time, and place of a hearing;
    c. Notice of the right at the hearing to:
        i. be represented by legal counsel (at the student's/parent's own expense)
        ii. present evidence
        iii. confront and cross-examine witnesses
3. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing.
4. A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
5. The decision by the board will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. Parents/guardians are provided with a copy of the Procedural Safeguards (provided in their native language) at initial evaluation meetings, at least once per year thereafter and prior to disciplinary removals that total more than 10 days.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the Principal. The Principal will receive a written report from the appropriate faculty or staff member. After reviewing the written statements by the staff member and the complainant and undertaking any additional investigation deemed necessary by the situation, the Principal will present an appellate decision to the complainant. Co-Directors will not hear complaints that have not followed this procedure.

If the situation has still not been resolved, the complainant may appeal the decision to the Co-Director for Academics.

If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled meeting of the Board of Trustees. The board will not hear complaints that have not first followed these procedures. This complaint is not an appeal, and therefore, the Board does not need to issue a decision in response to the complaint. If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, § 89(jj) and 603 CMR 1.10.

If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603 CMR 1.10(4). A parent/guardian may file a complaint with DESE at any time if he or she believes that the school has violated any federal or state law or regulation. 603 CMR 1.10(6).

MISCELLANEOUS GUIDELINES

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges. If a scholar earns eight or more community violations in a trimester, he or she will not be allowed to attend the field trip until the trimester ends and violations reset. If school staff believes the scholar to be a safety concern, a parent will be required to attend the field trip in order for the scholars to be allowed to attend the field trip. Elementary students who earn 8 or more violations in a trimester will be ineligible for field trips. Students in K-8 who earn more than 20 unexcused tardies during the school year will be ineligible for field trips. In order for any 8th grade student to attend the trip to Washington DC, he/she must be in good academic standing and must have earned less than 24 automatic detentions throughout the year. Failure to meet these standards will result in a hearing to determine whether or not the student will be allowed to attend the DC trip.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

IN THE CLASSROOM
Daily Student Life

ATTENDANCE POLICY

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at Edward W. Brooke has been formed in order to ensure that this remains the case. Therefore, any student who misses more than 15 days of school over the course of a school year will be automatically recommended for retention in their grade level. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the Director of Operations will contact a Truant Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 7:30 A.M. if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail or on the classroom teacher's voice mail. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please indicate your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

Students will be held accountable for work missed due to suspension, vacation, or absences. Work may not be provided in advance of absences.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence, unless advance permission has been given by the school.

According to M.G.L. c. 76 and c. 72, § 8, all students under 16 are expected to be in school. Edward W. Brooke Charter School operates in compliance with Department of Transitional Assistance requests and requirements.

LATENESS

Parent must escort late students to the Main Office to sign in, before proceeding to their classroom. Late arrivals after 7:45am disrupt class for all students in the class and therefore should be avoided if possible. Three late arrivals will count as the equivalent of one absence for the purposes of our attendance policy. If any scholar is tardy, there are escalating consequences with each tardy arrival.

- 1-4 tardies: The scholar will earn a tardy violation. This tardy violation needs to be signed by a parent and returned to Ms. Johnson ASAP. The scholar will not be able to eat with his or her class until the violation comes back.
- 5+ tardies: Elementary scholars will miss recess and middle school scholars will have silent lunch in the cafeteria.
- 10 -15 tardies: The scholar will continue to miss recess/earn silent lunch and a parent will be required to attend a meeting with Ms. Johnson in order to determine an action plan to get the scholar to school on time each day.
- 20+ tardies: The scholar will miss recess/ earn silent lunch and will not be allowed to attend any field trips. They will spend the field trip time making up work that they missed due to their excessive tardies.

EARLY DISMISSAL POLICY

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 7:45 A.M. of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform

the classroom teachers of early dismissals in written form by sending a note in the child's Life Work folder. Teachers will then be responsible for having the student sitting in the Main Office at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00 PM as absences. The school will record dismissals after 12:00 PM but before 3:55 PM as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present. If a student is dismissed early more than three times in a trimester, those early dismissals will be counted as an absence.

DISMISSAL POLICY

Each family will be given 5 identification cards. These identification cards should be given to people who have permission to pick up the children in that family. Staff members will ask to see an identification card whenever the children of that family are picked up. If the person picking up the children does not have an identification card, staff members will call the children's guardian before allowing the children to be taken by that person.

SNOW CLOSINGS

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Brooke Charter School follows the exact same cancellation policies as Boston Public Schools, so if Boston Public Schools is closed, so are Brooke Charter Schools.

LIFE WORK (HOMEWORK)

Grades K-2

Life work will be sent home nightly inside of the Life Work Folder. Teachers will clearly explain the lifework expectations at the beginning of the year either through a phone call or a letter. <u>All primary school life work must be signed by an adult every night.</u> Before signing the Life Work sheet for each night, parents should go through the Life Work and make sure it is all completed. We encourage parents to go through each assignment with their child and check the work. In the primary grades, we do not consider parent help on Life Work cheating; instead, we consider parental help on Life Work a key component of academic success. Parents should feel free to mark incorrect work and go over it again with their child. This shows our scholars how much their parents value academic success and also offers them additional academic tutoring. Parents should not write answers for their child unless the teacher has specifically requested this. The life work should be returned to school within the Life Work Folder, and the entire folder should be turned in using the designated process as soon as students enter the classroom.

Students will not be excused from completing homework assignments for any reason. If a student has an absence, the student will need to complete the homework no later than <u>one day</u> after returning to school (unless the teacher has given approval for an extension).

Students who do not turn in life work will receive a life work violation. Students will receive life work violations if there is no signature on the life work, the life work is started but incomplete, the life work reflects minimal effort, the life work folder was left at school, the life work folder was left on the bus, or the life work folder was left at home. As we try to teach our scholars responsibility and accountability, it is vital that we do not excuse them from turning in life work under any circumstances. A life work violation form follows this page.

If a child receives a 6th life work violation of the trimester and the parent refuses to enroll his or her child in Life Work Help, the child will be suspended for 2 days and expected to attend lifework support when they get back from suspension. Lifework violations and lifework support resets at the beginning of each new trimester. There is a $4/hour fee for lifework support unless the child has been placed in lifework for reasons other than lifework violations.

We will also ask certain students to stay for Life Work Support daily from 4:00 to 5:00 so that we can better support their academic achievement. If a student is asked to attend for the year by the teacher, that parent will not incur the charges that are associated with the 6th life work violation.

Grades 3-5
Life work will be sent home nightly inside of the Life Work Folder. Students are expected to complete their life work independently in the upper elementary grades. Parents are welcome to go through each assignment with their child and check the work, but they are not required to review and sign it like they are required to in the primary grades. Reviewing life work with your child and helping on the areas that are difficult can show our scholars how much their parents value academic success and also offers them additional academic tutoring; however, if a parent always completes a child's life work with him/her, it does not teach the child independence. We do ask parents to help time their child on fact power so that we can ensure that our students are completing the required problem in the proper time period.

Students will not be excused from completing homework assignments for any reason. If a student has an absence, the student will need to complete the homework no later than <u>one day</u> after returning to school (unless the teacher has given approval for an extension).

Students who do not turn in life work will lose community privileges and receive a community violation. This may include missing learning time, field trips, community meetings, and other activities.

Grades 6-8
Each student is expected to complete all of his or her assigned homework on time every day. If a scholar does not complete all of his/her homework for the day, that scholar will earn an unprofessional for the day.

Students at EWBCS must demonstrate a commitment to completing and turning in their homework regularly and faithfully. Any student whose homework average in 2 academic classes falls below 70% as of the most current progress report will be required to attend the after-school homework completion program from 4:00 to 5:30 each day (excluding Wednesdays) until all homework grades are above a 70%. Parents will be notified if their child will be required to participate in the after-school homework completion program. Students who do not attend the after school homework completion program as required on any given day, regardless of the reason, will be assigned an automatic detention to serve, in addition to making up the missed session. Students who miss two sessions in a week and/or miss a required detention will be suspended from school for one day.

Students will not be excused from completing homework assignments for any reason. If a student has an excused absence, the student will need to complete the homework no later than <u>one day</u> after returning to school (unless the teacher has given approval for an extension). If the student is absent without excuse, the student will be suspended from school the following day.

The school also provides families with the opportunity to voluntarily enroll their students in the after school homework completion program. Families who choose to enroll their students in the program will pay the same rate elementary families pay for the elementary after school program.

TOYS, CELL PHONES, and ELECTRONIC DEVICES

Students will not have an opportunity to play with toys during the day so they should be left at home. Students who bring inappropriate items to school will have such items confiscated. These confiscated items will not be returned to students; a parent or guardian will be required to come to the school to retrieve them. Students are not permitted to bring toys to recess.

Any student with a cell phone needs to turn in the phone to their teacher at the beginning of the day. Cell phones will be kept in lock boxes. Any 3rd-8th grader who fails to do so will receive either a community violation or an

automatic detention (depending on the grade-level) and the phone will be kept at school until an adult can pick it up.

STUDENT DRESS POLICY

We show respect for our appearance and our cohesion as a community through our uniforms. Students in our community are expected to follow the school dress code in order to be allowed in class. Students are to wear the following uniform:

The uniform for all students is as follows:

- *navy blue polo shirt with school logo* (long-sleeve or short-sleeve). (In grades K-5, Homeroom t-shirts are also permitted any time. In grades 6-8, Homeroom t-shirts can be worn only on days on which students wear the gym uniform).

- *khaki-colored dress pants or shorts*, straight leg or regular fit only (such as Dockers). No flare, cargo, or wide-legged pants are permitted. Cargo pants are pants that have more than one pocket on the legs of the pants. Pants cannot have designs on them and must be plain khaki. Pants may not be worn below the top of the hips. Ripped pants are not allowed. No pants made of spandex material are allowed. If pants are too tight (determined by administration) scholars will need to call home to get another pair of appropriately fitted pants.

- *In place of pants, girls may wear a khaki skirt, knee-length or longer, or a khaki skort. Girls may wear navy, white , grey or black tights. Tights with patterns or other colors are not permitted. Leggings are permitted if they go to the ankle. Girls wearing skirts must wear shorts underneath.*

Students may also wear a navy blue sweater (no logos) or a navy blue sweatshirt with the school logo over their uniform shirt in colder weather. The collar of the polo shirt must be seen while students are wearing sweaters or sweatshirts. Student will not be able to wear coats during class. Students may not wear hooded sweaters or sweatshirts. We ask parents to write the initials of their child on the tags of sweater, and teachers will mark the tags of sweaters with initials if we notice that they are not marked. This is to prevent students from losing their sweaters.

Students may wear only white, gray, navy blue, or black undershirts beneath their polo shirts.

Middle school students wearing pants or shorts must also wear a solid black or brown belt. In the elementary grades, if students wear a belt, the belt must be brown or black. Students should not wear belts that they cannot undo independently, as this can lead to bathroom accidents.

<u>Shoes</u>:
Students may wear solid black or white sneakers with absolutely no color or logos on them. Students may not wear shoes with wheels or lights and may not wear boots during the school day, although snow or rain boots can be worn to and from school and during outdoor recess. Students must wear socks. They must be plain black, white, gray, or navy. Students may not wear sandals.

<u>Hats, Bandanas, Wave Caps, Earrings, Chains, and Braids:</u>
Once students enter the school building, the wearing of hats, bandanas, or wave caps is not permitted. Hats, bandanas, or wave caps worn inside the school building will be confiscated. If your child wears a head covering for religious reasons it must be navy, gray, black, or white. Students can wear simple headbands, hair bows, and clips. Staff will use their discretion with hair accessories that are distracting to learning. If earrings are worn, they must be simple studs only (no large, hoop, or dangling earrings). Chains must be worn underneath students' shirts at all times. Students cannot wear chains that cannot be tucked in. Jackets, overcoats, or any clothing tied around the waist or neck is not permitted. Students may wear their hair in braids but are not allowed to unravel their hair during the school day as this is a distraction to our learning environment. Students may not wear disruptive jewelry, such as talking or beeping watches. Students may not wear bracelets or fake nails. Rings can interfere with young students learning proper handwriting so students may not wear rings in the primary grades.

Students who are out of uniform will not be permitted to attend class and will remain in the Dean of Students' office until the student is in uniform. If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and parents will not be contacted.

Physical Education Attire (Middle School Only)
Elementary students are not permitted to wear gym uniforms.

In order to participate in physical education activities at the school, students in grades 6-8 must wear proper attire, available for purchase through the J.B. Edwards uniform company at 745 South St. in Roslindale. Students will be allowed to wear their gym uniform to school on their designated physical education days only (generally 2 days per week), on which days, they will wear their gym uniforms for the duration of the day. However, since the school does not have lockers, secure space is not available for students to keep their dress overnight. Any student who is not in the proper attire for physical education will sit out of physical education and will receive an automatic detention after their first offense. Requirements for both boys and girls include:

- White sneakers appropriate for athletic activity, though they should not have dark soles that would mark up uncarpeted floors.
- Navy blue T-shirts, with the school's logo AND/OR navy blue sweatshirts with the school's logo (no hoods).
- Navy blue athletic shorts, with the school's logo AND/OR navy blue sweatpants with the school's logo.
- White athletic socks.

There are no replacements for the school gym uniform. Families can call J.B. Edwards at (617) 323-8832 to order their uniform.

Purchasing Uniforms
School uniform shirts are available for purchase through the J.B. Edwards uniform company at 745 South St. in Roslindale. Families can call J.B. Edwards at (617) 323-8832 to order their uniform. Please purchase your uniforms early because they often sell out in the weeks before school starts.

Bathroom Accidents
Parents of kindergarten , first, or second grade scholars are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

EWBCS UNIFORM VIOLATION RESPONSES

Only applies to middle school student

Violations that Teachers Will Address Directly

Uniform violation	Response
Student is wearing wrong color undershirt (not white , grey, black, blue)	Send student to the bathroom to take it off. If student is uncomfortable taking off undershirt, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing stockings that are not white or blue.	Send student to the bathroom to take them off. If student is uncomfortable taking off wrong color stockings or leggings, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing hoop earrings, any facial piercings, or excessive jewelry	Have student take them off. If student is uncomfortable taking off hoop earrings, send to the Dean's office to call parents. *Student receives a demerit
*Student has shirt un-tucked (use your discretion if the back of the shirt is un-tucked)	*Have student tuck in shirt. *Student receives a demerit
*Student has the bottom of their pants tucked under the tongue of their sneakers. (use your discretion if it's possible it was unintentional)	*Have student pull bottom of pants over their sneakers. Student receives a demerit
Student wearing a hat in the building	Have student remove hat. *Student receives a demerit
Student is wearing pants too low	Have students pull up their pants. *Student receives a demerit

Violations that the Dean of Students Must Address

Uniform violation	Response
Student is wearing polo shirt without the EWBCS logo	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing wrong color socks (not black, white, grey, or navy blue)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing cargo pants, shorts, or skirt (pockets and zippers on the side)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing a skirt that does not reach the knees in the front and back	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing pants, skirt, or shirt that are excessively tight	Send to the Dean's office to call parents. *Student receives a demerit
Student is not wearing sneakers that are 100% white or black (shoes and boots are not allowed/snow & rain boots are allowed in the winter but must be taken off immediately after entering school)	Send to the Dean's office to call parents. *Student receives a demerit
Student is not wearing gym uniform on days that they have gym or dance. Student is wearing gym uniform w/o the EWBCS logo	Send to the Dean's office to call parents. *Student receives a demerit
*Student is not wearing a belt	*Send to the dean's office to call parents. Student receives a demerit.
Student has written on or colored in any part of their uniform	Send to the dean's office to call parents. *Student receives a demerit

Middle school students will receive an automatic detention for any uniform violation if they have already received a demerit for a uniform violation that day

STUDENT SCHEDULES

Student Schedules

If we want students to learn more, we need to spend more time learning. Our longer school day and longer school year afford students this opportunity. Teachers set their own schedules in their classrooms and so the schedule will naturally change from room to room and from day to day. Classroom teachers can present you with far more information about the daily schedule during open house.

Early Release Wednesdays

Brooke students are dismissed at 12:20 every Wednesday in order to provide teachers with regular times to meet and conduct professional development activities. Please note that lunch is not served and medications are not administered on early release days.

Clean School

Given the school's emphasis on responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.

Extra Academic Preparation

While the regular school day runs from 8:00 A.M. to 4:00 P.M.., students whose performance demonstrates a need for extra help or tutoring, especially those new to the school, may be required to start as early as 7:15 A.M. and/or to stay as late as 5:30 P.M. in the afternoon for additional instruction. Therefore, please note that students' academic performance may determine the length of their school day. The most important thing for the school is that students are prepared to succeed in their classes.

Additionally, students may be required to attend a summer session in July in order to receive extended academic instruction. These summer session days are not optional and are considered part of the regular school year for those of whom these days are required.

Sports

Age-eligible students may only participate on school-sponsored sports teams if they: 1) are passing all of their classes; 2) receive permission from their parents or guardians; and 3) have on file with the School Nurse verification that they have successfully passed a physical over the past year. Families should keep in mind that students who have not submitted evidence of a physical examination within the last calendar year will not be permitted to participate in extracurricular athletics.

HALLWAY BEHAVIOR

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall. Students in the hallway without permission and students who talk in the hallway will receive a Community Violation or Detention.

BATHROOM BEHAVIOR

In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a community violation or detention and may not be permitted to use the bathroom alone.

ASSESSMENT

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students' reading levels. The Developmental Reading Assessment (DRA) will be administered at least three times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

Progress Reports, Report Cards, and School-Parent Meetings.
Teachers and staff will use progress reports and report cards to communicate students' academic and behavioral performance. Progress reports and report cards will be sent home with students. In certain circumstances, a student's report card or progress report may not be distributed in class and may need to be picked up at the school by the student's parent or guardian. Parents will also be expected to meet with their children's teachers during the two Family-Teacher Conferences held each year in November and March. New families are also required to attend a conference before the start of the school year.

PROMOTION POLICIES

Grades K-5

Three factors are considered in promotion decisions: attendance, overall reading level, and grade-level standard mastery, as cited on the report card.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please refer to the attendance policy section of this handbook for more details on this policy. Please note that absences resulting from out-of-school suspensions are not excused.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final STEP test results will be automatically retained in their current grade-level. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Elementary students receive standard-based report cards that reflect student progress toward mastering the power standards for each grade level. Students are expected to master all standards by the end of each grade level. Elementary students are graded on a scale of 0 to 4.

- 0 – The student has no mastery of the standard.

- 1 – The student has minimal mastery of the standard and needs continued support.
- 2 – The student has partial mastery of the standard and needs minimal support.
- 3 – The student has grade level mastery of the standard and is able to work independently.
- 4 – The student has above grade-level mastery and is able to apply this standard in new situations.

Students who average below a 2.8 on literacy or math report card areas at the end of the year are eligible for retention, and students who average below a 2.4 will be automatically retained. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the principal. The school reserves the right to make exceptions to this policy given special circumstances.

All students who are reading below grade level at the end of the academic year may be required to attend summer session. Summer session is an intensive, targeted instructional program that aims to develop reading, writing, and math skills in a small classroom setting. Students are required to wear uniforms during summer session. Summer session is provided free of cost, but parents are expected to provide transportation for their children. Attendance at summer school will not affect promotion decisions.

Grades 6-8

Students who fail two or more of their major classes for the year (science, math, social studies, reading, or writing) will be retained in their current grade level as a matter of policy. Students whose homework grades are below 70% for two or more of their major classes will be retained in their current grade level as a matter of policy.

Students who fail one of their major classes for the year will be retained in their current grade level, unless a committee of school faculty members and administrators decides to grant an exception. Students may also be retained in their current grade level if they end the year reading below grade level. In all such cases, the criteria in making such decisions shall be the student's readiness to succeed in the next grade level. In addition to retaining or promoting, the school may also promote a student on the condition that they successfully complete a summer program approved by the school, but paid for at the family's expense.

BUILDING SAFETY AND SECURITY

Edward W. Brooke Charter School

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY

All visitors are required to report to the Main Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

STUDENT SEARCHES

In order to maintain the security of all its students, Brooke Charter Schools reserve the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

FIRE SAFETY PROCEDURES

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

GENERAL SCHOOL INFORMATION

Edward W. Brooke Charter School

TO CONTACT US

Brooke Roslindale
190 Cummins Highway
Roslindale, MA 02131
Tel. 617-325-7977
Fax 617-325-2260
www.ebrooke.org

SCHOOL DAY

The regular school day runs from 7:45 a.m. – 4:00 p.m. on Monday, Tuesday, Thursday, and Friday. (At Brooke 2, hours are 7:45 am. To 4:30 p.m.)

On Wednesdays, students are dismissed at 12:20.

The school building is closed at 6:00 p.m. Voice mail will be on automated attendant before 7:30 a.m. and after 6:00 p.m., though families should feel free to dial directly the appropriate extensions at any time.

STUDENT PHONE USE

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. <u>If parents need to leave a message for their child, they should call the office, not the classroom phone, to leave a message before 2:30 p.m</u>. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Students may not use the telephones in classrooms or in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day.

FAMILY COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

PARENT INVOLVEMENT

Parental involvement in a child's educational life is critical to a child's success. We encourage parents to develop strong positive partnerships with the school.

Visiting Classes
Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

Initial Teacher Meeting
New parents are asked to bring their children in to the school before the start of school to meet with their child's homeroom teacher. These meetings will last about half an hour and will be scheduled directly by the homeroom teacher. These meetings will give students and their parents a chance to meet their teacher before the first day of school and will also allow teachers to learn a little bit about the child's educational history and personality. It is critical that all parents and children attend this initial teacher meeting.

Open House
All parents are required to attend the open house and are asked to bring their children to this event. At the open house, teachers will explain vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the classroom. It is also an opportunity for children to give parents a tour of their new classroom. It will also give parents a chance to meet parents of other students in the school. The Elementary School open house will occur on Tuesday, September 3rd at 6pm. The Middle School open house will occur on Thursday, September 5th at 6pm.

Curriculum Nights
We are excited about our curriculum at the school and want to share what is going on in our classrooms. Throughout the year, we will hold parent curriculum nights, and we encourage all parents who can attend to do so. We will send out a calendar at the start of the year that has all of the dates for the monthly curriculum nights.

Community Newsletter
Community newsletters will be sent home about once a month. The newsletters will have critical information about upcoming school events, and parents are asked to read the newsletter carefully.

Parent Conferences
Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or principal. Parent conference days are scheduled for November 18 and March 16. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

Parent Involvement Committee
In addition to supporting their child and learning more about the school program, parents/guardians have the opportunity to contribute to the school via the school's Parent Involvement Committee. Please see the *Appendix* for more on the school's Parent Involvement Policy.

LOST AND STOLEN PROPERTY

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every

reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property, or compensating the family for the value of that property. The school is not responsible for cell phones that are not handed in to the lock box at the beginning of the day.

TRANSPORTATION

The school uses a combination of transportation methods to transport students to and from the school.

Boston Public Schools Buses

The school uses Boston Public Schools (BPS) buses for eligible students. Eligible students are those students who live 1½ mile or more away from the school.

The Boston Public School transportation department will send a notice to you about your bus stop location, time of pick-up and drop off, and bus number.

Please note that bus drivers will drop off students at the bus stop even when the parent is not there.

WHAT HAPPENS IF…

- You move during the school year? Please contact the main office and ask to speak to the school's program manager. We will submit your new address to the BPS transportation department in order for your child to receive a new transportation assignment.
- The bus is late? Students are not marked "tardy" if their school bus arrives at school late. Call the bus yard in order to have the dispatcher track the location of your child's bus.

Alternative Transportation

Parents may request a bus stop near their child's after school program, with certain restrictions. The requested stop must be on one of the school's regular bus routes, and there must be a seat available on the bus. Parents should be aware that BPS may not be able to assign a student to a requested alternative stop, and requests can take several weeks. You may contact the Program Manager for details and an application.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. Some students receive door-to-door bus service. Other students with disabilities are picked up and dropped off at a corner near home, receive an MBTA pass, or walk to school. Some students with medical or physical conditions may receive door-to-door service by submitting a letter from the doctor to the principal. The school nurse will contact the doctor to discuss the appropriate transportation services for these students and the time limits of those services.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform

the dean of students of the situation. School administration will then conduct an investigation into your complaint.

School buses and vans will drop students off at the school between 7:15 and 7:30 in the morning, and will bring students home at 4:00 in the afternoon. The buses and vans will drop off and pick up students in front of the school's main entrance doors.

If you have any questions, comments, or concerns, the BPS transportation department can be called at 617-635-9520.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to dismiss their students before the regular dismissal time as this is very disruptive to blass.

Student Drop-Off

Families who drive students to school in the morning are requested to drop their students off at the main entrance.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.

Crossing Busy Roads (Cummins HWY and Summer St.)

Cummins Highway and Summer St. are busy arteries, with high traffic volume. Students may never cross these streets unless escorted by an adult or unless they have received a walk signal at an intersection. Students who violate this rule will face severe consequences, up to and including suspension.

We ask that when parents cross these streets with their children, that they do so only at crosswalks. Particularly at dismissal time, crossing at non-authorized areas creates a hectic and dangerous situation and sets a poor example for students.

Parking at Brooke Roslindale

There is a school parking lot located across the street from the school on Cummins Highway. Families may park in the parking lot at any time.

Cars may also be parked in any unrestricted area on Cummins Highway; however, cars may not be left unattended in the no-parking zone directly in front of the school. It is very important that this area remain unobstructed so that school buses can drop-off and pick-up students safely and without obstructing traffic.

Families may not park on Ada street, which is the private way located directly across the street from the school. The school also requests that families do not park on Brown Avenue out of respect for our neighbors.

SCHOOL BREAKFAST & LUNCH

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student's application for free or reduced meals

has been returned to the school, families will be notified by mail of their eligibility. All students receive free breakfast. Breakfast is served from 7:15 until 7:45. Students who arrive after 7:45 will not be served breakfast.

Students may either purchase lunch and milk from the school or bring their own lunches from home. Since school lunches are prepared off-site, the school must have an accurate number of meals that students wish to order and must place that order with the caterer one week in advance of the meal. Every month students will be given a menu and order form. Meals can be paid for a two-week period or for the entire month. Students are required to bring back the order and payment in an envelope on Monday of the next week. Due to the need to order the meals in advance, the school cannot accommodate last minute changes to the meal order.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

HEALTHY FOOD POLICY

Because we want to ensure that our students are healthy, we have a healthy food policy. For breakfast, scholars are not permitted to eat any fast food breakfast other than bagels, plain croissants, and muffins without chocolate chips. They are also not allowed to eat sugary pastries which include but are not limited to donuts, danishes, and chocolate chip muffins. For lunch, scholars are not permitted to eat fast food (except salad, fruit, deli sandwiches, or a grilled chicken salad), any fried chips (all baked, whole wheat, and vegetable chips are allowed.), fruit snacks that are not 100% fruit, and candy. These same rules apply for daily snacks. Scholars eat two snacks a day. The school will always provide a healthy snack for all scholars. Scholars are not permitted to eat chips of any kids for snack. Soda, tea (including iced tea), coffee, and sports drinks are not permitted. Scholars who bring any of these foods to school will be told to put the restricted item away and the item will be replaced with a school bought healthy option. Scholars need well-balanced meals each day. If a scholar is found to have a lunch that consists of only “snack foods,” we will contact a parent and serve the student a school lunch.

FOOD ALLERGIES

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

BIRTHDAY CELEBRATIONS

Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch, considering that classes are eating all together in the cafeteria. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. The birthday treat also needs to be easily consumed by dismissal at 4:00 so we recommend easy-to-eat treats such as cupcakes, popsicles, yogurt and granola cups, or fruit salads. *Children may not distribute invitations to parties within the school building unless every member of the class is invited.*

MEDICAL RECORDS AND HEALTH SERVICES

Massachusetts state law requires all students enrolling in a new school to have a physical examination before entering the school. Before a student can enroll in the school, the school must have on file the following forms:

- **Massachusetts School Health Record.** This form contains records showing that the student has: 1) had a physical exam within the past year prior to the start of the school year; 2) up-to-date immunizations; and 3) had screening for vision, hearing, and scoliosis.

- **Authorization for Dispensing Medication in School Form.** If a child must receive medication during the school day, this form must contain the instructions and signature of the physician who ordered the medication and be signed by a parent or guardian.

- **Physician Information Release Form.** This form must be filled out and signed by a parent or guardian, so that the school may contact a student's physician in case of an emergency.

- **Office/Health Emergency Card.** This form provides important information about a student's emergency contacts, health care providers, and insurance. Most importantly, it gives the school permission to initiate emergency medical treatment in the event that a parent or guardian cannot be reached. <u>No student will be allowed to enter school without having this form on file.</u>

Health Services

The school's registered nurse will be at the school part-time to administer medication to students who require it during the school day, and to provide counseling on health-related issues, first aid to injured students, and care to ill students. In addition, the school has access to a consultant with the Boston Public Health Commission who serves as an advisor to the school on selected medical matters.

If a student requires medication while in school, the school must have on file an Authorization to Dispense Medication form, filled out by the student's physician. No student is allowed to bring medication to the school without the nurse's full knowledge. Students who have provided the school with medication dispensation authorization forms should bring the medication to the school on the first day, or contact to the school to make other arrangements.

This requirement applies to all medication, including Tylenol, aspirin, and asthma inhalers. If a student needs to take Tylenol or aspirin during the school day, the student must have on file the authorization signed by his or her physician and a parent or guardian, giving the school permission to administer the medication during the school year. In addition, each day the student needs the medication, he or she must bring the medication and a note from a parent or guardian: 1) giving the school nurse permission to administer the Tylenol or aspirin; and 2) informing the nurse when the child was last given the Tylenol or aspirin. If such authorization is not on file, the parent or guardian of the student must come to the school to administer the Tylenol or aspirin directly. If a student needs to have an asthma inhaler with him or her at school, the student must provide the school nurse with the order from his or her physician stating that the student needs to carry the inhaler. The order must also be signed by a parent or guardian, and the student must provide the nurse with a second inhaler that will be kept in the nurse's office.

While the school nurse is responsible for supervising the school's prescription medication administration program, the school has registered with the Department of Public Health a Board-approved plan that allows the delegation of the administration of medication to unlicensed school personnel under certain circumstances.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated at the school by the school nurse or by selected teachers and administrators. The school is not equipped to handle medical services beyond basic first aid. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent, guardian, or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have on file each student's Office/Health Emergency Card, which provides up-to-date contact information for parents and guardians, and which gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

STUDENT RECORDS

(1) Standardized Testing

As is required by the state, all students in grades three through ten participate in the Massachusetts Curriculum Assessment System exams administered in April and May of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

(2) Student Records

a) General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations ("Regulations"), detailing these rights, are available in the Main Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the building principal.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Brooke Charter Schools also release a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Student & Family Directory Information: For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, Brooke Charter Schools have a practice of releasing directory information, consisting of any of the following: the student's name, address, telephone listing, date and place of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, the directory information will be released without further notice or consent.

Photographs, Video, Audio, Recorded Comments: For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Brooke Charter Schools have a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the Principal. Absent receipt of a written objection, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

b) Access by non-custodial parents

Massachusetts General Laws c. 71, §37H ("Section 37H") governs access to student records by a parent who does not have physical custody of a student. Generally, Section 37H requires a non-custodial parent seeking access to a student record to submit a written request and other documentation to the principal on an annual basis. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the Principal for detailed information regarding the procedures that must be followed under Section 37H.

Parents and eligible students have a right to file a complaint concerning alleged failures by a school district to comply with the requirements of the student records laws and regulations with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. Complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

NONDISCRIMINATION

Brooke Charter Schools so not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to the school on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by the school on the basis of race, sex, color, religion, national origin, or sexual orientation as required by M.G.L. c. 76, § 5.

HARASSMENT

Brooke Charter Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Brooke Charter Schools require all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

<u>Definition Of Harassment</u>

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior, may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to

make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Brooke Charter Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

GRIEVANCE PROCEDURE

I. *Where To File A Complaint*.

Any student or employee who believes that the school has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Director of Operations. If the Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Principal. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

Director of Operations
Principal
Brooke Roslindale
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

Complaints of harassment by peers: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with one of the school's complaint manager (hereinafter referred to as "Building Complaint Manager"), who is the school's Dean of Students.

Complaints of discrimination based upon disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with

Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the following individual:

Director of Student Support
Brooke Roslindale
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. *Contents of Complaints and Timelines for Filing.*

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.

2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.

3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).

4. A description, in as much detail as possible, of the alleged discrimination or harassment.

5. The date(s) of the alleged discrimination or harassment.

6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.

7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. *Investigation and Resolution of the Complaint.*

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a

resolution designed to stop the discrimination or harassment and to correct its effect. Within five (5) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the school involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with the school's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. *Appeals*

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Trustees
Brooke Charter Schools
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or

2. within 60 calendar days of receiving notice of the school's final disposition on a complaint filed through the school, or

3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or

4. instead of filing a complaint with the school.

HAZING

Massachusetts Anti-Hazing Law

M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to students and student groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen. and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. *(Amended by 1987, 665.)*

INTERNET ACCEPTABLE USE POLICY

I. Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Brooke Charter Schools offer Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's Internet Service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Principal;

- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

III. Safety Issues

Use of the Internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available in the Main Office or on the Internet at www.ago.state.ma.us.

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

IV. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on diskettes involved in the user's use of the school’s Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

V. Violations

Access to the school’s Internet service is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school’s Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

APPENDICES

The following appendices are included in the handbook to satisfy Federal Title I requirements.

Appendix A: EWBCS PARENT INVOLVEMENT POLICY

Objective

With the interest of student achievement in mind, the Schoolwide Plan Committee has developed the following Parent Involvement Policy. The goal of this policy is to provide parents with the information, resources, and opportunities necessary to support their students and to monitor their progress.

Development and Review

As a matter of policy, the Schoolwide Plan, this Parent Involvement Policy, and the Contract of Mutual Responsibilities will be reviewed in the Spring of each year by the Parent Involvment Committee, which will recommend revisions to the Schoolwide Plan Committee.

School Policy: Parental Input

At the beginning of each school year, the school will oversee the organization of a Parental Involvement Council. The council will be open to participation from all parents of children attending the school and will meet regularly. The council will provide parents with the opportunity to plan and participate in school-wide events as well as provide parents with the opportunity to provide input and feedback on important school policies.

Keeping Parents Informed & Involved

In order to ensure that parents have the information necessary to monitor the performance of their students, the school will take the following measures each year:

- Distribute a Student and Family Handbook to each family describing school policies and procedures in organized and detailed fashion.
- Conduct mandatory orientation sessions in August of each school year for new students and their families. During these orientation sessions, , a representative of the school will review the most important elements of the Student and Family Handbook with new families.
- Require students (in upper grades) to buy a daily planner from the school and ensure that students write each of their daily homework assignments in that planner.
- Ask parents to regularly sign the daily planner indicating that they have reviewed their child's homework assignments and that those assignments have been completed.
- Provide a regularly distributed progress report.
- Provide parents the opportunity to meet and confer with each of their child's teachers during parent conference sessions scheduled following the issuance of each of the report cards of the first 2 academic trimesters.
- Provide parents with the telephone extensions and email addresses of each of their child's teachers and pledge that all telephone calls received by the school by the close of the school day will be returned that day.

School-Parent Compact

ALL parents sign the following Contract of Mutual Responsibilities each year in conjunction with a school representative. The compact will be reviewed each year in conjunction with the Parent Involvement Committee. See the enclosed contract for details.

Parents Right To Know

The Student and Family Handbook School issued at the beginning of each school will include section informing all parents that they have the right to request the following information on their child's teachers.

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Appendix B: EWBCS Title I Schoolwide Plan, 2011-12

BASIS FOR ELGIGIBILITY
Brooke 1: As of October 1, 2010, 78% of students at Edward W. Brooke Charter School ("Brooke-1) qualified for free or reduced price school lunch, according to strictly enforced Federal guidelines.

Brooke 2: As a new school, Brooke 2 Charter School is awaiting final enrollment data as of the writing of this plan (July, 2011)

PLAN REVIEW
Following the release of 2010 MCAS data for Brooke 1, the school's co-directors led a review of the Schoolwide Plan for Brooke 1, with attention given to adapting the plan to reflect the needs and circumstances of Brooke 2.

OBJECTIVE
The mission of Brooke Charter Schools is to provide an academically rigorous education to students from the city of Boston which will prepare them to succeed in college. As such, the goal of the Brooke Schoolwide Plan is to help students make significant and measurable gains in academic achievement.

CONSOLIDATION OF FUNDS
As independent L.E.A.'s each operating its own schoolwide plan, Brooke 1 and Brooke 2 Charter Schools consolidate funds from federal entitlement grants into schoolwide pools so that those funds can be allocated to meet the objectives of each schoolwide plan respectively. The schoolwide pool is synonymous with each school's annual budget and draws on state tuition, federal entitlement grants, and private fundraising as its sources of income. All other revenues outlined in the budget have dictated corresponding expenditures (i.e. federal school nutrition revenues and expenditures, student fees, etc.). Brooke 1 and Brooke 2 Charter Schools will allocate the full allocated FY11 grant amounts for Title I and Title IIA to the schoolwide pool.

COMPREHENSIVE ASSESSMENT (Means for Measuring Outcomes)
In order to measure gains in student achievement, we have identified two primary assessment components at both Brooke 1 and Brooke 2:

The first and most central assessment mechanisms are the MCAS exams administered annually in each grade. As the only assessments available which are completely aligned with the state curriculum frameworks, MCAS results serve a central function, and are therefore featured prominently in the school's accountability plan.

In addition, we rely heavily on the Diagnostic Reading Assessment (D.R.A.) to assess reading achievement in all grades, K-8, but particularly in the early elementary grades.

ANTICIPATED MEASURABLE OUTCOMES
The success of the implementation of the Brooke Schoolwide Plan will be measured by the extent to which each school has met the annual academic achievement goals identified in its Accountability Plan.

PLAN COMPONENTS
A) Increased Time Devoted to Learning
Results from the first baseline administration of the Stanford 9 exams at Brooke 1 demonstrate that students, on average, enter Brooke 1 significantly below grade level in both mathematics and reading. Bringing students up to grade level and beyond will require several measures, but all of those will depend on a commitment by students, teachers, and parents alike to work hard.

Consequently, both schools have instituted calendars with a longer school year than required by state law and a daily schedule which includes significantly more academic instructional time. The daily schedule runs from 7:45 to 4:00 each day, except for Wednesdays, when students are dismissed at 12:30 in order to provide a weekly professional development block for teachers.

B) Focus on Data
We rely heavily on the administration of regular internal benchmark tests, aligned with Brooke standards, Massachusetts state standards, and featuring previously released MCAS items in order to track student progress. Reading and math teachers meet in small teams regularly to analyze those assessment results and to create detailed tutoring plans for all students on the basis of those results.

Teachers in all grades track standard mastery through customized spreadsheets delineating the school's "power standards" in every subject at every grade level. Report cards and progress reports are in turn based on the rubric scores in these spreadsheets.

C) Identifying and Supporting Struggling Students

In order to ensure that students are learning to their full potential, we believe that teachers must employ a two-front approach. The first front involves providing masterful whole class instruction by developing a standards-based course of study and thoughtful and detailed lessons which serve that course of study. The second front is the act of following up that masterful instruction with targeted individual student support, based on detailed understanding of what each student knows and does not know.

"Second front" instruction takes place during the independent work segments of class time and during designated tutoring blocks. Whether it be during class time, or in the course of working with small tutoring groups, teacher provide individualized "second front" instruction by using formative and summative assessment data to make lists of areas of weaknesses for each individual student. Those lists are in turn used to provide an outline and agenda for providing targeted one-on-one assistance to each student.

Our ability to address the diverse learning needs of our student population rests on the skill, ability, and insight of our teachers. Brooke teachers structure their lessons to allow access by students with a variety of ability levels and skills. Regular class visits and consultations from the principals throughout the school year include a focus on meeting the varied learning needs of our students.

In order to monitor the effectiveness of this instruction, our teachers meet every Wednesday afternoon in order to discuss concerns about students and to reflect on instructional strategies that may or may not be working across academic disciplines. During these regular support-team meetings, time is reserved for teachers to present case studies of students who are currently struggling to make adequate progress with the current instruction. Teachers then provide suggestions and recommended strategies to their colleagues on how to better meet the specific learning style or needs of that child. The teacher implements some of these interventions and then reports back to the grade level team on their success.

Each student in grades 5-8 is required to buy the school planner and to maintain and use the planner for the duration of the year. Each day, students are required to write their nightly assignments in their planner. Each evening, they are required to have their planners signed by their parent or guardian, indicating that the parent or guardian has seen the assignments and has determined that they have been completed. In the primary grades, students are provided with homework folders that have clearly labeled pockets telling them what to leave at home and what to return to school, and teachers provide explicit coaching in keeping HW folders organized.

Students who exhibit chronic difficulty completing their homework assignments in satisfactory fashion are required to attend homework sessions after school until those students are able to improve their homework performance. During this after-school time, students who are struggling the most to meet the school's homework standard are monitored closely by the supervising teacher, are instructed in how to manage their workload, are provided with tutoring as necessary, and are required to complete all assignments before being dismissed.

Students who exhibit chronic difficulty organizing materials are given organization check-in. During these brief weekly meetings, teachers provide students with assistance with organizing materials, color coding by subject, cleaning out backpacks, etc.

Students identified as homeless (either self-reporting, or through case management), will receive transportation support in cooperation with the sending district (if outside of Boston), as well as counseling support as necessary, uniform support, and/or free or reduced afterschool programming if requested by the family. Brooke staff will work cooperatively with case managers and/or social workers supporting the student and family.

D) Challenging Advanced Students

Because we do not track our classes on the basis of academic ability, it is important that we pay particular attention to challenging our most advanced students. In both the middle school and the elementary school, teachers monitor the reading level of every student and ensure that at all times, students are reading books at the appropriate reading level, and that all students are being challenged to the appropriate extent. In math classes, teachers provide "challenge-work" to our most advanced students (work that is related to the concepts/skills being learned by the class as a whole but which further extends the relevant concept or an application.)

E) Attracting and retaining high-quality and highly-qualified teachers
In order to ensure that all of our teachers are highly qualified in accordance with NCLB legislation, the school has instituted the following policy:

> In order to ensure that all of our teachers are highly qualified by the close of the 2010-11 school year, any teacher who is not highly qualified in their subject area will take and pass the relevant MTEL test by the end of the 2011-12 school year.

In order to ensure that the school is able to attract and retain teachers of the highest possible quality, the school is currently carrying out all of the following measures:

- Both schools pay annual performance bonuses, based on student achievement metrics. Bonuses are made payable in part by a federal Teacher Incentive Fund grant.
- Teachers are provided with extensive administrative support, particularly in the area of classroom and school-wide discipline, such that teachers are able to focus more on teaching and less on managing individual classroom behavior-management systems.
- Both schools provide an extensive professional development program (details below).

F) Professional Development
Because each school is its own district, all of professional development activities are both building-based and district-based. The schools schedule early release days on Wednesdays in order to schedule regular meetings and supplementary professional development activities.

The schools conduct 4 regular professional development modules, all school-based, and all taking place on early-release Wednesdays.

- ***Video Analysis – each week teachers meet in small groups to view and discuss a teaching video of a colleague.***
- ***Lesson Study – our subject area departments engage in two cycles of Japanese "lesson study" each year, meeting to research, plan, teach, and critique a lesson on a pivotal standard within the curriculum.***
- Peer Observation – our teachers conduct two cycles of peer observations and follow-up discussions in the first half of each school-year.
- ***Benchmark Data Analysis and Standards Mastery Analysis – our teachers engage in a set of procedures surrounding benchmark data and standards mastery analysis and reflection (5-6 times per year).***

G) Plan for Parent Involvement
School policies to facilitate parental involvement and delineating parental rights and responsibilities were developed by school founders in conjunction with school administrators and teachers. These policies are made available to parents in each school's student and family handbook, which is issued to all families at the beginning of each school year. The Brooke Schoolwide Plan will also be posted on the school's website.

Parents are able to make recommendations for improving these through each school's Parent Involvement Council or alternately by a direct request to the school principal. The Brooke Schoolwide Plan is presented each year for review to each school's Parent Involvement Council.

Those policies requiring the greatest contributions from parents are also delineated in each school's Contract of Mutual Responsibilities which all families are required to sign in conjunction with a representative of the school. The contract is reviewed and discussed in depth with parents at each school's summer orientation sessions which are held prior to the start of each school year. Parents are able to recommend changes to the contract through each school's Parent Involvement Council.

Among other things the contract delineates parents' responsibilities for:

- Providing a quiet place for their child to complete nightly homework assignments
- Checking their child's homework planner nightly (where students are required to record their nightly assignments) and signing the planner to indicate that their child has completed those assignments
- Reading with their child regularly
- Attending parent conferences regularly
- Maintaining regular communication with their child's teacher or advisor
- Signing weekly progress reports

Parent conferences are held at the close of each of the first two marking terms and are available to all parents. Parents of students who failed one or more of their major academic classes in any given term are notified individually that their attendance is requested at the conference session.

The only objective measure of the effectiveness of parent involvement is a measure of student achievement. However, because many other factors also impact student achievement, each school conducts annual year-end surveys to parents asking them to gauge the extent an effectiveness of their own involvement over the previous year. The school principal, in conjunction with teachers, administrators, and the Parent Involvement Council conducts a year-end review of the extent and effectiveness of current parent involvement policies.

H) Coordination with other federal programs

Federal Nutrition - Brooke Charter Schools provide free and reduced price lunch to students with federal support and under federal guidelines, as well as a school breakfast and afternoon snack program.

Teacher Quality – In addition to our other efforts to ensure teacher quality (described in Part II – Required Program Information), we continue to operate our "master teacher program", which was funded in part last year by federal support through the Federal Teacher Quality Entitlement Grant (Title II: Fund Code 140).

Safe and Drug Free Schools – Brooke does not receive funds under Safe and Drug Free Schools.

Special Education – Brooke Charter Schools provide extensive special education services, with federal support through the special education entitlement grants made available through the Massachusetts D.E.S.E.

Appendix C: EWBCS Policy, TITLE I Supplement Not Supplant Requirement

Federal regulations dictate that Title I funds may not take the place of—supplant—public education services that are to be provided to all students. Brooke Charter Schools uses Title I funds according to Schoolwide Program guidelines. Title I funds are used only to supplement and increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of our students.

Appendix D: Parental Rights Under Special Education Laws

Parents have the right to obtain printed materials on rights of parents and guardians under federal and state Special Education laws.

Parents who refuse to provide the school with access to their private insurance do not relieve the school of its responsibility to provide all required services at no cost to the parent.

Appendix E: EWBCS Wellness Policy

Policy Goals

Brooke Charter Schools (meaning Edward W. Brooke Charter School and Brooke-2 Charter School) are committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is our policy that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- We will participate in available federal school meal programs (including the School Breakfast Program and the National School Lunch Program)
- We will provide health education and physical education to foster lifelong habits of healthy eating and physical activity.
- Parents will have the opportunity to provide input on all of the above via the school's Parent Involvement Committee.

TO ACHIEVE THESE POLICY GOALS:

I. Parent Involvement Council

Each school's wellness policy will be published each year in the student and family handbook and will be subject to review by the school's Parent Involvement Committee.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals. Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, Brooke Charter Schools will:

- operate the School Breakfast Program.
- arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- notify parents and students of the availability of the School Breakfast Program.

Free and Reduced-priced Meals. Brooke Charter Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Sale of Individual Food and Beverage Items. Foods and beverages will not be sold individually or separately from the school lunch, breakfast, or snack programs (*i.e.,* foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health in accordance with snack guidelines provided via the National School Lunch Program.

III. Nutrition and Physical Activity Promotion and Food Marketing

Brooke Charter Schools teach, encourage, and support healthy eating by students by providing health education as part of the physical education and/or character education curriculum:

- equipping students with the knowledge and skills necessary to promote and protect their health;
- promoting fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizing caloric balance between food intake and energy expenditure (physical activity/exercise);

Food Marketing in Schools. Brooke Charter Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.

IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.) - Students will have the opportunity to engage in regular physical activity (moderate to vigorous) through dance and physical education classes, taught at least twice per week.

Daily Recess. Elementary school students will have 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity Opportunities Before and After School. Brooke Charter Schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

V. Monitoring and Policy Review

Monitoring. The principal or designee will ensure compliance with established nutrition and physical activity wellness policies, and will provide for regular review of the school's wellness policy.

Appendix F: Bullying and Prevention Policy

I. LEADERSHIP & PROCESS

Priority Statement
At Brooke Charter Schools, students are held to the highest behavioral standards and we work to foster a positive and safe learning environment.

The school is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the school is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

Needs Assessment
In an analysis undertaken at the original Brooke School, the Dean of Students found 5 instances of bullying and cyber-bullying took place over the previous 2 years, but found that there were no identifiable patterns by grade level or gender or sexual identity on the part of target or aggressor among those instances. The Dean found further that each of those instances resulted in strong consequences for the aggressor (out-of-school suspension in all cases). In only one instance was there a repeat offense of bullying on the part of the aggressor.

Each year, the Dean of Students will file and monitor incidents of bullying (using the bullying incident report form in each case) in order to track outcomes under the plan.

Plan Development and Input
The Principal is responsible for developing the Bullying Prevention Plan and ensuring that the Plan is updated as necessary. The draft of the Plan will be posted on the school's website, and parents will be notified via the school newsletter of the opportunity to provide input on the plan

The Principal will be responsible for planning professional development for staff around bullying prevention, implementing the character ed. curriculum (including its bullying prevention components), amending student and staff handbooks, and ensuring that families are informed of the Plan and have the opportunity to provide input on the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Staff Training – Procedures
Each August, during pre-service orientation, staff will be trained in all of the following:

- An overview of the steps the Dean of Students will follow upon receipt of a report of bullying or retaliation
- Overview of our bullying prevention curriculum.

The Bullying Prevention Plan will also be printed in its entirety in the staff handbook.

All staff hired after beginning of school year will receive this training as part of their induction, unless they can show they've had the training in the last 2 years.

Ongoing Professional Development
Staff will receive ongoing professional development throughout the year including a focus on the following areas:

1. Age-appropriate strategies to prevent bullying
2. Age-appropriate strategies for immediate, effective interventions to stop bullying
3. Information regarding the complex interaction and power differential that can take place between and amongst aggressor, target, and witness
4. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying at school
5. Information on the incidence and nature of cyber-bullying
6. Internet safety issues as they relate to cyber-bullying
7. Ways to prevent and respond to bullying of students with disabilities (particularly those affecting social skills, like autism)

III. ACCESS TO RESOURCES AND SERVICES

Identifying resources
The school will make the school counselor available as necessary, to either or both the target and the aggressor in reactions to incidents of bullying. In the event that students require counseling in a language other than English, the school will arrange for counseling in the child's native language. In the event that the school is incapable of providing necessary services, the school's Director of Student Support will work with families to arrange for outside services.

The most important resource we have in creating a positive and healthy school climate, is the development of strong relationships between students and the adults in our school. All of our efforts to develop and sustain a positive school climate are assets in this regard, including the maintenance of small "total-student-loads" for teachers, ensuring that classroom teachers are responsible for no more than twenty-something students and therefore have the capacity to develop strong relationships with each one.

For students on the autism spectrum, the IEP team will consider and specifically address the skills needed to avoid and respond to bullying, harassment, or teasing.

When an evaluation indicates a disability that affects social skills development, or when the student's disability makes him/her vulnerable to bullying, harassment or teasing, the IEP will be drafted to address the skills needed to avoid and respond to bullying, harassment, or teasing.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific bullying prevention approaches
The school's general approach to preventing bullying is incorporated into our character education program. Time will be reserved within character education lessons to present and review the Bullying and Prevention Plan with students.

The bullying prevention elements in our curriculum are informed by research, which, among other things, emphasizes the following approaches:

- Knowing what to do when students witness an act of bullying, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance
- Emphasizing cyber-safety
- Enhancing student skills for engaging in healthy relationships and respectful communication
- Creating a safe and supportive school environment that is respectful of differences

General Teaching Approaches
The following approaches are integral to establishing a safe and supportive school environment. These activities support our bullying intervention and prevention initiatives:

- Setting clear routines and clear behavioral expectations
- Creating safe school and classroom environments for all students
- Creating a positive and focused school culture
- Developing positive adult relationships with students
- Modeling appropriate behaviors and relationships for students
- Using the internet safely

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A1. Reporting Overview
Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. All reports should be made or related to the Dean of Students. School staff members are required to transmit any reports directly to the Dean of Students. Reports can be made anonymously.

Information on reporting procedures will be made available each year to all students, families, and staff via the staff handbook and the student and family handbook. Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

A2. Reporting by Staff
A staff member will report any bullying incidents immediately to the Dean of Students in addition to following all other customary disciplinary procedures.

A3. Reporting by Students, Parents, or Guardians, and Others
The school expects all members of the school community who witness an incident of bullying to report it to the Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against and alleged aggressor solely on the basis of an anonymous report.

B. Responding to a Report of Bullying or Cyber-bullying or Retaliation
Before investigating, the Dean of Students will take steps to ensure safety of targets and witnesses.

Upon determining that an incident of bullying has taken place, the Dean of Students will notify parents of all involved parties as well as the Principal. Notice will be consistent with 603 CMR 49.00.

If the reported incident involves students from another school, the Principal will notify by telephone the principal or designee of the other school(s) involved in the incident so that each school may take appropriate action.

If the Principal has reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the police. Notice will be consistent with the requirements of 603 CMR 49.00. If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the Principal shall contact the police if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

C. Investigation

The Dean of Students will investigate promptly all reports of bullying or retaliation and in doing so will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The Dean will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. To the extent possible, the Dean will maintain confidentiality during the process. The Dean will make a written record of the investigation.

D. Determinations and Responses to Bullying

The Dean of Students will make a determination based upon all the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Dean will take steps to ensure:

1. The target and/or reporter (if different from the target) is made to feel safe and is in no way restricted in participating in school or benefitting from school activities. As part of this process, the Dean will meet with the target and his/her family in order to assess the target's need and to ensure the successful restoration of the target's safety, including a possible counseling referral.
2. The aggressor faces stiff disciplinary action and that the aggressor and the family of the aggressor are given access to additional educational resources (including possible counseling referral) and further understand that any repeated instance will meet with increasingly severe consequences.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA). All students will be provided with protection under the law and under this policy regardless of their legal status.

Within a reasonable period of time following the determination, the Dean will contact the target and/or reporter (if different from the target) to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Dean will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

As part of the school's character ed. curriculum night held through the Parent Involvement Council, the school will educate parents on the character ed. standards and curriculum, including its anti-bullying components: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying. In future years, once fully developed, the school will post its character education standards and curriculum on-line.

Each year, the school will include its Bullying Prevention Plan in its student and family handbook (in the family's languages of preference) and will post it on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on

a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

i. causes physical or emotional harm to the target or damage to the target's property;
ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
iii. creates a hostile environment at school for the target;
iv. infringes on the rights of the target at school; or
v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take

disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Appendix G: Contract of Mutual Responsibilities

Contract of Mutual Responsibilities

PARENT

As a Brooke Charter School parent, I agree to:

1. Make the school a safe and orderly environment by supporting the school as it enforces the school's code of conduct (as spelled out in the student handbook), including policies regarding immediate conferences and the issuance of suspension.

2. Ensure that my child arrives at school before 7:45 a.m. and attends school regularly. I have read the attendance policy in the student handbook and understand the school's policy regarding lateness, excused and unexcused absences, and annual absences in excess of 15 days. I understand that 3 tardy arrivals will be counted as 1 absence.

3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.

4. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend the following events at the school: August orientation, a fall open house, a minimum of two parent conferences, and any specifically requested conferences.

5. Check my child's homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

_____

Parent's name

_____

Parent's signature *Date*

STUDENT

As a Brooke Charter School student, I agree to:

1. Show focus by always working hard to achieve my personal best.

2. Show integrity by always trying to do the right thing.

3. Show respect for myself, other people in our school community, the property of others, and the learning environment.

4. Show self-determination by making choices about my behavior and accepting the consequences.

5. Show teamwork by caring for others.

_____

Student's name

_____

Student's signature *Date*

SCHOOL

As a Brooke Charter School employee, I certify that the school agrees to:

1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous and that meets or exceeds the requirements of the Massachusetts Curriculum Frameworks.

2. Make the school a safe and orderly environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.

3. Communicate regularly with parents regarding their child's behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school.

4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.

5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct as a means of holding students accountable for their behavior in school.

_____

Teacher's name

_____

Teacher's signature *Date*

Appendix H: Statement of Understanding

STATEMENT OF UNDERSTANDING

Brooke Charter Schools

I have received and read a copy of the Brooke Charter Schools Student and Family Handbook for 2012-13 and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask my parent or guardian, or other member of the school community for a further explanation.

_____	_____
Student Name	Parent/Guardian Name
_____	_____
Student Signature	Parent/Guardian Signature
_____	_____
Date	Date

Appendix I: Staff Biographies

MIDTOWN PARTNERS, INC.
Creating a Community of Possibilities

329 Adelle Street • Jackson, MS 39202 • Phone: (601) 354-5373 • Fax: (601) 354-5643

September 12, 2014

MS Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211-6453

RE: Midtown Public Charter School Support

To Whom It May Concern:

It is with great enthusiasm that I submit this letter in support of the Midtown Public Charter School application. Midtown Partners (MP) has been be involved in the neighborhood for twenty years and has played an active role in supporting the revitalization efforts. The nonprofit focuses on five cornerstones: Affordable housing development, community engagement, economic security, health and education. Over the years, we have witnessed great strides in the neighborhood's movement but still lack the educational experiences and exposures needed to support optimum career and life opportunities for our youth. A stellar education opportunity could prove to be the tipping point for many of our youth and the overall advancement of the neighborhood.

MP will commit to a full partnership with Midtown Public Charter School through operational support, financial support and current programming efforts. MP will work collaboratively with the Board of Trustees, school administration, staff and family members to ensure that a collective seamless effort is made to support each family with their needs. The following are potential referral opportunities for families enrolled in the Midtown Public Charter School:

- Prosperity Center of Greater Jackson
- Project Innovation Afterschool
- Affordable Housing Opportunities
- Community Leadership Institute
- Early Childhood Outreach
- Creative Economy/Economic Development Opportunities

MP is excited to have this opportunity and look forward to working collaboratively with the appointed MPCS Board of Trustees to provide a true 21st Century educational experience in the Midtown community.

Sincerely,

Kristi Hendrix, Ph.D
Executive Director

September 10, 2014

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211-6453

Dear Board Members:

The Walker Foundation is pleased to submit this letter of support for the public charter school application submitted by Midtown Partners, Inc.

The Walker Foundation has been involved in the revitalization of the Jackson Midtown neighborhood beginning with the incorporation of the North Midtown Community Development Corporation, a precursor of Midtown Partners, Inc., since 1993. Since that time the Foundation has provided monetary and technical support valuing more than $3,000,000. The Foundation has always recognized that a substantial part of successful community development is dependent upon a well educated population. A major source of the educational opportunities are provided through the neighborhood public schools.

When Mississippi was afforded, through the charter school legislation passed in 2013, additional opportunities and alternatives for providing its children excellent educational options, the Foundation encouraged and financially supported the resident leaders in Midtown in exploring what this new opportunity could and should look like for their children. Walker Foundation grants specifically supporting Midtown school reform efforts at this point exceed $175,000.

The Midtown leadership has exhibited overwhelming interest and energy in developing a high quality charter public school deploying the highest qualified and experienced expertise they could find to advise them. It is the intention of the Walker Foundation to continue both financial and technical support of their efforts.

Sincerely yours,

Marcie Skelton

Marcie Skelton
Director

1020 Highland Colony Parkway Suite 802 Ridgeland, MS 39157 T (601) 939-3003 F (769) 300-0459

Mississippi
Children's
HOME SERVICES

September 11, 2014

Mississippi Charter School Board
3825 Ridgewood Rd.
Jackson, MS 39211-6453

To Whom It May Concern:

Please accept this letter of support for Midtown Partners and their application to open a middle school in the Midtown neighborhood. Mississippi Children's Home Services (MCHS) has long term relationship with Midtown Partners that has included board level involvement.

MCHS is a 501(c)3 that was established in 1912 with the mission to improve the lives of children and families by providing a continuum of compassionate, measurable and effective behavioral, educational and social services. With services located through the state of Mississippi we offer both community and campus based services. In 2013, we provided services to children and families in 72 out of the 82 counties and served over 8,500 in direct care and over 9,500 in our outreach services. We are pleased to note that we offer services in Jackson with a campus specifically located in the Midtown neighborhood.

MCHS is uniquely positioned to provide mental health and behavior health prevention and intervention services as needed. Our professional team includes therapists, case managers, psychiatrists, and behavioral specialists with training and expertise to address mental and behavioral challenges facing 1 in 5 children. We are currently working closely with the elementary school in the neighborhood and look forward to the potential involvement into a middle school setting. We recognize that early identification and intervention within a child's life can have a lasting impact and can significantly influence one's potential to experience lifelong success despite earlier barriers or negative influences. Having the opportunity to create rich supportive environments will no doubt have a lasting impact on not only the children in Midtown but also those in the Greater Jackson area and we are excited about partnering in these efforts.

Sincerely,

John D. Damon, PhD
Chief Executive Officer

BCS Brooke
CHARTER SCHOOLS

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Co-Directors, Brooke Charter Schools
Jon Clark
Kimberly Steadman

Principal, Brooke Roslindale
Meghan Thornton

Principal, Brooke Mattapan
Kathryn Megrian

Principal, Brooke East Boston
Molly Cole

September 11, 2014

Mississippi Charter School Authorizer Board
3825 Ridgewood Rd.
Jackson, MS 39211-6453

To Whom It May Concern:

It is with great pleasure that we submit this letter of support on behalf of the application submitted by Midtown Partners to open up a charter school in Midtown, Jackson.

The Brooke Charter Schools were established to provide an academically rigorous public education to students from the cities of Boston and Chelsea that will ensure they are prepared to enter into and succeed in college. The original Brooke School located in Roslindale was founded in 2002 and has quietly grown into one of the highest performing schools in the city and state. It has the highest overall proficiency rate (math and ELA combined) of any K-8 school in the state. Since 2002, we have opened up two additional schools Brooke Mattapan and Brooke East Boston and will serve nearly 1,500 low-income Boston area students in 2014. Beyond our enrollment, we have roughly 3,700 families on our established wait list.

We had the pleasure of hosting a site visit earlier this year for the Midtown leadership team. The team, which included several parents from the neighborhood, spent two days touring the facility, observing in classrooms and speaking with members of our leadership team. As a result of their interest in impacting educational outcomes for the children in Jackson and the commitment that was present we have elected to serve as a mentor through their start up and operational process. We have offered access to our education programming as well as hosting their school leader through a residency with the designated time yet to be determined. We have experienced great success in the twelve years we have served our families and feel confident that our established framework will provide Midtown Partners with the tools and guidance they need to also greatly impact the educational outcomes for the families they serve.

Sincerely,

Jon Clark

Brooke Roslindale / 190 Cummins Highway, Roslindale, MA 02131 / Ph: 617-325-7977 F: 617-325-2260
Brooke Mattapan / 7 Elkins Street, Boston, MA 02127 / Ph: 617-268-1006 F: 617-268-1107
Brooke East Boston / 189 Paris Street, East Boston, MA 02128 / Ph: 617-409-5150 F: 617-569-6417

THE UNIVERSITY OF
MISSISSIPPI
MEDICAL CENTER

UNACARE HEALTH CENTER

Division of University of Mississippi Medical Center
University Nursing Associates, PLLC

Barbara Boss PhD, CFNP
Sherrikee Causey, NP-C
Audwin Fletcher PhD, CFNP

Lisa Haynie, PhD
Pamela Helms, FNP-C
Josie Bidwell, NP-C

September 10, 2014

Mississippi Charter School Authorizer Board
3825 Ridgewood Rd.
Jackson, MS 39211-6453

RE: Letter of Support – Midtown Public Charter School

To Whom It May Concern:

It is with great pleasure that the UNACARE Health Center submits this letter of support for the charter application submitted by Midtown Partners, Inc. to serve middle school students (5th – 8th grades), beginning in 2015. UNACARE has worked collaboratively with Midtown Partners over the past ten years to ensure Midtown residents have access to quality healthcare.

Located within the boundaries of Midtown, the UNACARE Health center is a full-service, nurse-run, urban family practice clinic. Faculty and students provide care to the Midtown community with a wide range of services for clients across the lifespan. UNACARE providers are all certified nurse practitioners who collaborate with physicians in Family Medicine at the University of Mississippi Medical Center. In addition to the neighborhood clinic, UNACARE also affiliates with two full time school based clinics within the Jackson Public Schools system.

Prevention, early intervention and the establishment of healthy lifestyles are essential to preventing long-term chronic diseases. We see school age health outreach not only as an opportunity to impact the health of the enrolled student in efforts to keep him/her in school as much as possible but also as an opportunity to potentially open the door to the remaining members in the household who may also be lacking appropriate health care. We are excited about continuing our partnership and would look forward to this great opportunity.

Sincerely,

Pamela Helms, MN, FNP-C

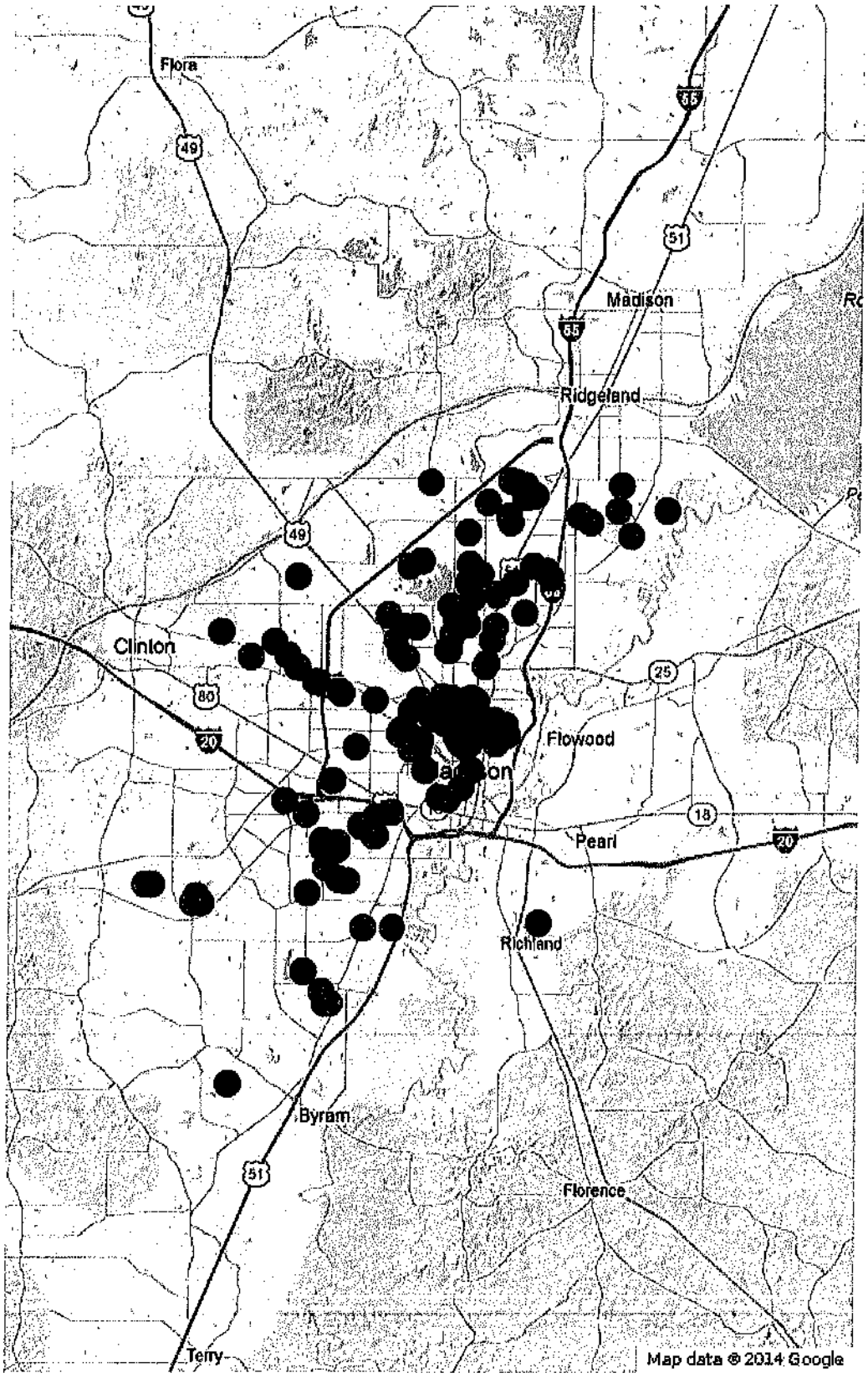
258 East Fortification Street ▪ Jackson, Mississippi 39202 ▪ 601-815-8230 ▪ Fax 601-354-6289

MPCC 9.12.14

MPCC 9.12.14

All items

Mapp requested



MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

23

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Andreina Davis	[redacted]	Andreina Davis
2	Naomi Lampkin	[redacted]	Naomi Lampkin
3	Octavia White	[redacted]	Octavia White
4	Felicia Bolton	[redacted]	Felicia Bolton
5	Peter Jackson	[redacted]	Peter Jackson
6	Jerry Bracey	[redacted]	Jerry Bracey
7	Johnny Wiley	[redacted]	Johnny Wiley
8	Ben Johnson	[redacted]	Ben Jones
9	Nimba Burgess	[redacted]	Nimba Burgess
10	Crystal Johnson	[redacted]	Crystal Johnson
11	Kimberly Stiff	[redacted]	Kimberly Stiff
12	Xavier Hill	[redacted]	Xavier Hill
13	Tehnika Dodd	[redacted]	Tehnika Dodd
14	Melvin Burrell	[redacted]	Melvin Burrell
15	Jackie McQueen	[redacted]	Jackie McQueen
16	Frank Williams	[redacted]	Frank Williams
17	Marilyn Goode	[redacted]	Marilyn Goode
18	Terri McLauvin	[redacted]	Terri McLauvin
19	Fannie Grayson	[redacted]	Fannie Grayson
20	Henriene Daniel	[redacted]	Henriene Daniel

4

27

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Daryl Lackey	[redacted]	Daryl Lackey
2	Aubrey Humphrey JR.	[redacted]	[illegible]
3	Tenicea Suddeth	[redacted]	Tenicea V. Suddeth
4	LaDarrius Scott	[redacted]	LaDarrius Scott
5	Tamara Anderson	[redacted]	Tamara Anderson
6	Jarkisha Spann	[redacted]	Jarkisha Spann
7	LeKenrick Brackett	[redacted]	LeKenrick Brackett
8	Tevin Bowman	[redacted]	Tevin Bowman
9	Natasha Littleton	[redacted]	Natasha Littleton
10	Chuncela Buckhauiter	[redacted]	Chuncela Buckhauiter
11	Theresa Burks	[redacted]	Theresa Burks
12	Erma McClure	[redacted]	Erma McClure
13	Camile Odom	[redacted]	[illegible]
14	Antonio White, II	[redacted]	[illegible]
15	Linda Caldwell	[redacted]	[illegible]
16	Ominnah Davis	[redacted]	Ominnah Davis
17	Howard Gray	[redacted]	Howard Gray
18	AGNES & RAY GARR	[redacted]	& Ray Garr
19	Calvin Thomas	[redacted]	[illegible]
20	Gwenn Sutton	[redacted]	Gwenn Sutton

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

29

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Dra Henley	[redacted]	Dra Henley
2	Mirambi Ford	[redacted]	Mirambi Ford
3	MARY A. HENLEY	[redacted]	Mary A. Henley
4	Beverly West	[redacted]	Beverly West
5	Monica Cannon	[redacted]	Monica Cannon
6	Charles Ray Cannon	[redacted]	Charles R. Cannon
7	Linda Loftin	[redacted]	Linda Loftin
8	Pamela Olampkin	[redacted]	P Olampkin
9	Dameshu Laughlin	[redacted]	Dameshu Laughlin
10	THOMAS A. PAIGE	[redacted]	Thomas Paige
11	Leon Jackson	[redacted]	[illegible]
12	Steven Lane	[redacted]	[illegible]
13	EARNEST	[redacted]	Earnest [illegible]
14	Doris Davis	[redacted]	Doris L Davis
15	Frank Stokes	[redacted]	Frank Stokes
16	Roosevelt Thompson	[redacted]	Roosevelt Thompson
17	Lee Harris	[redacted]	Lee Harris
18	Margie Mannow	[redacted]	Margie Mannow
19	Janet S. Smith	[redacted]	[illegible]
20	Johnnie Ross	[redacted]	Johnnie Ross

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Hamrye Hanford	[redacted]	
2	Carl Adams		
3	Timothy Johnson		
4	Amanda Bennett	[redacted]	Amanda Bennett
5	Chris Ray		Chris Ray
6	Candy Ray		Candy Ray
7	Alicia Washington		Alicia Washington
8	Commas Pickering		Commas Pickering
9	Shermain Robinson		Shermain Robinson
10	Thadamenia Gipson		Thadamenia Gipson
11	[illegible]		Jacqueline Moore
12	Vicky Curtis		[illegible]
13	Ketry Sim		[illegible]
14	Patrina Dace		Patrina Dace
15	Patricia Norman		Patricia Norman
16	Nellie Jones		Nellie Jones
17	Yvon T Lewis		Yvon T Lewis
18			
19			
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

22

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Kim Carr	[redacted]	Kim Carr
2	Cynthia Smith		Cynthia Smith
3	Johnnie Smith		Johnnie Smith
4	Catherine Michael		Catherine Michael
5	Cedric Michael		Cedric Michael
6	Antuon Michael		Antuon Michael
7	Vyron Holmes		Vyron Holmes
8	Mary Holmes		Mary Holmes
9	Charles Wiggins		Charles Wiggins
10	Tunicia Burks		Tunicia Burks
11	Gary Burks		Gary Burks
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Candace Montgom	[redacted]	C Montg
2	Tammie Buckle	[redacted]	T. Buckley
3	Tommy Robinso	[redacted]	T. Robinson
4	Kimberly Stiff	[redacted]	Kimberly Stiff
5	Crystal Johnson	[redacted]	C. Johnson
6	Deundre Pinkston	[redacted]	Deundre Pinkston
7	Glen Richardson	[redacted]	Glen Richardson
8	JAMES McDonald	[redacted]	James McDonald
9	Andrew Bracy	[redacted]	Andrew Bracy
10	Cynthia Kirkland	[redacted]	Cynthia Kirkland
11	Willie E. Rawls	[redacted]	Willie E. Rawls
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Porshia Byrd	[redacted]	porshia byrd
2	Victoria Harris		Victoria Harris
3	Niza Houston		Niza Houston
4	Sabrina Houston		Sabrina Houston
5	Fitzgerald Houston		[illegible]
6	Pearlee Thomas		[illegible]
7	Evalena Houston		Evalena Houston
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	JOY ABEDIKICHI	[redacted]	JOY ABEDIKICHI
2	JONATHAN SIMS	[redacted]	
3	Austin Richardson	[redacted]	
4	MARSHALL NABORS	[redacted]	
5	Paul Farrar	[redacted]	
6	Lacy Barger	[redacted]	
7	MIKAEL JURY	[redacted]	
8	Garret McDaniel	[redacted]	
9	Eddie Zylora	[redacted]	Eddie Zylora
10	Mallery Williams	[redacted]	
11	MALISSA SAMUEL	[redacted]	
12	TYRell Nichols	[redacted]	
13	PATRICIA Blunt	[redacted]	Patricia Blunt
14	Ricardo Shelton	[redacted]	
15	DANIELLE EUBANKS	[redacted]	
16	Christeen Windham	[redacted]	CHRISTEEN Windham
17	Lonnie Barnes	[redacted]	
18	Sandra Barnes	[redacted]	
19	Christratta Harris	[redacted]	Christratta Harris
20	Dominique Smith	[redacted]	

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

18

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Jon Jala Le	[redacted]	St. [illegible]
2	Shamen McGlerton		[illegible]
3	Zabatha Bailey		Zabatha Bailey
4	Ronnie Crudup		[illegible]
5	Frederick Rogers		Frederick Rogers
6	Carl Kinnard		Carl Kinnard
7	Arreca Washington		Arreca Wash
8	Tina Horne		Tina Horne
9	Ronnie Crudup Jr		[illegible]
10	Vinie E Gordon		Vinie E. Gordon
11	Sylvia Thomas		Sylvia Thomas
12	LaTasha Leggett LaTasha Leggett		LaTasha Leggett
13	Sharon Buckhanan		Sharon Buckhanan
14	Matilda White		Matilda White
15	MARY DAVIS		
16	Krystal Beckleus		Krystal Beckleus
17	Jackie Prophet		Jacquel Prophet
18	Glenn Prophet		Glennard Prophet
19	MARY MASON		Mary Mason
20	DAVID HENDRICK		[illegible]

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

16

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Brittany Williams	[redacted]	Brittany Williams
2	Koteshya L Guidry		[illegible]
3	Detaya Holmes		Detaya Holmes
4	Romona Goodson		Romona Goodson
5	Lucas Simmons		[illegible]
6	Tamara Sim		Tamara Sim
7	Tobias Brown		Tobias Brown
8	Jessica Appleberry		[illegible]
9	Erica Ward		Erica Ward
10	Latoya Black		Latoya Black
11	Sheena Guice		Sheena Guice
12	Emily Hanley		Emily Hanley
13	Chris Denson		[illegible]
14	Chris Harris		[illegible]
15	Rapheal Anderson		[illegible]
16	Noble WATSON		Noble Watson
17	Janice Jordan		ANICE JORDAN
18	Andrew Young		[illegible]
19	Rob Cooper		Robert Cooper
20	Jon M. Kenney		[illegible]

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Thomas Hatfield	[redacted]	Thomas H
2	Tammy Martin	[redacted]	Tammy Martin
3	Michael Robinson	[redacted]	MR
4	Vern Jackson	[redacted]	Vern Jackson
5	Theresa H Foster	[redacted]	Theresa H Foster
6	Kiara Conley	[redacted]	Kiara Conley
7	Paheadra B. Robinson	[redacted]	P.B.Robinson
8	Sherie Brown	[redacted]	[illegible]
9	Farren Patton	[redacted]	[illegible]
10	Gwen Thompson	[redacted]	Gwen Thompson
11	Marlon Jones	[redacted]	Marlon Jones
12	James Green	[redacted]	[illegible]
13	Alonzo Edwards	[redacted]	alonzo Edwards
14	Yolanda Nelson	[redacted]	Yolanda Nelson
15	Jackie Palmer	[redacted]	Jackie Palmer
16	Shanisha Williams	[redacted]	Shanisha Williams
17	Pamela McCall	[redacted]	Pamela McCall
18	Nicole Jones	[redacted]	Nicole Jones
19	Vicki Gamble	[redacted]	Vicki Gamble
20	Hellean Williams	[redacted]	Hellean Williams

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Adnenne Faly	[redacted]	
2	LaKeisha Bland		
3	Shelley Ezelle		
4	Katrica Bennett		
5	Carmitha Scott		
6	Kellie Warner		
7	Terrance Johnson		
8	Dizzy McKinney		
9	Toneshia Funchess		
10	Alicia Nichols		
11	Alex Atkins		
12	Renee Gallman		
13	Marquittia McGee		
14	Pamela McGee		
15	Sherecka Magee		
16	Tangela Lee		
17	Doris Mallard		
18	Tiffany Forbes		
19	Cimberia Jones		
20	Tanika Magee		

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Dana Diamond Johns	[redacted]	Dana Johns
2	LEE V ROBINSON	[redacted]	Lee V Robinson
3	Phillip Brown	[redacted]	Phillip Brown
4	Tommie Brown	[redacted]	Tommie Brown
5	Carolyn Hodges	[redacted]	Mrs Carolyn Hodges
6	WALTER ZEE	[redacted]	Walter Zee
7	Catherine Lee	[redacted]	Catherine Lee
8	Shmea Kelly	[redacted]	Shmea Kelly
9	Gloria Green	[redacted]	Gloria Green
10	Sharetta White	[redacted]	Sharetta White
11	Jazstiny Bailey	[redacted]	Jazstiny Bailey
12	Cminnah Davis	[redacted]	Cminnah Davis
13	BELINDA DAVIS	[redacted]	Belinda Davis
14	Michael Jackson	[redacted]	Michael Jackson
15	Elijah Davis	[redacted]	Elijah Davis
16	Mr James Davis	[redacted]	James Davis
17	Dionne Byrd	[redacted]	Dionne Byrd
18	Greg Murphy	[redacted]	Greg Murphy
19	Tomario Curtis	[redacted]	Tomario Curtis
20	Amber Kelly	[redacted]	Amber Kelly

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Tangela Harsh	[redacted]	
2	Earnestine Hazley		Earnestine Hazley
3	Natasha Lewis		Natasha Lewis
4	LaShunda Lewis		LaShunda Lewis
5	Nehemiah Gardner		Nehemiah Gardner
6	Siloane Jacobs		Siloane Jacobs
7	Bryant Frazier		Bryant Frazier
8	Treniecoya Garrett		Treniecoya Garrett
9	Jazmyne Evans		Jazmyne Evans
10	Sharice Henry		Sharice Henry
11	Shameka Henry		Shameka Henry
12	Samantha Allen		Samantha Allen
13			
14	Jamarah Clark		Jamarah Clark
15	Charles Ferguson		Charles Ferguson
16	Elisha Allen		Elisha Allen
17	Belinda Robinson		
18	Willie Young		
19	Linda Allen		Linda Allen
20	Mae Baker		Mae Baker

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	LaTernica Williams	[redacted]	L. Williams
2	Hazel J Williams		H. J Williams
3	Patricia Williams		P. L. Williams
4	Diedred Brow		Diedred Brow
5	Patsy Miner		Patsy Miner
6	[illegible]		[illegible]
7	[illegible]		[illegible]
8	Raye Rae		Raye Rae
9	Iletha Dishmon		Iletha Dishmon
10	Sharon Freeman		Sharon Freeman
11	Dianna Ward		Dianna Ward
12	Cylinthia Dodd		Cylinthia Dodd
13	Kam Johnson		KAM JOHNSON
14	Jasmine Henley		Jasmine Henley
15	Alexis England		Alexis England
16	Emily Davis		Emily V. Davis
17	Nancy Evans		Nancy Evans
18	Betty Blackmon		Betty Blackmon
19	Rico Blackmon		[illegible]
20	Delois Black		[illegible]

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Henry L Reed	[redacted]	Henry L Reed
2	Willie Samuel	[redacted]	Willie Samuel
3	Tom Pollerson	[redacted]	Tom Pollerson
4	LaTonya Parks	[redacted]	LaTonya Parks
5	James Chaffin	[redacted]	James Chaffin
6	David Grillier	[redacted]	David Grillier
7	Ernest	[redacted]	Ernest
8	Dorothy J. Jones	[redacted]	Dorothy J. Jones
9	Amberia N. Jones	[redacted]	Amberia N. Jones
10	Laverne Alford	[redacted]	Laverne Alford
11	Wallace Alford	[redacted]	Wallace Alford
12	Katina Addison	[redacted]	Katina Addison
13	Reginald Bratton	[redacted]	Reginald Bratton
14	Nakia Harris	[redacted]	Nakia Harris
15	Nicole Williams	[redacted]	Nicole Williams
16	Sabrina Wallace	[redacted]	Sabrina Wallace
17	Cashmere Robinson	[redacted]	Cashmere Robinson
18	Phylicia Harris	[redacted]	Phylicia Harris
19	Henrietta Brown	[redacted]	Henrietta Brown
20	Jamal Jones	[redacted]	Jamal Jones

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Michael Thomas	[redacted]	Michael Thomas
2	Sylena Johnson		Sylena Johnson
3	Cassandra Brister		Cassandra Brister
4	Brian Burns		Brian Burns
5	Melissa Smith		Melissa Smith
6	Veronica Smith		Veronica Smith
7	Crystal Morgan		Crystal Morgan
8	Tabris Jefferson		Tabris Jefferson
9	Jeffery Bell		Jeffery Bell
10	Quensin Smith		Quensin Smith
11	Jennikca Finch		Jennikca Finch
12	Jacquinda Gibson		Jacquinda Gibson
13	[illegible] Sherman		[illegible]
14	Willie James Good		Willie Good
15	Shawn Gooden		Shaquita Gooden
16	Loraine Smith		Loraine Smith
17	Lavern Dixon		Lavern Dixon
18	Cedric Pippins		Cedric Pippins
19	Katrina Forrest		K. Forrest
20	Chantanna Brooks		C.B.

Laquita Brooks [redacted]

Laquita Brooks

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY PETITION PLAN

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Kierston DeLoach	[redacted]	Kierston DeLoach
2	Kristen DeLoach	[redacted]	Kristen DeLoach
3	James E. Johnson	[redacted]	James E Johnson
4	Antino Johnson	[redacted]	Antino Johnson
5	Dianne Bogan	[redacted]	Dianne Bogan
6	BETTIE BUTLER	[redacted]	Bettie Butler
7	Trevor Stigers	[redacted]	Trevor Stigers
8	Ricky Butler	[redacted]	Ricky Butler
9	Shelika michael	[redacted]	Shelika michael
10	Velika michael	[redacted]	Velika michael
11	Wilnina michael	[redacted]	Wilnina Michael
12	Sandra Quincy	[redacted]	Sandra Quincy
13	Dorothy Quincy	[redacted]	Dorothy Quincy
14	PERRY GREEN	[redacted]	P Green
15	Clarence HORTON	[redacted]	Clarence Horton
16	Shelia McDougles	[redacted]	[illegible]
17	Annie T. Graves	[redacted]	Annie T. Graves
18	Michael Johnson	[redacted]	Michael E. Johnson
19	Hilles McDougles Jr.	[redacted]	Hilles McDougles Jr
20	LaPorsche E. Daniels	[redacted]	LaPorsche E Daniels

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

20

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Teyhana L. Jones	[redacted]	
2	Tonie Staten		Tonie Staten
3	Sidi Akharume		Sidi
4	Rena Jamison		Rena Jamison
5	Yulonda Hutton		
6	Ursula Saunders		
7	Hattie Thompson		Hattie Thompson
8	Frances Matthews		Frances Matthews
9	Khadijah Michael		Khadijah Michael
10	Xavier Ransom		
11	Maya Prewitt		Maya Prewitt
12	Regine Prewitt		Regine Prewitt
13	Shavonnya Sawyer		Shavonnya Sawyer
14	Kimberly Steward		K. Steward
15	Nadreun Steward		N. Steward
16	Arishta Hopkins		A. Hopkins
17	Stephanie Walker		Stephanie Walker
18	Robert Hutton		Robert Hutton
19	Robert DeLoach		Robert E. DeLoach
20	Susie DeLoach		Susie DeLoach

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Britany Filsaime	[redacted]	Britany Filsaime
2	Kashema Morgan		Kashema Morgan
3	Lenora Downs		[illegible]
4	Richard E. Craft		Richard Craft
5	Chrysanthi Fergani		[illegible]
6	Elaine Price		Elaine Price
7	Jerry Lewis		Jerry Lewis
8	Karen Smith		Karen Smith
9	Mr Donerson		Mr Donerson
10	PHIL BIRT		Philip S. Birt
11	Eugene Bracey		Eugene Bracey
12	Patrick Clemons		[illegible]
13	Darrell Rivers		[illegible]
14	Donald Braden		Donald Braden
15	LAWRENCE JACKSON		Lawrence Jackson
16	Stephen Jones		[illegible]
17	James Wade		James L. Wade
18	Lee a Myles		Lee a Myles
19	Doris Marshall		Doris Marshall
20	Terrence Cook		Terrence Cook

MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Whitney Grant	[redacted]	Whitney Grant
2	Deveta Wad		Deveta Wad
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Susan L. Austin	[redacted]	Susan L. Austin
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

1A

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	George Hicks	[redacted]	[illegible]
2	[illegible] Thomas	[redacted]	Willie Thomas
3	Shirley Thomas	[redacted]	Shirley Thomas
4	Mylo Perry	[redacted]	Mylo Perry
5	Rieko R. Wells	[redacted]	[illegible]
6	Rochelle Anthony	[redacted]	[illegible]
7	Shonda Brown	[redacted]	[illegible]
8	LaTonya Adams	[redacted]	LaTonya Adams
9	Carlesa Amos	[redacted]	Carlesa Amos
10	Bernice Brown	[redacted]	[illegible]
11	Richard Earl Butler	[redacted]	Richard E Butler
12	Renardo Cannon	[redacted]	[illegible]
13	Dashanka Deas	[redacted]	Dashanka Deas
14	Felisa Buckner	[redacted]	Felisa Buckner
15	LaShundra Fultz	[redacted]	[illegible]
16	Cheree Williams	[redacted]	Cheree Williams
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MIDTOWN PUBLIC CHARTER SCHOOL COMMUNITY SUPPORT SURVEY

By signing below, I am confirming that I am a resident of Jackson, Mississippi and support the creation of a Midtown public charter school that will serve our children with high quality educational experiences.

	Name (Print)	Address	Signature
1	Jennifer West	[redacted]	Jennifer West
2	Lataja McDonald		Lataja McDonald
3	Michelle Walker		Michelle Wa
4	Kyler Guice		Kyler Guice
5	Sonya Bankston		Sonya Bankston
6	Jessica McIntyre		Jessica McIntyre
7	Mercedes Paige		Mercedes Paige
8	Shakita Thomas		Shakita Thomas
9	Shirley Anderson		Shirley Anderson
10	Sherrikee Causey		[illegible]
11	Amanda Moore		Amanda Moore
12	[illegible] Pamela Hem		[illegible]
13	[illegible]		[illegible]
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School Leader Job Description

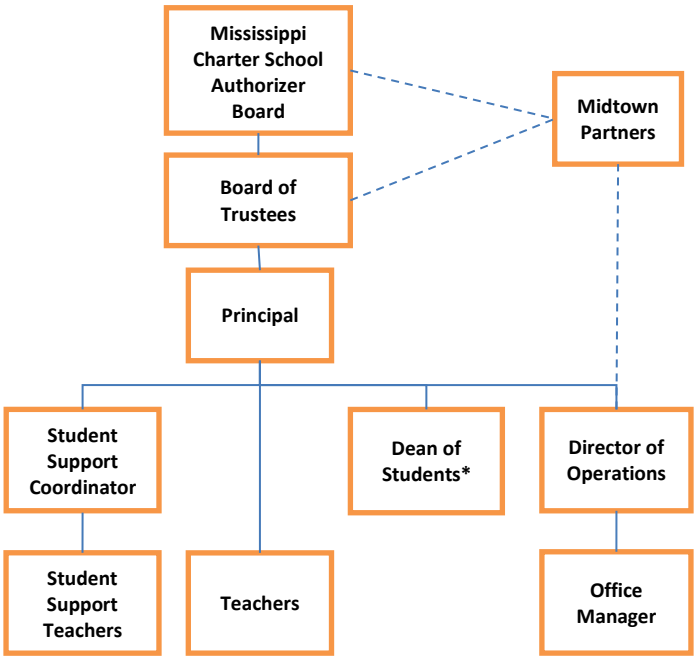
Principal	
Responsibilities	**Qualifications**
• Provide leadership and direction to all school staff members • Hire, evaluate and terminate staff members • Implement the school program with fidelity to the charter • Implement all school policies and procedures as directed by the Board of Trustees • Establish MPCS Learning Standards aligned with MS and CCLS standards • Oversee the development of rigorous curriculum and aligned assessments • Ensure the proper use of student data to drive and improve instruction • Facilitate and encourage parent involvement • Regularly report to the Board of Trustees on progress towards goals and achievement of the mission • Establish a nurturing and demanding school culture and provide a safe learning environment • Ensure proper budgeting and financial oversight • Observe teachers weekly (more frequently for some) and provide in-person feedback • Coordinate a cohesive professional development program • Evaluate school programs and recommend policy changes and resource allocation • Respond to grievances by parents and staff • Handle serious discipline issues, including suspensions and expulsions • Conduct long-term strategic planning	• Commitment to the school's mission, goals, culture and virtues • Demonstrated success in raising urban student achievement • High expectations for themselves, staff and students • Teaching and leadership experience, especially in an urban setting • Expertise in curriculum development and use of data • Experience hiring, managing and evaluating employees • Experience leading and growing adults and the ability to provide instructional feedback to teachers across a range of grade levels and subject areas. • High level of organization and resourcefulness necessary for start-up environment • Exemplary communication skills and sophisticated analytical skills • Strong recommendations from prior employers, colleagues and employees • Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred) • Experience with STEM and 21st Century skills preferred

MPCS Leadership Team Job Descriptions

Director of Operations	
Responsibilities	**Qualifications**
• Oversee all day-to-day operational activities of the school in collaboration with the Principal • Supervise and support the Office Manager • Coordinate back-end services with Midtown Partners • Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems. • Coordinate HR functions, including onboarding • Oversee procurement and building maintenance, renovations and upgrades • Coordinate food services and transportation • Plan logistics for school-wide events for students, staff and families • Manage all volunteers, including sourcing, selection, and assigning of duties • Coordinate communications with parents and the community • Track and monitor technology needs • Participate in and contribute to the School Leadership Team	• Teaching or education program experience ideal. • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization • At least 1 year direct experience successfully managing and developing staff • Demonstrated success providing superior customer service. • Strong interpersonal skills and track record of collaborating with diverse stakeholders • Strong communication, writing, and presentation skills • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines. • Relentless determination to do whatever it takes to help our students succeed • Proactive and creative problem-solver
Student Support Coordinator	
Responsibilities	**Qualifications**
• Manage the school's RTI process • Supervise and support student support teachers • Coordinate all meetings and activities of the Child Study Team • Determine if entering students have IEPs • Review all IEPs and work with parents to modify them as necessary • Ensure that all services are provided in accordance with each student's IEP in the	• Special Education certification (or ability to become certified) • Experience with special education and/or ESL programs • Demonstrated success raising the achievement level of at-risk students • Experience supervising and evaluating intervention staff • Commitment to data-driven instruction • Knowledgeable about best practices in

context of the charter school setting • Coordinate all external service providers • Coordinate all external evaluation activities as needed • Ensure that all compliance and reporting requirements are satisfied • Train instructional staff on effective methods for educating at-risk students • Inform staff of all FERPA requirements as they relate to student record privacy • Evaluate all incoming students for English proficiency and ELL status • Participate in and contribute to the School Leadership Team	special education and urban 5-8 education • Knowledgeable about special education and ELL laws and regulations • Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building • Demonstrated respect and concern for children and their parents and a passion for education
Dean of Students	
Responsibilities	**Qualifications**
• Create and maintain school culture consistent with the school's mission and vision • Establish and instill school-wide routines, procedures and events that promote the culture and sustain the school's values. • Train teachers and staff in effective behavior management techniques using positive reinforcement • Coordinate response to minor discipline incidents and refer to Principal for more serious incidents • Participate in RTI process to address behavior issues • Participate in and contribute to the School Leadership Team	• Commitment to the Atmosphere mission and vision • Social Work or Counseling Degree • Experience working with and counseling urban students and their families • Excellent communication skills • Speaks Spanish (preferred) • Skilled in facilitating collaborative projects and work • Superb organizational and self-management skills and ability to handle multiple responsibilities effectively • Experience with PBIS or restorative justice preferred

Midtown Public Charter School
Organizational Chart



* Begins in Year 2

BYLAWS
OF
MIDTOWN PARTNERS, INC.
A NON-PROFIT MISSISSIPPI CORPORATION

ARTICLE I.

Name and Office

Section 1. The name of the corporation shall be MIDTOWN PARTNERS, INC.

Section 2. The principal office shall be located in the City of Jackson, Hinds County, Mississippi. The corporation may have such other offices, either within or without the State of Mississippi, as the Board of Directors ("Board") may designate or as the business of the corporation may require from time to time.

Section 3. The corporation shall continuously maintain in the State of Mississippi a registered office that may be the same as its principal office, and a registered agent as required by the Mississippi Nonprofit Corporation Act. The address of the registered office may change from time to time by the Board. The corporation shall appoint a registered agent as required by law.

Section 3. Other offices for the transaction of business shall be located at such places as the Board may from time to time determine.

ARTICLE II.

Purpose

Section 1. The general purpose of the MIDTOWN PARTNERS, INC. shall be to help families and individuals overcome economic and social disadvantage by providing nurture, support and empowerment; including the focus on four major areas: the provision of decent housing that is affordable to low- and moderate-income people; economic and business development, job training and employment procurement; high quality education, youth development, and out of school time enrichment; and resident leadership development and community engagement, especially, but not limited to the specific neighborhood of Midtown Jackson, Mississippi.

ARTICLE III.

Administration and Definitions

Internal Revenue Code Section 501 c (3) Purposes

In order to meet the mission and goals of the corporation:

Section 1. The corporation shall receive, maintain, and accept, as assets of the corporation, any property, whether real, personal or mixed, by way of gift bequest, devise or purchase, from any person, firm, trust, or corporation, to be held, administered and disposed of exclusively for charitable purposes.

No gift, bequest, devise or purchase of any such property shall be received and accepted if it is conditioned or limited in such manner as shall require the disposition of income or principal to any organization other than a "charitable organization" or for any purpose other than "charitable purposes," as herein defined, or which would jeopardize the Federal Income Tax exemption of this corporation pursuant to Section 501 (c) (3) of the Internal Revenue Code of 1986, as now in force or acts in amendment thereof or substitution therefore.

Section 2. The corporation shall hold and manage all property received and accepted by it to be administered hereunder and shall pay over, transfer, distribute, administer, or otherwise deal with the principal and income thereof, in such manner or manners, and at such time or times, as in the judgment of the Board shall be suited to carrying out the foregoing purposes. This may include, without hereby limiting the generality of the foregoing language:

- The acquisition by purchase, gift, rental or otherwise, and the management, care, sale or lease or other improvements;
- The acquisition by purchase, gift, rental or otherwise of other personal property and interests in other personal property, of whatsoever name or nurture.
- The retention of the services (whether directly, through contract, or other arrangement) or employment of administrators, assistants, secretaries, janitors and other persons, agents, servants and employees;

provided however, that no part of the property held by the corporation, and no part of the net earning of the corporation, shall be payable to or inure for the benefit of any private person or individual except reasonable compensation may be paid to any person providing goods or services to the corporation. Additionally, no substantial part of the activities of the corporation shall be the carrying on or intervention (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office.

Section 3. The corporation shall dispose of the corporate assets (in the event of the liquidation, dissolution, or winding-up of the corporation, whether voluntary or involuntary, or by operation of law) in such a way that will best meet the mission and goals for which the corporation was formed. This disposition shall be made into an organization, which is considered exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1986, or as subsequently amended.

Definitions

Section 4. The terms "charitable organizations" or "charitable organization" as referred to in these Bylaws shall mean organizations that are entitled to exemption from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1986, or acts in amendment thereof or substitution therefore. This may include trusts, funds, foundations, community chests or other organizations created or organized in the United States or any of its possessions, whether under the laws of the United States, any state or territory of the United States, the District of Columbia, or any possession of the United States.

Section 5. The term "charitable purposes" as referred to in these Bylaws shall mean, and shall be limited to and shall include only (1) religious, charitable, scientific, literary or educational purposes within the meaning of those words as used in Section 501 (c) (3) of the Internal Revenue Code of 1986, or acts in amendment thereof or substitution therefore, and (2) purposes which constitute public charitable purposes under the laws of the State of Mississippi.

ARTICLE IV

Board of Directors

Section 1. Except as provided by applicable law or in the articles of incorporation, all corporate powers shall be exercised by or under the authority of, and the affairs of the corporation managed under the direction of, its Board.

Section 2. The Board shall consist of individuals representing the Midtown community, individuals representing the interest of clients and residents that are served by the corporation's programs, individuals representing the interest of supportive and participating partners and/or offering specific expertise as is necessary to insure the optimum operation of the corporation. All directors, (except the initial directors) shall be elected, appointed, or designated by the Board. At least one-third of the directors shall be residents of the neighborhood or other low-income community residents. The number of the directors of the corporation shall be an odd number, not to exceed nineteen (19). The number of directors shall be set by the Board at its annual meeting each year and shall be elected as set forth in Section 4. No more than one-third (1/3) of the directors can be public officials

(including any employees of Mid Town Partners, Inc.). The Executive Director shall serve as an ex officio member without voting privileges.

Section 3. The Initial Board and the number of Members thereof shall be chosen by the Boards of Directors of Good Samaritan Midtown, Inc. and Midtown Community Development Corporation. Each Board member chosen shall serve a term as follows:

(1) Up to six members shall serve until January 1, 2011;
(2) Up to six members shall serve until January 1, 2012; and
(3) Up to seven members shall serve until January 1, 2013.

Thereafter, Directors shall be elected and serve as set forth in Section 4. Directors may serve consecutive terms.

Section 4. Terms of the directors shall be staggered. At the annual meeting immediately preceding the year beginning January 1, 2011; Directors shall be elected to serve from January 1, 2011 to December 31, 2013. At the annual meeting immediately preceding the year beginning January 1, 2012, Directors shall be elected to serve from January 1, 2012 to December 31, 2014. At the annual meeting immediately preceding the year beginning January 1, 2013, Directors shall be elected to serve from January 1, 2013 to December 31, 2015. The term of each board member shall be 3 years in length and the election of Directors shall continue to follow the pattern set forth in this Section.

Section 5. A director may resign at any time by delivering written notice to the Board, and to the President or Secretary. At its next meeting the Board shall elect a successor to fill the unexpired term or shall leave the vacancy in place until the next regular election of Directors. If a resignation is made effective at a later date, the Board may fill the pending vacancy before the effective date but the successor shall not take office until the effective date. If the directors remaining in office constitute fewer than a quorum of the Board, the directors may fill the vacancy by the affirmative vote of a majority of all the directors remaining in office.

Section 6. The Board may remove a director without cause by the vote of two-thirds (2/3) of the directors then in office or such greater number as is set forth in the articles of incorporation or these Bylaws. If a director is removed, the Board shall elect a successor to fill the unexpired term.

Section 7. Directors shall serve without compensation. By resolution of the Board, each director may be reimbursed for expenses, if any, incurred as a result of attendance at meetings of the Board.

Section 8. The Board shall oversee the business, property and affairs of the corporation.

Section 9. The annual meeting of the Board of Directors shall be held on the first Thursday of December each year at the office of the Corporation, at 6:00 p.m. or at such other time and place as set forth in the notice of the meeting. If the Board determines the annual meeting cannot or should not be held on such date, it shall reschedule the annual meeting to a satisfactory date not more than sixty (60) days after such date. Notice of such rescheduled date shall be given to the members of the Board as required hereunder.

Section 10. Regular meetings of the Board shall be held in the principal office of the corporation, or at such other place as shall be designated, monthly, or as necessary for the operation of the corporation. If the Board desire to establish regular meetings, it may set the place, time and dates of such regular meetings up to twelve months in advance by resolution. In such event, no further notice of such regular meetings shall be necessary.

Section 11. Special meetings of the Board may be called by the President, a Vice President, the Secretary, or by a majority of the members of the Board. Special meetings of the Board may be called upon two (2) days' notice of the time, place and purpose of the meeting.

Section 12. Notice of all annual, regular and special meetings, except as hereinabove provided, shall be e-mailed, mailed by regular mail, or sent by facsimile to each Board member at least two (2) days prior to a regular or special meeting. Meeting notices shall state the time, place and purpose of the meeting, except no purpose need be stated for the annual meeting or for any regular meeting set by resolution

Section 13. A quorum for the transaction of business at any annual, regular or special meeting of the Board shall consist of a majority of the members of the Board (half of the Board Members plus one), and a majority of such quorum shall decide any question that may properly come before the Board. A majority of those present at any meeting shall have power to adjourn the meeting to a future time and place.

Section 14. Any action required or permitted to be taken at a Board meeting may be taken without a meeting if the action is taken by a majority of the members of the Board. The action must be evidenced by one or more written consents describing the action taken, signed by the requisite number of directors, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last director signs the consent, unless the consent specifies a different effective date. Such a consent has the effect of a meeting vote and may be described as such in any document.

Section 15. The Board shall elect officers of the corporation as set forth in Article V. Officers will serve a term of two years. If any office becomes vacant during the year, the Board shall fill such office for the unexpired term.

Section 16. In addition to the officers provided hereafter, the Board, under the executive director's guidance may create other offices, establish the duties of such office and employ such personnel as in its discretion it deems necessary to accomplish the purposes for which the corporation was created and may authorize the payment of such salaries as it deems necessary to the personnel effectuating the corporate purposes.

Section 17. The Board shall have the power to appoint an Executive Committee composed of all the officers of the corporation, together with such additional members of the Board as the Board shall deem advisable. The Executive Committee shall have the power and authority to act for the Board in the management of the business and affairs of the corporation between meetings of the Board.

Section 18. The Board shall appoint from its own membership a Resident Leadership Advisory Committee that shall remain a standing committee of the Board. In addition to the voting members of the Board, the committee shall have non voting members who are representatives of the program beneficiaries and shall advise the Board on all matters re garding the design, sitting, development, and management of affordable housing projects and any other activities and programs as is advisable for the success of the corporation.

Section 19. The Board may appoint from its own membership such additional committees to assist in the discharge of its duties, as it may deem advisable for the orderly transaction of the business of the corporation. Each committee shall have two (2) or more members who serve at the pleasure of the Board. The creation of a committee and appointment of directors to it must be approved by the greater of: (1) a majority of all the directors in office when the action is taken; or (2) the number of directors required by the articles of incorporation or these bylaws to take action. A committee may not authorize distributions, dissolution, merger or the sale, pledge or transfer of all or substantially all of the corporation's assets; elect, appoint or remove directors or fill vacancies on the Board on any of its committees; or adopt, amend, or repeal the articles of incorporation or bylaws. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board shall apply to committees of the Board.

Section 20. The Board may permit any or all directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

ARTICLE V

Officers

Section 1. The officers of the corporation shall be a President, Secretary and Treasurer, and Executive Director. One or more Vice-Presidents may be elected by the Board as needed or desired. The President, any Vice President, and the Secretary shall be elected for one year and each shall hold office until his/her successor is elected and qualified. The office of Secretary and Treasurer may be consolidated into one office and held by one person, if so ordered by the Board. The office of Executive Director shall be elected by the Board and shall serve at the pleasure of the Board.

Section 2. The President shall preside at all Board meetings; shall have general supervision over the affairs of the corporation and over the other officers, and shall perform all such other duties as are incident to the office. The President may sign, with the Secretary or any other proper officer of the corporation, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation, or shall be required by law otherwise signed or executed.

Section 3. If any Vice President is elected, he or she shall perform the duties of the President when the President is unable to do so and shall perform such other duties as assigned by the Board or by the President.

Section 4. The Secretary shall send notices of Board meetings, shall keep the minutes of all meetings, shall be custodian of the corporate books and records, and shall perform such other duties as are properly required of him/her by the Board, and shall sign or attest all documents and cords requiring the signature of two officers of the Corporation.

Section 5. The Treasurer shall oversee the financial well being of the corporation, including the receiving and disbursing of funds and assets of the Corporation, the preparation of a financial report for every board meeting, and determining that expenditures are proper and within the budget. The Treasurer shall perform such other duties as are properly required by the Board and shall be required to give bond, if the Board so directs.

Section 6. The Executive Director shall be responsible for the day-to-day activities and programs of the Corporation. The Executive Director shall oversee all activities, and personnel of the Corporation. The Executive Director, with the assistance of the President, shall carry out the objectives and the direction of the Board and shall perform such other duties assigned by the Board.

Section 7. The initial officers shall be elected by the Board and shall serve until December 31, 2011. Thereafter, the Board shall elect officers for a one year term to run from January 1 until December 31 of each year. At the annual meeting for the year in which such officer's term expires, the Board shall elect a successor. A person may be re-elected to any office. Each officer shall serve until his successor is duly elected.

Section 8. The Board shall designate which officers and/or others which shall be authorized to sign checks on bank accounts maintained by the Corporation.

Section 9. An officer may resign at any time by delivering notice to the President or Secretary. A resignation is effective when the notice is delivered unless the notice specifies a later effective date. The Board, by a majority vote, may remove any officer at any time with or without cause. An officer's removal does not affect the officer's contract rights, if any, with the corporation. An officer's resignation does not affect the corporation's contract rights, if any, with the officer. The appointment of an officer does not of itself create contract rights between the officer and the corporation.

Section 10. A vacancy in any office because of death, resignation, removal disqualification or otherwise, may be filled by the Board for the unexpired portion of the term. If a resignation is made effective at a later date and the corporation accepts the future effective date, the Board may fill the pending vacancy before the effective date but the successor shall not take office until the effective date.

ARTICLE VI

Contracts and Loans

Section 1. 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 corporation, and such authority may be general or confined to specific instances.

Section 2. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name; and no asset of the Corporation shall be pledged, assigned or otherwise stand as security for any loan or indebtedness, unless authorized by a resolution approved by the requisite vote of the Board. The corporation may not lend money to or guarantee the obligation of a director or officer of the corporation.

ARTICLE VII

Indemnification

Section 1. The corporation may indemnify its officers and directors to the fullest extent permitted under applicable law. Any such indemnification shall be by resolution of the Board and shall be reflected in the minutes of the corporation.

Section 2. The corporation may purchase and maintain insurance on behalf of an individual who is or was a director, officer or agent of the corporation or who, while a director, officer, employee or agent of the corporation, is or was serving at the request of the corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, against liability asserted against or incurred by such person in that capacity or arising from such person's status as a director, officer, employee or agent, whether or not the corporation would have power to indemnify such person against such liability under applicable law.

ARTICLE VIII

Emergency Bylaws

The emergency Bylaws provided in this article shall be operative during any emergency in the conduct of the business of the corporation, notwithstanding any different provision in the preceding articles of the bylaws or in the articles of incorporation or in the Mississippi Nonprofit Corporation Act. An emergency exists if a quorum of the corporation's directors cannot readily be assembled because of some catastrophic event. To the extent not inconsistent with the provisions of this article, the bylaws provided in the preceding articles remain effective during such emergency. The emergency Bylaws are not effective after the emergency ends.

During any such emergency:

(a) A meeting of the Board may be called by any officer or director of the corporation. Notice of the meeting shall be given by the officer or director calling the meeting only to those directors whom it is practicable to reach and may be given in any practicable manner, including by publication and radio.

(b) If a quorum of the Board cannot be present for such meeting, those directors present shall constitute a quorum so as to allow the Board to act during the period of the emergency.

(c) The Board, either in anticipation of or during any such emergency, may modify lines of succession to accommodate the incapacity of any director, officer, employee or agent or may elect a temporary replacement.

(d) The Board, either in anticipation of or during any such emergency, may relocate the principal offices, designate alternative principal offices or regional offices, or authorize the officers to do so.

ARTICLE IX
Amendments

Section 1. These Bylaws may be amended by a majority vote of the members of the Board.

Section 2. No amendment to these bylaws shall be voted on until the same has first been sent to each Board member not less than five (5) days prior to the meeting with notice that the proposed amendment is to be on the agenda of the meeting.

ck\ame-corp\goodsamaritan\bylaws midtown partners inc

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE

P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333

Articles of Amendment

The undersigned persons, pursuant to Section 79-4-10.06 (if a profit corporation) or Section 79-11-305 (if a nonprofit corporation) of the Mississippi Code of 1972, hereby execute the following document and set forth:

1. Type of Corporation

☐ Profit ☒ Nonprofit

2. Name of Corporation

North Midtown Community Development Corporation

3. The future effective date is (Complete if applicable)

4. Set forth the text of each amendment adopted. (Attach page)

5. If an amendment for a business corporation provides for an exchange, reclassification, or cancellation of issued shares, set forth the provisions for implementing the amendment if they are not contained in the amendment itself. (Attach page)

6. The amendment(s) was (were) adopted on

Date(s)

FOR PROFIT CORPORATION (Check the appropriate box)

Adopted by ☐ the incorporators ☐ directors without shareholder action and shareholder action was not required.

FOR NONPROFIT CORPORATION (Check the appropriate box)

Adopted by ☐ the incorporators ☒ board of directors without member action and member action was not required.

FOR PROFIT CORPORATION

7. If the amendment was approved by shareholders

(a) The designation, number of outstanding shares, number of votes entitled to be cast by each voting group entitled to vote separately on the amendment, and the number of votes of each voting group indisputably represented at the meeting were

Designation	No. of outstanding shares	No. of votes entitled to be cast	No. of votes indisputably represented

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333

Articles of Amendment

(b) EITHER

(i) the total number of votes cast for and against the amendment by each voting group entitled to vote separately on the amendment was

Voting group	Total no. of votes cast FOR	Total no. of votes cast AGAINST

OR

(ii) the total number of undisputed votes cast for the amendment by each voting group was

Voting group	Total no. of undisputed votes cast FOR the plan

and the number of votes cast for the amendment by each voting group was sufficient for approval by that voting group.

FOR NONPROFIT CORPORATION

8. If the amendment was approved by the members

(a) The designation, number of memberships outstanding, number of votes entitled to be cast by each class entitled to vote separately on the amendment, and the number of votes of each class indisputably represented at the meeting were

Designation	No. of memberships outstanding	No. of votes entitled to be cast	No. of votes indisputably represented
n/a			

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333

Articles of Amendment

(b) EITHER

(i) the total number of votes cast for and against the amendment by each class entitled to vote separately on the amendment was

Voting class	Total no. of votes cast FOR	Total no. of votes cast AGAINST

OR

(ii) the total number of undisputed votes cast for the amendment by each class was

Voting class	Total no. of undisputed votes cast FOR the amendment

and the number of votes cast for the amendment by each voting group was sufficient for approval by that voting group.

By: Signature (Please keep writing within blocks)

Printed Name Title

Attachment to Articles of Amendment

4. The name of the Corporation is changed to Midtown Partners, Inc.

Midtown Partners, Inc.

Statement of Values and Code of Ethics

Statement of Values

Any code of ethics is built on a foundation of widely shared values. The values of the organization include:

- Commitment to the public good;
- Accountability to the public;
- Commitment beyond the law;
- Respect for the worth and dignity of individuals;
- Inclusiveness;
- Respect for pluralism and diversity;
- Transparency, integrity and honesty;
- Responsible stewardship of resources; and,
- Commitment to excellence and to maintaining the public trust.

These values lead directly to the Code of Ethics for Nonprofit and Philanthropic Organizations that follows. The values inform and guide the actions that organizations should take in developing their policies and informing their practices.

I. Personal and Professional Integrity

All staff, board members and volunteers of the organization act with honesty, integrity and openness in all their dealings as representatives of the organization. The organization promotes a working environment that values respect, fairness and integrity.

II. Mission

The organization has a clearly stated mission and purpose, approved by the board of directors, in pursuit of the public good. All of its programs support that mission and all who work for or on behalf of the organization understand and are loyal to that mission and purpose. The mission is responsive to the constituency and communities served by the organization and of value to the society at large.

III. Governance

The organization has an active governing body that is responsible for setting the mission and strategic direction of the organization and oversight of the finances, operations, and policies of the organization. The governing body:

- Ensures that its board members or trustees have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of the organization and its public purpose;
- Has a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal or other means;
- Is responsible for the hiring, firing, and regular review of the performance of the chief executive officer, and ensures that the compensation of the chief executive officer is reasonable and appropriate;
- Ensures that appropriate staff provide the governing body with timely and comprehensive information so that the governing body can effectively carry out its duties;
- Ensures that the organization conducts all transactions and dealings with integrity and honesty;
- Ensures that the organization promotes working relationships with board members, staff, volunteers, and program beneficiaries that are based on mutual respect, fairness and openness;
- Ensures that the organization is fair and inclusive in its hiring and promotion policies and practices for all board, staff and volunteer positions;
- Ensures that policies of the organization are in writing, clearly articulated and officially adopted;
- Ensures that the resources of the organization are responsibly and prudently managed; and,
- Ensures that the organization has the capacity to carry out its programs effectively.

IV. Legal Compliance

The organization is knowledgeable of and complies with all laws, regulations and applicable international conventions.

V. Responsible Stewardship

The organization and its subsidiaries manage their funds responsibly and prudently. This should include the following considerations:

- It spends a reasonable percentage of its annual budget on programs in pursuance of its mission;
- It spends an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- The organization compensates staff, and any others who may receive compensation, reasonably and appropriately;
- Organizations that solicit funds have reasonable fundraising costs, recognizing the variety of factors that affect fundraising costs;
- Organizations do not accumulate operating funds excessively;
- Organizations with endowments (both foundations and public charities) prudently draw from endowment funds consistent with donor intent and to support the public purpose of the organization;
- Organizations ensure that all spending practices and policies are fair, reasonable and appropriate to fulfill the mission of the organization; and,
- All financial reports are factually accurate and complete in all material respects.

VI. Openness and Disclosure

The organization provides comprehensive and timely information to the public, the media, and all stakeholders and is responsive in a timely manner to reasonable requests for information. All information about the organization will fully and honestly reflect the policies and practices of the organization. Basic informational data about the organization, such as the Form 990, reviews and compilations, and audited financial statements will be posted on the organization's website or otherwise available to the public. All solicitation materials accurately represent the organization's policies and practices and will reflect the dignity of program beneficiaries. All financial, organizational, and program reports will be complete and accurate in all material respects.

VII. Program Evaluation

The organization regularly reviews program effectiveness and has mechanisms to incorporate lessons learned into future programs. The organization is committed to improving program and organizational effectiveness and develops mechanisms to promote learning from its activities and the field. The organization is responsive to changes in its field of activity and is responsive to the needs of its constituencies.

VIII. Inclusiveness and Diversity

The organization has a policy of promoting inclusiveness and its staff, board and volunteers reflect diversity in order to enrich its programmatic effectiveness. The organization takes

meaningful steps to promote inclusiveness in its hiring, retention, promotion, board recruitment and constituencies served.

IX. Fundraising

Organizations that raise funds from the public or from donor institutions are truthful in their solicitation materials. Organizations respect the privacy concerns of individual donors and expend funds consistent with donor intent. Organizations disclose important and relevant information to potential donors.

In raising funds from the public, organizations will respect the rights of donors, as follows:

- To be informed of the mission of the organization, the way the resources will be used and their capacity to use donations effectively for their intended purposes;
- To be informed of the identity of those serving on the organization's governing board and to expect the board to exercise prudent judgment in its stewardship responsibilities;
- To have access to the organization's most recent financial reports;
- To be assured their gifts will be used for the purposes for which they were given;
- To receive appropriate acknowledgement and recognition;
- To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by the law;
- To expect that all relationships with individuals representing organizations of interest to the donor will be professional in nature;
- To be informed whether those seeking donations are volunteers, employees of the organizations or hired solicitors;
- To have the opportunity for their names to be deleted from mailing lists that an organization may intend to share; and,
- To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.

Midtown Partners (MP)
Conflict of Interest Policy

Article I – Purpose

1. The purpose of this Board conflict of interest policy to protect MP' s interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of MP or might result in a possible excel benefit transaction.

2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

3. This policy is also intended to identify "independent" directors.

Article II – Definitions

1. **Interest person** – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial interest** – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

    a. An ownership or investment in any entity with which MP has a transaction or arrangement,

    b. A compensation arrangement with MP or with any entity or individual with which MP has a transaction or arrangement, or

    c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which MP is negotiating a transaction or arrangement.

    Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

    A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists in accordance with this policy.

3. **Independent Director** – A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 for or, until such definition is available, the director –

a. is not, and has not been for a period of at least three years, an employee of MP or any entity in which MP has a financial interest;

b. does not directly or indirectly have a significant business relationship with MP, which might affect independence in decision-making;

c. is not employed as an executive of another corporation where any of MP's executive officers or employees serve on that corporation's compensation committee; and

d. does not have an immediate family member who is an executive officer or employee of MP or who holds a position that has a significant financial relationship with MP.

Article III – Procedures

1. **Duty to Disclose** – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** - After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee members shall decide if a conflict of interest exists.

4. **Procedures for Addressing the Conflict of Interest**

   a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

   b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

   c. After exercising due diligence, the Board or Executive Committee shall determine whether MP can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MP's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise found to have a financial interest in the connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for the discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from MP for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MP for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction included compensation matters and who receives compensation, directly or indirectly, from MP, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such a person:

   a. Has received a copy of the conflict of interest policy,

   b. Has read and understands the policy,

   c. Has agreed to comply with the policy, and

   d. Understands MP is a charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure MP operated in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonable available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to MP's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, MP may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Statement of Assurances

☑ The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.

☑ The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.

☑ The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.

☑ The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.

☑ The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.

☑ The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.

☑ The applicant will not charge tuition.

☑ The applicant will provide a transportation plan for students attending the proposed charter school.

☑ The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.

☑ The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.

☑ The applicant agrees to abide by the following state statutes:

a. Mississippi Code § 25-41-1 et seq;
b. Mississippi Code § 25-61-1 et seq;
c. Mississippi Code § 37-3-51;
d. Mississippi Code § 37-3-53;
e. Mississippi Code § 37-11-18;
f. Mississippi Code § 37-11-18.1;
g. Mississippi Code § 37-11-19;
h. Mississippi Code § 37-11-20;
i. Mississippi Code § 37-11-21;
j. Mississippi Code § 37-11-23;
k. Mississippi Code § 37-11-29 and 37-11-31;
l. Mississippi Code § 37-11-67;
m. Mississippi Code § 37-13-3;
n. Mississippi Code § 37-13-5 and 37-13-6;

o. Mississippi Code § 37-13-63(1);
p. Mississippi Code § 37-13-91;
q. Mississippi Code § 37-13-171(2) and (4);
r. Mississippi Code § 37-13-173;
s. Mississippi Code § 37-13-193;
t. Mississippi Code § 37-15-1 and 37-15-3;
u. Mississippi Code § 37-15-6;
v. Mississippi Code § 37-15-9;
w. Mississippi Code § 37-15-11;
x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
y. Mississippi Code § 37-18-1.

☑ The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.

☑ The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.

☑ The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.

☑ The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.

☑ The applicant agrees to adhere to generally accepted accounting principles.

☑ The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.

☑ The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name: Dr. Krish Andrews

[signature] 9/12/14

Signature *Date*

PROOF OF CITIZENSHIP
SUBMITTED IN LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Midtown Public Charter School
2. Full name: David Hunt Culpepper
   Home Address: [redacted]
   Business Name and Address
   Phone Number
   E-mail address
   ☐ Resume and professional bio are attached here.
   ☐ Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☑ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☐ Yes ☑ No
   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   I've developed a passion for the Midtown/Jackson community & long-term
6. What is your understanding of the appropriate role of a public charter school board member?
   I believe nothing will contribute as much as this charter school to its future

at a liberal arts college which emphasizes communications skills & developing students' ability to think analytically, critically, synthesize diverse information, and evaluate the same.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Board of Meltown Partners and other boards. Experiences as a life-long educator and business person

8. Describe the specific knowledge and experience that you would bring to the board.

Trained and experienced in business, finance, accounting, & entrepreneurship. Owned & operated several businesses. Have served on several non-profit boards and been an educator for 30 years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

provide middle school students in Jackson area with an academically rigorous education

2. What is your understanding of the school's proposed educational program?

Emphasis on great teaching, extended instructional time, critical thinking skills to prepare for high school & college.

3. What do you believe to be the characteristics of a successful school?

High expectations, teachers that are both nurturing and demanding

4. How will you know that the school is succeeding (or not) in its mission?

Ultimately, success of its students in high school & college.

Governance

1. Describe the role that the board will play in the school's operation.

Ensure that policies and resources are in place to achieve mission.

2. How will you know if the school is successful at the end of the first year of operation?

Achievement of measurable standards

3. How will you know at the end of four years of the school is successful?

Same as #2 plus success of students as they advance to high school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Promote policies & culture that drive high expectations & nurturing; generate (necessary) resources; cultivate partnerships in the community to support mission

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Discuss with them first, then with the larger board to rectify, including expulsion if necessary.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☑ Yes

   I know two: Kristi Hendrix and Tony Jeff, acquaintances

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☑ I/ we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☑ I/ we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☑ I/ we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☑ I/ we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☑ I/ we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☑ Yes

Board Member of Midtown Partners, Inc.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☑ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: David Hunt Culpepper

Signature

9-12-14
Date

David H. Culpepper, Ph.D., CPA, CVA. Dr. David Culpepper holds B.S. degrees in Chemistry and Accounting, an MBA, and a Ph.D. in Accounting, with minor in Statistics, from the University of Alabama. He has been employed by Ernst & Young as well as the U.S. Treasury Department. Over the past 25 years, he has served numerous clients in various financial, valuation, and capital deployment related engagements. A Certified Valuation Analyst (CVA) since 1995, Dr. Culpepper has been actively involved in private equity evaluation, financial damages and other litigation support, and the valuation of closely-held businesses for the purposes of mergers & acquisitions, estate planning, etc. He has been qualified as an expert witness to testify on business damages in both the Southern District Federal Court and the Northern District Federal Court. He has also conducted evaluations resulting in fairness opinions for the Mississippi Attorney General's office for various hospital and healthcare entity acquisitions.

Dr. Culpepper has coordinated and participated in numerous private equity investments by various investor groups. These investments have ranged from early stage seed capital to later stage mezzanine financing rounds, and include a variety of industry sectors: medical devices, wireless technology, network routing technology, oil & gas exploration, commercial/residential real estate development, renewable energy technology, natural gas pipeline technology, among others. He also serves as managing partner of a hotel development/management firm which has acquired or developed ten hotels, and a construction firm which specializes in hotel construction.

Dr. Culpepper is a Professor of Accounting and Entrepreneurship for the Else School of Management, Millsaps College, and serves as Chair of ELSE*Works,* the college's entrepreneurial initiative, as well as on the Board of Midtown Partners, Inc. He has also held the Kelly Gene Cook Chair of Business Administration, and has taught various courses in accounting, tax, finance, and entrepreneurship at both the undergraduate and graduate level. He has published numerous articles in both academic and professional journals including the *Journal of Applied Business Research, CPA Journal, Journal of European Business, Journal of International Taxation, Journal of Accounting and Finance Research, Journal of Accountancy, Journal of Accounting Theory and Practice, Journal of State Taxation,* and the *Mississippi Business Journal.*

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box ( ), which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

[redacted]

Company Name: Midtown Partners, Inc. Date: 9/10/14 [redacted]

Applicant Name: DAVID CULPEPPER [redacted]

CHECK SCREENINGS REQUIRED FOR T[redacted]

____	Previous Employment Verification		
____	Education Verification*	X	Driving Record Check
	D.O.T.____ (Special Screening for Commercial Drivers)		
____	Professional/Personal References	____	Workers' Compensation Claims*
____	Professional License & Credential Check		
____	Official Education Transcripts	____	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
____	Other Criminal Record Checks (list jurisdictions below)		
____	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	____	National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

proof of citizenship submitted in LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Mid-Town Public Charter School**

2. Full name **Jason Scott Dean**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

☐ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Mississippi Broadband Connect Coalition, MS BIO, and Mississippi Telehealth Association

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   I believe this is one tool of many that can be deployed to improve student outcomes

6. What is your understanding of the appropriate role of a public charter school board member?

   To provide strategic guidance in the overall mission and give support, as needed, for the

execution of the school's charter agreement

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've served on several not for profit boards; was a former faculty member in the School of Education at Ole Miss and as an Adjunct at JSU and USM; Education Policy Advisor for Governor Haley Barbour; White House Fellow assigned to the US Department of Education

8. Describe the specific knowledge and experience that you would bring to the board.

I have studied charter school policy for more than 10 years and have participated in several national level conferences on the issue. On behalf of Governor Haley Barbour I wrote a couple of different versions of Mississippi's charter school bill in 2004 and 2005. Although unsuccessful, these attempts were an important contribution to the ultimate passage of the current charter school law. This work allowed me to understand the reticence many stakeholders have with regards to charter schools as well as to put together a coalition of those with disparate interests in the issue.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is focused on STEM centered education that ensures students are directed towards a career and college ready pedagogy

2. What is your understanding of the school's proposed educational program?

The educational program at MPCS will be modeled after the proven and highly successful Brooke Charter School Model

3. What do you believe to be the characteristics of a successful school?

Adults that instill a culture of high expectations is the foundation to a successful school. Boys and girls who not only do well on quantitatively driven measures but also have a qualitative increase in quality of life and can see what a successful future looks like are all characteristics.

4. How will you know that the school is succeeding (or not) in its mission?

Measurable data such as student test scores, attendance, demand for admission, community support, parental engagement are all variables that show success.

Governance

1. Describe the role that the board will play in the school's operation.

The Board is there to provide strategic guidance, ensure funds are being appropriately used, to keep the human resources accountable and faithful to the charter's commitment, and most importantly to ensure that the students and parents of the community are receiving the experience they expect and deserve.

2. How will you know if the school is successful at the end of the first year of operation?

One year is probably not long enough to determine success or failure but there will be evidence that the Board can consider such as student and parental feedback, comparison of peer related test scores to determine if any significant differences are detected

3. How will you know at the end of four years of the school is successful?

By interpreting the data related to student achievement

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Provide the appropriate level of strategic guidance to the school based leaders and hold them accountable to the Board for meeting the charter agreement and ensuring increased student achievement is met

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring it to the Board's immediate attention to address and rectify if necessary

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process; None
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and N/A
   c. Indicate whether you have been involved in the review/negotiation of the management agreement. None

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☒ Yes

Professional acquaintances

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☒ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Jason Dean

Jason Dean

September 14, 2014

Signature *Date*

Jason S. Dean, Ph. D.

[redacted]

EDUCATION

The University of Mississippi Ph.D., Education
Oxford, Mississippi August 2003

The University of Mississippi M.A., Education
Oxford, Mississippi July 2000

The University of Southern Mississippi B.A. International Studies
Hattiesburg, Mississippi May 1997

PROFESSIONAL EXPERIENCE

Tenax Aerospace, LLC, Vice-President for Program Development; November 2013 to present. Responsibilities include identifying and closing on new business for special mission aircraft; coordinate and manage the company's federal level relationships; lead weekly business development related meetings; and participate in company's strategic planning activities.

Fidelis Policy Group, LLC President; Highland Advisors, LLC President & CEO; RAND Gulf States Policy Group, Adjunct Staff; 2010—2013. Grant writing, policy and planning resource support firm for associations, state agencies, and foundation; primary operating principle is to provide research and resource support on public and private issues while developing broad based coalitions to support economic development and job creation.

The Mississippi Economic Council, Vice-President for Economic Policy; 2007—2010. Responsibilities included day to day administration within the state's chamber of commerce network; management of state's business roundtable; and oversight of Mississippi's long----term economic development plan, Momentum Mississippi.

White House Fellow Class of 2006—2007. Highly selective one-year assignment that included participation at the highest levels of the Federal Government; received United States Government Security Clearance (Top Secret/SCI); traveled extensively across the globe as part of official delegation of the White House; and regularly met with the Nation's top political, business, and military leaders to discuss issues.

State of Mississippi, Office of the Governor Education Policy Advisor; 2003—2006. Budget and policy advisor to Governor Haley Barbour on education related issues; responsible for design and passage of the Governor's reform agenda called UpGrade; and oversight of local, state and federal related post----Hurricane Katrina Recovery efforts.

The University of Mississippi; Oxford, Mississippi Assistant Dean of Students and Visiting Assistant Professor; 2000—2003. Office of the Dean of Students responsibilities included student organizational oversight and judicial hearings; oversight of fraternities and sororities; publication of student handbook; and service as Alcohol Task Force Chairman

Adjunct Professor; August 2003—current
Jackson State University Jackson, Mississippi
The University of Mississippi Oxford, Mississippi
The University of Southern Mississippi Hattiesburg Mississippi

DISTINCTIONS

Mississippi Business Journal's "Top 40 under 40" (2010)
The University of Southern Mississippi's Outstanding Young Alumnus (2008)
United States—Japan Leadership Program (2010)
American Council for Young Political Leaders (2004)

CURRENT COMMUNITY AND CIVIC ENGAGEMENT

Mississippi Telehealth Association, Board Member
MS BIO, Board Member
Mississippi Broadband Connect Coalition, Managing Director

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box [ ], which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date: 9-15-14 Print Name: Dean Jason S.

[redacted]

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: JASON DEAN [redacted]

CHECK SCREENINGS REQUIRED FOR [redacted]

____	Previous Employment Verification	X	Driving Record Check
____	Education Verification*		
	D.O.T.____ (Special Screening for Commercial Drivers)		
____	Professional/Personal References	____	Workers' Compensation Claims*
____	Professional License & Credential Check		
____	Official Education Transcripts	____	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
____	Other Criminal Record Checks (list jurisdictions below)		
____	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	____	National Address Search & Social Security # Validation

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*When permitted by state law.

Signature of Official Authorizing Investigation _____

Board Member Information Form

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All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Midtown Charter School**

2. Full name **Mehri Fadavi**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

☐ X Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☐ Yes ☐ X No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☐ X No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   This aligns with my ambition and dream of contributing to society through offering quality education to our students in the State of Mississippi.

6. What is your understanding of the appropriate role of a public charter school board member?

A board member of a public charter school have some knowledge of the need that is being addressed and should work collectively with all included to find answers to those needs.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Many years of experience as not only an educator, but also an administrator in providing training and opportunities for current teachers to become more effective. These efforts have been focused on K-12 educators in the science and math curriculum. These efforts have been inclusive of pedagogical methods, professional development, and curriculum development.

8. Describe the specific knowledge and experience that you would bring to the board.

Many years of experience working with teachers in the state, being in the leadership roles such as the interim chair of the Department of Physics, Atmospheric Sciences and Geoscience and, the Principal Investigator of the largest Math and Science Partnership (MSP) grant in the state ($8.7M) funded by National Science Foundation and six MSP grants ($5.7M) funded by Mississippi Department of Education. The MSP grants bring professional development to teachers in this state. This experience would be very valuable to this board by being knowledgeable of effective teaching.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the schools mission and guiding beliefs is to provide a setting for students to become academically prepared to compete in the 21st century workforce, higher education settings, and/or entrepreneurs.

2. What is your understanding of the school's proposed educational program?

The educational program should provide the necessary equipment and teachers who are trained and are learners of how to use the latest techniques to prepare students for today's rigorous academic milestones.

3. What do you believe to be the characteristics of a successful school?

High expectation for every student, a rigorous curriculum and fair assessment, sufficient resources to help all students achieve, safe, healthy, and supportive learning environments, classrooms equipped for teaching and learning, qualified teachers in every classroom, strong school leadership, and parent and community support.

4. How will you know that the school is succeeding (or not) in its mission?

A few indicators of school's success are: if it is able to close the achievement gap, if teachers using new curriculum or instruction, and if the students are offered extra academic support.

Governance

1. Describe the role that the board will play in the school's operation.

The board's responsibilities include adopting a unifying vision and mission, soliciting and balancing the participation and input of members of the community, and advocating on behalf of the educational needs of children at the school. The school board should also emphasize the standard of continuous improvement for its own operations as well as that of the school as a whole and undertake to evaluate its performance and improve upon that performance.

2. How will you know if the school is successful at the end of the first year of operation?

The achievement of the goal with measureable indicators show the school success, such as the academic and non- academic student performance, and organizational and management performance.

3. How will you know at the end of four years of the school is successful?

The same as question 2; The achievement of the goal with measureable indicators show the school success, such as the academic and non- academic student performance, and organizational and management performance..

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Make sure effective policies are in place for implementing and assessing a rigorous method for academic advancement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? ***I would bring up the subject and discuss it openly with other board members.***

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

NA

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ **X** I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ **X** I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ **X** I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ **X** I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ X I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☐ X I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐ X I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ X Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☐ X None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Mehri Fadavi

September 15, 2014

Mehri Fadavi

Signature *Date*

proof of citizenship submitted in LOI

MEHRI FADAVI
Department of Physics, Atmospheric Sciences and Geoscience
Jackson State University
Jackson, Mississippi

Education

Ph.D. Keele University, Staffordshire, England, 1981
Major—Physics
Dissertation Title: Secondary Electron Spectroscopy of the Slowly Oxidized Beryllium and Magnesium Surfaces

B.S. Pahlavi University, Shiraz, Iran, 1977
Major--Physics

Professional Experience

July 2013-present	Interim Chair, Department of Physics, Atmospheric Sciences, and Geoscience, Jackson State University, Jackson, Mississippi
June 2007-present	Professor, Jackson State University, Jackson, Mississippi.
2002 - 2007	Associate Professor, Jackson State University, Jackson, Mississippi.
1996 - 2002	Assistant Professor, Jackson State University, Jackson, Mississippi.
1993 - 1996	Visiting Assistant Professor, Jackson State University, Jackson, Mississippi.
1990 - 1992	Adjunct Faculty, Mississippi State University, Starkville, Mississippi.
1989 - 1990	Adjunct Faculty, Wood Junior College, Mathiston, Mississippi.
1981 - 1989	Faculty, Esfahan University of Technology, and Peyamei Noor University, Esfahan, Iran.

Funded Grants

Project IC FAIM—Institutional Change through Faculty Advancement in Instruction and Mentoring, National Science Foundation (HBCU UP), Project Director: **M. Fadavi**, 2013-2018, $1,750,000.

Project MAT-PD— Mathematics Advancement in Teaching through Professional Development, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2013 – June 2016, $ 1,200,000.

Project MAST -5— Mississippi Academy for Science Teaching, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2010 – September 2013, $ 1,538,573.

Project ILTE—Integrated Learning and Teaching Environment, US Department of Education, Project Director: **M. Fadavi**, October 1, 2008 -- September 30, 2011, $599,584.

Project MAST — Mississippi Academy for Science Teaching, National Science Foundation-Math And Science Partnership, Project Director: M. **Fadavi**, October 2008 – September 2013, $ 8,715,926.

Project MAST 4U— Mississippi Academy for Science Teaching, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2007 – September 2010, $ 1,538,548.

Project MAST III — Mississippi Academy for Science Teaching, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2006 – July 2007, $479,180.

Project ICI—Institutes for College Instructors, NASA Stennis Space Center Office of Education, Project Directors: **M. Fadavi** and Carolyn Craig, September 2005 – August 2007, $99,980.

Project MAST II — Mississippi Academy for Science Teaching, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2005 – July 2006, $419,996.

Project MAST I — Mississippi Academy for Science Teaching, Mississippi Department of Education, Project Director: **M. Fadavi**, June 2004 - July 2005, $465,985.

ESSE 21—Earth System Science Education Program for the 21st Century, NASA Headquarters; Project Director: E. Heydari, Co-directors: **M. Fadavi** and R. S. Reddy, September 2003 - July 2005, $70,000 + matching funds.

Sky Calls: Mississippi Power Company, Inc.; Project Director: **M. Fadavi**, Co- Project Directors: G. Lebo and T. Philips, September 2003 - June 2004, $9,500.

Sky Calls: Entergy; Project Director: **M. Fadavi**, Co- Project Directors: G. Lebo and T. Philips, September 2003 - June 2004, $3000.

Project SMILE—Science and Mathematics Initiative for Learning Enhancement, NASA Headquarters funding program, MASTAP—Mathematics, Science, and Technology for

Teachers and Curriculum Enhancement; Project Director: V. C. Craig, Co- Director: **M. Fadavi**, September 2002- August 2005, $577,907.

SMART Center—Science and Mathematics Advancement Resources for Teaching, Part of the Jackson Urban Systemic Program Proposal, submitted to NSF, Primary Contractor: Jackson Public School District, Project Director: Jayne B. Sargent, Ex- Superintendent of Jackson Public School District, JSU Project Director: **Mehri Fadavi**, June 2001- August 2006. $118,660+ tuition for ~85 in-service JPS teachers ~ $229,000 + matching funds.

Jackson Public School District/Mississippi Science Partnership Collaboration for High School Physical Science, Primary Contractor: Jackson Public School District, Project Director: **Mehri Fadavi**, January 2002 - January 2005. $28,600.

ILE-MSP: (Phase III) Development of an Integrated Learning Environment for Undergraduate Physics, Astronomy, Atmospheric Sciences and General Science at Jackson State University (Phase III). U.S. Department of Education (ED), Project Director: **M. Fadavi**; Co-Project Directors: C. Drake, R. Karim, R. S. Reddy, E. Heydari and David Bramlett; October 1, 2002 – September 31, 2005. $304,500 + matching funds.

CSTEA HBCU Academic and Research Consortium (CHARC). NASA. Primary Contractor: Howard University, Project Director: Arthur Thorpe (Howard University). JSU Project: Project Director: K. Ghosh. Co Project Directors: P. Croft, C. Drake, **M. Fadavi**, P. Fitzpatrick, F. Hagelberg, R. Karim, and R. S. Reddy. May 1, 1999 - July 31, 2001. $360,000.

Hands On Universe in Mississippi (HOUMS). NASA- Initiative to Develop Education Through Astronomy (IDEAS), Space Telescope Science Institute. Project Director: **M. Fadavi**, Co-Project Director; K. Ghosh. July 1999-July 2001. $25,000 + matching funds.

An Integrated Learning Environment for Undergraduate Physics, Astronomy, Atmospheric Sciences and General Science at Jackson State University (Phase II). U.S. Department of Education, Project Director: K. Ghosh; Co-Project Directors: C. Drake, **M. Fadavi**, R. Karim, R. S. Reddy, July 1, 1998 - July 1, 2001. $264,000 + matching funds.

Assembling Equipment to Study Field Electron Emission, Lawrence Livermore National Laboratory. Project Director: **M. Fadavi**, 1998-2000. $7297.50.

CSTEA HBCU Academic and Research Consortium (CHARC). NASA. Primary Contractor: Howard University, Project Director: Arthur Thorpe (Howard University). JSU Project Director: K. Ghosh. Co-Project Directors: P. Croft, C. Drake, **M. Fadavi**, P. Fitzpatrick, F. Hagelberg, R. Karim, and R. S. Reddy. May 1, 1997 - April 30, 2000. $360,000.

Development of an Enriched Research and Instructional Infrastructure in the JSU Department of Physics & Atmospheric Sciences, The David and Lucille Packard Foundation,

Project Director: K. Ghosh. Co-Project Directors: C. Drake, **M. Fadavi**, R. Karim, (Fred. Lott), R. Reddy (and H. S. Yang). September 15, 1994 - September 14, 1998. $400,000.

An Integrated Learning Environment for Undergraduate Physics at Jackson State University. U.S. Department of Education. Project Director: K. Ghosh; Co-Project Directors: C. Drake, **M. Fadavi**, R. Karim, and H. S. Yang. August 1, 1993 - January 31, 1997. $397,068.

Research Careers for Minority Scholars (RCMS), Project Director: Dr. A. Mohamed, Physics and Atmospheric Sciences Project Coordinator: K. Johnson, Co-Project Directors: P. Croft, C. Drake, **M. Fadavi**, P. Fitzpatrick, K. Ghosh, S. Johnston, R. Karim, F. Lott, S. Reddy, H. Yang, and H. Zhang; October 1, 1991 - September 30, 1996; $750,000.

Physical Science Institute 1993, Hughes Aircraft Company and Howard Hughes Medical Institute/Jackson State University/Undergraduate Biological Science Initiative Program, Project Director: K. Ghosh, **M. Fadavi**, and A. Jones, May 18 - August 14, 1993, $15,023.

Operation Physics in Mississippi (OPIMS) - Second State Leaders' Workshop. Mississippi State Department of Education, Jackson State University, Hughes Aircraft Company, American Institute of Physics, National Science Foundation, Office of the Commissioner of the Mississippi State Institutions of Higher Learning, Dwight D. Eisenhower Mathematics and Science Act of Title II (PL 100-297). Project Directors: K. Ghosh and H. Yang. Program Managers: H. Yang and **M. Fadavi**, May 20, 1993 - August 31, 1994. $166,783.

Abstracts and Papers Published and/or Presented

M. Fadavi, K. Bass, N. Kirtman, "Project MAST, A Route to Quality Teacher Professional Development", Conference proceeding, Discover the Cosmos and Global Hands on Universe Conference, Volos, Greece, August 2-5, 2013.

K. Bass, S. Mushlin, **M. Fadavi,** N. Kirtman, J. B. Cooper, "Project MAST's Science Teacher Professional Development Observation Protocol", MSP Network Conference in Washington, D.C, 2013.

K. Bass, J. B. Cooper, **M. Fadavi**, S. Mushlin, D. Yomol, and N. Kirtman, "Aligning University Professional Development with the K-12 Educational Context to Support Effective Teaching", MSP Network Conference in Washington, D.C, 2012.

N. Kirtman, K. Bass, J. B. Cooper, **M. Fadavi**, "Bridging Research and Knowledge to Application in an Effort to Refine Strategic Goals, Program Implementation, and Evaluation Methods", MSP Network Conference in Washington, D.C, 2012.

M. Fadavi, J.B. Cooper, K. Bass, and D. Yumol, "Continuing to Define Student Success in Project MAST", MSP Network Conference in Washington, D.C, 2012.

J. B. Cooper, K. Bass, S. Mushlin, **M. Fadavi**, "Making It Work: Cases of Successful Participants in a Professional Development Program for High School Science Teachers", Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Orlando, FL, April 2011.

A. Allan, **M. Fadavi**, et al, "A Protocol Standard for Heterogeneous Telescope Networks", Astronomische Nachrichten, Vol. 327, No.8, 744-750, 2006.

M. Fadavi, et al, "Piloting a Network of Small Telescopes", Astronomische Nachrichten, Vol. 327, No.8, 1-3, 2006.

M. Fadavi, and Abu Khan, "Middle School Science Teachers' Performance in Five Science Courses Designed to Teach Content", The Journal of Mississippi Academy of Sciences, Vol 51, No.1, p112, Jan. 2006.

M. Fadavi and C. Pennypacker, "The Astronomy Café Education System: ACES!", International Amateur Professional Photometric Photometry Communications (IAPPP), No.100, p 21-26, June 2005.

M. Fadavi, "Mississippi Academy for Science Teaching: Project MAST", International Amateur Professional Photometric Photometry Communications (IAPPP), no.100, p 44-48, June 2005.

Article in JSU College of Science, Engineering, and Technology Newsletter, CSET NEWS, Vol. 2, No. 1, Fall 2004.

M. Khadivi and **M. Fadavi**, "Technology for Mathematics: Theoretical Solution Versus Constructive Solution", Researcher, Volume XVIII, No. 3, p 94-98, Summer 2003.

M. Fadavi, "Mississippi Astronomy Education Plan", NASA Publications, Publication # SE-2003-08-00060-SSC, Summer 2003.

M. Fadavi, "Astronomy in K-8 Schools: Why not?" NASA Publications, Publication # SE-2003-08-00059-SSC, Summer 2003.

M. Fadavi, "Multi-Spectral Analysis on Mars: Utilizing Remote Sensing Techniques", NASA Publications, Publication # SE-2003-08-00058-SSC, Summer 2003.

M. Fadavi, "The impact of Hands On Universe Workshops on Teachers in Mississippi", Researcher, Volume XVIII, No. 2, p 47-52, Winter 2002/2003.

M. Fadavi, "Mississippi Astronomy Education Initiative," NASA Publications, Summer 2002

V. Brewer, **M. Fadavi**, D. A. Handy, and H.R. Shih, "Liquid Lens Prosthesis", American

Society for Engineering Education, Spring Conference Proceedings, North Central Section, Sinclair Community College, Dayton, Ohio, April 10 – 12, 1997.

Presentations—International, National, Sate

International

M. Fadavi, K. Bass, N. Kirtman, "Project MAST, A Route to Quality Teacher Professional Development", presented at the Discover the Cosmos and Global Hands on Universe Conference, Volos, Greece, August 2-5, 2013.

M. Fadavi, "Astronomy at Jackson State university", presented at the Global hands On Universe, Tokyo, Japan, August 1-5 , 2007

M. Fadavi, "Steps to Building a Scalable Global HOU Network Based on RTML", presented at The Heterogeneous Telescope Networks Workshop, Exeter, United Kingdom, July 18-25, 2005.

M. Fadavi,"Hands-On Teacher Training for Hands-On-Universe", presented at the Global Hands-On- Universe Workshops, National Astronomical Observatories of China; Beijing, China, August 1 - 5, 2005.

C. Pennypacker and **M. Fadavi**, "Hands-On-Universe Telescopes, System Architectures, and Plans to Develop Them Slowly but Deliberately—the Telescope Brokers", presented at the Global Hands-On-Universe Workshops, National Astronomical Observatories of China, Beijing, China, August 1 - 5, 2005.

C. Pennypacker and **M. Fadavi**, "Hands-On-Universe Telescopes, System Architectures, and Plans to Develop Them Slowly but Deliberately—the Telescope Brokers", presented at the Global Hands-On-Universe Workshops, National Astronomical Observatories of China, Beijing, China, August 1 - 5, 2005.

C. Pennypacker and **M. Fadavi**, "A Real Astronomy Experience for Science Centers--Astronomy Café Education System", presented at the Global Hands-On-Universe Annual Conference, Polkovo Observatory in St Petersburg, Russia, July 25 - 31, 2004.

M. Fadavi, "Mississippi Academy for Science Teaching", presented at the Global Hands-On-Universe Annual Conference, Polkovo Observatory in St Petersburg, Russia, July 25 - 31, 2004.

National

K. Bass, S. Mushlin, **M. Fadavi,** N. Kirtman, J. B. Cooper, "Project MAST's Science Teacher Professional Development Observation Protocol", Presented at the MSP Network Conference in Washington, D.C, 2013.

K. Bass, J. B. Cooper, **M. Fadavi**, S. Mushlin, D. Yomol, and N. Kirtman, "Aligning University Professional Development with the K-12 Educational Context to Support Effective Teaching", presented at the MSP Network Conference in Washington, D.C, 2012.

O. Kirtman, K. Bass, J. B. Cooper, **M. Fadavi**, "Bridging Research and Knowledge to Application in an Effort to Refine Strategic Goals, Program Implementation, and Evaluation Methods", presented at the MSP Network Conference in Washington, D.C, 2012.

M. Fadavi, J.B. Cooper, K. Bass, and D. Yumol, "Continuing to Define Student Success in Project MAST", presented at the MSP Network Conference in Washington, D.C, 2012.

J. B. Cooper, K. Bass, S. Mushlin, **M. Fadavi**, "Making It Work: Cases of Successful Participants in a Professional Development Program for High School Science Teachers", presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Orlando, FL, April 2011.

M. Fadavi and S. Smith," Mississippi Academy for Science Teaching—Project MAST", presented at QEM-MSP Workshop, Baltimore, MD, June 10-12, 2009.

M. Fadavi," Mississippi Academy for Science Teaching—Project MAST", presented at MSP Regional Conference, Chicago, IL, March 30-April 1, 2009.

M. Fadavi, "Remote Sensing on Mars", presented at Remote sensing workshop for the United States Department of Agriculture, Weslaco, Texas, March 8-12, 2004.

M. Fadavi, "Astronomy in Mississippi", presented at University of California—Berkley, National Astronomy Summit, Summer 2004.

M. Fadavi, "Interesting Hands on Activities in Astronomy", presented at the National Science Teachers Association, Annual Meeting, San Diego, CA, March 27-30, 2002.

M. Fadavi, K. Ghosh and H. S. Yang, "Interesting Hands on Activities in Astronomy", presented at the National Science Teachers Association, Annual Meeting, Orlando, FL, April 6-9, 2000.

K. Ghosh, **M. Fadavi** and H. S. Yang, "An innovative Partnership in Mississippi for Promoting Astronomy to Diverse Section of the Public", presented at the American Astronomical Society, Annual Meeting, San Diego, CA, June 8-10, 1998.

M. Fadavi, H. S. Yang and Kunal Ghosh, "Hands On Activities in Astronomy", presented at National Science Teachers Association (NSTA), Las Vegas, Nevada, April 16 -19, 1998.

W. V. Brewer, **M. Fadavi**, D. A. Handy, and H.R. Shih, "Liquid Lens Prosthesis", presented at American Society For Engineering Education North Central Section Sinclair Community College, Dayton, Ohio, Spring Conference April 10-12, 1997.

H. Yang, K. Ghosh, **M. Fadavi**, and Carl Drake, "Astronomy Clubs", presented at National Science Teachers Association (NSTA), New Orleans, LA, April 3-6, 1997.

K. Ghosh, K. Drake, **M. Fadavi**, R. Karim, T. Miller and H.S. Yang, "Development of and Integrated Learning Environment for Undergraduate Physics at Jackson State University", presented at the National Science Teachers Association (NSTA) Annual Meeting, Philadelphia, Pennsylvania, March 23-26, 1995.

K. Ghosh, C. Drake, **M. Fadavi**, R. Karim, T. Miller, and H.S. Yang, "Integrated Learning Environment for Undergraduate Physics at Jackson State University", presented at the Quality Education for Minorities - Mathematics, Science, and Engineering (QEM -MSE) Network, Fourth Annual National Conference, February 10-12, Washington, D.C., 1995.

H.S. Yang, **M. Fadavi**, K.Ghosh, and D. Lander, "Operation Physics in Mississippi (OPIMS): Reporting on New Developments", presented at Quality Education for Minorities - Mathematics, Science, and Engineering (QEM-MSE) Network, Third National Conference, February 3-6, Washington, D.C., 1994.

State

M. Fadavi, "Aim for the Stars", presented at the Mathematics/Engineering Fair, Jackson State University, March 31, 2006.

M. Fadavi, "Seeing Stars", presented at the Creating Futures Through Technology Conference, Mississippi Institutions of Higher Learning, Tunica, MS, 2006.

M. Fadavi and Abu Khan, "Middle School Science Teachers' Performance in Five Science Courses Designed to Teach Content", presented at the Mississippi Academy of Sciences, 70th Annual Meeting, Vicksburg, MS, February 22-24, 2006.

M. Fadavi, "Spectrometer--Make It and Take It", presented at the Mathematics/Engineering Fair, Jackson State University, April 15, 2005.

M. Fadavi, "Astronomical Explorations with Math and Science", presented at the Minority Center of Excellence for Math and Science Teachers, April 17, 2004.

M. Fadavi, "Hands on Activities in Astronomy for Teachers Grade 6-12", presented at the Education Resource Center, Jackson State University, February 1, 2003.

M. Fadavi, " Hands on Activities in Astronomy for Teachers of Grades 4-8", presented at the Education Resource Center, Jackson State University, November 2, 2002.

M. Fadavi, "Promoting Science Education Through Astronomy", presented at the NASA Stennis Space Center; Hancock County, MS, August 8, 2002.

M. Fadavi, "Hands on Activities in Astronomy", presented at the Mississippi Science Teachers Association (MSTA), Annual Meeting, Jackson, MS, October 28-29, 2002.

M. Fadavi, "Hands-On Activities in Astronomy (Make it and Take it)", presented at the Mississippi Science Teachers Association, Annual Meeting, Jackson, MS, October 28 -29, 2002

M. Fadavi, "NSF—JPSD—JSU SMART Center", presented at the Jackson Public School District--NSF Site Visit, Jackson, MS, November 8, 2001.

H. Yang, K. Ghosh, **M. Fadavi**, T. Miller, "Astronomy Clubs", presented at the Mississippi Science Teachers Association (MSTA), Annual Meeting, Biloxi, MS, November 7-8, 1996.

M. Fadavi, "Secondary Electron Spectroscopy", presented at the Physics Seminar, Department of Physics and Atmospheric Sciences, Jackson State University , November 28, 1995.

H. S. Yang, k. Ghosh, and **M. Fadavi**, "Interesting Demonstrations in Toys in Physics", presented at the Mississippi Science Teacher's Association (MSTA) Annual Convention, Biloxi, Mississippi, November 2-3, 1995.

K. Ghosh, C. Drake, **M. Fadavi**, R. Karim, T. Miller, and H.S. Yang, "Integrated Learning Environment for Undergraduate Physics at Jackson State University", presented at the Mississippi Science Teachers Association, Annual Meeting, Jackson, MS, November 3-4, 1995.

H.S. Yang, **M. Fadavi**, K.Ghosh, and D. Lander, "Operation Physics in Mississippi (OPIMS): Reporting on New Developments", presented at the Mississippi Science Teachers Association (MSTA), Jackson, Mississippi, November 4, 1994.

H.S. Yang, **M. Fadavi**, K. Ghosh, D. Lander, "Operation Physics in Mississippi (OPIMS): Reporting on New Developments", presented at the Mississippi Mathematics, Science, Engineering (MSE) State-Wide Conference, Jackson, Mississippi, May 6-7, 1994.

Fellowships, Honors, and Awards

Merit Award for a Performance/Productivity Based Compensation by the office of the Provost and Vice President for Academic Affairs, 2013.

High Award Winner for Research and Sponsored Programs Grants– Jackson State University, July 2012.

Award for Outstanding College Science Teacher, 2007-2008 for College Science Education Excellence by Mississippi Science Teachers Association

Dedication of the new observatory at Jackson State University, « The Mehri Fadavi Observatory », November 5, 2007

Merit Award for a Performance/Productivity Based Compensation by the office of the Provost and Vice President for Academic Affairs, 2005

Award for securing over $500,000 dollars in external funding during 2004-2005, by the President of Jackson State University, at the 3rd Annual Research and Sponsored Programs Excellence Awards Ceremony

Nominated for 2004 Outstanding Educator Award by the Department of Physics, Atmospheric Sciences, and General Science.

Award for securing over $500,000 dollars in external funding during 2003-2004, by the President of Jackson State University, at the 2nd Annual Research and Sponsored Programs Excellence Awards Ceremony

Award for submitting the highest number of proposals to funding agencies during 2003-2004, by the President of Jackson State University, at the 2nd Annual Research and Sponsored Programs Excellence Awards Ceremony

Awarded a national fellowship to participate in the ten week Summer Faculty Fellowship Program, NASA Stennis Space Center, Hancock County, MS, June 3-August 9, 2003.

Recognized for research contributions by the Universities Space Research Association and the American Society for Engineering Education made through the 2003 NASA Faculty Fellowship Program.

Awarded a fellowship to participate in the ten week Summer Faculty Fellowship Program, NASA Stennis Space Center, Hancock County, MS, June 1 - August 8 , 2002.

Nominated for the Millennium Award for Teaching by the Department of Physics/AtmSci/GeoSci, March 2002.

Selected for the Sixth Edition of Who's Who Among America's Teachers, 2000.

Technology Innovation Award, by the Office of the Commissioner of the Institutions of Higher Learning, (along with Mr. C. Drake, K. Ghosh, R. Karim, G. Marshall, and R. S. Reddy), 1997

Other Creative and Scholarly Accomplishments

Established a model professional development for K-12 teachers and college faculty.

Contributed in upgrading the infrastructures in the department, such as:

- Establishing GIS computer lab (Room 259) with 30 computers, two projectors, screen, furniture, and etc., (2011).

- Established a Maclab (room 270) with 10 apple computers (2010), furniture, white board, poster printer, projector and many more equipment (2006). This room initially designed to be used for after school programs, which is a renovated classroom simulating a café environment, designed to increase motivation to study astronomy. The cafe provides models, instructional materials, and programs for teachers, community members, and students.

- Established a computer lab (MAST Lab, room 332) with 12 computers and other appropriate furniture to be used by students and faculty.

- Established state- of- the- art classroom, designed to be used for workshops, this room includes two white boards, furniture, projectors and many more equipment. This classroom easily can be converted to a computer lab with internet access (40 laptops computers on cart).

- Installed projectors on the ceiling of the rooms 205, 206, 207 and 208.

Developed Curriculum for Physical Science Education Concentration, the only program in the state, 2009-2010.

Revised physics education curriculum, 2009-2010.

Developed two courses PHY 481 and PHY 482, physical Science for Teachers I and II, 2009-2010

Served as a special liaison to the University of California—Berkley in a joint project to assist students to conduct research in astronomy. The "Searching for Asteroids" project requires students to do a supervised research internship for an academic year and will provide knowledge that will ultimately assist the United States to identify potentially harmful asteroids as they seek ways to keep our planet safe.

Upgraded two observatories at Jackson State University, making it a state-or-the-art facility for research and education in the field of astronomy. Seeing stars is no longer a dream but a reality for students, faculty, and members of the community. With unattended, remote control capability, the JSU observatory may be networked to others in the United States and other locations around the globe such as Chili, South Africa, Ireland, France, China, Australia, and Japan. This networking capability enables day-time viewing of the night-time sky from other parts of the planet.

Developed and manage the loan library, SMART Center--Science and Mathematics Advanced Resources for Teaching, containing approximately 300 hands-on science models

to help students understand a wide range of scientific and mathematical principles. K-12 teachers throughout the state are using the loan library.

Co-authored and performed in a one hour video tape, which was produced and prepared at Mississippi Educational Television called, "OOOHS and AHHHS of Science." It was aired nationally through South Carolina Educational Television programming in 2002. The tape will be provided upon request.

Service to the University—Department, Campus-wide, and External in Scope

Serving as Director of SMART Center, 2002- present

Serving as Director of Mississippi Science Partnership, January 2001—present

Serving as the coordinator of the Master in Science Teaching Program (MST). Responsibilities include solving issues related to application and acceptance of students, individually advising all students, recommending class course offerings and schedules for the department, coordinating and giving comprehensive exams, generating reports, and other miscellaneous relevant tasks (1996-present).

Serving in the New Degree Program Proposal Committee, for Doctorate of Philosophy in Computational and Data Enabled Science and Engineering, 2013-2014.

Served as co-chair for Plenary II - Nanoscience, Nanotechnology and Nanotoxicology, Tenth International Symposium on Recent Advances in Environmental Health Research, September 15-18, 2013.

Judge, Mississippi Regional II Science Fair

Served as the U.S. Partner Coordinator and Training Point-of-Contact for Mississippi for the GLOBE Program (Global Learning and Observations to Benefit the Environment), 2004-2010

Served on College Strategic Planning Committee to develop and implement Strategic Implementation Plan, 2005-2010

Served on the Departmental Promotion and Tenure Committees as chair in 2007-2008

Dr. Heping Liu
Dr. Shahbazian
Dr. Loren White
Dr. Wilber Walters
Dr. Quinton Williams

Served on Graduate Curriculum Committee for School of Science/Engineering/ Tech, 2005-2005, 2006-2007

Serving on Faculty Personnel Committee for College of Science/Engr/Tech, 2005-2006, 2006-2007

Serve as member of State Science Curriculum Framework Revision Team, for the Mississippi Department of Education, 2005-2007

Liaison to the Jackson Public School District, representing JSU as sub-contractor on National Science Foundation Grant for JUSP—Jackson Urban Systemic Program, 2002-2007

Served on Promotion and Tenure Committee for the College of Public Service, School of Public Health, 2005-2006

Served on Science Steering Committee for Regional and State Science Fairs, 2002 – 2006

Hosted a field trip visit for eighth grade students from the Shaw School District to visit the JSU Observatory, Saturday June 23, 2006

Served on the committee established by the McNair Post Baccalaureate Achievement Program to develop the Upward Bound Math and Science Proposal, 2006

Served on Search Committee for Associate Dean of College of Public Service, Spring 2006

Participated in the following JSU activities:

- National Science Foundation Day, January 16, 2003
- Teaching Tuesdays, sponsored by the Office of the Provost and Vice President for Academic Affairs, November 5, 2002
- NCATE Preparation/SPA Reports Workshop, October 28, 2005

Mississippi Coordinator for the Harlow Shapley Visiting Lectureship Program, 1996-2005

Harlow Shapley Visiting Lectureships are sponsored by the American Astronomical Society (AAS) to promote the public's interest in astronomy. In Mississippi, the Harlow Shapley Visiting Lectureships are hosted by a growing consortium which currently has seven members: French Camp Academy's Rainwater Observatory; Holmes Community College; Jackson Astronomical Association; Jackson State University; the Russell C. Davis Planetarium and the Mississippi Science Network, Inc.; St. Andrews Episcopal School; and Tougaloo College.

Co-sponsored "Science Exploration Day" for 30 Blackburn Middle School students as part of Jackson State's Adopt-a-School commitment, 2005.

Hosted 230 students to visit the JSU Observatory during the State Science Fair Competition on April 1, 2004

Served on Chair of Department Search Committee, 2002 - 2003 —Dr. Quinton Williams was hired

Served on two faculty search committees in 2002 and 2003—
Dr. Shahbazian was hired as Associate Professor
Dr. Heping Liu was hired as Assistant Professor

Served on Department Promotion and Tenure Committee—Dr. Reddy 2003

Served on the Publicity Committee for the 2003 International Week Celebration

Served as editor of NASA Educator Resource Center Newsletter, 2003

Served on the NCATE Diversity Committee (National Council for Accreditation of Teacher Education) for the College of Education, 2002

Served as Chair of Secretary Search Committee in 2002—Sherree Hooker was hired

Served as a member of NCATE Steering Committee (National Council for Accreditation of Teacher Education) for College of Education, 2002

Served on Delta Rural Systemic Initiative Advisory Committee, 2001

Liaison to the Russell C. Davis Planetarium for development of National Science Foundation for the 100-Squared Project to promote science education, December 2001

Coordinating of Honors and Awards Day Program in our department from 1996 – 2000. This program was held every semester. University officials were invited, awards were given to outstanding students in introductory courses in our department, and all academic excellence by department majors were recognized.

Professional Development Participation

Participated in ATLAST Program for training in educational program evaluation and assessment 2008-2009

Participated in workshop and Conference of Global Hands-On- Universe, Lisbon, Portugal, July 18-24, 2008.

Participated in the professional development activities sponsored by the following professional organizations:
National Science Teachers Association, NSTA (every year since 1995);
Mississippi Science Teachers Association MSTA (every year since 1994);
Mississippi Association of Physicists (MAP) since 1996;
Fourth annual conference of Delta RSI Nov. 11-13, 2001;
Minority University Mathematics, Science and Technology Awards for Teacher and

Curriculum Enhancement Program, Washington DC, April 3-6, 2003; Institute for College Instructors at NASA Stennis Space Center, May 2005; Mississippi Academy of Sciences, 2006.

Participated in a Quality Education for Minorities (QEM) Network, Major Research Instrumentation (MRI) Proposal Development Workshop, by NSF, Atlanta Georgia, November 9-10, 2005.

NASA Faculty Fellowship Program, Stennis Space Center, Summer 2002 and 2003.

NASA/NSU Pre Service Teacher Institute (PSTI), April 12, 2002, Hampton University, Norfolk, Virginia.

Participated in Global Learning and Observations to Benefit the Environment (The GLOBE Program), Train the Trainee workshop, at Howard University, Washington DC, March 17-22, 2001.

Participated in the five day Pre-service Teacher Training Institute sponsored by NASA Headquarters at Norfolk Sate University at Norfolk West Virginia, April 2001.

Participated in a two day on-line Course Development Training Seminar sponsored by Cisco Learning Institute, Phoenix, Arizona, October, 25-26, 2001.

Professional Affiliations

American Association of Physics Teachers
American Association of University Women
Mississippi Science Network, Inc.
Mississippi Science Teachers Association
National Science Teachers Association
Mississippi Science Teachers Association
Sigma Pi Sigma Physics National Honor Society
American Institute of Physics

Current Research Activities

Astronomy

- Solar Activities in the area of Observing Sunspots and their Relation to Changes in Climate and Searching for Super Nova and Asteroids.
- Observation technology

Science Education

- Quality Professional Development for Science Teachers in areas of Teaching Effectiveness, Learning Obstacles, and Integrating Technology.

Collaborators

Collaborators within past 48 months Kristin Bass (Rockman Et al), Nisaa Kirtman (Rockman Et al), Julie Nucci (Cornell University), Carl Pennypacker (University of Berkeley), Wayne Snyder (Claremont Graduate University), Patrick Miller (Hardin-Simmons University)

Graduate student Advisees

Martha Ragwar, Kendrick Walker, Timothy Johnson, Janee Adams, Franchesca Smith, Delisa Hamilton, Samuel Karanja, Jo'Ella Bell

Ph.D. Dissertation Committee Member

Valerie Holden-Bradley--Jackson State University
Virginia Cook Tickles--Jackson State University
Patrick Miller-- James Cook University, Townsville, Australia
Nadukooru Vijaya—Andhra University, Andhra Pradesh, India
Saradhi Desamsetti Srinivas-- Andhra University, Andhra Pradesh, India

Mehri Fadavi, Ph.D.
Biographical Sketch

[redacted]

Professional Preparation

Level of training	Institution	Major or Area of Study	Degree and year
Undergraduate	Pahlavi University Shiraz, Iran	Physics	B.S., 1977
Graduate	Keele University, Staffordshire, England, 1981	Surface Physics	Ph.D., 1981

Appointments

July 2013-Present	Interim Chair, Department of Physics, Atmospheric Sciences and Geoscience
June 2007-present	Professor, Jackson State University
2002 - 2007	Associate Professor, Jackson State University, Jackson, Mississippi
1996 - 2002	Assistant Professor, Jackson State University, Jackson, Mississippi.
1993 - 1996	Visiting Assistant Professor, Jackson State University, Jackson, Mississippi.
1990 -1992	Adjunct Faculty, Mississippi State University, Starkville, Mississippi.
1989 - 1990	Adjunct Faculty, Wood Junior College, Mathiston, Mississippi
1981 - 1989	Faculty, Esfahan University of Technology, and Peyamei Noor University, Esfahan, Iran

Abstracts, and Publications and /or presented (selected)

M. Fadavi, K. Bass, N. Kirtman, *Project MAST, A Route to Quality Teacher Professional Development", Conference proceeding*, Discover the Cosmos and Global Hands on Universe Conference, Volos, Greece, August 2-5, 2013.

K. Bass, S. Mushlin, **M. Fadavi,** N. Kirtman, J. B. Cooper, *Project MAST's Science Teacher Professional Development Observation Protocol*, MSP Network Conference in Washington, D.C, 2013.

Bass, K. M., Cooper, J. B., Fadavi, M., Mushlin, S., Yumol, D. & Kirtman, N. (2012). *Creating coherence: Working with university faculty and school administrators to support effective high school science teaching.* Session presented at the National Science Foundation's Math Science Partnership Learning Network Conference, Washington DC, January 2012.

Cooper, J. & Bass, K. M., Mushlin, S., Fadavi, M. (2011). *Making it Work: Cases of Successful Participants in a Professional Development Program for High School Science Teachers.* Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Orlando, FL, April 2011.

Allan, M. Fadavi, et al, "A Protocol Standard for Heterogeneous Telescope Networks," Astronomische Nachrichten, vol. 327, No.8, 744-750, 2006

M. Fadavi, et al, "Piloting a Network of Small Telescopes", Astronomische Nachrichten, vol. 327, No.8, 1-3, 2006

M. Fadavi, and Abu Khan, "Middle School Science Teachers' Performance in Five Science Courses Designed to Teach Content," The Journal of Mississippi Academy of Sciences, Vol 51, No.1, page112, Jan. 2006

M. Fadavi and Carl Pennypacker, "The Astronomy Café Education System: ACES!", International Amateur Professional Photometric Photometry Communications (IAPPP), no.100, pages 21-26, June 2005

Synergistic Activities

- Developed and currently implementing Mississippi's first Licensed Physical Science Education Program at Jackson State University to produce physical science teachers.
- Developed and manage the Mississippi Academy for Science Teaching, a novel alliance to Promote science and mathematics education in Mississippi and improve teaching effectiveness in the K-12 setting.
- Developed and manage the SMART Center--Science and Mathematics Advanced Resources for Teaching, containing approximately 300 hands-on science models to help students understand a wide range of scientific and mathematical principles, to be used as a state wide K-16 loan library.
- Upgraded two observatories at Jackson State University, making it a state-or-the-art facility for research and education in the field of astronomy. With unattended, remote control capability, the JSU observatory has been networked to others in the United States and other locations around the globe such as Chile, South Africa, Ireland, France, China, Australia, Portugal, and Japan. This networking capability enables day-time viewing of the night-time sky from other parts of the planet. One of the observatories was dedicated in November 5, 2007, and named: « The Mehri Fadavi Observatory »
- Awarded for Outstanding College Science Teacher, 2007-2008 for College Science Education Excellence by Mississippi Science Teachers Association
- Have been Project Investigator /Project Director of several successful projects as follows:
    - Project IC FAIM—Institutional Change Through Faculty Advancement in Instruction and Mentoring, National Science Foundation, September 2013-August 2018, $1, 750,000.
    - Project MAT-PD—Mathematics Advancement in Teaching through Professional Development, Mississippi Department of Education, June 2013- May 2016, $1,200,000.
    - Project MAST5--Mississippi Academy for Science Teaching, Mississippi Department of Education, June 2010 - September 2013, $1,538,573.
    - Project MAST--Mississippi Academy for Science Teaching, National Science Foundation-Math and Science Partnership, October 2008 – September 2013, $8,715,926
    - Project ILTE—Integrated Learning and Teaching Environment, US Department of Education, October 1, 2008 -- September 30, 2011, $599,584
    - Project ICI—Institutes for College Instructors, NASA Stennis Space Center Office of Education, M. Fadavi, September 2005 – August 2007, $99,980
    - Project MAST I, II, III and 4U— Mississippi Academy for Science Teaching, Mississippi Department of Education, June 2004 - September 2009, $3,004,532.

Collaborators

(i) Collaborators within past 48 months

Kristin Bass (Rockman Et al), James Cooper (Jackson State University), Sara Mushlin (Rockman Et al), Julie Nucci (Cornell University), Carl Pennypacker (University of Berkeley), Wayne Snyder (Claremont Graduate University), Danielle Yumol (Rockman Et al)

(ii) Graduate Advisor

Barrie Pattinson (Keele University), Eddie Slade (Keele University)

(iii) Graduate student Advisees

Martha Ragwar, Kendrick Walker, Timothy Johnson, Janee Adams, Franchesca Smith, Delisa Hamilton, Samuel Karanja, Jo'Ella Bell

(iv) Ph.D. Dissertation Committee

Valerie Holden-Bradley, Virginia Cook Tickles, Patrick Miller, Nadukooru Vijaya Saradhi, Desamsetti Srinivas

LABORCHEX®

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box [ ], which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date: 9/15/2014 Print Name: FADAVI MEHRI FADAVI

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: Mehri FADAVI [redacted]

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

____	Previous Employment Verification	X	Driving Record Check
____	Education Verification*	____	Workers' Compensation Claims*
____	D.O.T.____ (Special Screening for Commercial Drivers)	____	Employment Credit Report*
____	Professional/Personal References	____	National Address Search & Social Security # Validation
____	Professional License & Credential Check		
____	Official Education Transcripts		
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
____	Other Criminal Record Checks (list jurisdictions below)		
____	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:		

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
***When permitted by state law.**

Signature of Official Authorizing Investigation [signature]

PROOF OF citizenship submitted in LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Midtown Charter
2. Full name [redacted]
   Home Address
   Business Name and Address
   Phone Number
   E-mail address

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No Yonkers Public Schools District
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   Support community & Commitment to underserved communities; confidence in leadership
6. What is your understanding of the appropriate role of a public charter school board member?
   Support, guidance, thought partner

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
School board member (2011-13); State advisory board member (2010-present)

8. Describe the specific knowledge and experience that you would bring to the board.
Educational policy, data analysis

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Supportive environment; developmental perspective of children

2. What is your understanding of the school's proposed educational program?
Rigorous curriculum with sufficient scaffolds

3. What do you believe to be the characteristics of a successful school?
Highly skilled practitioners, spiraled curriculum

4. How will you know that the school is succeeding (or not) in its mission?
Data overview and programmatic

Governance

1. Describe the role that the board will play in the school's operation.
thought partner, oversight role

2. How will you know if the school is successful at the end of the first year of operation?
Fiscal and programmatic overview reflects year one implementation

3. How will you know at the end of four years of the school is successful?
Student outcomes by cohorts demonstrate continued growth

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Targeted board meetings on implementation and outcomes

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Raise the matter with the board chair

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees ☐ Yes

3. Indicate

whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my

representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Edward Fergus

Signature

9/15/14
Date

EDWARD FERGUS

EDUCATION

Ph.D.	**School of Education, University of Michigan, Ann Arbor, Michigan** Educational Foundations and Policy, *May 2002*
M.A.	**School of Education, University of Michigan, Ann Arbor, Michigan** Educational Foundations and Policy, *May 2000*
B.A.	**Beloit College, Beloit, Wisconsin** Political Science, *May 1996*
Teaching Certification Program	**Beloit College, Beloit, Wisconsin** 6-12 Broad Field Social Studies, *May 1996*

PROFESSIONAL EXPERIENCE

Sept 2013-Present

Assistant Professor, *Educational Leadership Program, Steinhardt School of Culture, Education and Human Development, New York University*

Sept. 2009-2013

Deputy Director, *Metropolitan Center for Urban Education, Steinhardt School of Culture, Education and Human Development, New York University*

- Develop and implement strategic plan, project development and staffing of Metro Center initiatives;
- Assist Executive Director supervise program and budget staff, graduate students and interns;
- Assist Executive Director manage $8 million operating budget
- Coordinate development and fundraising strategy for Metro Center;
- Oversee partnership/project development and implementation;
- Oversee development and release of publications/reports, including report writing and editing;

Aug. 2005-Aug. 2009

Director, Applied Research, Evaluation and Policy, and
Director, Technical Assistance on Disproportionality, *Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.*

- Develop and implement strategic plan, project development and staffing of research and policy initiatives;
- Developed research infrastructure and secured $1million in research funds in 4 years
- Supervise full time staff, graduate students and interns;
- Coordinate development and fundraising strategy for research and policy projects;

- Oversee development and release of publications/reports, including report writing and editing;

Nov. 2004-Aug.2005 **Project Associate,** *Metropolitan Center for Urban Education, Steinhardt School of Education, New York University.*

- Provide technical assistance and analysis on education policy and research to school districts in Federal Region 2 (New York, New Jersey, Puerto Rico, Virgin Islands).
- Conduct trainings and presentations on issues affecting low-performing schools.

Dec. 2002-Nov. 2004 **Education and Research Specialist,** *National Technical Assistance Center for Community Schools, The Children's Aid Society, New York City*

- Provide technical assistance and analysis for national Community Schools projects and other education reform efforts to school districts, foundations, local education funds, and other education organizations.
- Responsibilities include qualitative research; policy analysis; develop written guidance, interview protocols, and data collection instruments for needs assessments; develop and/or deliver training content; conduct site visits.
- Participate on various advisory boards (e.g., Center for Summer Learning; New York State AfterSchool Network).

Sept. 2001-Nov. 2002 **Research Associate,** *Metis Associates, Inc., New York City*

- Managed evaluations of city, state, and federal education programs (e.g., Magnet Schools Assistance Program, Title III bilingual programs, 21st CCLC; and Safe Schools/Healthy Students).
- Design and develop evaluation plans and instruments.
- Collect, analyze and interpret qualitative and quantitative data.
- Supervise research assistants and analysts. Produced written performance reports for state and federal agencies.

Aug. 2000-2001 **Program Director,** *Children's Aid Society, Community School I.S. 90.*

- Administered after-school programming for a community school of 1700 students.
- Supervised staff of 30 teachers, administrative assistants, an assistant program director, school aides, college and high school students.
- Monitor project budget.

Jan. 1999-Aug. 2000 **Program Coordinator,** *Office of Fellowships and Recruitment, Rackham Graduate School, University of Michigan*

- Designed and coordinated academic and research summer programs. Represented graduate school at recruitment functions.

Jan. 1997-Aug, 2000 **Research Assistant,** *School of Education, University of Michigan*

- Assisted in the data collection of a qualitative research project investigating differences between black and white students' narratives of American history. Interviewed students and teachers, and wrote field notes on classroom instruction. Conducted content analysis of interviews
- Assisted in the data collection of a qualitative research project investigating social capital in small learning communities in high schools. Interviewed

students and teachers, wrote detailed field notes on classroom, collected documents, and attended community school board meetings.

- Assisted in the data collection of a qualitative research project investigating the use of technology in Detroit Public Schools. Wrote detailed field notes on observations of ESL and monolingual classrooms. Translated technology lesson plans.

TEACHING EXPERIENCE

2013-present

Assistant Professor
Department of Administration, Leadership and Technology, New York University
Courses taught:

- EDLED 2367 Demographic Analysis for School/Community Planning
- EDLED 2343 Data-Driven Decision Making and Leadership
- SOCED 2097 Latinos in Urban Schools

2011-2013

Research Assistant Professor
Department of Sociology of Education, Steinhardt School of Education, New York University
Courses Taught:

- Latinos in Urban Schools

2007-2011

Adjunct Faculty
Teaching and Learning, Steinhardt School of Education, New York University
Courses Taught:

- Latinos in Urban Schools

2002-2007

Adjunct Faculty
Department of Educational Foundations, Hunter College, New York, New York
Course Taught:

- Multicultural Issues in Learning and Cognition
- Social Foundations in Adolescent Education
- Integrative Seminar: Educational Research Methods
- Diversity in American Schools

1997-1998

Graduate Student Instructor
School of Education, University of Michigan, Ann Arbor, Michigan

- Education 392: Education in a Multicultural Society

1995-1996

Teacher
Turner High School, Beloit, Wisconsin

- 10th Grade World History, 11th Grade Contemporary Issues and U.S. History (Student teaching)

PUBLICATIONS

Books

Fergus, E., Noguera, P. and Martin, M. (2014). Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys. Cambridge, MA: Harvard Education Press.

Noguera, **P.**, Hurtado, A., and **E. Fergus.** (Editors). (2011). Invisible No More: Understanding the Disenfranchisement of Latino Boys and Men. New York: Routledge.

Fergus, E. (2004). Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth. New York: Routledge.

Chapters

Ahram, R., Kramarczuk-Voulgarides, C., and **Fergus, E.** (2013) 'Special' Culturally and Linguistically Diverse Males in New York City. In C. Yawn (Ed.) *Urban Special Education: The New York Experience*. IA: Kendall Hunt Publishing.

Fergus, E., Scuirba, K., Martin, M. and **P.** Noguera (In Press). "Single-Sex Schools for Black and Latino boys: An Intervention in Search of Theory". In W. Spielberg (Editor). The Psychology of African American Boys and Young Men. Praeger Publishers

Ahram, R. and **Fergus, E.** (2011). "Understanding Disproportionality: Views in Suburban Schools" In Artiles, A, Kozleski, E., and F. Waitoller (Editors). Equity in Inclusive Education in Four Continents: A Cultural Historical Multilevel Model. Cambridge, MA: Harvard Education Press.

Fergus, E. (2011). "Perspective of Life Chances among Latino boys of different skin color." In Noguera, P., Hurtado, A., and E. Fergus. (Editors). Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys. New York: Routledge.

Torres, M. and **E. Fergus** (2011). "Social Mobility and the Complex Status of Latino Males: Education, Employment and Incarceration Patterns from 2000-2009." In Noguera, P., Hurtado, A., and E. Fergus. (Editors). Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys. New York: Routledge.

Fergus, E. and Noguera, P. (2010). "Doing What it Takes to Prepare Black and Latino Males in College". In Edley, C. and J. Ruiz (Editors). Changing Places: How Communities Will Improve the Health of Boys of Color. University of California Press.

Fergus, E, Noguera, P. and M. Martin (2010). "Construction of Race and Ethnicity for and by Latinos." In Handbook on Latinos in Education. Murillo, E. (Eds). New York: Routledge Press.

Fergus, E. (2008). "Being a Black Latino: Understanding the significance of racial/ethnic identification in cultural competency" in Building Racial and Cultural Competence. J. Obidah and K. Teel (Eds). New York: Teachers College Press.

Peer-Reviewed Articles

Ahram, R., **Fergus, E.**, and P. Noguera (2011). Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts. *Teachers College Record*

Martin, M., **Fergus, E.,** and P. Noguera (2010). Responding to the needs of the whole child: A case study of a high performing elementary school for immigrant children. *Reading Writing Quarterly*

Fergus, E. (2009). "Understanding Latino Students' Schooling Experiences: The Relevance of Skin color Among Mexican and Puerto Rican High School Students." *Teachers College Record*. Volume 111 Number 2.

Sample Research & Evaluation Reports

Schenectady School District Culturally Responsive Staff Survey (2013). Organization: Metropolitan Center for Urban Education. Prepared by: Edward Fergus

Mount Vernon School District Culturally Responsive Staff Survey (2013). Organization: Metropolitan Center for Urban Education. Prepared by: Edward Fergus

(Re)Imagining Manhood Project (REMAP): Interim Evaluation Report (2013). Organization: Metropolitan Center for Urban Education. Prepared by: Mellie Torres and Edward Fergus

"Great Schools are not an Accident: Standards and Promising Practices for Educating Boys of Color" In A Call for Change: Providing Solutions for Black Male Achievement (2012). Organization: Council of Great City Schools. Prepared by: Ron Walker, Edward Fergus, and Rhonda Bryant.

Trajectory Study of Black Males in NYC Public Schools: 1998-2007 (2011). An examination of 10,000 Black Males entering NYC public schools as fourth graders and followed until 12th grade. Organization: Metropolitan Center for Urban Education; Prepared by: M. Martin, R. Mincy, E. Fergus, P. Noguera,

Theories of Change Among Single-Sex Schools for Black and Latino Boys: An Intervention in Search of Theory (2010). An examination of theory and practice undergirding seven single-sex schools. Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, M. Martin, and L. McCready.

A Close Look at the Dropout Crisis: Examining Black and Latino males in New York City (2009). An examination of Black and Latino males in 2007 cohort; Organization: Metropolitan Center for Urban Education; Prepared by: B. Meade, F. Gaytan, E. Fergus, and P. Noguera.

Making the Grade in New York City Schools: Progress Report Grades and Black and Latino Students (2009). An examination of the progress report grade process and its impact on Black and Latino students. Organization: Metropolitan Center for Urban Education; Prepared by: B. Meade, F. Gaytan, E. Fergus, and P. Noguera.

Is All Male Alright? An Intervention Study of Single-Sex Schools for Black and Latino boys: Second Year Report (2008). A three year study examining the school structures and outcomes of seven single-sex schools. Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, M. Martin, and L. McCready.

Is All Male Alright? An Intervention Study of Single-Sex Schools for Black and Latino boys: First Year Report (2007). A three year study examining the school structures and outcomes of seven single-sex schools.
Organization: Metropolitan Center for Urban Education; Prepared by: E. Fergus, P. Noguera, D. Hucks, and L. McCready.

Equity and Excellence: Achievement Gap Report of Teaneck Schools (2007). The research investigated the school district's factors contributing to the achievement gap. Organization: Metropolitan Center for Urban Education; Prepared by: P. Noguera, Y. Sealey-Ruiz, E. Fergus.

Third Year Evaluation of Cleveland School District Safe Schools/Healthy Students Grant (2002). The evaluation assessed the impact and process of school district's three-year, $9 million federal grant focused on coordinated programs and services for youth and families. Evaluation Organization: Metis Associates; Prepared by: S. Hamm, E. Fergus, A. Alio, T. Booker, and O. Lopez

First Year Evaluation of New York City Community School District 10 Magnet Schools Assistance Program (2002). The evaluation assessed the impact and progress of school district's three-year, $3 million grant focused on creating eight magnet schools. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

First Year Evaluation of New York City Community School District 28 Magnet Schools Assistance Program (2002). The evaluation assessed the impact and progress of school district's three-year, $3 million grant focused on creating six magnet schools. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

Second Year Evaluation of New York City Community School District 28 Special Education Initiative (2002). The evaluation assessed the impact and progress of school district's five -year grant focused on enhancing the inclusion of special education students. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

First Year Evaluation of New York City Community School District 6, 10, & 25 Title III Bilingual Programs (2002). The evaluation assessed the impact and progress of the school district's three-year grant focused on creating bilingual programs for ELL students. Evaluation Organization: Metis Associates; Prepared by: E. Fergus

State-Level Publications

Fergus, E. (2012). Disproportionality Technical Assistance Plan for Texas Education Agency. Website link:
http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/SpecialEducation/SpEd%20Disproportionality/Disproportionality%20Plan%20final%20version%20%282%29.pdf

Fergus, E. (2011). Disproportionality Technical Assistance Plan for California Department of Education. Website link: http://spptap.org/cde-guidance/

Fergus, E. (2010). "Common Causes of Disproportionality". California Department of Education Special Education Newsletter. http://www.calstat.org/publications/article_detail.php?a_id=128&nl_id=19

Fergus, E. (2006). "Addressing Disproportionality through Technical Assistance." *Counterpoint,* Washington, D.C.: National Association of State Directors of Special Education (NASDSE).

Web-based Publications

Fergus, E. (2012). An Equity Lens for Early Warning Systems: A Monthly Calendar for Data Teams. Metropolitan Center for Urban Education. http://steinhardt.nyu.edu/scmsAdmin/media/users/eaf7/Monthly_Calendar_for_Early_Warning_Systems.pdf

Ahram, R., Stembridge, A., Fergus, E., and Noguera, P. (2011) "Framing Urban School Challenges: Problems to Examine Before Implementing Response to Intervention." National Center for Learning Disabilities. http://www.rtinetwork.org/learn/diversity/urban-school-challenges

Morales-James, C., Lopez, L., Wilkins, R., and Fergus, E. (2011). "Cultural Adaptations to Implementation of RTI." National Center for Learning Disabilities. http://www.rtinetwork.org/learn/diversity/cultural-adaptations-when-implementing-rti-in-urban-settings

Ripp, A., Jean-Pierre, P., and Fergus, E. (2011). "Promising Examples of RTI Practices in Urban Schools" National Center for Learning Disabilities. http://www.rtinetwork.org/learn/diversity/promising-examples-of-rti-practices-for-urban-schools

Fergus, E. (2010). "Distinguishing Cultural Difference from Disability: Common Causes of Disproportionality". Equity Alliance at Arizona State University. http://www.niusileadscape.org/lc/Record/1305

Fergus, E. (2010) "Common Causes of Disproportionality". Leadscape Blog. http://www.niusileadscape.org/bl/?p=433

Fergus, E. (2009). Addressing Racial/Ethnic Disproportionality in Special Education: Technical Assistance Manual for Identifying Root Causes. New York: Metropolitan Center for Urban Education. https://steinhardt.nyu.edu/metrocenter/tacd/resources/publications

Fergus, E. and Ahram, R. (2008). Racial/Ethnic Disproportionality in Special Education: Data Analysis Workbook. New York: Metropolitan Center for Urban Education. https://steinhardt.nyu.edu/metrocenter/tacd/resources/publications

Fergus, E. (2006). "Cultural Deficiency", Editor in Chief J. Moore, Encyclopedia of Race and Racism. Michigan: MacMillan Reference USA.

Fergus, E. (2005). "Clubs in Schools: Adding Value to the School Day", *Connections*. Atlanta: Boys & Girls Clubs of America Publications.

WRITTEN AND FUNDED RESEARCH AND EVALUATION

2013-2015	**Program Evaluation Study of Freedom Writers Training** Funded by Sherwood Foundation: $264,000
2013-2014	**Research Study of Expanded Learning Time in Rochester School District** Funded by Ford Foundation: $200,000
2010-2011	**Research Study of Achievement Gap Factors in Monticello School District** Funded by Monticello School District: $25,000
2009-2010	**Research Study of Achievement Gap Factors in Bridgeport School District** Funded by Bridgeport School District: $30,000

2008-2010	**Research and Policy Forum on Disenfranchised Males** Funded by Ford Foundation: Amount: $200,000
2007-2008	**Research Policy Forum on Latino Males** Funded by Ford Foundation: $150,000
2008-2009	**Research and Policy Think Tank on State of Black Males in NYC Schools** Funded by Gates Foundation, Deutsche Bank, NY Community Trust: $350,000
2008-2009	**Examination of Achievement Patterns in Scarsdale School District** Funded by Scarsdale School District: $50,000
2008-2010	**Policy examination of NYC Schools effect on Black and Latino Males** Funded by Donor's Education Collaborative: $300,000
2008-2009	**Evaluation of TASC- OJJDP Scholars in Training Program** Funded by US Office of Juvenile Justice Department: $30,000
2006-2009	**Research Study of Single-Sex Schools for Black and Latino Males.** Funded by Bill and Melinda Gates Foundation: $450,000
2007-2008	**Research Study of Achievement Gap Factors in Ossining School District.** Funded by Ossining School District: $40,000
2006-2007	**Research Study of Achievement Gap Factors in Teaneck School District.** Funded by Teaneck School District: $95,000
2006-2008	**Evaluation of 21st Century Community Learning Center in Westbury District** Funded by Westbury School District: $65,000
2005-2007	**Evaluation of NYCDOE School Counseling Project** Funded by NYC Department of Education: $40,000

WRITTEN AND FUNDED SCHOOL REFORM PROJECTS

2013-2014	**Turnaround Project with Champaign Unit #4 (Principal Investigator)** Funded by Champaign School District: $56,000
2012-2014	**Turnaround Project with Schenectady City School District (Principal Investigator)** Funded by New York State Education, Race to The Top: $305,000
2012-2013	**Turnaround Project with Ballou Senior High School (Principal Investigator)** Funded by District of Columbia Public Schools: $65,000
2011-2013	**Turnaround Project with North Forest Independent Schools (Principal Investigator)** Funded by North Forest Schools: $464,000

2011-2013	**Turnaround Project with Denver Public Schools (Principal Investigator)** Funded by Denver Public Schools: $750,000
2009-2011	**Broader, Bolder Approach: Newark Public Schools Demonstration Project (Co-Principal Investigator)** Funded by Ford Foundation: $800,000
2009-2014	**Technical Assistance Center on Disproportionality (Co-Principal Investigator)** Funded by New York State Education Department: $6.2 million
2004-2009	**Technical Assistance Center on Disproportionality (Project Director and Co-Principal Investigator)** Funded by New York State Education Department: $3.7 million
2005-2008	**Region II Equity Assistance Center (Co-Project Director)** Funded by US Department of Education: $2.2 million

RESEARCH AND TEACHING INTERESTS

Sociology of Education	School Effects Research
Latinos in Urban Schools	Immigrants and Education
Race/Ethnicity in Schools	Mixed-Methods Research Design

ADVISORY GROUP MEMBERSHIPS

Advisory Board Member, New York State Juvenile Justice Advisory Group (Governor Appointed) (2010- present)
Trustee, Yonkers Schools Board of Education (Mayor Appointed) (2011-13)
Advisory Group Member, Harry and Leona Helmsley Trust (2011-2012)
Advisory Group Member, Council of State Governments (2012-13)
Board Member, Campaign for Fiscal Equity (2010-13)
Advisory Council Member, New Jersey Department on School Improvement's Council on Equity and Diversity
Advisory Board Member, Indiana University – Technical Assistance Center on Positive Behavior Intervention System
Advisory Board Member, National Center on Response to Intervention (2008-present)
Advisory Board Member, New York State Education Department Professional Development Grant

PROFESSIONAL MEMBERSHIPS

Member, American Educational Research Association
Member, American Sociological Association

Language **Spanish:** Native oral and writing

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box ( ), which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date: 9/12/14 Print Name: Fergus Edward A

Last [redacted] Maiden

[redacted]

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: Edward Fergus [redacted]

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

___	Previous Employment Verification	X	Driving Record Check
___	Education Verification*		
	D.O.T.___ (Special Screening for Commercial Drivers)		
___	Professional/Personal References	___	Workers' Compensation Claims*
___	Professional License & Credential Check		
___	Official Education Transcripts	___	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

PROOF OF CITIZENSHIP
Submitted in LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve MIDTOWN PUBLIC CHARTER SCHOOL (MPCS)
2. Full name ALWYN MICHAEL GREEN JR
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address

☐ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

TO ASSIST IN ALIGNING THE VISION & OVERALL OUTPUT & IMPACT OF THE SCHOOL

6. What is your understanding of the appropriate role of a public charter school board member?

ESTABLISHING AN OVERALL VISION & MISSION, SERVING IN A FIDUCIARY AUTHORITATIVE ROLE, STEWARDSHIP OF SCHOOL OBLIGATIONS & PUBLIC TRUST.

PAST EXPERIENCE INCLUDES CREATING AWARD-WINNING AFTER SCHOOL PROGRAM FOR AT-RISK YOUTH IN SAN DIEGO; LEADING NATIONAL VISIONAL VOICE ON EDUCATING STUDENTS FOR NEW ECONOMY.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

EVOLUTION OF INDUSTRY, CULTURE & U.S. ECONOMY REQUIRES ALIGNMENT OF EDUCATION.

8. Describe the specific knowledge and experience that you would bring to the board.

- FORMER NAVY RECRUITER: WON EVERY AWARD NAVY OFFERED WHILE COVERING 25 HIGH SCHOOLS & 2 COLLEGES. STUDENTS PLACED IN JOBS RANGING FROM ENGINEERING, AIR TRAFFIC CONTROL, NUCLEAR
- FORMER DIRECTOR OF AFTER SCHOOL PROGRAM FOR AT-RISK STUDENTS
- LEADING VOICE ON INNOVATION ECONOMY & INCLUSION.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

MPCS WILL EQUIP & PREPARE STUDENTS W/ 21ST CENTURY SKILLS TO COMPETE IN NEW ECONOMY

2. What is your understanding of the school's proposed educational program?

MPCS WILL BE GROUNDED IN A CULTURE OF MASTERING BASIC STEAM SKILLS, CRITICAL THINKING, EXPERIENTIAL PROBLEM SOLVING & POSITIVE AFFIRMATION.

3. What do you believe to be the characteristics of a successful school?

CONSISTENT OUTPUT OF HIGH-ACHIEVING, HIGHLY ENGAGED, CURIOUS, CAPABLE, LIFE-LONG LEARNERS.

4. How will you know that the school is succeeding (or not) in its mission?

MEASURABLE OUTCOMES, MILESTONE ACHIEVEMENTS, SUCCESS STORIES, COMMUNITY IMPACT.

Governance

1. Describe the role that the board will play in the school's operation.

OVERSIGHT OF SCHOOL'S TRAJECTORY TOWARD ACHIEVING ITS VISION & MISSION.

2. How will you know if the school is successful at the end of the first year of operation?

MILESTONE ACHIEVEMENTS; STAFF & COMMUNITY FEEDBACK

3. How will you know at the end of four years of the school is successful?

MILESTONE ACHIEVEMENTS; STAFF & COMMUNITY FEEDBACK

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

SET & ACHIEVE MEASURABLE GOALS; ENLIST HELP FROM PARTNER ORGANIZATIONS

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

DIRECT APPROACH FOLLOWED BY BOARD INQUIRY

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

I WILL HAVE NO DIRECT INVOLVEMENT IN THE PROCESS NOR HAVE I TO DATE

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   [X] I / we do not know these individuals [ ] Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   [X] I / we do not know any such employees [ ] Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: ALWYN MICHAEL GREEN JR

[signature] 9-15-14

Signature *Date*

MikeGreen

AT A GLANCE

National Visionary Voice:

Co-founder, Executive Director: ScaleUp America -- a commitment to the Clinton Global Initiative High Growth Entrepreneurship Working Group. Dedicated to developing a framework and process for collaborating national leaders and channeling resources to the local level to scale up what's working in regional innovation, inclusion and impact.

Co-founder, The America21 Project: National nonprofit focused on changing the economic narrative across underserved regions of urban and rural America, promoting "Inclusive Competitiveness" strategies and connecting economically disconnected communities to local innovation ecosystems.

Founder, Saving America's Black Boys Solutions Summits: Launched at SXSWedu Conference 2013 and invited back for a 2014 presentation, SABB is an unprecedented outreach to the leaders and influencers of the nation's black boys and young men to provide education on teaching youth how to compete in a new economic paradigm.

Columnist: Huffington Post, Oregon Business Magazine.

Contributor: Washington Post, NPR, PBS, Black Enterprise Magazine and others.

Public Speaker: Numerous panels, keynotes, summits, radio interviews

National Consultant:

Produced ScaleUp Rally event for Oregon Governor John Kitzhaber: More than 200 regional and national business leaders and policymakers gathered in Portland, Oregon at the headquarters of famed global marketers Wieden+Kennedy to discuss breaking down the walls of competitive silos to collaborate national resources and channel them to the local level to scale up what works for job creation and economic competitiveness.

Produced inaugural HBCU Innovation Summit for the UNCF (United Negro College Fund) at Stanford University: Unprecedented event attracted support from the White House, Google, Facebook, Andreesen Horowitz, Kapor Center for Social Impact, Texas Instruments, APLU and others. Established as a new signature annual event for UNCF.

Produced multiple unprecedented events bringing together diverse groups of minority entrepreneurs, investors, educators, business leaders and policymakers: Gathering of Angels Summit, Minority Biomedical Entrepreneurship Conference, Saving America's Black Boys Solutions Summit, Puget Sound Region Economic Solutions Summit, Minority Media Entrepreneurship Boot Camp, University of Portland Black Leadership Summit.

MikeGreen

[redacted]

Tech Entrepreneur

Founder and CEO of Vizitnow3D: For-profit technology company founded in 2009, specializing in navigable 3D virtual environments resembling real world business districts. Users vizit and tour the business districts of any target city and connect to merchants and other vizitors in real time in digital environments.

Founder of Epiphany3D: For-profit edutech company. Educational games in a navigable 3D environment targeting STEM students.

Journalist & Digital Media Innovation Strategist:

Print/Digital Innovator at Dow Jones Local Media Group: Appointed by CEO to newly created position. Led experiments in transforming print newsroom to digital platform. Successfully transitioned 100-year-old print newspaper into award-winning digital-first media organization in two years. Recruited, trained and developed award-winning digital news team. Attained and maintained record-setting metrics.

New York Times Leadership Academy Fellow

Maynard Media Institute (Harvard University): Class of 2008

Training in Social Media at CNN (iReport.com)

National Association of Black Journalists: Leading national voice at NABJ on issues of the innovation economy and economic inclusion. Mentor and trainer of journalists, editors and managers at mainstream national news organizations.

Military Veteran:

Award-winning U.S. Navy Propulsion Engineer: Numerous leadership awards, including Sailor of the Year aboard USS Anchorage carrying 350 sailors, 600 Marines and a SEAL team; Numerous awards, including meritorious advancement in rank, as Navy Recruiter during first Gulf War. Four complete Western Pacific deployments of 6 months each. Successfully served aboard two Navy combat ships (Amphibious Assault and Guided Missile Cruiser). Received honorable discharge (1994).

Experience

June 2009 to Present: Medford, OR

Founder, Mike Green Consulting

MikeGreen

Produced multiple programs on developing startups and finding startup funding resources for National Association of Black Journalists Conferences 2010-2011. Assistant producer for Minority Media Entrepreneurship Boot Camp -- National Association of Hispanic Journalists (Conference in Denver, CO); National Association of Black Journalists (Conference in San Diego, CA); Unity, Journalists of Color (Conference in Las Vegas, NV)

Conceived, designed and produced "Scale Up" rally for Oregon Governor John Kitzhaber at the headquarters of famed global marketers, Wieden+Kennedy. More than 200 leaders from around the nation, including corporate tech leaders like Google and Microsoft (who presented together in a symbolic gesture in keeping with the theme of the rally). The overarching theme was to tear down the walls of competitive silos and develop collaboration among national leadership to channel resources to the local level and scale up what's working through the lenses of innovation, inclusion and impact (both social and economic). The success of the Scale Up rally immediately led to an invitation from the Clinton Global Initiative and the introduction of the current ScaleUp America campaign at the CGI America 2013 High Growth Entrepreneurship Working Group. An invitation has been received to present a report on the status at the CGI America 2014 conference.

Introduced new concept of collaboration across isolated ecosystems to Walker Foundation and Center for Education Innovation in Jackson, Mississippi for the purpose of developing a "pipeline to productivity" process for disconnected sectors of the region. Worked with a dozen education consultants in Jackson as the only economic consultant in the group. Walker Foundation brought me back to Jackson alone for a follow-up visit with multiple stakeholders in the region, including the Mississippi Center for Public Policy, Jackson State University, Jackson Public Schools, faith-based organizations and corporate leaders in the region. Work is ongoing.

Introduced new visionary concept of HBCU Innovation leadership to the UNCF (United Negro College Fund) as a consultant to their HBCU Innovation Summit at Stanford University in Oct. 2013. Produced an executive summary with step-by-step milestones for UNCF to capitalize upon an opportunity to become the first 20th century legacy organization to re-brand itself into a 21st century leader with a common vision of economic inclusion through a process of empowerment and competitiveness. Successful implementation of the inaugural HBCU Innovation Summit at

Stanford outperformed and exceeded all expectations from all organizers and attendees. The event attracted Stanford's president, the COO of Facebook, Andreesen Horowitz, Mitch Kapor, Google, the White House (Jim Shelton and Doug Rand), VP of Texas Instruments, Silicon Valley Bank and the presidents, provosts and deans from 18 HBCU campuses. UNCF is now producing the HBCU Innovation Summit as an annual signature event. Work with UNCF is ongoing.

Served as panelist for the Bill & Melinda Gates Foundation Symposium in Columbus, Ohio in conjunction with the Black Enterprise Entrepreneurs Conference (2013).

Served as consultant to the SBIR/STTR National Conference held in Portland, Oregon (Nov 2012). Produced the diversity slate for the conference. Assisted in crafting unprecedented diversity focused theme and attracting new attendees of color to the conference.

Keynote speaker for the Tabor 100 Business Conference in Seattle, Washington at the convention center (2012). Tabor 100 is the organization of black contractors in Seattle. Its annual conference is attended by the Who's Who in business and political leadership in the region. My speech led to ongoing engagements in the Seattle region that continue today.

Keynote speaker for the Martin Luther King Breakfast in Portland, Oregon (2012). Following my speech, the executive director of the Portland Development Commission (PDC) pledged to support the efforts to produce an Urban Innovation Roundtable in the Portland region. I worked with PDC to develop the UIR from concept to implementation. The work is continuing slowly, as stakeholders in Portland's black community grapple with new communications, new economic concepts, new engagement and new collaboration.

Conceived, designed and co-directed a successful media workshop for small business owners in Jackson County, Oregon with national award-winning writer and author, Jennifer Margulis.

Conceived, designed and directed Youth Journalism Workshop in Jackson County, Oregon. Parents requested continuing workshops. Due to national priorities, I was unable to continue.

Conceived, designed and directed marketing plan for the expanded World of Wine (WOW) Festival in Southern Oregon. Region consists of 60+ wineries. WOW is the committee formed to produce a multi-day festival for the first time in the history of the eight-year annual World of Wine single-day celebration. The four-day festival was developed under an extremely short timeline of 90 days. Within that time, I created a strategic plan and directed a small team of

volunteers that produced a successful multi-day event with 700 paid attendees. In addition, I recruited three top writers for the website that spiked traffic to unprecedented levels. One of those writers was picked up by the local newspaper as a wine columnist based upon the exposure she received from the festival. Another is currently a writer for a national parenting magazine and the New York Times.

January 2013 to present:

Founder, Saving America's Black Boys (SABB)

Visionary architect and leader of bootstrapped social entrepreneurship enterprise.

Led introduction and development of distinct black male initiative with new narrative.

Launched successful SABB initiative at South By Southwest (SXSWedu) Conference in Austin, TX (March 2013) followed by a full-day summit targeting educators, business leaders, policymakers, investors and influencers of the nation's black males. Attended by scientists, teachers, business and community leaders, faith-based leaders, university, government and nonprofit leaders.

Produced successful SABB platform as a half-day of programming for the inaugural Puget Sound Economic Solutions Summit in Tacoma, Washington (Aug 2013). Attended by more than 60 local business, financial and community leaders, private equity investors, educators and policymakers.

Established national authoritative voice on issues of black male empowerment. Introduced an economic vision for black male empowerment more than a year prior to President Obama's My Brother's Keeper Initiative. Established supportive relationship with Kapor Center for Social Impact (leading funder of Obama's MBK Initiative). Currently working with Kapor Center on producing an Inclusive Competitiveness Summit in Oakland, CA targeting black males.

Established relationships with major black male achievement programs nationwide, including the Open Society's Black Male Initiative led by Shawn Dove.

Recruited the Executive Director of the Mississippi Center for Education Innovation to partner with SABB and present at SXSWedu Conference as part of the SABB team.

Presented SABB at SXSWedu Conference in March 2014 for the second consecutive year. Received overwhelming audience response, including invitations to engage Microsoft, Google and NewSchools Venture Fund. Subsequent followups led to ongoing and developing initiatives

with both Microsoft and NewSchools Venture Fund. Google continues to reach out for resource data and background information that informs its current projects in developing black computer science majors at targeted universities.

August 2010 to present:

Co-Founder & Executive Director, ScaleUp America (formerly The America21 Project)

Introduced 4-part Huffington Post series, "Innovation Crisis in Black America," which led to the co-founding of new national initiative with Johnathan Holifield, Esq. (Vice President of Inclusive Competitiveness at NorTech), and Chad Womack, Ph.D. (National Director of STEM Education at UNCF and Director of Merck Fellows Program).

Developed strategic relations and managed effective communications channels for the national narrative and vision.

Produced online and offline presence and managed all content. Within six months of introducing the blog blackinnovation.org (based upon our initial name, Black Innovation & Competitiveness Initiative), the organization experienced meteoric rise in attention and audience interest.

Produced business plan, pitch decks, marketing materials, talking points, graphics and all communications related to BICI, America21 and ScaleUp America throughout the evolution of the initiative.

Developed strategic relationships and content pipelines.

Produced the following events:

Black Leadership Forum (Nov 2011: University of Portland)
Gathering of Angels (Nov 2011: Rutgers Business School). Partnered with Center for Urban Entrepreneurship & Economic Development (CUEED)
Homewood Economic Workshop (March 2012: Pittsburgh, PA). Partnered with Pittsburgh's Urban Innovation21
Minority Biomedical Entrepreneurship Conference (May 2012: Cleveland, OH). Partnered with Bioenterprise.
America21 Leadership Summit (July 2012: Baltimore, MD). Partnered with BDPA.
Closing the Wealth Gap Forum (Sept 2012: Washington DC).

June 2009 to Dec. 2011: Medford, OR

Founder, CEO, Vizitnow3D

MikeGreen

[redacted]

Established for-profit tech company focused on development of realistic navigable 3D replicas of real-world business cluster environments online and connecting users to merchants for real-time communications and transactions.

Established vision, strategy, business model and execution for company, including identifying target market, writing business plan, making public presentations to investors, recruiting and managing team members, data research, marketing, strategic relationships and partnerships. (Shelved business after transition to Epiphany3D targeting STEM Education).

Nov. 2004 to August 2009: Ashland, OR

Content Editor / Web Editor (Ashland Daily Tidings, owned by Dow Jones Local Media Group)

Developed and managed combined newsroom print and digital processes. Opinion Page editor, page designer, training of reporters, photographers and videographers for both print and online products. Member of editorial board and writer (discuss and write editorials). Conceived and implemented first-ever video editorial board produced on community access television (popularity spiked to elevate the show to one of the most watched on community access TV). Inaugurated new multimedia (print/online) position. Increased online traffic more than 300% over first two years at sustained levels. DJLMG CEOs called metrics "phenomenal."

Introduced, implemented innovative award-winning ideas for both print and online products. Received more than 60 statewide and regional awards for journalism excellence.

Supervised the evolution of production processes from an independent Ashland Daily Tidings press production operation to digital output in conjunction with Medford Mail Tribune (Press facilities moved to Medford. MAC to PC format, Quark to InDesign on new CMS platform)

Established greater Internet presence for Ashland Daily Tidings and new content for Web site. Received Best News Website and Best Website Design (ONPA 2009) and Best Online Community Engagement (SPJ Western region 2009-10). All awards in digital categories were the first in the newspaper's 100-year-old history.

Established successful local television program featuring the Daily Tidings editorial board. The program was so popular the team was asked to produce a second season at no cost.

As Systems Administrator, oversaw upgrades and installation of new reporting / layout / design / production software system for newsroom operations.

MikeGreen

[redacted]

Engaged community at public events as a representative of the newspaper.

Organized successful public forum for local political candidates and community discussions.

Resigned in August 2009 to pursue entrepreneurial endeavors in tech industry.

Oct. 2003 to Nov. 2004: Houston, TX

News & Sports Reporter, Houston Community News Network

Simultaneous staff reporter for two of the 27 newspapers in the Houston Community Newspaper (HCN) family, which served more than 500,000 readers in suburban Houston area.

Served in multiple capacities as investigative news reporter, spot news reporter and community news / features writer for the Katy Sun.

Served as sports reporter for the Memorial / Spring Branch Sun.

Served as both news and sports photographer for both papers.

Offered position as Editor prior to leaving [redacted]

2002 to 2003: Houston, TX

Freelance Reporter, Houston Chronicle

Covered city council meetings and wrote feature stories for the largest daily newspaper serving more than a half-million readers in the Houston metropolitan and surrounding areas.

2000 to 2002: Fallbrook, CA

News Production Manager, Fallbrook Village News, Inc.

Managed all phases of production, including writing, photography, advertising design, editing, and pre-press output for a weekly newspaper serving 7,000 subscribers.

Oversaw all phases of operations through two-year battle with daily papers (North County Times and San Diego Union Tribune) for regional dominance.

Received five awards from the San Diego County Society of Professional Journalists, including one personal award for weekly column entitled, "Mike's Perspective."

The Village News entered into coop agreement with Los Angeles Times to carry their Sunday papers to all of our subscribers after emerging victorious from battle for regional superiority against the San Diego Union Tribune. Assisted *The Village News* in expanding operations into the

MikeGreen

[redacted]

Temecula Valley and establishing the *Temecula Valley News*.

[redacted]

1996 to 2000: San Diego, CA

Freelance Journalist / Media Entrepreneur / Community Activist

Established award-winning after-school program for at-risk youth in a San Diego inner-city community (ASK — After School Kids). Received Channel 10 (KGTV) Leadership Award (1997).

Established talk radio program on KCBQ (50,000 watt station) that became one of the most listened-to weekend programs in San Diego (1997).

Published *The San Diego Crusader*, the city's first-ever community crime prevention newspaper.

Also published *San Diego Community Magazine*. (1995 - 1998)

Served as Special Projects Director for the Coalition on Urban Renewal and Education (CURE), working as the personal assistant to the founder / director. (1999 - 2000)

Created the first-ever newsletter for CURE, which helped increase revenues by more than 40% within the following fiscal year (2000).

Oversaw the establishment of CURE's Town Hall on Social Security forum in Los Angeles, which included panelists such as Congressman Jack Kemp and staff from CATO Institute.

Oversaw operations for CURE's first annual banquet in Washington D.C. (300+ churches were represented, including high-ranking political dignitaries).

Wrote articles on a wide variety of social issues published in numerous newspapers across the country for Project 21 in Washington DC.

1982 to 1994: California

Propulsion Engineer / Recruiter, U.S. Navy

Served as Propulsion Engineering Supervisor aboard USS Anchorage, an amphibious assault ship carrying 350 sailors, 600 Marines and a team of Navy SEALS (Awarded numerous commendations and *Sailor of the Year*), and USS Sterett, a guided missile cruiser (Supervising member of decommissioning crew). Total of four complete Western Pacific Deployments (six months each).

Served as Navy Recruiter in charge of office operations in Hunstville, Texas. Received every

major recruiting award, including a meritorious advancement in rank. Honorable discharge in March 1994.

Education (includes credits received for propulsion engineering courses and experience in military)

Class of 2008 Harvard University Cambridge, MA
Maynard Media Institute at the Neiman Foundation for Journalism (New York Times Leadership Academy Fellow)

Jan. 2008 to 2010 Southern Oregon University Ashland, OR
Journalism major

1997 to 1998 Southwestern College Chula Vista, CA
Journalism major
Editor of Opinion page for the *Southwestern SUN*. Specialized in investigative journalism (nicknamed "The Bulldog"). Several news articles were followed in the *San Diego Union Tribune*.

1981 to 1982 University of Houston Houston, TX
Communications major. Note: Joined the military after completing one year.

Awards

1983: Navy League Award
1986: Sailor of the Year (USN)
1991-93: Numerous awards for recruiting excellence
1997: Community Leadership Award for After School Program (KGTV Channel 10, San Diego)
2002: San Diego Society for Professional Journalists (Best Opinion column)
2005-07: Oregon Newspaper Publishers Association: Best editorial writing, page design, editing
2007-08: New York Times Leadership Academy Fellowship
2007-08: CNN Digital Workshop Fellowship
2004-2010: Numerous state and regional awards for print journalism excellence, in addition to:
Best Overall Website (Oregon Newspaper Publishers Association, 2009)
Best Web Design (Oregon Newspaper Publishers Association, 2009)
Best Online Community Engagement (Society of Professional Journalists, 2009-10)

Writing Samples:
Oregon Business magazine: Why Income Inequality is the Wrong Issue
Oregon Business magazine: all articles by Mike Green
The Huffington Post: 3 Ways to Save America's Black Boys
The Washington Post: "Black America Needs Angels, Not Superman"
Oregonian: "New Age of Black Entrepreneurship"
Huffington Post: Interview with Daymond John (FUBU, Star of ABC's Shark Tank)

MikeGreen

PBS/Tavis Smiley: Black America: Let Us Save Us
Huffington Post: Are High Poverty Schools Educating the Poor to Remain So?
Huffington Post: Innovation Crisis in Black America (4-part series)
Huffington Post: National Crisis: Black Boys Failing
Huffington Post: all articles by Mike Green

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INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

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You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

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Date: 9-12-2014 Print Name: Green Jr Alwyn Michael

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: Mike Green Soc. Sec [redacted]

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

____	Previous Employment Verification	X	Driving Record Check
____	Education Verification*		
	D.O.T.____ (Special Screening for Commercial Drivers)		
____	Professional/Personal References	____	Workers' Compensation Claims*
____	Professional License & Credential Check		
____	Official Education Transcripts	____	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
____	Other Criminal Record Checks (list jurisdictions below)		
____	Check for Nationwide Federal Violations		
____	List Criminal Record Jurisdictions Here:	____	National Address Search & Social Security # Validation

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*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

PROOF OF CITIZENSHIP
submitted in LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: Midtown Public Charter School (MPCS)

2. Full name: **James Anthony (Tony) Jeff, Jr.**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

   ☐ Resume and professional bio are attached here.

   ☒ Resume and professional bio are attached elsewhere in the application (specify). Attached as a pdf

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school? For the last 12 years I have worked to increase the adoption and deployment of technology and innovation and I'm excited about the opportunity to do so through working with MPCS and on STEM initiatives in particular. In my opinion, engagement at the youngest possible level is the key

to get children on a path to make them successful and to open the world of possibilities to them. I'm hoping my inclusion on this board will ensure a voice of technology and innovation in each discussion and translate into a stronger real-world technology and innovation focus in the curriculum at MPCS.

6. What is your understanding of the appropriate role of a public charter school board member?
Based on my experience on my own 501c3 board, our role will be to serve as fiduciary stewards of MPCS assets in order to deliver a quality education to the students being served. I think our strategic connections to other entities around the state and even the country will also provide valuable resources and connections for students to better their education.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I serve on several advisory boards for for-profit companies, but the only fiduciary board experience I have is on the Board and Executive Committee for the non-profit I run. I have served on that board since 2005 and have had a wide variety of experiences that probably cover the entire spectrum of what I would see on the board for MPCS.

8. Describe the specific knowledge and experience that you would bring to the board.
My experience and expertise is in development of technology and innovation into viable companies. I've helped more than 700 companies over the last 12 years and prior to that I was an entrepreneur and finance manager for business development. I also helped develop a methodology to systematically take ideas and bring them into practice as a new venture. This experience and my background in engineering are relevant on the board of MPCS in order to bring a focus on STEM programs, sparking interest in entrepreneurship, and ensuring that students have the tools to bring their entrepreneurial ideas into practice.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To operate a school that provides an academically challenging educational program that instills character and knowledge and provides 21st century skills training through a focus on STEM.

2. What is your understanding of the school's proposed educational program?
My fellow board members clearly know more about the proposed program because I've heard them discussing the value and trade-offs of the programs that have been observed at other schools in the formation process for the MPCS program. My take on the program is that it will be guided by a clear set of measures and objectives coupled with strict but supportive guidance and very regular feedback and corrections.

3. What do you believe to be the characteristics of a successful school?
In my opinion, a successful school creates and environment where students are cultivated to embrace learning and to adopt a life-long learning philosophy. Obviously there are specific grade-appropriate learning goals, but it's more important in my opinion to cultivate the idea that learning is a life-long pursuit and to reinforce the empowerment of education. This is even more important for children that are not children of privilege because this culture of learning can serve as a buffer against destructive influences that surround them and as inspiration to

aspire to more than what they see around them in their community.

4. How will you know that the school is succeeding (or not) in its mission?

I'm an engineer, so first and foremost the numbers will matter as a matter of governance on the board, but I think an important mission of MPCS will also be to make sure that every student that becomes inspired to learn is highlighted as a successful model for the community and for other students.

Governance

1. Describe the role that the board will play in the school's operation.

The Board of Trustees will guide the formation of MPCS, including the hiring of the school's principle. We will then assist at a strategy level in developing policies and procedures to ensure the school's success.

2. How will you know if the school is successful at the end of the first year of operation?

I hope it's not too naive to think that an inspired student body will be visible to the naked eye and that significant progress – at least regarding educational engagement and probably attainment as well – will be evident in the data. The size of the first year class will no doubt allow for a good inspection of how students are developing, but their attitudes and inspiration will be hopefully evident as well.

3. How will you know at the end of four years of the school is successful?

By the end of 4 years, data on progress will likely replace anecdotal success stories and we should expect to see significant progress toward educational goals as demonstrated from student data.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Given the breadth and depth of the experience on this board, I would think that all of us simply engaging in the details of our roles as board members will expose those areas where we can bring our expertise and connections to bear on to ensure the school's success. I'm a firm believer that a systematic, proven process is better than just applying smart people to a problem, but a process and smart, experienced people like my fellow Board members are even better than a process alone.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

That's a difficult question because I would handle it differently depending on how clear I thought the unethical situation was and what the best resolution to the situation would be. My company has clear ethical guidelines for board members and employees and we have had to deal with an employee who was committing fraud and with board members who have had to recuse themselves from some meetings, votes, and activities. I've always found disclosure to be the key to determining whether or not an activity is unethical or not, so full disclosure of the issue to the full board might lead to a better understanding of the issue and a better plan for resolution. Given the nature of a Board of Trustees and our reflection on the school and the goals of the school within the community, I would certainly do whatever was necessary to end any unethical activity or severe ties with anyone not acting in the best interest of the school.

6. If your school intends to contract with a third-party ESP: N/A
   a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☒ I / we do not know these individuals ☐ Yes

I know both Dr. David Culpepper and Dr. Jason Dean from previous projects that we have worked on in entrepreneurial and energy innovation development. I don't have any contractual relationships with either of them or anything other than a casual working acquaintance with them.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer,

employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: James A. Jeff, Jr

Signature

9/15/2014
Date

Tony Jeff
[redacted]

PROFESSIONAL EXPERIENCE

Innovate Mississippi (Formerly MS Technology Alliance), Jackson, MS
President and CEO, 1/10 - present

- Responsible for strategic direction for Innovate Mississippi – the driver of the Innovation and Entrepreneurship Agenda for the state of Mississippi
- Innovation and Entrepreneurial Evangelist to more than 40 groups each year ranging from 10 to more than 500 people.

Mississippi Technology Alliance, Jackson, MS
Vice President & Chief Operating Officer, 1/05 – 12/09

- Responsible for oversight of MTA Projects and Programs including MEP.ms, MTA Innovation Center (business incubator), Strategic Biomass Initiative, and US Academic Decathlon.
- Administrator for Employee benefit & retirement plans
- Director of Center for Entrepreneurial Development
  - Coached more than 500 ventures who have raised more than $100 million in private equity
  - Established methods of identifying, attracting, and developing entrepreneurial clients

Mississippi Technology Alliance, Jackson, MS
Executive Director – Manufacturing Extension Partnership of Mississippi (MEP.ms) 2003 – 2004

- Director of this non-profit consulting organization providing consulting and training services to mostly small and medium-sized manufacturing operations.
- Re-organized the program into a virtual consulting network that provides timely, low-cost solutions to manufacturers without growing the size of the central staff.
- Doubled program revenues from $1.5 million to $3.8 million in year 1.
- Number 1 ranked MEP center nationally for "Bottom Line Client Impact" – a measure of the impact clients felt from MEP projects. Achieved this honor in both July and November, 2004
- According to '03-'04 client surveys, clients achieved $62 million in increased/retained sales, $12.5 million in cost savings, & $19.4 million in increased investment as a direct result of MEP.ms work.

Mississippi Technology Alliance, Jackson, MS
Project Director – Mississippi Alternative Energy Enterprise, 2002 – 2003

- Led this statewide initiative to implement alternative energy solutions - defining project objectives from a broad mission and developing project methodology and systems to implement goals
- Staffed project personnel and managed the project budget to create alternative energy solutions
  - Hired and contracted with appropriate staff to meet project needs
  - Performed all tasks within the first year of the project at 20% below budget
- Developed and coordinated a national Request for Proposal process in order to generate valuable projects within the state of Mississippi

Delphi Automotive Systems, Warren, Ohio
Finance Manager, 2000 - 2002

- Served as the first Finance Manager for Global Business Lines as the division transitioned to a corporate-wide business line structure.
  - Created a system for reporting, analysis, & financial management of Global Business Lines.
  - Provided input and direction on the future financial structure of the entire division which then enabled three subordinates to be promoted into the key financial positions in the new structure after I left the company.
- Managed a team of 43 financial analysts in Ohio and Mexico responsible for financial analysis and cost estimating for $3.9 billion in North American products and programs
  - Developed project financial evaluation and management systems for all North American programs which were used to determine the level and extent of review required prior to quoting on new business or materially changing the financial terms of any contract in North America.
  - Managed teams of financial analysts and supervisors who created cash flow projections and analyzed the financial risks of all new business ventures, new product lines, and most business placement and venture activities.
  - Youngest manager in the Division (90,000 employees) when promoted in March, 2000
- Manager for North American Capital Appropriations
  - Directed the approval of capital expenditures ranging from five thousand to several hundred million dollars.
  - Managed the calculation and quoting of tooling costs for all new quotes and engineering changes

Delphi Automotive Systems, Detroit, MI
Account Manager – Business Development, 1998 - 2000

- Successfully negotiated large automotive parts supply contracts worth over $1.5 billion with U.S. and Japanese automotive manufacturers
- Developed market analysis tools to model competitors and assist in negotiations. Use of these tools became standard for all future negotiations.

Outlier, LLC, Evanston, IL
Co-founder / Co-Inventor, 1998-2001

- Co-founded this start-up sports equipment design and licensing company
- Involved in every aspect of the business as a corporate director and co-inventor of the company's first patented product.
- Assisted in business planning and successfully raised required start-up capital
- Personally re-paid non-institutional investors upon company dissolution without any formal requirement to do so.

General Motors Corporation, Brookhaven, MS
Quality / Reliability Engineer / ISO-9000 Coordinator, 1994 - 1996

- Designed experiments to improve quality issues within an automotive component manufacturing facility – reducing rejects by 52%
- Directed the activities of twenty-eight quality auditors responsible for quality improvement and inspection

- Coordinated product quality communications between our U.S. manufacturing facility and multiple downstream plants located in Mexico
- Supervised re-organization and training of 500 employees under QS-9000 requirements
- Trained and experienced in SPC, Lean Manufacturing, Six-sigma, and Shainin quality / manufacturing techniques.

AEON Corporation, Tokyo, Japan
Student of Japanese Language, Foreign Teaching Staff, 1993 – 1994

- Taught private and small group English courses to Japanese business professionals
- Studied Japanese language, business and social culture

Florida Power & Light, Miami, FL
Co-op Engineer, 1989 – 1991

- Analyst in the management consultant department – improving internal operations at FP&L
- Designed power configurations for residential developments & marketed energy conservation programs
- Assisted in FP&L's successful bid to become the first Deming Prize winner outside of Japan

Professional and Community Involvement

Current

- Guest Lecturer – Millsaps College (Executive MBA & Entrepreneurship class)
- Frequent speaker on entrepreneurship & innovation
- Active member of St. Francis Catholic Church

Previous

- American Cancer Society Relay for Life Planning Committee (9 years) & Team Leader (2 years)
- Society of Mississippi Inventors
- Founding organizer for "Theology on Tap" – an effort to start a series of interactive social and spiritual gatherings among Under-40 Catholics in the Jackson Metropolitan area
- Stewpot of Canton volunteer
- Former volunteer worker for Conservation International in Bolivia (4 weeks)
- Habitat for Humanity Volunteer in the Overtown neighborhood of Miami
- United Way volunteer in Youngstown, Ohio
- American Mensa

Education

Kellogg Graduate School of Management, Northwestern University, Evanston, IL; MBA – Concentration in Finance and International Business, 1998; Dean's Award for Service to Kellogg

McCormick School of Engineering, Northwestern University, Evanston, IL; Masters of Engineering – Manufacturing / Operations Management, 1998

Mississippi State University, Starkville, Mississippi; B.S. – Industrial Engineering, 1992; MSU Hall of Fame

Personal Honors / Certifications / Training

- Named to the "Tech 21 – The 21 most influential contributors to technology in Mississippi & the World" by the Mississippi Business Journal (2014)
- Selected for "Mississippi Top 40 Under 40" for 2006 by the Mississippi Business Journal
- Experienced in Six Sigma, Statistical Process Control, Lean Manufacturing, and Shainin quality control and management techniques
- Patent holder – US Patent # 5,988,474 (developed with 2 other inventors)
- Small Business Innovation Research (SBIR) Project Evaluator (2004, 2005)
- Worlds Best Technology Showcase mentor & judge – 2006 - 2008

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Date: 9/12/2014 Print Name: Jeff James Jr. Anthony

Last First MI Maiden

[redacted]

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: JAMES JEFF [redacted]

CHECK SCREENINGS REQUIRED FOR [redacted]

___	Previous Employment Verification	X	Driving Record Check
___	Education Verification*		
	D.O.T.___ (Special Screening for Commercial Drivers)		
___	Professional/Personal References	___	Workers' Compensation Claims*
___	Professional License & Credential Check		
___	Official Education Transcripts	___	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

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*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

PROOF OF CITIZENSHIP
IN LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Midtown Public Charter School**
2. Full name
   Home Address
   Business Name and Address
   Phone Number
   E-mail address

   [redacted]

☐ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes X☐ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   X☐ Yes ☐ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?
   I am keenly interested and believe in, both professionally and personally, in the mission and goals and strong commitment of the organizing community of Midtown Public Charter School. I believe that the students in Midtown deserve the best education that can be

provided and I am honored to be able to serve.

6. What is your understanding of the appropriate role of a public charter school board member? The role of the school board member is to provide leadership, support to the staff as well as exert the fiduciary duties, including responsibility for financial oversight.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on several boards for non profit educational organizations, including serving as Chairman, as can be seen in my resume. I have been involved in education from the local school level, district level, state level and national level. I have served as the executive officer for 2 non-profits and had considerable experience throughout my career in dealing with school boards.

8. Describe the specific knowledge and experience that you would bring to the board.
Having worked for 5 years in leadership positions for the Partnership for 21st Century Skills, including now serving as the top executive, I have extensive knowledge of 21st century skills and what it takes to implement the systemic changes needed to provide a rigorous 21st century learning environment. I also have considerable knowledge and experience in leadership positions and in supervision in educational settings.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to build a strong school in partnership with a local community that provides an academically rigorous education that prepares ALL students with the knowledge, 21st century skills and dispositions they need to be succeed in the future.

2. What is your understanding of the school's proposed educational program?
   - The school's educational program follows the Brooke model, which is a proven model that incorporates key elements such as a growth mindset, strong leadership and relationships, incorporation of basic skills AND critical thinking, individualized feedback, and self-contained classes with extended day/year calendars.

3. What do you believe to be the characteristics of a successful school? The elements above are important in creating a successful school. In addition it is key that there is a climate of achievement, strong community support and involvement, well prepared, committed leadership and staff and a commitment to student's being engaged and taking responsibility for their learning. Systemic transformation is important-with alignment of policies and practice.

4. How will you know that the school is succeeding (or not) in its mission?
Student performance, in terms of formative and summative assessment, is an important indicator, of course. In addition strong financial responsibility is another key, as well as fidelity to the model being implemented. The school (Board and staff) must develop clear benchmarks, measure

themselves against those benchmarks annually, and adjust practice and policies for improvement.

Governance

1. Describe the role that the board will play in the school's operation.
   The board is the policy-making body that has fiduciary oversight of the school. They with work with Midtown Partners to bring the leadership (principal) on board, evaluate the principal and serve as advisors and thought-partners.

2. How will you know if the school is successful at the end of the first year of operation?
   The school will be successful if it has met its year one benchmarks, such as targets for enrollment, staffing, and implemented the model with fidelity.

3. How will you know at the end of four years of the school is successful?
   At the end of four years, the school will be successful if it has begun to meet its student performance targets and benchmarks. The school should be a place where students are engaged in learning, and prepared for academic success in their high school years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The Board will need to be supportive of the mission, putting in place the policies, and leadership to ensure the mission and model is implemented with fidelity. The board plays a strong role in building strong financial policies, and oversight also. The board's leadership in keeping the community informed and involved with transparency, will also be important.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
   There must also be strong policies in place, which must be enforced. Unethical behavior must be reported immediately and dealt with by the Board or the other appropriate higher jurisdiction. The board and staff must also be well versed in what determines unethical behavior or behavior "not in the best interests" of the school" so there is clear communication, policies and consequences.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
      The Board should be closely involved in selecting any third-party ESP
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP;
      The Board is the contractor, is responsible for managing the contract including financial aspects, evaluating contract performance and acting upon the evaluation.
      and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

   I have been involved in review/negotiation of a management agreement on both sides of an agreement; as a board member negotiating a management agreement, and as a

consulting negotiating an agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons x☐ Yes
   I know Marci Skelton, with the Walker Foundation. She is a professional colleague and invited me to speak at one community meeting.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x☐ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. x☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A x☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   x☐ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should

you serve on the school's board.

x☐ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Helen Soule

Helen Soule
Signature

September 14, 2014
Date

Helen A. Soulé
Resume

Experience

Executive Director, Partnership for 21st Century Skills

August 1, 2012-present

- Leads the implementation of P21's strategic plan.
- Leads the development and execution of grants, including managing the relationships with funders.
- Works with the President and Board to ensure long-term financial sustainability by cultivating multiple sources of funding.
- Oversees the day to day operation of P21, effectively managing the diverse organization and working with staff to collectively create a consensus.
- Administers overall operations of the organization, including: reviewing and evaluating the results of program activities/deliverables, evaluating staff, ensuring contractual obligations are fulfilled, and allocating resources for greater program effectiveness and efficiency.
- Manages annual strategic planning process, in cooperation with the Board, and Strategic Council, to ensure the organization has a long-range strategy that achieves the organizational mission towards which it makes consistent and timely progress.
- Develops programmatic, organizational, and financial plans with the Executive Board, and staff, and carries out plans and policies authorized by the Board.
- Develops and leads the implementation of a strategic approach to the State Partner Program that focuses on the support of the current States in the program.
- Works with Executive Board to communicate the organization's approach and philosophies to other key entities and/or individuals through presentation and workshops, empowering them to include 21st century skills in educational structures.
- Promotes the organization to key external parties of interest from the public and private sector, including, but not limited to potential Strategic Council members, state partners, the media and governmental agencies.
- Directs all activities associated with the Board and Strategic Council, including staffing for all meetings, logistics and development of agenda and meeting materials.

Director of State Partnerships, Partnership for 21st Century Skills

February 2009-July 31, 2012 (as consultant)

- Leads the state recruitment and support program for P21, as consultant
- Works with 18 partner states to implement 21st century skills in area of curriculum, standards, assessment and professional development

CEO, Soulé Consulting Services
January 2008-July 31, 2013
Private educational consulting firm that provides services in the following areas:

- Program/project design, management, and evaluation
- Facilitated strategic planning
- Grant writing and evaluation
- Program and project evaluation
- Development and implementation of technology initiatives
- Presentations and professional development on topics related to the intersection of education and technology such as:
    - data governance and data driven decision making
    - utilizing educational technology for student success
    - 21st century skills for leaders and learners
    - transformational leadership skills
    - communication and advocacy
    - being media literate in today's world
    - internet safety in a web 2.0 world
- Clients include State Education Technology Directors Association, **Partnership for 21st Century Skills**, International Society for Technology in Education, Alliance for Community Media, Center for Educational Leadership and Technology, Grunwald Associates, and Market Data Retrieval.

Executive Director, Cable in the Classroom (CIC)
Washington D.C. 2005-2007

- Led the cable telecommunications industry's non-profit educational foundation, which provides national leadership to improve teaching and learning in schools, at home, and in the community through the use of new technologies and engaging content
- Member of senior staff of the National Cable Telecommunications Association (NCTA), which represents 90% of cable companies in the United States
- Supervised CIC staff
- Led the development of CIC strategic plan/accountability system, including industry benchmarking and regular metrics monitoring
- Served as liaison between cable industry and education industry
- Advised the CEO and senior staff of NCTA on policy issues related to education
- Coordinated efforts on behalf of and along with CIC's member programming networks and cable operators
- Key projects :
    - Cable's *Leaders in Learning Awards*, which recognized innovation and excellence in K-12 education
    - Broadband demonstration projects such as the online *Shakespeare* project, which won a Webby award; the *eLections* project; and

[redacted]

Windward: Outsmart the Weather in a Race Around the World, which was in partnership with Discovery Communications and the Weather Channel and designed for middle school math and science students

- The *PointSmart.ClickSafe* initiative, which brings resources about media literacy, digital ethics, and internet safety to parents and educators; resources include workshop materials, a comprehensive website (www.pointsmartclicksafe.org), and public service announcements
- Suite of print and electronic publications
  - *Threshold magazine,* a quarterly magazine which explores the important issues facing education
  - *Cable in the Classroom Magazine,* a monthly publication on cable programming for schools
  - *CIC E-News,* a monthly newsletter for teachers
  - *Media Smart E-newsletter,* a monthly newsletter for parents, in partnership with the National PTA, with family-friendly viewing tips and programming
- *Kids.Cable.Learning,* a podcasting channel on topics of interest to educators
- A robust website of cable resources for learning- *www.ciconline.org*

Chief of Staff and Senior Adviser, Office of Postsecondary Education
United States Department of Education, Washington D.C. 2002-2005

- Performed day-to-day operational management for Office of Postsecondary Education (staff of 250+ and multiple contractors), including supervising six staff in immediate Office of Assistant Secretary
- Served as grants coordinator for all 44 Office of Postsecondary Education grant programs, including GEAR UP and TRIO, that serve K-12-postsecondary agencies and institutions, and are valued at $2+ billion dollars
- Advised and briefed Assistant Secretary of Postsecondary Education and other senior staff on K-postsecondary education programs, policies and procedures, including those related to No Child Left Behind
- Worked with staff in developing, strengthening and implementing accountability provisions of discretionary and formula grant programs
- Interfaced with other offices within the Department of Education, including the Office of Elementary and Secondary Education, the Office of the Deputy Secretary, and the Secretary's Office; represented the Assistant Secretary on numerous Department-wide committees
- Represented the Assistant Secretary and the agency in various interactions with other Federal agencies, Congressional members and staff, state or local agencies, the public and profit/non-profit organizations
- Served as Office of Postsecondary Education (OPE) liaison with a variety of external constituencies

[redacted]

- Led the development and production of the *Secretary's Annual Report on Teacher Quality* including associated research, writing and policy activities
- Led the development and implementation of ED e-Monitoring, an electronic tool for monitoring discretionary grants
- Member of Department-wide Strategic Planning Task Force; specifically coordinating the development, revision and implementation of Goal 5 (Higher Education goal) for the US Department of Education strategic plan
- Provided advice and recommendations on personnel issues
- Worked with senior staff in development and execution of communications strategy, including web content for OPE website
- Provided advice and guidance on procedural, technical and program analysis associated with grants, budget and other financial matters
- Led the conversion of OPE grant application and review processes to electronic formats
- Managed contract and serve as member of Executive Team for development of the Secretary's *National Education Technology Plan*
- Provided advice, support and leadership to the Executive Director of the National Advisory Committee on Institutional Quality and Integrity

Director, Office of Educational Technology
Mississippi Department of Education (MDE), Jackson, MS
1994-2002

- Provided leadership, advice and counsel on all educational technology matters to State Superintendent of Education as member of the Superintendent's Management Team at MDE
- Represented the agency and the Superintendent in state, local and national forums
- Created the Educational Technology Department, and managed three primary departments-Management Information Services, the Textbook Department, and the Educational Technology Department
- Supervised a staff of fifty+ employees and several independent contractors
- Developed and managed an annual budget of over $50 million

Summary responsibilities of Educational Technology Department (OET)

- Provided leadership, assistance, support, and vision in the use of educational technology to the public schools in Mississippi
- Worked with multiple constituencies (including foundations, private

[redacted]

- businesses, non-profit organizations, community organizations, state legislators and Governor's staff) to improve education and promote the use of technology in classrooms
- Led the development, implementation and revision of the educational technology strategic plan for the state
- Created CD of videos of best practices using technology in the classroom
- Planned Mississippi's Education Technology Conference and Trade Show, which provided workshops and sessions for MS teachers and administrators
- Developed and implemented comprehensive statewide professional development program for K-12 teachers and administrators on utilizing technology in the classroom
- Served as Department representative to Council for Education Technology, a 10 member advisory council to the Department of Education; membership is made up of the senior leadership of all educational agencies including the State Board for Community and Junior Colleges, Board of Institutions of Higher Learning, Mississippi Public Broadcasting, Mississippi Library Association, and the Mississippi Department of Education
- Created the Mississippi Online Learning Institute (MOLLI), a web-based virtual school for MS high school students and professional development vehicle for Mississippi teachers
- Planned, budgeted, implemented and managed state instructional technology initiatives including distance learning, the K-12 state internet network, and local district technology plans
- Applied for and was awarded over $20 million in competitive grants from a wide range of organizations such as the US Department of Commerce, US Department of Education, the Hardin Foundation, the Bell South Foundation, the PowerUp Foundation, Americorp, and the Bill and Melinda Gates Foundation

Summary responsibilities of MIS Department:

- Led the development of and oversaw the K-12 Wide Area network, which provides Internet access for 1,012 schools, 152 districts, 31,000 teachers and 500,000 students
- Led development of the Mississippi Student Information System (MSIS), the first-ever comprehensive student information system designed to collect and report administrative data on students, teachers and administrators for the state of Mississippi
- Managed the E-rate application process, which provides approximately $30 million in discounts to schools annually and provided E-rate technical

  assistance support for MS Department of Education, and MS K-12 schools
- Supervised contracts for the technical support and help desk services, data analysis and informational reporting services and procurement services
- Supervised Department of Education website staff responsible for creation, maintenance, and updating of site including the creation of a Teacher Exchange website

[redacted]

Summary responsibilities of Textbook Department

- Coordinated state textbook adoption process, with a budget of over $22 million

Other education experience

Adjunct professor, Nova Southeastern University, Ft. Lauderdale, FL
Adjunct professor, Mississippi State University, Meridian, MS
Director for Elementary Education, Meridian Public Schools, Meridian, MS
Director of Technology, Meridian Public Schools, Meridian, MS
Curriculum Assistant, Meridian Public Schools, Meridian, MS
Teacher, Meridian Public Schools, Meridian, MS

Private sector experience
Secretary, board member and major stockholder in industrial supply and manufacturing company

Education
B.S., Elementary Education, Mississippi State University
M.A., Educational Administration, Mississippi State University
Ph.D., Educational Leadership, University of Southern Mississippi

Awards/Honors
Cable World's "Women with Clout" Award, 2007
Meritorious Service Award from the Alliance for Media Literate America, 2007
State Education Technology Director's Pioneer Award, awarded by the State Education Technology Directors' Association, 2003
Converge Magazine's 30 "Shapers of the Future", 2001
E-School News Impact 30 Award for Excellence, 2001
Making it Happen Award, honoring women in the field of educational technology, 2001
Mississippi Educational Computing Association Technology Educator of the Year, 2001
Meridian Public Schools Administrator of the Year, 1990

Professional Activities
International

- Member of 15-member Consortium for School Networking Senior Delegation to Scandinavia to gain insight into their education systems, especially related to their use of technology and their success on international assessments, such as PISA
- Consultant to the Ministry of Education, Netherlands Antilles, to develop the Information and Communication Technology Policy Plan

National

- Founding Chair for the State Educational Technology Directors Association (SETDA) and first Chair of newly established SETDA organization

[redacted]

- Treasurer and board member, International Society for Technology in Education (ISTE)
- Member, George Lucas Educational Foundation National Advisory Board
- Member, International Society for Technology in Education
- Chair and Board member, National Consortium of School Networking
- Member, National Technology Standards for School Administrators coalition
- Member, National PT3 Advisory Council for US Department of Education
- Grant evaluator, US Department of Education grant competitions including the Innovative Challenge Grant Program, Regional Technology Center Program and the Community Development Grant Program
- Evaluator, Louisiana and Texas State Technology Literacy Challenge Grant Program
- Member, Milken Exchange for Education Technology Pre-Service Education Committee
- Member, National Endowment for the Humanities EdSitement website Blue Ribbon Review Panel

Frequent presenter on educational trends, school reform, education technology issues, policy and other topics, to a variety of audiences including educators, policy makers and industry executives at numerous international, national and regional conferences, webcasts, podcasts and other events, such as those hosted by US Department of Education, International Society for Technology in Education, Consortium for School Networking, Southern Regional Education Board, Software and Information Industry Association, Council of Chief State School Officers, National School Boards Association and state conferences in Minnesota, Kentucky, Alabama, Wisconsin, Florida and others.

Professional Organizations
International Society for Technology in Education
Consortium for School Networking
Phi Delta Kappa, professional educational fraternity
Association for Supervision and Curriculum Development

[redacted]

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public-record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box ( ), which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date SEPT 14, 2014 Print Name: SOULE' HELEN A WILLARD

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14

Applicant Name: Helen Soule [redacted]

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

___	Previous Employment Verification	X	Driving Record Check
___	Education Verification*		
	D.O.T.___ (Special Screening for Commercial Drivers)		
___	Professional/Personal References	___	Workers' Compensation Claims*
___	Professional License & Credential Check		
___	Official Education Transcripts	___	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

* PROOF OF CITIZENSHIP PROVIDED IN LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve — Midtown Public Charter School

2. Full name — Jemar Tisby

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

   Resume and professional bio are attached here.
   Resume and professional bio are attached elsewhere in the application (specify). — Attached elsewhere

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain. Yes No

Yes- KIPP Delta Public Schools (Helena, AR)

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   Yes No
   Yes- 2008-2011: School Leader/Principal– KIPP Delta College Preparatory School (Helena, AR)

   Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

Education choice is a right of all children and families. Education is necessary for the thriving of any community.

6. What is your understanding of the appropriate role of a public charter school board member?

A board member should hold leaders of the school accountable for the excellent education of its students. A board member should facilitate and support the school and its personnel in achieving their goals.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I taught in a public charter school, KIPP Delta College Preparatory School, for four years (2003-2007). I was later the principal of the same school for three years (2008-2011). I also served on the board of KIPP Delta Public Schools for a year (2007-2008).

8. Describe the specific knowledge and experience that you would bring to the board.

I will bring academic expertise and insight about building a healthy school culture.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

MPCS exists to equip middle school students in the Midtown area with skills and mindsets that will enable them to succeed in the 21st century.

2. What is your understanding of the school's proposed educational program?

The school will focus on STEM education, measurable standards, frequent assessment, high expectations, and community involvement.

3. What do you believe to be the characteristics of a successful school?

See above.

4. How will you know that the school is succeeding (or not) in its mission?
Measurable goals, ongoing assessments, reports to the board, walk-throughs of the school, comparison to other schools with similar missions and demographics

Governance

1. Describe the role that the board will play in the school's operation.

The Board is the governing committee of the school and helps guide the school leader to achieving the school's goals.

2. How will you know if the school is successful at the end of the first year of operation?

Meet enrollment projections, minimize student attrition, performance on standardized tests, performance on internal assessments,

3. How will you know at the end of four years of the school is successful?

Meet enrollment projections, minimize student attrition, students from the community being served, high parent/family satisfaction rate, high placement of students in college prep and rigorous high schools, facilities in place or planned

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will have to be sure that measurable outcomes and goals are in place early on. They will also have to put their resources behind the school leader and staff and faculty to ensure they have the resources they need to succeed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Follow the Bylaws

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   I / we do not know these individuals Yes

NO

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   I / we do not know any such employees Yes

YES- Teach For America teachers throughout Mississippi

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   I / we do not know any such persons Yes

NO

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   I / we do not anticipate conducting any such business Yes

NO

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   Not applicable because the school does not intend to contact with an education service provider or school management organization.
   I / we do not know any such persons Yes

NO

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   N/A. I / we have no such interest Yes

NO

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   N/A I / we or my family do not anticipate conducting any such business Yes

NO

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   Does not apply to me, my spouse or family Yes

NO

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   None Yes

NONE

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Jemar Tisby

Signature

9-14-14
Date

Jemar Tisby

[redacted]

Objective:

To evaluate charter applications received by the Mississippi Charter Schools Authorizing Board

Education:

1998-2002 **University of Notre Dame** **Notre Dame, IN**
Graduation- May 2002
B.A., American Studies/Theology--minor

2007-2008/2011-Present **Reformed Theological Seminary** **Jackson, MS**
Expected Graduation- May 2015
MDIV, Missions

Previous Work Experience:

July 2012-Present **Pastoral Intern** Redeemer Church, PCA Jackson, MS

- Assist in weekly worship services for 600 member congregation
- Compose bi-weekly small group studies for church-wide mid-week gatherings
- Teach theology and biblical studies during Sunday School
- Meet with individual members for instruction and feedback

June 2011-Present **Admissions Counselor** Reformed Theological Seminary Jackson, MS

- Recruit students nationally to attend the seminary
- Lead efforts to recruit African American students to the seminary
- Manage relations with local Historically Black College/University to implement theological education programs for undergraduate students

August 2008-May 2011 **School Leader (Principal)** KIPP: DCPS Helena, AR

- Cast vision and led all school operations for 250 students in middle school grades 5-8
- Hired and managed a team of 17 faculty and staff
- Maintained a budget of $1 million
- Ensured compliance with federal and state regulations
- Created and implemented a curriculum for staff development and collaboration
- Initiated academic plans to ensure all grade levels met Measures of Academic Progress (MAP) and state standardized testing goals

August 2003-July 2007 **6th Grade Teacher/Chairperson** KIPP: DCPS Helena, AR

- Increased student performance on the SAT-10 standardized test by 39% in Science and by 20% in Social Studies
- Led events and planned meals, lodging, and transportation for six day field lesson to Utah national parks for over 30 students and chaperones
- Coordinated a team of two other teachers in implementing the sixth grade curriculum
- Managed scheduling, behavior issues, and parental contact within the grade

Other Experience:

• **Co-Founder & President**	Reformed African American Network (RAAN)	Jackson, MS
• **Co-Founder & Coordinator**	African American Leadership Initiative (AALI)	Jackson, MS
• **Board Member**	KIPP Delta Public Schools	Helena, AR
• **Resident Assistant**	University of Notre Dame	Notre Dame, IN
• **President**	Baptist Collegiate Ministry	Notre Dame, IN
• **Director**	Student Government Diversity Committee	Notre Dame, IN
• **Crew Supervisor**	Youth Conversation Corps	Lake County, IL

Awards/Recognition:

• **Leadership Scholarship**	Reformed Theological Seminary	Jackson, MS
• **Principal Preparation Fellow**	NYU Stern School of Business	New York, NY
• **Leaders-In-Training Fellow**	UC-Berkeley Haas School of Business	Berkeley, CA
• **Magna Cum Laude**	University of Notre Dame	Notre Dame, IN
• **Sr. Thea Bowman Service Award**	University of Notre Dame	Notre Dame, IN

References:

Scott Shirey	Executive Director, KIPP Delta Public Schools	Helena, AR
Rev. Michael Campbell	Senior Pastor, Redeemer Church, PCA	Jackson, MS

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INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

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Date: 9-18-2014 Print Name: TISBY JEMAR

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: MIDTOWN PARTNERS Date: 9/10/14

Applicant Name: Jemze Tisby

CHECK SCREENINGS REQUIRED FOR [redacted]

- ___ Previous Employment Verification
- ___ Education Verification*
- ___ D.O.T.___ (Special Screening for Commercial Drivers)
- ___ Professional/Personal References
- ___ Professional License & Credential Check
- ___ Official Education Transcripts
- ✓ CrimeChex PLUS Multi-State Criminal/Sex Offender Check
- ___ Other Criminal Record Checks (list jurisdictions below)
- ___ Check for Nationwide Federal Violations
- ___ List Criminal Record Jurisdictions Here:

- ✓ Driving Record Check
- ___ Workers' Compensation Claims*
- ___ Employment Credit Report*
- ___ National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

PROOF OF RESIDENCY PROVIDED IN LOI

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **Midtown Public Charter School**
2. Full name **Dr. Kristi Williams Hendrix**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school? To have the opportunity to support what will be a "true" 21st Century experience.

6. What is your understanding of the appropriate role of a public charter school board member?

Governance over the school leader

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Serve as the Executive Director of Midtown Partners for seven years. Also, I serve on the state board for the Mississippi Commission for Volunteer Services.

8. Describe the specific knowledge and experience that you would bring to the board. Financial, Human Resources, Education, Community Development, etc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Midtown Public Charter School (MPCS) will provide middle school students in Jackson with an academically rigorous education that develops 21st century skills and knowledge and prepares them to attend and succeed in high performing high schools and ultimately college.

2. What is your understanding of the school's proposed educational program?

To provide students with an education experience that will be innovative, thought provoking and supportive in efforts to prepare them to be globally competitive.

3. What do you believe to be the characteristics of a successful school? Clear mission, high standards, stellar leadership, high levels of collaboration, globally competitive curriculum, effective monitoring, professional development & strong parent/community support.

4. How will you know that the school is succeeding (or not) in its mission? Outcomes have been reached/evidence of learning, attendance data, parent involvement, community involvement,

Governance

1. Describe the role that the board will play in the school's operation. The board will govern the school leader and will not intervene in day to day operations.

2. How will you know if the school is successful at the end of the first year of operation? Met goals/standards set.

3. How will you know at the end of four years of the school is successful? Goals/standards will have been met, attendance rates remain high, students are easily transitioned into high performing high schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Hire a stellar school leader with shared values, support the leader in planning, monitor closely progress, provide assistance as needed.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would bring it to the chair's attention... If the chair is involved I would bring it to the v. chair's attention through written communication for documentation.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals ☒ Yes Business acquaintances

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer,

employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☒ Yes I serve as the Executive Director for the applicant nonprofit.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Dr. Kristi Hudrelis

Kristi Hudrelis 9/12/14

Signature *Date*

Dr. Kristi W. Hendrix

Academic Degrees

PhD	University of Mississippi	2003	Educational Leadership
MS	Mississippi State University	1994	Counselor Education
BA	University of Mississippi	1992	Psychology

Relevant Professional Experience

2007 - Current Executive Director
Midtown Partners, Inc., Jackson, MS

This position serves as key leadership link in efforts to promote services that will enhance opportunities for children and families living in the Mid-Jackson area. This position requires coordination with local, state and other non-profit organizations to sustain licensure and financial support. Activities and responsibilities include:

- Oversight of a working budget in excess of $2,000,000;
- Supervising an instructional staff and food service staff of 20;
- Program planning and start up of an early childhood initiative targeting high risk families in the Mid-Jackson area;
- Program planning and start up of a highly innovative afterschool enrichment program with definitive strategies relating to "Stealth Learning".
- Direct oversight of the Mid-Jackson Excel by 5 certification efforts;
- Direct oversight of an Early Childhood Montessori program to include communication with parents, enhancement of educational efforts and personnel activities;
- Direct oversight of a food service program that assists seniors and disabled in the Mid-Town area;
- Coordinate efforts for two governing boards;
- Revising personnel policies and procedures; and
- Establishing strategic plans for financial stability;

2002 - Current Education Consultant/Adjunct Professor

This position provides independent consultations to a variety of organizations in the area of education and mental health to include childcare, pre k (head start and early head start), elementary/secondary (K-12) and adult education. This position requires coordination with local, state, federal and tribal organizations. Activities and responsibilities include:

- Serving as an adjunct professor for the University of Phoenix/Axia College
- Serving as an adjunct professor for Tulane University;
- Serving as an adjunct professor for Belhaven College;
- Serving as an adjunct professor for Argosy University.
- Participation on consultant teams to review federally funded head start and early head start programs for performance standard compliance;
- Participation on a strategic planning committee addressing educational areas of concern to include pre k through post graduate;
- Development of program operating plans (health/mental health) for a federally funded head start/early head start program;
- Providing onsite mental health observations and consultations to tribal early childhood programs; and
- Assessing and providing recommendations for improving the deliverance of early childhood services within state licensed center based programs.

2000 - 2002 Early Head Start Acting Director/Family Specialist
Mississippi Band of Choctaw Indians, Choctaw, MS

This position served as a leadership role for the newly funded Early Head Start program as well as continued responsibilities as the Family Specialist. This position required coordination and cooperation with state, federal and tribal organizations. Activities and responsibilities included:

- Oversight of a working budget in excess of $450,000;
- Supervising an instructional staff of 25;
- Assisting in the development of individual education plans for the staff;
- Providing recommendations for hiring and terminating program employees;
- Developing and overseeing staff improvement plans;
- Direct participation in facility design and initial program planning;
- Developing written procedures to reflect areas of health, safety, mental health and other areas relating to classroom instruction;
- Developing and integrating system plans to reflect the head start/early head start performance standards;
- Oversight of staff consultations; and
- Providing training to program employees, parents and community members

1999 - 2000 Early Head Start Family Specialist
Mississippi Band of Choctaw Indians, Choctaw, MS

This position served as a multifaceted link between the start up of a newly federally funded Early Head Start program and other tribal and non-tribal agencies. This position required coordination and cooperation with state, federal and tribal organizations. Activities and responsibilities included:

- Direct participation in facility design and initial program planning;

- Developing written procedures to reflect areas of health, safety, mental health and other areas relating to classroom instruction;
- Developing and integrating system plans to reflect the Head Start/Early Head Start performance standards;
- Providing direct on-site technical assistance to Early Head Start and Head Start staff in the areas of health/mental health; and
- Providing training to program employees, parents and community members.

1995 - 1999 Head Start Health Coordinator
Mississippi Band of Choctaw Indians, Choctaw, MS

This position provided a mix of public and private sector experience focused on developing and implementing health, dental and mental health services for preschool children in six community settings. This position required coordination and cooperation with state, federal and tribal organizations. Activities and responsibilities included:

- Developing and revising plans for three component areas in order to meet compliance with head start performance standards and all other applicable state, federal and tribal guidelines and regulations;
- Developing linkages and maintaining working relationships with all health related agencies and resources within the area;
- Providing students, parents, and staff with comprehensive mental health services including individual, family and preventive counseling;
- Working directly with staff in promoting positive mental health within the classroom setting as well as updating training needs as deemed necessary; and
- Establishing and overseeing the Health Advisory Council that stood as the governing health board for the head start program.

1993 - 1995 Child & Adolescent Therapist
Weems Community Mental Health, Philadelphia, MS

This position required the deliverance of individual, family and group counseling in various therapeutic settings. Effective communication skills and professionalism were imperative in client/therapist relationships. Activities and responsibilities included:

- Serving as the child & adolescent therapist for Neshoba County;
- Working directly with school officials in obtaining satisfactory behavior and school performance in the classroom setting;
- Supervising two case managers as well as a partial day treatment therapeutic program for school aged children;
- Working simultaneously with the attending psychiatrist in obtaining client stability and social competence; and
- Participating in crisis emergency intervention rotation.

Other Educational Experiences

Head Start Health Reviewers Training	Washington, D.C.	2005
National Child Abuse & Neglect Conference	San Diego, CA	2001

Head Start Reviewer Training	Washington, D.C.	2000
National Fatherhood Institute	San Francisco, CA	1999
National Conference on Childhood Emerg.	Washington, D.C.	1999
National Head Start Conference	Boston, MA	1999
American Academy of Pediatrics (AAP)	Washington, D.C.	1998
National Conference on Childhood Emerg.	Baltimore, MD	1998
Emergency Medical Technician (EMT)	Decatur, MS	1996
Indian Maternal Health	Albuquerque, NM	1996
Head Start (New Coordinator Conference)	Washington, D.C.	1996

Community Service and Consulting Experience

2009	Tulane University (Addictive Behav.)	Online	Professor
2008	Tulane University (Leadership)	Online	Professor
2007	Tulane University (Leadership)	Online	Professor
2007	Tulane University (Internship)	Philadelphia, MS	Professor
2007	Head Start Program Review	Montgomery, AL	Consultant
2007	Head Start Program Review	San Francisco, CA	Consultant
2006	Tulane University (Leadership)	Philadelphia, MS	Professor
2006	Tulane University (Addictive Behav.)	Philadelphia, MS	Professor
2006	MS Band of Choctaw Indians, ECE	Choctaw, MS	Consultant
2005	Head Start Program Review	Fresno, CA	Consultant
2005	Belhaven College (Research)	Philadelphia, MS	Professor
2005	Head Start Program Review	Port St. Lucie, FL	Consultant
2005	Belhaven College (Leadership Dev.)	Philadelphia, MS	Professor
2004	Belhaven College (Human Res.)	Philadelphia, MS	Professor
2004	Head Start Program Review	Dallas, TX	Consultant
2004	Head Start Program Review	Anchorage, AK	Consultant
2004	Head Start Program Review	Linden, TX	Consultant
2004	Philadelphia Task Force	Philadelphia, MS	Consultant
2003	MS Band of Choctaw Indians, ECE	Choctaw, MS	Consultant
2003	BRIDGES	Jackson, MS	Member
2003	Head Start Program Review (Ponca)	Ponca City, OK	Consultant
2002	BRIDGES	Jackson, MS	Member
2001	Head Start Program Review (Navajo)	Tuba City, NM	Consultant
2000	Philadelphia Junior Auxiliary	Philadelphia, MS	President
2000	EHS Grant Reading	Washington, D.C.	Consultant
1999	Philadelphia Junior Auxiliary	Philadelphia, MS	Vice Pres.
1998	Philadelphia Junior Auxiliary	Philadelphia, MS	President
1996	Early Intervention Task Force	Philadelphia, MS	Member

Publications

Hendrix, K. M., Fulton, C. R., Sullivan, K., Webster, A. H. & Sullivan, J. (2007). Home school education in mississippi as perceived by public school district superintendents. *National Forum for Educational Administration and Supervision Journal, 24 (3).*

Hendrix, K. M. (2003). Home school education in mississippi as perceived by public school district superintendents. (Doctoral dissertation, University of Mississippi, 2003).

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Date: 9/10/14 Print Name: Henderx Krish M Williams

[redacted]

Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners, Inc. Date: 9/10/14 [redacted]

Applicant Name: Krish Henderx

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

____	Previous Employment Verification	X	Driving Record Check
____	Education Verification*		
	D.O.T.____ (Special Screening for Commercial Drivers)		
____	Professional/Personal References	____	Workers' Compensation Claims*
____	Professional License & Credential Check		
____	Official Education Transcripts	____	Employment Credit Report*
X	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
____	Other Criminal Record Checks (list jurisdictions below)		
____	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	____	National Address Search & Social Security # Validation

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Signature of Official Authorizing Investigation Kent Thomas

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Midtown Public Charter School
2. Full name Dorothy Jean Jones
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address
   ☑ Resume and professional bio are attached here.
   ☐ Resume and professional bio are attached elsewhere in the application (specify).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☑ Yes ☐ No North Midtown C.D.C.
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data. North Midtown Leadership
   ☑ Yes ☐ No
   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   because I know that I'm POSITIVE person
6. What is your understanding of the appropriate role of a public charter school board member?
   Governance, oversight, and set the direction for school leader

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Brown Elementary Site Council, Member North Midtown CDC Member

8. Describe the specific knowledge and experience that you would bring to the board.

Attended and participated in board meetings and important related meetings on a regular basis made serious consignment to join in committee work.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Will provide middle school students in Jackson with [redacted]

2. What is your understanding of the school's proposed educational program?

(See attached)

3. What do you believe to be the characteristics of a successful school?

(See attached)

4. How will you know that the school is succeeding (or not) in its mission?

(See attached)

Governance

1. Describe the role that the board will play in the school's operation.

Governance, Oversight and set the direction for school leader

2. How will you know if the school is successful at the end of the first year of operation?

Data, Student growth and progress monorting.

3. How will you know at the end of four years of the school is successful?

(See attached)

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

(See attached)

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

(See attached)

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

(See attached)

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know these individuals ☑ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees ☑ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

Continued

7. Community Leadership Institutes of Midtown, member
Principal Search team (Brown Elemmentary) member

8 Attended and participated in board meeting
and important related meetings in regular basis.
Made serious consignment to join in
committee work.

Communicated, and coordinated with
stakeholders

Stayed and kept informed about
committee matters, prepared oneself well
for meetings and examined and pointed out
on minutes and reports.

Responsible in selecting supporting and
guiding the organizational leadership

2) Prepares Education that develops 21st Century skills and ~~the~~ Knowledge to Attend and Succeed in high performing high school and ultimately College

D with an academically rigorous education that develops 21st Century Skill and Knowledge and prepares them to attend and succeed in high performing high schools and ultimately college.

OVER

3/ Our education program will focus on clear and measurable standards and regularly evaluate student growth toward and achievement of those standards. Our assessment system will provide students with frequent and individualized feed back that they can use to identify areas for improvement and provide teachers with the information they need to target the interventions and support so as to ensure that no student falls through the crack

4/ dedicated teachers with strong pedagogical expertise who establish in our students a solid foundation of literacy, computation and analysis. proficiency and automaticity in basic skills will support development of higher order thinking strategies that allow them to evaluate ideas, synthesize information, and apply what they know to new contexts.

~~5 Bring to the~~

Governance

5. I would bring it to the board member's attention first. Then if the behavior doesn't change bring it to the board as a whole to ~~discuss~~ discuss.

4. Progress monitor the data, track student growth, and set the direction for the school leader.

3. The number of our students ~~that~~ that entered into high performing high school program and student growth from their point of entrance.

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☑ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☑ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☑ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☑ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☑ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Dorothy Jean Jones

Dorothy J. Jones
Signature

9/12/2014
Date

Dorothy Jones

Objective

My objective is to serve my community in any area that I may be needed.

Experience/Accomplishments

- Home Health Training
- CPR Training
- Principal Search Committee
- Midtown Neighborhood Association Member
- Midtown Community Leadership Institute
- Midtown Education Council

Employment Highlights

M. D. Anderson Cancer Center 1988

- Nutrition and Food Service Department

Jackson State University 1979-1984

- Food Service Department

Houston Independent School District 1974-1976

- Food Service Department

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box ( ), which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date: 09/12/2014 Print Name: Jones Dorothy J. Jones

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Porches Date: 9/12/14

Applicant Name: Dorothy Jones [redacted]

CHECK SCREENINGS REQUIRED FOR

___	Previous Employment Verification	✓	Driving Record Check
___	Education Verification*	___	Workers' Compensation Claims*
	D.O.T.___ (Special Screening for Commercial Drivers)	___	Employment Credit Report*
___	Professional/Personal References		
___	Professional License & Credential Check		
✓	Official Education Transcripts		
___	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: MIDTOWN PUBLIC
2. Full name: DENNIS BARNES
   Home Address: [redacted]
   Business Name and Address
   Phone Number
   E-mail address
   - [x] Resume and professional bio are attached here.
   - [ ] Resume and professional bio are attached elsewhere in the application (specify).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   - [ ] Yes [x] No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   - [ ] Yes [x] No
   - [ ] Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   Because I am Trust worty I Believe charterschool will make a Big Difference in Midtown
6. What is your understanding of the appropriate role of a public charter school board member?
   To Help ensure the quality of the Shcools program is Headed in the write Direction I Like working with other Team member To Fulfill Those obligations. in makeing the Best decision For our shcool.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have Been Team Leader at pass Jobs and Know How To make Tough decision

8. Describe the specific knowledge and experience that you would bring to the board.

I Like working with other To make a difference in people Lives

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To ensure that our children develop a 1st century skill For Tommrow

2. What is your understanding of the school's proposed educational program?

To provide an quality education For our children to a better way of thinking

3. What do you believe to be the characteristics of a successful school?

To Physically See Here that The Scholar are learning ETC

4. How will you know that the school is succeeding (or not) in its mission?

To look at the progress and Here the Feed Back From Teachers → Kids

Governance

1. Describe the role that the board will play in the school's operation.

To Help make Fair the Right decision that best Fits the school

2. How will you know if the school is successful at the end of the first year of operation?

By looking at the Numbers Talking To Teachers STAFF

3. How will you know at the end of four years of the school is successful?

Listin To The Teachers simply word of mouth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To model our school with the success of a successful school

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

To sit down and Talk about it make The decision That Best For the school

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know these individuals ☑ Yes

Just Know them From pass meeting at the school and we Believe and agree For a quality Education For our children

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees ☐ Yes

Just Know By seeing at school

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☑ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☑ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☑ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☑ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Dennis Barnes

Dennis Barnes 9-12-2014

Signature *Date*

REVEREND DENNIS K. BARNES

EMPLOYMENT EXPERIENCES:

Custproducts Machine Operator	2005 to 2011
Clements Cadillac Parts Department	1999 to 2005
Stribling Equipment Detailer	1998 to 1999
Rankin County School District Custodian	1996 to 1998
Sonny's BBQ Cook	1996 to 1997
Multicrart Inc. Machine Operator	1986 to 1990
Seasonal Custom Windows Machine Operator	1984 to 1990
Western Auto Hardware	1982 to 1984
Quick Fix Autosale Detailer	1980 to 1984

EDUCATION:

Pearl High School

Job Corp Graduated GED

Graduate with Certificate in Auto Mechanics

INTERESTS AND ACTIVITIES:

[redacted]

Love to work with people

Love to fix things

Watch Dog at Rowan Middle School

Mentor to Students

PTA Member

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

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I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

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Date: 9-12-14 Print Name: Barnes Dennis K

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners Date: [redacted]

Applicant Name: Dennis Barnes

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

- ____ Previous Employment Verification
- ____ Education Verification*
- D.O.T.____ (Special Screening for Commercial Drivers)
- ____ Professional/Personal References
- ____ Professional License & Credential Check
- ____ Official Education Transcripts
- ✓ CrimeChex PLUS Multi-State Criminal/Sex Offender Check
- ____ Other Criminal Record Checks (list jurisdictions below)
- ____ Check for Nationwide Federal Violations
- List Criminal Record Jurisdictions Here:

- ✓ Driving Record Check
- ____ Workers' Compensation Claims*
- ____ Employment Credit Report*
- ____ National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
When permitted by state law.

Signature of Official Authorizing Investigation [signature]

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve MIDTOWN Public

2. Full name [redacted]

   Home Address

   Business Name and Address

   Phone Number

   E-mail address

☐ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☐ Yes ☑ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.

   ☐ Yes ☑ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   Because I believe in the vision of the school

6. What is your understanding of the appropriate role of a public charter school board member?

   The board is responsible for governing the body of the charter school

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Because I have a heart for the success of children

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Rigorously educate and prepare students to succeed.

2. What is your understanding of the school's proposed educational program?

measurably standards and regularly evaluate student growth

3. What do you believe to be the characteristics of a successful school?

a succeful school is when all children succeed and meet high standards

4. How will you know that the school is succeeding (or not) in its mission?

because the children will be accelerating or not accelating at a high level

Governance

1. Describe the role that the board will play in the school's operation.

Accountable for governance, oversight make sure that the school is succefull

2. How will you know if the school is successful at the end of the first year of operation?

measurable standard & regularly evaluate student growth toward achievements of those standards

3. How will you know at the end of four years of the school is successful?

student growth toward measurable standards

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hold all involved accountable

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Hold them accountable and ~~ensure~~ remind them that we are here for the children

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☑ Yes

   some through community outreach

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☑ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☑ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☑ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☑ N/A. ☑ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☑ N/A ☑ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

   ☑ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

   ☑ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Ululonda Hutton

Signature

9/12/14
Date

Yulonda Michael Hutton

Qualifications Summary

- Administrative support professional experienced working in a fast-pace environment demanding strong organizational, technical, and interpersonal skills
- Highly trustworthy, ethical and committed to superior customer service
- Detailed-oriented and resourceful in completing projects in a timely manner
- Hard working, dependable and disciplined to adapt to changing environments
- Capable of developing and presenting personalized training agendas and motivate others to achieve goals, giving clear and concise explanations for relevant recommendations
- Ability to work professionally and calmly in a fast paced environment while managing multiple tasks
- Ability to work independently and or within a diverse team
- Excel at solving problems independently while incorporating sound advice from peers and superiors
- Computer literate in Microsoft Word, Excel and PowerPoint

Work Experience

2014- Present University of Mississippi Medical Center Jackson, MS
Department of Psychiatry and Human Behavior
Supv- Office Services

- Point person serving as departmental EPIC Super-User (knowledgeable in EPIC to serve as Administrative Support trouble shooter)
- Maintain and arrange coverage of monthly Attending day coverage calendar for Faculty & calculate credits earned
- Work closely with hospital Compliance Officers to ensure departmental faculty members adhere to compliance audits and warnings in a timely manner
- Serve as departmental Property Officer and work closely with DIS. Responsibilities include managing all equipment (onsite and offsite) to include ordering, tagging, disposing, and ensuring proper documentation and overseeing yearly departmental audits and annual State audits
- Serves as departmental supply liaison in ordering restricted items that must be ordered through Lawson system storeroom, printing and bookstore orders
- Prepare and notify non-compliant patients of discharge & warnings from Providers by certified letters
- Assistant in obtaining required signatures from 8th floor faculty on ongoing credentialing forms or other documents requiring mandatory signatures
- Responsible for new faculty and staff office space setup and equipment needs to ensure a smooth workflow transition
- Coordinate Independent Medical Examinations (IME's) with patient depositions with attorneys and courts
- Monitor My Chart EPIC entries and assure proper dispersal
- Monitor Administrative Assistant phone log to ensure calls are answered and patient voicemails are attended
- Assist in maintaining Outlook calendars and scheduling for 8th Floor Faculty
- Serve as backup for Administrative Faculty Support and Chair Support
- Assist in scheduling meetings relating to UMMC business internally and externally for 8th floor faculty

2007- 2014 University of Mississippi Medical Center Jackson, MS
Department of Psychiatry and Human Behavior
Administrative Assistant II

- Serve as department property control officer in tracking departmental inventory and maintaining equipment for State audits
- Lead Epic contact person for department support staff in problem solving, troubleshooting and updates of changes in electronic systems

- Maintain faculty calendars and schedule pertinent meetings for faculty (Independent Medical Evaluations & Depositions)
- Prepare, obtain physician approval and disburse certified warning letters to non-compliant patients
- Assist Department Director and Supervisor with special projects and serve as back-up during their leave

2000-2007
Department of Pediatrics – Ambulatory Services
Patient Service Coordinator

- Scheduled appointments and maintained confidential information on patients
- Prepare , obtained physician approved and disbursed referral letters to patients and other physicians
- Responsible for training all new employees in various clinics
- Answered all incoming call for the department and disbursed accordingly

Education and Training

Lanier HS	Jackson, MS	1991-1994
Diploma		
Hinds Community College	Jackson, MS	1994-1996
Business Technology		

Community Involvement

Mid-town Education Council Community Advocate for a better community and education for children
Habitat for Humanity Volunteer
Certified Community Leader (Midtown Leadership Institute)
Certified Parent Leader/Advocate (Completed the Parent for Public School Leadership Institute 2008)

Reference Available upon Request

Yulonda Michael Hutton

[redacted]

Qualifications Summary

- Administrative support professional experienced working in a fast-pace environment demanding strong organizational, technical, and interpersonal skills
- Highly trustworthy, ethical and committed to superior customer service
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Habitat for Humanity Volunteer
Certified Community Leader (Midtown Leadership Institute)
Certified Parent Leader/Advocate (Completed the Parent for Public School Leadership Institute 2008)

Reference Available upon Request

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

PRIVACY NOTE: LABORCHEX does not distribute details of employment applications or results to anyone other than the client that requested the background investigation. Information provided by applicants is held by LABORCHEX in strict confidence according to all federal laws.

You are further advised that LABORCHEX does not counsel its clients regarding their hiring policies and procedures. LABORCHEX will not have any knowledge as to why you have been offered a position or the reasons why you were denied employment. Under the provisions of the FCRA, you have the right to dispute information provided in a report and, after providing proper identification, you can request a copy of such report(s), including details about the sources of information. Such information will be provided to you at no cost within 30 days after receiving your request. This information will be provided by the company, business, or organization at which you applied for employment. Upon your request, LABORCHEX will provide additional details regarding your employment screening report, particularly the names of specific resources used to gather information, such as courts, public record databases, commonly accepted data sources and individuals.

I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

Note: I understand that if I am a resident of CA, MA, ME, MN, NJ, NY, OK, and WA I can obtain a copy of the completed consumer report from LABORCHEX by checking this box [ ], which will also include a document called A Summary of Your Rights Under the Fair Credit Reporting Act (FCRA).

Date: 9/12/14 Print Name: Hutton Yulonda T Michael
First M.I. Maiden

[redacted]

BELOW IS FOR COMPANY USE ONLY

Company Name: Midtown Partners Date: [redacted]
Applicant Name: Yulonda Hutton

CHECK SCREENINGS REQUIRED FO[redacted]

___	Previous Employment Verification	✓	Driving Record Check
___	Education Verification*	___	Workers' Compensation Claims*
___	D.O.T.___ (Special Screening for Commercial Drivers)	___	Employment Credit Report*
___	Professional/Personal References		
___	Professional License & Credential Check		
___	Official Education Transcripts		
✓	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
___	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

NOTE: If you are not using the website to place orders, please include the completed job application and the signed release to in your FAX or Email to LABORCHEX.
*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Midtown Public Charter School
2. Full name [redacted]
   Home Address
   Business Name and Address
   Phone Number
   E-mail address

☑ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☑ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☑ Yes ☐ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?
   There is a need for positive and caring people who believe in the children as I do.
6. What is your understanding of the appropriate role of a public charter school board member?
   Governance, oversight, and set the direction for the school leader.

McWillie Site Base, Community Leadership Institute of Midtown, Midtown Neighborhood Assn. Vice President McWillie Council Girl Scout Leader

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Participate in board meetings, Complied corporate regulations and policies

8. Describe the specific knowledge and experience that you would bring to the board.

Participate and take part in fund raising events, stay and keep informed about committee matters

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school will provide middle school students in Jackson (see attachment)

2. What is your understanding of the school's proposed educational program?

3. What do you believe to be the characteristics of a successful school?

4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.

Governance, oversight and set the direction for the school leader.

2. How will you know if the school is successful at the end of the first year of operation?

Data, student growth, and progress monorting

3. How will you know at the end of four years of the school is successful?

Student progress in high performing high schools.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Progress monor the data, set the direction for school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring to the Board member's attention, then if no change bring to board as a whole to discuss

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☑ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☑ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☑ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☑ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☑ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☑ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☑ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☑ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Karen Brinston-Smith

Karen Brinston-Smith
Signature

Sept. 12, 2014
Date

School Mission and Program

1. With an academically rigorous education that develops 21st century skills and knowledge and prepares them to attend and succeed in high performing high schools and ultimately college.

2. Prepare education that develops 21st century skills and knowledge, to attend and succeed in high performing high schools and ultimately college.

3. Our education program will focus on clear and measurable standards and regularly evaluate student growth towards and achievement of those standards. Our assessment system will provide students with frequent and individualized feedback that they can use to identify areas for improvement and provide teachers with the information they need to target interventions and support so as to ensure that no student falls through the cracks.

4. Dedicated teachers with strong pedagagical expertise who establish in our students a solid foundation of literacy, computation, and analysis. Proficiency and automaticity in basic skills will support development of higher order thinking strategies that allow them to evaluate ideas, synthesize information and apply what they know to new contexts.

Karen Smith

[redacted]

Objective

As a retired educator, my objective is to serve my community in any area that I may be needed.

Education

Shaw High School 1968

- Diploma

Rock Valley College 1972-1974

- Completed two years of Business studies

Phillips 1974-1975

- Completed one year of Business studies

Hinds Community College 1975-1977

- Completed two years of Accounting/Business Administration

Experience/Accomplishments

- Girl Scout Leader
- Site Base Council at McWillie Elementary School
- Principal Search Committee
- Midtown Neighborhood Association Vice President
- Midtown Community Leadership Institute
- Midtown Education Council
- Millsaps Student/Teacher Mentor
- Union Representative

Employment Highlights

Instructional Assistant (2nd grade)

Jackson Public School 25 years

- Assisted students with day to day assignments
- Carried out the activities specified in the lesson plan
- Created center activities for underachieving students
- Maintained a safe and healthy classroom environment
- Effectively communicated with parents/guardians about student growth and development
- Designed classroom/hallway displays for student work
- One-on-one tutoring based on children's needs
- Small group tutoring geared toward skill development

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Date: Sept. 12, 2014 Print Name: Smith-Brinston Karen [illegible] Norris
Maiden

[redacted]

BELOW IS FOR COMPANY USE ONLY

Company Name: [illegible] Date: [illegible]

Applicant Name: KAREN SMITH [redacted]

CHECK SCREENINGS REQUIRED FOR [illegible]

___	Previous Employment Verification	✓	Driving Record Check
___	Education Verification*	___	Workers' Compensation Claims*
	D.O.T.____ (Special Screening for Commercial Drivers)	___	Employment Credit Report*
___	Professional/Personal References		
___	Professional License & Credential Check		
___	Official Education Transcripts		
✓	CrimeChex PLUS Multi-State Criminal/Sex Offender Check		
___	Other Criminal Record Checks (list jurisdictions below)		
___	Check for Nationwide Federal Violations		
	List Criminal Record Jurisdictions Here:	___	National Address Search & Social Security # Validation

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Signature of Official Authorizing Investigation [signature]

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Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Mid-town Public Charter School
2. Full name Pamela Denise Langston
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address
   ☐ Resume and professional bio are att
   ☐ Resume and professional bio are attached elsewhere in the application (specify).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☑ Yes ☐ No
   PLT, Friend of the Library Board
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attache the required academic data.
   ☑ Yes ☐ No
   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   Because I'm trusted, focus, committed and a advocate for parent for public schools
6. What is your understanding of the appropriate role of a public charter school board member?
   Governance oversite and set the direction of school leader

PTA President at Bailey High, Brown Ele School, PLI grad, Friend of Library Board, Parent Liason Steppt community service. Parent of the year at Brown Ele School

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? will provide middle school students in Jackson with an academically rigorous education that develops 21st century skill.
2. What is your understanding of the school's proposed educational program?
To prepare them to attend and succeed in High school and ultimately college
3. What do you believe to be the characteristics of a successful school?
High performance, student, professional develop
4. How will you know that the school is succeeding (or not) in its mission? Student growth
We will build the next generation of entrepreneurs and citizens in mid-town Jackson by developing our students the critical thinking skill, data, and character necessary for college and career readiness

Governance

1. Describe the role that the board will play in the school's operation.
Governance oversite and set the direction of school leader
2. How will you know if the school is successful at the end of the first year of operation?
Data, preformance, student growth and progress monitoring.
3. How will you know at the end of four years of the school is successful?
Data and student growth
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
from student progress in the first couple of years - with Data | etc
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Ask for a board meeting to discuss the problem + so forth
6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals ☑ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the

7.) PTA President at Bailey High
PTA President at Brown Ele
PLI grads. Avocate for Parents in Public schools
Parent Liason at Steupot Community services
Parent of the Year for Brown Ele school 2012-2013
PTA President 2014-2015 Rowan middle school

8) 1) Participated and took part in fund raising events for the Organization.
2) Responsible in selecting, supporting and guiding the organization leadership.
3) Communicated and coordimated with stake holders
4) attende and participated in board meeting and important related meeting in a regular basis

pg-2-3- Our education program will focus on clear and measurable standarts and regularly evaluate student growth towards and achievement of those standards. Our assessment system with provide students with frequent and individualized Feeback that they can use to identify areas for improvent and provide teachers with the information they need to target interventions and supports so as to ensure that no student falls through the cracks.

Pamela Lampkin

Objective: To obtain a position that will allow me to utilize my strong organizational skills and ability to work well with people.

Profile:

- Goal oriented individual with strong leadership skills.
- Highly motivated
- Good communication skills
- Detail Oriented
- 10 years of experience with students

Education: Jim Hill High School
High School Diploma May 1989

Awards: Parent Leadership Institution Class of 2012
Certified Parent Leader

Volunteer: PTA President at Bailey Magnet High School for 2 years
Friends of Library Board
Midtown Education Counselor Committee

Employment:

Assistant Director, Stewpot Community Services
Teen Program
Jackson, Ms
2007-May 2014

- Process enrollments
- Responsible for keeping all students files up to date including medical and emergency contact information.
- Ensure that all staff is up to date with health, safety and educational training per state and facility requirements.
- Oversee all aspects of educational programming including planning, play, art ,meals and learning activities on and off site.
- Work along with the director in hiring and training employees, and address any staff challenges as needed.
- Interact with parents, children and teachers

Relief Supervisor, Matt's House Emergency Shelter for Women
Jackson, Ms **2010-2011**

- Supervise the daily operations of the residential home.
- Provide support and short-term counseling, childcare, helping clients set goals.
- Document client interaction
- Provide transportation services
- Provide follow-up counseling

Front End Supervisor, Lowes Home Improvement
Jackson, Ms **2006-2007**

- Managed cashier associates.
- Responsible for scheduling employees.
- Resolved customer complaints

Warehouse Associate, Nissan Inspector
Canton ,Ms **2003-2006**

- Inspected auto parts for compliance
- Documented and reported problems.
- Coordinated loss prevention measures.

Qualifications

- Proficient with MS Windows and MS Word
- Knowledgeable of Lotus ,Excel, Power Point and AS400
- Proficient with internet usage
- Proficient in both written and oral communication
- Effective with customer relations and communications
- Quick study welcomes new challenges

References

[redacted]

LABORCHEX

INVESTIGATION AUTHORIZATION (RELEASE) & BACKGROUND SCREENING ORDER FORM

Under the applicable provisions of the federal Fair Credit Reporting Act (FCRA), notice is hereby given that a consumer report or investigative consumer report may be made which may include information pertaining to your employment history, educational accomplishments, criminal record, driving record, credit history (only when permitted by individual state law), character, general reputation, and personal characteristics. This report may also include information pertaining to a commercial driver's license and commercial driving work history, which, under provisions of the United States Department of Transportation, can include inquiries into drug and alcohol testing and use. An investigation into your workers' compensation and/or industrial accident background may also be conducted (and can be requested only after a conditional job offer has been made), according to the provisions of the Americans with Disabilities Act (ADA). This entire report will be used for employment purposes only, and will be processed by LABORCHEX Companies, an employment screening service, 2506 Lakeland Drive #200, Jackson, MS 39232, 800-880-0366. LABORCHEX conducts business according to all applicable federal and state laws. LABORCHEX agrees to use its best and most precise efforts to furnish its clients (a "client" is defined as a business, company, or organization which contracts with LABORCHEX to provide employment screening services to them) with accurate, current, complete, and reliable information based on such information as it is reasonably available and obtained via applicable public records sources and/or information services utilized by LABORCHEX. Sources also include contact by phone, FAX, U.S. Mail, and electronic mail of an applicant's previous employers, education officials, government agencies and other individuals/entities who can provide accurate verification and confirmation of the applicant's background.

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I, the undersigned, have read and fully understand the above notice. I hereby authorize LABORCHEX to investigate my employment history, educational accomplishments, criminal record, driving record, credit history, character, general reputation, personal characteristics, and information pertaining to a commercial driver's license and commercial driving work history, including inquiries into drug and alcohol testing and use. I authorize LABORCHEX to verify the facts stated by me on the attached application and/or resume. I understand that this release will be valid for my entire period of employment.

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Date: 09/12/2014 Print Name: Lampkin Pamela O

[redacted] Maiden

BELOW IS FOR COMPANY USE ONLY

Company Name: [illegible] Date: [redacted]

Applicant Name: PAMELA LAMPKIN

CHECK SCREENINGS REQUIRED FOR THIS APPLICANT

- ___ Previous Employment Verification
- ___ Education Verification*
- ___ D.O.T.___ (Special Screening for Commercial Drivers)
- ___ Professional/Personal References
- ___ Professional License & Credential Check
- ___ Official Education Transcripts
- ✓ CrimaChex PLUS Multi-State Criminal/Sex Offender Check
- ___ Other Criminal Record Checks (list jurisdictions below)
- ___ Check for Nationwide Federal Violations
- ___ List Criminal Record Jurisdictions Here:
- ✓ Driving Record Check
- ___ Workers' Compensation Claims*
- ___ Employment Credit Report*
- ___ National Address Search & Social Security # Validation

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*When permitted by state law.

Signature of Official Authorizing Investigation [signature]

Staffing Chart Template

Middle School Staffing Model and Rollout

Title	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Capacity 2017-18
Principal	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Student Support Coordinator	1	1	1	1	1	1
Dean of Students	0	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	8	12	16	16	16	16
Classroom Teachers (Specials)	1	1	1	1	1	1
Student Support Teachers	1	1	2	2	2	2
Total FTEs	**14**	**19**	**24**	**24**	**24**	**24**

Staff Handbook

2013-2014 School Year

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Please note that this handbook is not a contract.
Updates to the Staff Handbook that occur during the course of a school year will be posted on the Brooke Charter School Intranet at http://intranet.ebrooke.org.

I. INTRODUCTION

A. School Mission

To provide an academically rigorous public education to students from the Cities of Boston and Chelsea that will ensure they are prepared to attend and succeed in college.

II. ACADEMIC PROGRAM

A. Reverence for Teaching

Most policies and procedures at Brooke are informed by a reverence for the profession of teaching. High-quality teaching requires intelligence, hard work, strong interpersonal skills, and a constant commitment to self-reflection and improvement. We recognize the importance of providing extensive administrative support to teachers and the importance of creating classroom environments that are conducive to teaching and learning.

In turn, our teachers welcome the professional challenge of setting and achieving high academic standards and being held accountable for the extent to which those standards are met.

B. Standards-Based Curriculum

All instruction at Brooke will be based on attaining clear, measurable standards. Teachers receive a handbook of Brooke standards during summer orientation. These standards are aligned to the Massachusetts Curriculum Frameworks. Because standards drive our curriculum, every unit plan should include the standards that are being addressed in that unit. Teachers should use the Brooke standards, not the Massachusetts ones.

Students are ALL expected to master each standard by the end of the grade. Student report cards contain a list of the "power standards" for each grade and indicate a student's progress towards those standards. Teachers are expected to keep a "grade book" in the form a spreadsheet that indicates where all students are in relation to standards mastery at all times.

C. Individualizing Instruction

A critical component of the Brooke philosophy is a belief in individualizing instruction to meet the needs of each learner. Our commitment to small class sizes, our curricular choices, and our staffing model reflect this philosophy. Reading and writing workshops allow teachers to teach students performing on dramatically different skill levels, and our math curriculum provides ample opportunity for differentiated instruction. Associate teachers and student support teachers also provide further support for individualization.

D. Lesson Planning

Teachers are expected to have written lesson plans for every curricular component. All lesson plans must include the following things:

- Objective
- Materials needed
- Outline of the lesson

Lesson plans for math are provided for teachers in grades K-5. Lesson plans do not need to be submitted on a regular basis, but they will be reviewed throughout the year. Lesson plans should be saved on Dropbox.

E. Unit Planning.

Before the start of school, teachers are expected to devise a calendar of which units of study will be conducted during the year. The unit plans should include the topic of the unit, the big ideas that tie the units together, the Brooke standards the unit will address, a time frame for this unit, the method for assessing whether the skills and strategies were mastered, and the teaching points for each day of the unit. Unit plans are expected to be saved on Dropbox before the unit begins and are also expected to be updated throughout the unit so that they reflect the unit that was actually taught.

Wherever possible, teachers co-plan units together. Elementary teachers will work together as a grade level to develop units of study for the reading and writing workshop. While teachers will elect to use different materials, approaches, and pacing in their classrooms, all teachers on a grade level are encouraged to engage in similar units of study throughout the school year.

F. Curriculum Components (Elementary)

Reading Workshop

Children learn to read by reading. Unfortunately, many children do not read enough at school and most spend the reading portion of their day holding books that they cannot read. On average students spend 10 minutes a day actually reading during the school day; in many classes the majority of the "reading" time is spent doing crossword puzzles, writing in reading logs, answering comprehension questions, and doing projects. We believe that we need to teach children how to read in an authentic manner that reflects real adult reading experiences. Children need to read independently. They need to read books of their own choosing. They need to read at their own pace and their own level. They need to learn the skills that adults use while reading. They need to learn to gain meaning from the text, think about the text, talk about the text, and have texts expand their vocabulary and their world view.

Because of this belief in how and how much students should read during the day, we will be using the Reading Workshop model devised by the *Teachers College Reading and Writing Project* at Columbia University. Reading instruction in this model includes the following components:

Mini-lesson: Each lesson will begin with a mini-lesson on a skill that readers use while approaching texts (for instance, "readers use context clues to determine meaning of unfamiliar words" and "readers ask themselves if they understand what they are reading"). During this mini-lesson, the teacher explains the strategy and then has students practice this strategy.

Independent Reading: After the mini-lesson, students read independently for a long period of time to build their stamina as readers; for kindergarteners early in the year, this could be 10 minutes, but by third grade it should be close to 45 minutes. *Conferences, guided reading, and strategy lessons*: During independent reading time, teachers meet with students individually in conferences. This enables teachers to provide one-on-one instruction to students so that they can tailor instruction to the students' exact reading abilities. Teachers also pull small groups of readers for strategy lessons and guided reading.

Book share: After independent reading, students meet with their book buddies or as a whole class to discuss their books and/or the strategies that they used. In Kindergarten and sometimes 1st grade, students sometimes read with their book buddies.
Conclusion: At the end of book sharing time, the teacher highlights how students were using the strategy discussed or possibly previews tomorrow's strategy lesson.

Students' reading will be graded based on the progress that they are making in improving their reading level. Students will be assessed frequently during reading conferences and formally assessed at the end of each trimester. Student report cards will contain their reading level, as indicated by the DRA-2.

Although students will read for an extended period of time during the school day, this is still insufficient to make them advanced readers. Students also need to read at home every night. As part of the Life Work every day, they will bring home a book or books that they should be reading. In the early grades, students should read books aloud to parents and have parents read books aloud to them as well. In the upper grades, students will be given goals of how many minutes they should be reading each night.

Writing Workshop

Just as students learn to read by reading, students learn to write by writing. Our school will employ a writer's workshop model where students spend an hour each day in the actual craft of writing. As with the reading workshop, the writing workshop will begin with a mini-lesson that teaches a skill that writers use. The teacher will explain this skill, demonstrate this skill, and then ask students to engage in practicing this skill. These lessons will cover a mix of mechanics and conventions. For instance, mini-lesson topics could include: Writers stretch out words in order to spell them, Writers use punctuation at the end of sentences, or Writers use descriptions to bring life to their stories. Writing workshop mini-lessons will often include read-alouds or rereading of certain sections of favorite class books because as Katie Wood Ray writes, "Everything we know as writers, we knew as readers first."

After mini-lesson, students will work on their individual writing piece. In their individual pieces, students will work on writing in a variety of genres to write about their lives, their experiences, and their knowledge. For instance, during a science unit on insects, students could write non-fiction texts about what they have learned. Before writing these texts, they will examine a variety of non-fiction texts and study the genre through a series of mini-lessons. Older students will engage in revision, for through the

revising, editing, and rewriting stages, we hope to develop purposeful writers who demonstrate a growing knowledge of the mechanics and conventions of writing in a variety of genres.

Read-Aloud

Read Aloud is a vital part of any literacy program. Each day, students will enjoy at least one read-aloud with accountable talk. In this section of the day, teachers will model conversation norms, literary talk, and reading strategies. Students will be expected to talk with partners and practice these skills during this time. Teachers should incorporate at least one read-aloud with accountable talk into each day, but he or she should feel free to read aloud to the students as many times as possible during the course of the school day, including during science, social studies, mini-lessons, math, and writing.

Shared Reading

Shared reading gives students the experience of reading a text together. Teachers are expected to read shared reading texts with the students chiming in as they learn the texts. After students have become familiar with the book, teachers can use it to deepen comprehension work, examine text features, observe word patterns, search for phonics rules, examine punctuation, search for parts of speech, etc.

Word Study

Wall Cards are the focus of word study in Kindergarten through second grades. Wall cards are a system of teaching the phonetic sounds so that children memorize all the possible ways to form a sound. Teachers lead wall cards in a call-and-response format where the teacher calls out the name of the card and the children repeat it. The teacher then works through the alphabet in a systematic and grade appropriate way. Students should recite wall cards every day, although they are not required to recite all wall cards on any given day. All teachers should have all wall cards up in their classrooms at all times and should model how to use the wall cards when spelling independently. Teachers should individualize wall card routines to their classroom curriculum. In classes studying short e, instead of just going through the short e wall card, the teacher should pause and ask students to generate a list of words that have short e in them or complete another short e activity.

While wall cards form an important foundation for our phonics instruction, they are not a curriculum. Teachers are expected to use other activities to develop students' phonics skills and phonemic awareness. Word study lessons should be tailored to each specific class to ensure that students are all mastering their grade-level phonics standards.

Interactive Writing

Interactive writing is another chance in the day to provide a teacher-guided lesson on writing. During Interactive Writing, students gather on the rug to work with the teacher to complete a class-wide writing project. The teacher starts with control of the pen (or marker) that is being used to write on a piece of chart paper. The class might be writing a thank you note to a parent who volunteered in the classroom or making a chart of the difference between deciduous trees and coniferous trees. The students will generate thoughts and the teacher will model how to translate these thoughts into writing.

He or she will demonstrate how to spell, punctuate, and space writing. As students gain writing skills throughout the year, they will start participating in the writing more, taking turns coming up to write letters, words, and punctuation marks. This segment of the writing curriculum focuses much more on conventions such as spelling, grammar, punctuation, and handwriting than the writing workshop does. The focus of interactive writing will change as the students age: for instance, teachers will transition from focusing on handwriting and spacing in lower elementary to focusing on grammar in upper elementary.

Poetry

The memorization and recitation of poetry will be an integral part of the Brooke elementary school. Students in all classes in the primary grades will memorize approximately 15 poems over the course of each school year. Memorizing poetry will help students develop vocabulary, fluency, prosody, memorization skills, and public speaking presence and confidence. Students will be expected to learn a poem approximately every two to three weeks; occasionally, shorter poems will only necessitate a week while longer ones might require several weeks. Poems should be practiced daily in class and during Life Work.

Math

In order to ensure that our students receive the best math instruction possible here at Brooke, we have developed an original math curriculum that develops strong number sense and balances instruction between procedural fluency and conceptual understanding. This program will entail a structured calendar math component as well as an extended math block, during which students will practice mental math, explore concepts, and engage in frequent practice with mastered concepts. While there is an existing math curriculum, we encourage teachers and grade level teams to engage in constant revision of the curriculum to ensure that it best meets our students' needs.

Science

Science will be an exciting hands-on learning time for students. Students will learn about the fundamental truths of the world around them by discovering them for themselves. Developing science content knowledge is not a main goal in our primary grades, but we do hope to expose students to science and to teach them three main ideas: scientists observe things carefully, scientists use characteristics to classify things, and scientists look for patterns. In upper elementary, students will receive 35 minutes of science daily from the science teacher. FOSS science curriculum kits are available for our teachers to use in planning their science curriculum.

Social Studies

Developing specific social studies content knowledge is also not a main goal in our primary grades. In kindergarten through second grade, we hope to expose our students to the idea of communities – from school communities to global communities – and to teach them some founding ideas about our world and our country. Starting in third grade, our students should receive about 30 minutes of social studies

instruction daily. In third grade, instruction focuses on how people interact with geography to meet their needs. In fourth grade, instruction focuses on how people interact with each other.

G. Homework/Life-Work policies

Elementary School Homework Policy

Brooke scholars will have homework to complete every week night. In grades 6-8, teaching our kids the importance of a regular homework routine and taking pride in their work is a central standard for both academics and character.

In grades K-5, we call homework "life work". Life work is an essential component of our academic program. Reviewing skills at home hours after it was originally presented in school will help students place the information or skills in their long term memory and provide them with necessary practice that will enable their academic success. Additionally, life work teaches students responsibility and breeds the habit of completing nightly school work, a habit that will help them greatly in high school and college. Kindergarten scholars should have about 20 minutes of life work nightly, and life work expectations should increase by approximately 10 minutes a night at each subsequent grade level.

Every Monday, teachers should give students a life work sheet that explains the life work for the entire week. A sample of a life work sheet follows this section.

Every night, each scholar will bring home a Brooke folder that will be given to students on the first day of school. The folder has two pockets: one that says "Leave at home," and one that says, "Bring back to school." Parents should go through their child's folder with him or her each night and clean out the section that says "Leave at home."

The "Bring back to school" section will include a Life Work sheet that includes all the homework assignments for the week. The Life Work sheet also has a line for parents to sign each night's assignments; alternatively, teachers can ask parents to sign each assignment. Life Work needs to be completed in its entirety and will be evaluated for effort.

Primary students who do not return their folder with ALL their Life Work completed with the required parent signature will receive a Life Work Violation. A copy of a Life Work Violation is attached here; it explains the consequences for persistent violations of Life Work expectations.

Upper elementary students who do not complete all homework will lose community privileges.

Life Work for Yale Scholars

Tuesday, February 12th to Friday, February 16th

Spelling Words

1. know
2. third
3. wore
4. round

Don't forget to add words to the Word Find each day!!

Monday

1. Support your child in reading the book he or she brought home. Fill out the book log.
2. Add any words containing this week's sound or pattern to the Word Find page.
3. Practice sight words for 5 minutes.
4. Practice addition facts for 5 minutes. (Or more if your child needs to!!)
5. Math Lifework G.

Tuesday

1. Support your child in reading the book he or she brought home. Fill out the book log.
2. Add any words containing this week's sound or pattern to the Word Find page.
3. See, Say, Spell, Check
4. Practice addition facts for 5 minutes. (Or more if your child needs to!!)
5. Complete Math Lifework C.

Wednesday

1. Support your child in reading the book he or she brought home. Fill out the book log.
2. Add any words containing this week's sound or pattern to the Word Find page.
3. Practice sight words for 5 minutes.
4. Practice addition facts for 5 minutes. (Or more if your child needs to!!)
5. Complete Math Lifework B.

Signature:_____

Thursday

1. Support your child in reading the book he or she brought home. Fill out the book log.
2. Add any words containing this week's sound or pattern to the Word Find page.
3. See, Say, Spell, Check
4. Practice addition facts for 5 minutes. (Or more if your child needs to!!)
5. Complete math Lifework F.

Signature:_____

Friday

1. Support your child in reading the book he or she brought home. Fill out the book log.
2. Add any words containing this week's sound or pattern to the Word Find page.
3. Practice sight words for 5 minutes.
4. Practice addition facts for 5 minutes. (Or more if your child needs to!!)
5. Complete Math Lifework H.

Signature:_____

Life Work Violation

Student Name: _____ Date: _____

Life Work violations received this trimester: _____

At the Brooke Charter Schools, we have high expectations of how much responsibility our scholars will take for their own academic success. Life work teaches students the skills and work ethic that they will need to have throughout their lives to be successful. Life work should be done consistently and thoroughly in order to meet the expectations of the Brooke community. Only complete, accurate, prompt, neat, and carefully done work meets this expectation.

A life work sheet goes home nightly with students and must be signed by a parent or guardian each night after the life work is checked. The parent "signing off" on the life work indicates that the work has been checked and meets with the parent's expectation level.

If a scholar does not complete his or her life work, including having the parent's signature, the following consequences will apply:

1st – 4th offense of trimester:	A Life Work Violation sent home.
5th offense of trimester:	mandatory conference with teacher, parent, and student
6th offense of trimester:	The child will be placed in Life Work Support each full school day for the next month. Life Work Support lasts from 4pm to 5pm. The scholar must complete life work before leaving the Life Work Support session each day and *parents must arrange transportation home.* Life Work Help incurs a charge of $4 each day.

Today your scholar came to school with the following life work that did not meet community standards of excellence:

Please sign this and return it tomorrow morning in the life work folder.

Parent signature: _____ Date: _____

Scholar signature: _____ Date: _____

Middle School Homework Policy

Assigning Homework

It is important the homework assignments be given as a means of review, not as a means of exploring new material. This is particularly important for students who need the greatest amount of student support, and/or who may not have adequate homework support at home.

In order to help parents help their children with their homework, teachers should provide detailed examples on each homework assignment, wherever possible, in order to make the expectations and procedures for the assignment as clear as possible.

Teachers should generally assign students 20 minutes of homework each night in each subject. However, teachers are not required to give homework every evening.

Homework and Absences

Each homeroom teacher should assign one student as "homework collector" who will be responsible for collecting assignments every day. The "homework collector" should carry around a folder for each absent student and collect assignments for those students in the event they are absent. Parents may then pick up those folders at the school. Alternatively, absent students may pick up the folders when they return to school the following day.

Teachers are not required to distribute homework assignments in advance of any absences. This is particularly true of unexcused absences (i.e. absences for family vacations, trips, etc.). However, teachers may distribute homework assignments in advance at their own discretion.

Homework Collection

Students are directed to turn in all of their homework assignments during homeroom each morning. In each homeroom, students place their assignments in pre-marked folders which are in turn delivered to each teacher. This system was designed both to provide teachers with an opportunity to check on homework completion as promptly as possible AND to ensure that students are not working on homework assignments during the course of the school day.

Homework Completion

Any student whose homework averages in two or more academic classes fall below 70% on their progress reports will be required to attend the after-school homework completion program from 4:00 pm to 6:00 pm each day (except Wednesday) until the next progress report or report card. Advisors will call parents of advisees on the days progress reports are issued if their child will be required to participate in the after-school homework completion program. Students who do not attend the after school homework completion program as required on any given day (and who are not excused in advance) will be suspended from school for one day.

Families also have the option of voluntarily enrolling in the after school homework completion program.

H. Whiteboard Configuration (middle school)

Middle school teachers at Brooke use a common whiteboard configuration in order to provide consistency to students as they move from classroom to classroom and in order to help make expectations and goals clear. That configuration should contain the following elements:

- ***The Point:*** A clear statement of what students will be learning during the class session.
- ***Do-Now:*** Introductory pencil-to-paper activity that requires no introduction or explanation.
- ***Homework:*** Written clearly on the board for students to transcribe into their planners.
- ***Agenda:*** An outline of the activities which the class will engage in during the period.

I. Assessment

Philosophy of assessment

At Brooke, we believe deeply in the power of assessment-driven instruction. We will work to ensure that we have multiple sources of valid data and that our teaching responds to the lessons that the data teaches us. Teachers will be expected to keep detailed, standards-based records of what their students know and be able to use data to justify their beliefs about what students have mastered. This data will stem from a variety of assessments. These formative assessments will be used to direct instruction on a day-to-day and moment-to-moment basis.

Formal school-wide assessments will occur as explained below. Students will be assessed at the end of the academic year on their writing skills through an internally developed prompt and rubric.

DRA

DRA testing will occur at least three times a year, at the end of each trimester. These evaluations will be noted on each report card. Additional DRAs may be conducted at any time. Also, new students will receive a DRA in August so that we can match students with the proper reading level as soon as possible.

Interim assessments

Interim assessments or "benchmark assessments" are administered at regular intervals in order to ensure that students are making adequate progress, to provide opportunities for teachers to review and discuss common data, and to provide individualized standards-based feedback to students at regular intervals. Following the administration of each interim assessment, teachers meet in teams to review the data and to make a plan for providing individualized follow-up feedback to students.

J. Report cards

Report cards will be sent out three times a year: November, March, and June. Report cards can be found on Dropbox. In the elementary school, each teacher will have a folder with his or her name and

with an Excel spreadsheet that is labeled as the gradebook. This spreadsheet has a worksheet for each student. In the middle school, report cards are linked to teacher gradebooks, which are on Dropbox.

Report card comments and goals may be reviewed by the principal and edits may be requested before they are sent out. Conferences will be held after the first and second trimester report cards.

K. Promotion Policy

Elementary Promotion Policy

Three factors are considered in promotion decisions: attendance, overall reading level, and grade-level standard mastery, as cited on the report card.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please refer to the attendance policy section of this handbook for more details on this policy.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final DRA test results will be retained in their current grade-level. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Elementary students receive standards-based report cards that reflect student progress toward mastering the "power standards" for each grade level. Students are expected to master all standards by the end of each grade level. Students who average below a 2.8 on all literacy and math report card areas at the end of the year are eligible for retention, and students who average below a 2.4 are recommended for retention. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the principal. The school reserves the right to make exceptions to this policy given special circumstances.

Middle School Promotion Policy

Students who accumulate more than 15 absences during the school year will be retained in their current grade-level. Please refer to the attendance policy section of this handbook for more details on this policy. Please note that absences resulting from out-of-school suspensions are not excused.

Students who fail two or more of their major classes for the year (science, math, social studies, reading, or writing) will be retained in their current grade level as a matter of policy. Students whose homework

grades are below 70% for two or more of their major classes will be retained in their current grade level as a matter of policy.

Students who fail one of their major classes for the year will be retained in their current grade level, unless a committee of school faculty members and administrators decides to grant an exception. Students may also be retained in their current grade level if they end the year reading below grade level. In all such cases, the criteria in making such decisions shall be the student's readiness to succeed in the next grade level. In addition to retaining or promoting, the school may also promote a student on the condition that they successfully complete a summer program approved by the school (paid for at the family's expense).

L. Schedules

We believe strongly that in order to provide our students with the instruction necessary to reach our high goals, we need to maximize student learning time. On Mondays, Tuesdays, Thursdays, and Fridays students are in class from 7:45am to 4:00pm (Brooke Roslindale); 7:45am to 4:30 pm (Brooke Mattapan & Brooke East Boston); and on Wednesdays from 7:45am to 12:25pm (all Brooke schools). This extended day, in combination with a longer school year, allows our students to enjoy nearly 30% more instructional time under the Brooke schedule than under the traditional school schedule. Over the course of 9 years in this school, this amounts to nearly 3 more years of education than students following the traditional schedule experience.

Daily Elementary Schedule

Because students thrive in routine, teachers will be encouraged to keep the same general schedule daily. Teachers will establish their own classroom schedule as best fits their needs and their students' needs. When scheduling, teachers will need to consider any special schedules.

Each teacher will follow the time allocation below for each full day:

Reading workshop	20 minutes (early kinder) to 60 minutes
Read Aloud	20-30 minutes
Shared Reading	30 minutes
Word Study	30 minutes
Writing Workshop	40 minutes (kinder) to 60 minutes
Interactive writing	20 minutes
Poetry	10 minutes
Math	75 minutes
Science or Social Studies	45 minutes (35 minutes of each in upper elementary)
Spanish (Brooke 2)	30 minutes

While it is understood that each day will not have these exact time allocations, over the course of a week or month, the time distribution should average out at the figures above. Furthermore, if a teacher chooses to do a read-aloud during social studies time, that time can double count as both social studies

and read-aloud. These time requirements do not need to be followed to the second every day, but teachers should make every effort to stay on schedule because that enables other teachers to observe or work with individual students more consistently.

On Wednesdays, teachers will need to have a different schedule. On those days, schedules are expected to include reading workshop, writing workshop, read aloud, and math, even if those periods are shortened from their regular length. Teachers are welcome to include other subjects as they see fit.

Co-Curricular schedule

Students will have one co-curricular subject each full day. The class will last for 45 minutes on Mondays, Tuesdays, Thursdays, and Fridays. Co-curricular teachers will pick up the class in the room at the appropriate time and escort the class silently to the proper classroom. Classroom teachers should make all efforts to ensure that their class is ready and lined up at the door at the designated time. A classroom teacher may hold a child out of co-curricular if absolutely necessary, but these instances should be kept to a minimum because all children deserve access to the vital education available in music, art, dance, and physical education class.

Lunch and recess schedule

Each grade has a lunch and recess time daily. If teachers decide to alter their schedule for the day and hold recess at another time, they are required to provide recess coverage themselves. Information on lunch and recess procedures is provided in the "Policies and Procedures" section of this handbook.

Daily Middle School Schedule

In the middle school, co-teachers work together to set the schedule for all days. The expectation is that co-teachers will plan for 75-90 minutes of independent reading time each day, during which both teachers will tutor or conference with students individually or in small groups for the duration of that time. Otherwise, co-teachers divide the remaining minutes in the day to incorporate all curricular components, working within the parameters set by arrival, breaks, lunch, dismissal, and the co-curricular block.

M. Special Education

The Individuals with Disabilities Act (IDEA) and Massachusetts Laws under Chapter 766 require appropriate services to be administered in the "least restrictive environment." Students with IEPs are included in the classroom to the fullest extent possible and teachers are obligated to make accommodations and modifications to meet the needs of the child. Additionally, students with 504 Accommodation Plans which detail specific accommodations for the regular education classroom are included in this process.

The responsibilities of teachers in this regard are:

- To be aware of which students have IEP's or 504 plans
- To be familiar with the accommodations listed in IEP's and 504 plans

- To provide the appropriate modifications and accommodations
- Attend and be an active participant in IEP meetings

Students can only be referred for special education testing after we have attempted to provide intensive differentiated instruction within the regular education program. Because we individualize instruction for all students, we have a universal design that helps meet all student needs, including struggling learners. Before referring a child for special education testing, teachers are required to meet with the Student Support Team in order to develop an intervention plan. The intervention plan must be followed for at least six weeks. At the end of this period, if the student has not shown improvement, the child could be referred for special education testing. At this point, special education laws and policies will dictate our course of action.

The Student Support Team will include the principal, student support teacher, and a teacher representative. It will meet on an as-needed based to discuss student referrals.

III. MANAGEMENT AND BEHAVIOR

A. Philosophy of Management

Good classroom management, like good business management, requires an impressive knowledge of human dynamics and motivation, exemplary skills in producing desired behaviors, and unceasing high expectations. Strong classroom management is a necessary condition for academic success, and just as our teachers will have high standards for student behavior, we will have high standards for management throughout the school building. We will create systems and routines that enable student success and minimize disruptive behaviors. We will encourage misbehaving students to remember that they are too good to act that way. We will remember that the students are always watching and so we should always model appropriate behavior for our students. We strive to be both nurturing and demanding (or "warm and strict") so that all children understand the expectations that we have for them as scholars and also feel known and valued at all times.

B. Core Values

Success in life takes more than academic skills – it takes strong personal characteristics as well. As we work to form excellent scholars, we will also focus our school culture on modeling and teaching the character traits of success. We want our students to exemplify the following characteristics:

Focus: Our students need to stay focused on excellence and on their personal goals at all times. They need to learn to ignore all interruptions to their learning and not turn these distractions into excuses. Students who are focused work hard and do not become defeated by obstacles.

Integrity: We expect our students to show integrity at all times. The primary element of integrity is honesty. We understand that everyone makes mistakes in judgment at times and will emphasize that

people with integrity admit to mistakes and apologize for them. We will focus on teaching students that integrity means doing the right thing, whether anyone is watching or not.

Respect: We expect our students to respect themselves, others, and their environment, as well as to respect such vague ideas as excellence and difference.

Self-Determination: Self-determination involves making choices and accepting the consequences of those choices. It means taking responsibility for yourself and not letting the actions of another determine yours. Conversations about self-determination can help students see that they do not need to respond in kind if someone insults them and that they control their attitudes and their actions. Self-determination teaches students to see life as a series of constant choices and they must accept responsibility for the choices that they make.

Teamwork: Our school is a community. We need to all work together in order to ensure that we bring out the best in every person in our school. Teamwork is important within the classroom, on the playground, in co-curricular classes, and at home. We can only achieve our mission as a school if we all support each other. We will applaud each other's success and encourage each other to give our best effort.

Our core values cannot be posted on the wall and then ignored. They need to be brought into the lifeblood of the school by referencing them consistently while managing the class. For instance, instead of saying "Tell me the truth right now," a teacher could say, "Are you showing integrity? Brooke scholars show integrity." When two students have been misbehaving, if they start telling the teacher what the other one did, the teacher could immediately stop them and say, "We show self-determination in our lives. We control our own decisions." Teachers should refer to the core values as often as possible in conversations with children so that children can see their relevance to their daily lives and view them as the first determiner of success in life.

C. Behavior Management Systems

Elementary School

Community Violations

We expect our scholars at the Brooke to behave in accordance with our high expectations at all times. This includes in class, on the playground, in the hallways, in the bathrooms, on the bus, and on the street while wearing our school uniform. In order to encourage and teach the students to meet these expectations, we will employ a proactive discipline system that encourages students to make good choices and to see that good choices have good consequences.

While we will take all proactive steps possible to prevent misbehaviors, we will also respond to bad choices with immediate consequences. Brooke schools are unequivocally committed to providing a safe

and orderly environment in which students can maximize their academic achievement. Students whose behavior fails to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction of our code of conduct, there will be a consequence.

For minor infractions of our community expectations, teachers will enforce their own classroom consequences. Classroom teachers will explain these systems to their parents during open house and also in writing. These classroom consequences can include loss of privileges, including, but not limited to sitting silently or away from their peers during class or during snack time; recess, co-curricular, or lunch detention; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

If a child continues to make inappropriate choices after receiving classroom consequences, he or she will receive a Community Violation. Students who commit a serious infraction of our core values will also receive an immediate Community Violation. The teacher should be clear that he or she is giving a Community Violation, and the student will need to remove him or herself from the rest of the community (usually to a "time out" desk in the classroom or to the office) and complete the reflection section on the back of the Community Violation form. The child will meet with the teacher either at that point or later in the day to reflect upon the bad choice and alternatives choices that he or she could have made. <u>The parent will need to sign the Community Violation sheet that night and return it with the scholar the next day</u>.

The consequences for community violations differ from primary to upper elementary school. Consequences are printed on the violations so please see the violations for a detailed list of the consequences.

We believe that this system will help remind students about the importance of good choices. Bad choices prevent students from focusing, represent a lack of caring for your school community, and detract from the success of the entire school. In our communal quest for excellence, we must ensure that we are constantly guiding students toward good choices.

Serious infractions that merit an immediate Community Violation include, but are not limited to:

- disrespect of an adult, including rolling eyes or other such body language, defiance, or rudeness;
- disrespect of a fellow student, such as name-calling, insulting, or excluding;
- disrespect of the school, such as drawing on a table, taking school supplies without permission;

- unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums;
- leaving class without permission;
- use of inappropriate language; and
- extreme or repeated disruption of class.

Middle School:

Demerit System

The demerit system is used in order to help teachers enforce the school's rules and expectations as consistently as possible. A demerit is issued when a student has broken a school rule. When a student has accumulated 4 demerits within a week, that student will be assigned to detention.

Minor infractions for which students may receive demerits include the following (labeled 3-10 on the Class Demerit Sheet):

3) Arriving late to school or class
4) Speaking out of turn
5) Inappropriate physical contact
6) Eating, Drinking, Chewing gum
7) Not following directions (a kind of "catch-all" or "other" category)
8) Out of uniform
9) Unprepared for class
10) Hallway conduct

Automatic Detentions

The following infractions are considered major infractions, which will result in the issuance of an automatic detention, to be served on the same day in which it is issued. These infractions should be listed in the "Automatic Det." columns on the Class Demerit Sheet, and include the following (numbered 1-2 on the Class Demerit Sheet).

1) Disrespect (to a teacher, student, or school property)
2) Disruption of Class

When students are issued automatic detentions, whether the student is sent from class or not, teachers should fill out a brief referral form on the incident. These referral forms will be used for record-keeping purposes, and also as a reference for deans in calling parents to schedule detentions.

In many cases, when a dean calls to inform parents that their child has been issued an automatic detention, the dean is unable to explain the incident leading to the detention in sufficient detail. In those cases, the detentions will be scheduled, but parents will be directed to contact the issuing teacher to discuss the event in more detail.

No Warnings

It is extremely important that all teachers agree that there is no such thing as a "warning" when it comes to issuing demerits. Demerits themselves **are** warnings. In effect, a child receives 3 warnings in a week before a detention is ever issued. The entire rationale behind the demerit policy is to take the negotiation and discussion out of dealing with student behavior. If we can all agree that we will never give warnings, we will have taken a huge step toward ensuring that we are enforcing the code of conduct as consistently as possible throughout the school. Therefore, we will also be ensuring that we are doing the best job possible of teaching students what the rules are in our school and what the consequences are for breaking those.

Demerit Clipboards

Each class is assigned a weekly clipboard, which contains a student roster and boxes next to each name in which demerits should be marked. In each box, teachers should mark the number of the infraction, the date, and their initials.

No Whole-Class Demerits

Demerits are intended to be tools for holding individual students accountable for their actions. Our goal is to teach our students to make smart decisions regarding their individual behavior. Therefore, demerits should never be issued to an entire class. Where teachers feel that the entire class is not behaving properly, it is generally an indication that expectations have not been made clear enough to the class, and/or that the teacher is unclear of the source of a particular disruption.

Communicating Demerits

Any student who receives a 4th detention, within a given week, will be automatically suspended (out-of-school). When a teacher sees that a detention which they have issued to a student is that student's 4th of the week, the student should be sent to the office, immediately.

Students need to know as soon as possible when they have received a demerit so that they can be shown as immediately as possible, which behaviors are unacceptable in class. Teachers must develop their own methods of clearly communicating to students when a demerit has been earned, without disrupting the flow of class at the same time.

Arguing Demerits

It is also extremely important that students are never allowed to engage a teacher in discussion about a demerit or detention during class time. When advisors are reviewing the demerit policy with students during the first week of school, this must be made extremely clear. If a student would like to discuss a demerit with a teacher, they may politely do so after the bell has rung. Any type of student reaction in class, including:

- Asking: "What did I do wrong?"
- Saying: "But I didn't do anything …"

- Sucking teeth
- Muttering

…will be interpreted as showing disrespect to a teacher, and will result in an automatic detention. If gross disrespect is shown, that child should be sent directly to the office.

Detention

The Dean of Students checks the clipboards frequently (after every couple of periods) in order to ensure that detention calls are made as promptly as possible. Families are notified at orientation that the school needs one telephone number (or email contact) at which they can be contacted directly or at which a message can be left, when their child is required to serve detention.

When notice is provided by 3:00pm on any given day, the child will be required and expected to serve that day. In the case of an emergency, parents may request that the child serve the following day. If a call is made after 3:00pm, the student in question will not be required to stay on that day unless direct parental permission is granted. Otherwise, the child will be expected to stay the following day.

If for whatever reason, a child has not served a detention by the end of the day following the day on which it was earned, that child will generally be required to serve an "out-of-school suspension" on the following day (the 3rd day after which the detention was earned).

Sending Students To The Office

At Brooke, we believe that class time is sacred and should not be interrupted under any circumstances, except in the case of emergency. For that reason, the school PA system is never used during class time at Brooke. Also for that reason, Brooke teachers are asked to send a student to the Dean when he or she has not responded to re-direction and has continued to disrupt class. We believe strongly that one student should not be allowed to disrupt or disturb learning for the other 20 students in his/her class.

When teachers send students out of class to the Dean, they are asked to send the student with a referral form, including a brief explanation (1-2 lines) of why the student has been sent out of class. Where this is not possible, students are asked to call down to the Dean to notify the Dean that the child has been sent and why. Wherever possible, teachers are also asked to send work down with the student for the remainder of the period.

Students should NEVER be sent back to class during the class period in which they have been sent out, even if a teacher has not sent the child with a referral sheet. It is very important that all students see that disruptions of class will not be tolerated in the school, and it is equally important that the teacher be able to continue teaching their lesson without the disruption created when they are forced to address an individual disciplinary situation during instructional time.

All students sent out of class earn an automatic detention for disruption of class. While the student is in the office, the Dean should call a parent to notify them that their child has been sent out of class and has earned a detention which he/she must serve that afternoon. The Dean should also ensure that the detention has been recorded on the class clipboard.

Wherever possible, teachers should come to the Dean's office at the end of the class period to check in with the Dean and the student. This is helpful to the Dean in determining why the child has been sent out. It is also helpful for the student to see that the teacher is following through with the student and has not simply cast the student from his/her sight.

D. Suspensions and expulsions

If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension rather than receiving a Community Violation or detention. Before the student is returned to class, the student, his or her parent or guardian, and Dean of Students will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student, staff member, or school property
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from floor, building, or school-sponsored activity
- Unauthorized use of the building elevator
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Repeated and fundamental disregard of school policies and procedures

All suspension decisions will be made by the Dean of Students or the Principal.

Students can be expelled for extreme behaviors that include, but are not limited to, possession of a weapon or any controlled substance and assault on school personnel. The procedure for such expulsions is explained in detail in the student and family handbook.

E. Student uniform policy

The elementary uniform is as follows:

Brooke Roslindale and Mattapan

- Navy blue polo shirt with school logo (long-sleeve or short-sleeve) **or**
- Navy blue short-sleeve classroom t-shirt

Brooke East Boston

- Crimson polo shirt with school logo (long-sleeve or short-sleeve) **or**
- Crimson short-sleeve classroom t-shirt

AND

- Khaki-colored dress pants or shorts (at least fingertip length), straight leg or regular fit only (such as Dockers). No flare, cargo, or wide-legged pants are permitted. Cargo pants are pants that have pockets on the legs of the pants. Pants cannot have designs on them and must be plain khaki. Pants may not be worn below the top of the hips.
- In place of pants, girls may wear a khaki skirt, knee-length or longer, or a khaki skort. Girls wearing skirts must wear shorts underneath. This is required because scholars learn together on the rug and are active during P.E. and recess. Girls may wear white, gray, navy or black plain tights. Tights with patterns or other colors are not permitted. Leggings (tights that do not cover the feet) are not permitted.
- Students may also wear a navy blue sweater, cardigan, or vest (no logos) or a navy blue sweatshirt with the school logo over their uniform shirt in colder weather (crimson for Brooke East Boston). Student will not be able to wear coats during class. Students may not wear hooded sweaters or sweatshirts. We ask parents to write the initials of their child on the tags of sweater, and teachers will mark the tags of sweaters with initials if we notice that they are not marked. This is to prevent students from losing their sweaters.
- Students may wear white, gray, navy or black undershirts beneath their polo shirts. Bra straps shouldn't be visible.
- If students wear a belt, the belt must be brown or black. Students should not wear belts that they cannot undo independently, as this can lead to bathroom accidents.

Shoes:

- Students may wear black or white sneakers with absolutely no color or colored logos on them. Students may not wear shoes with wheels or lights and may not wear boots during the school day, although snow or rain boots can be worn to and from school. Students must wear plain black, white, gray, or navy socks. Students may not wear sandals.

Hats, Bandanas, Wave Caps, Earrings, Chains, and Braids:

- Once students enter the school building, the wearing of hats, bandanas, or wave caps is not permitted. Hats, bandanas, or wave caps worn inside school building will be confiscated. If earrings are worn, they must be simple studs only (no large, hoop, or dangling earrings). Chains and other necklaces must be worn underneath students' shirts at all times and not be visible. Jackets, overcoats, or any clothing tied around the waist or neck is not permitted. Students may wear their hair in braids but are not allowed to unravel their hair during the school day as this is a distraction to our learning environment. Students may not wear disruptive jewelry, such as talking or beeping watches. Students may not wear bracelets or fake nails. Rings can interfere with young students learning proper handwriting so students may not wear rings.
- Students who are out of uniform will not be permitted to attend class and will remain in the Dean of Students' office until the student is in uniform. If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and parents will not be contacted.

Bathroom Accidents:

- Parents of kindergarten students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school and the extra clothes will be kept in the child's cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child's backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.
- Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

Purchasing Uniforms:

- School uniform shirts are available for purchase through the local uniform providers. Families can contact the Director of Operations or Office Manager at their child's campus for additional information. Please purchase your uniforms early because they often sell out in the weeks before school starts.
- Should you have any questions regarding the dress policies, please feel free to contact the school and speak to the Dean of Students:

BROOKE UNIFORM VIOLATION RESPONSES

Only applies to middle school student

Violations that Teachers Can Address Directly

Uniform violation	Response
Student is wearing wrong color undershirt (not white or grey)	Send student to the bathroom to take it off. If student is uncomfortable taking off undershirt, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing stockings that are not white or blue (leggings are not allowed, stockings must go around the foot)	Send student to the bathroom to take them off. If student is uncomfortable taking off wrong color stockings or leggings, send to the Dean's office to call parents. *Student receives a demerit
Student is wearing hoop earrings, any facial piercings, or excessive jewelry	Have student take them off. If student is uncomfortable taking off hoop earrings, send to the Dean's office to call parents. *Student receives a demerit
*Student has shirt un-tucked (use your discretion if the back of the shirt is un-tucked)	Have student tuck in shirt. *Student receives a demerit
*Student has the bottom of their pants tucked under the tongue of their sneakers (use your discretion if it's possible it was unintentional)	Have student pull bottom of pants over their sneakers. *Student receives a demerit
Student wearing a hat in the building	Have student remove hat. *Student receives a demerit
Student is wearing pants too low	Have students pull up their pants. *Student receives a demerit

Violations that the Dean of Students Must Address

Uniform violation	Response
Student is wearing polo shirt without the BCS logo	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing wrong color socks (not black, white, grey, or navy blue)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing cargo pants, shorts, or skirt (pockets and zippers on the side)	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing a skirt that does not reach the knees in the front and back	Send to the Dean's office to call parents. *Student receives a demerit
Student is wearing pants, skirt, or shirt that are excessively tight	Send to the Dean's office to call parents. *Student receives a demerit
Student is not wearing sneakers that are 100% white or black (shoes and boots are not allowed/snow and rain boots are allowed in the winter but must be taken off immediately after entering school)	Send to the Dean's office to call parents. *Student receives a demerit

Student is not wearing gym uniform on days that they have gym or dance. Student is wearing gym uniform without the BCS logo	Send to the Dean's office to call parents. *Student receives a demerit
*Student is not wearing a belt	*Send to the dean's office to call parents. Student receives a demerit.
Student has written on or colored in any part of their uniform	Send to the dean's office to call parents. *Student receives a demerit

Middle school students will receive an automatic detention for any uniform violation if they have already received a demerit for a uniform violation that day.

Teachers must not allow students to wear coats during class, even if the temperature is lower than desirable on some winter mornings. Students should be encouraged to bring sweaters and/or sweatshirts that comply with the dress-code, and they may even leave an extra sweater in their cubbies.

F. Character Education

Along with our academic standards, we also have character standards at each grade level, representing the qualities we seek to instill in our students. The character standards, while differentiated by grade level, are also cumulative. We expect all 8th graders to have met all character standards for grades K-8.

Teachers in grades 3-8 lead weekly character education sessions in order to provide a regular forum devoted explicitly to helping our students develop our core values. The foundation of our character education program is instilling a firm belief in self-determination, and lessons rely heavily on the research of Carol Dweck, highlighting the importance of a strong belief in self-efficacy. Character lessons and units are planned by the school's administration and provided to teachers each week.

In grades K-2, character education lessons happen in "Morning Motivation" each day.

G. Advisory System (middle school only)

All students in grades 6-8 are assigned an advisor. Each advisor has approximately 10 advisees. Advisors will get to know advisees well and will serve as a close adult contact for students and families during each student's time at Brooke. Responsibilities of advisors include:

- Making introductory calls to parents
- Keeping regular contact with parents to discuss the progress of their children
- Making homework completion calls to parents as needed
- Scheduling and conducting conferences with parents after the first and second marking periods

IV. PROFESSIONAL DEVELOPMENT

Quality instruction should be celebrated, discussed, examined, analyzed, and dissected. It is unfortunate that some schools foster a culture where teachers shut their classroom doors and undertake the awesome responsibility of teaching in isolation. At Brooke, we understand that superior teachers want to observe others teach, be observed themselves, and engage in frequent, meaningful conversations about instruction. We know that student success relies on every teacher and administrator working together to bring out the best in ourselves and in our students. Our view of the importance of building collegial relationships at our school is well stated by former teacher, principal, and Founding Director of the *Principals' Center* at Harvard University, Roland Barth:

> "The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else. If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative. If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then *these* qualities will disseminate throughout the school community….
>
> A precondition for doing *anything* to strengthen our practice and improve a school is the existence of a collegial culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. Without these in place, no meaningful improvement – no staff or curriculum development, no teacher leadership, no student appraisal, no team teaching, no parent involvement, and no sustained change – is possible."
>
> -- "Improving Relationships within the Schoolhouse." *Educational Leadership*.

Our model for professional development stems from this belief in the primary importance of collegiality and from our belief in reflection as the basis of life-long learning. The components of our professional development model are explained in detail below.

A. Summer training

New teachers will engage in a period of intensive teacher training before the return of veteran staff. During this time, teachers are expected to attend all orientation sessions and complete all requirements by the assigned date.

B. Weekly Professional Development

Every Wednesday, students will be released at 12:25. We then engage in professional development activities from 1:00 until 4:00. The schedule for these sessions will vary from week to week, but they

will generally include activities such as examining our standards, reviewing student work, co-planning literacy units, co-planning specific lessons, watching tapes of teaching and analyzing its effectiveness, and analyzing data to monitor instructional effectiveness and to drive lesson planning.

We generally adhere to the following schedule on Wednesday afternoons:

- 1:00 – 1:15 Snacks, shout outs, and share outs
- 1:15 – 2:00 Teaching standards sessions
- 2:00 – 2:45 Learning standards sessions
- 2:45 – 3:30 Co-planning or data meetings

C. Peer observations

Over the course of the year, teachers will be required to observe in other classrooms. In addition to providing teachers with alternative views of instruction and management, these observations will also strengthen our community, as all teachers hopefully will enjoy an opportunity to see the work of their peers. Furthermore, observing our colleagues within the school will allow us all to be aware of the strengths of our faculty; this would allow a teacher struggling with vocabulary development, for instance, to easily know the teacher who excels in this area because he would have seen her teach and have engaged in conversations with other staff about the vocabulary expertise in the building.

D. Informal observations

In accordance with the school's philosophy that teaching should be visible, celebrated, and examined, the principal will visit classrooms every day and engage teachers in regular dialogue about instruction. The majority of these conversations will not be evaluative; they are designed to enable the principal to fully understand the strengths of every staff member and support teachers in any areas with which they would like to grow. Staff members will be informally observed at least twice a month. They will receive informal oral feedback from the principal at least once a month.

E. Workshops and Classes

Teachers are encouraged to attend conferences or workshops that will directly improve their classroom practices and directly relate to their personal professional development goal. If teachers identify workshops that they would like to attend, they should speak with the principal about getting approval.

Beginning August 1, 2011, only employees employed during the 2010-2011 academic year, and who are continuing participation in an approved education programs as part of the Brooke's prior tuition reimbursement program may be eligible to receive tuition reimbursement. Specifically, these employees may be eligible for 1 course per semester at a rate of 50% of the cost, with a maximum school contribution of $500. Course reimbursement must be related to the employee's current job and be pre-approved by the principal. Reimbursements are made only after proof of satisfactory course completion has been submitted.

F. Certification

As a charter school, Brooke does not require current Massachusetts certification from its teachers. By the end of their first year of employment here, however, teachers do need to be "Highly Qualified" as required under No Child Left Behind. Furthermore, all non-certified teachers need to pass the following Massachusetts Tests for Educator Licensure (MTEL) by the end of their first year of employment in order to be eligible for employment at Brooke in the subsequent school year:

Kindergarten:	Foundations of Reading
	Early Childhood
Grade 1 and Grade 2:	Foundations of Reading
	either Early Childhood (for PreK – 2 license)
	or General Curriculum (for 1-6 license).
Grade 3 and 4:	Foundations of Reading
	General Curriculum (for 1-6 license).

While teachers are not required to be certified in order to teach at a charter school, we do recognize and appreciate that many of our teachers are certified and are interested in maintaining valid certification. Therefore, we encourage teachers to follow state regulations for recertification. Massachusetts teachers are responsible for becoming knowledgeable in the requirements and ensuring their eligibility for recertification (see http://www.doe.mass.edu/Educators/e_license.html?section=k12), but the Brooke administration aims to provide any needed help to teachers in meeting their requirements.

In order to maintain certification, certified teachers need to submit an individual professional development plan within three months of starting at Brooke and get that plan approved by the principal; this plan needs to be re-approved every two years. Approval of the plan means that 80% of the PDPs in the plan are consistent with the educational goals of the school and/or district and that the plan is designed to enhance the ability of the educator to improve student learning. A sample individual professional development plan is available at http://www.doe.mass.edu/pd/ipdp.doc.

V. PARENTS AND COMMUNITY

A. Positive Partnerships

Our goal here at Brooke is to create the most positive partnerships possible between all individuals who influence the academic life of a child. We will use all means necessary to have parents actively and productively involved in our school and in the education of our children. This commitment to developing positive partnerships serves as the foundation for our parental involvement policies.

B. Contract of Mutual Responsibilities

As a condition of enrollment, all parents are asked to sign the contract of Mutual Responsibilities. This contract highlights the most important elements of school policy and the elements that require the most parent commitment. A copy of the contract can be found in the Family Handbook. We also ask parents to talk to their children about the importance of that contract and what it means. Teachers will go over this contract sometime during the first three weeks of school and once they are sure that students understand what the contract is requiring of them, they will have the students sign their portion of the contract. We then ask that the teacher signs all of these contracts and sends the forms home to be signed by the parent. Teachers should send all the contracts to the office once they have collected them from all students.

C. Open Door Policy

Parents are welcome into their child's classroom anytime that they want to visit after the Open House. We do ask that parents not spend time in classes in August because during the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow or disrupt this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave by either the teacher or an administrator. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school. If a parent comes to the classroom during the day without a visitor sticker, teachers should ask them to return to the office to check in; this is important for the safety of our school community.

D. Open House

Each year in the first month of school, we hold our elementary open house. All parents are required to attend the open house. At the open house, teachers should explain vital information about class rules and discipline systems, clarify class specific policies, give an overview of the daily schedule, and answer any general questions that parents have about the classroom. It is also an opportunity for children to give parents a tour of their new classroom. This night will give parents a chance to meet the entire elementary staff and meet parents of other students in the school. This is not a time for parents to talk about issues pertaining only to their individual children. If parents attempt to have prolonged conversations about their individual child, please encourage them to call or send a note to arrange an individual conference time.

E. Conferences

Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or principal. Parent conference days are scheduled after the first two report cards are distributed, but teachers can plan conferences any time that week. Parents should plan on attending a 30-minute conference, and children are encouraged to attend these conferences.

During conferences, teachers should ensure that the parent understands the format of the report card, as it is different from the typical graded report card. Teachers can also present a portfolio of current student work and have the student (if in attendance) explain the portfolio pieces to the parent(s). Teachers should have parents sign up for time slots in advance of the conference day.

Parents are required to attend these conferences. If a parent fails to show up on the appointed day, teachers should reschedule. If a parent proves resistant to attending, then an administrator will call the parent to schedule a time. Parents who are unable to visit the school due to extenuating circumstances will be welcome to request home visits from the school; if a home visit is needed, a teacher or administrator will contact the parent to schedule this conference.

F. Family Curriculum Nights

We are proud of our curriculum here at Brooke, and we want to share it with parents as much as possible. We also know that home-school links encourage academic growth. Several times throughout the year each grade will host family curriculum nights and we will encourage parents and siblings to attend. Parents are not required to attend these events, but they are strongly encouraged to attend and the office will send home frequent reminders about the dates and content of each curriculum night. The entire family is invited, and we hope that this generates excitement and knowledge about the learning occurring at Brooke.

G. Positive Phone Calls

In addition to welcoming parents into the school in the above mentioned formal ways, we also want to establish positive partnerships with parents by taking the time to call parents when their child has accomplished something special. We encourage teachers to try to make one or two positive phone calls each week to ensure that each child receives a positive call home several times during the course of the school year. Teachers might want to call home if a student exemplified a core value or if they are making academic progress in one specific area.

H. Returning Parent Phone Calls

As a matter of policy, staff members should return calls from parents and families by the end of the school day after the call was received. When a staff member does not have time to have a conversation with a parent, the staff member should still call the parents as a courtesy and notify them that the message was received and that the staff member will call again tomorrow to follow up and talk in detail.

I. Statement of Understanding

During the spring orientation sessions, parents receive a copy of the Family Handbook. Parents attend orientation sessions to review and clarify different sections of the handbook. Parents are also expected to read the rest of the handbook on their own and ensure that they understand the policies explained therein. To confirm that they have received, read, and understood the handbook, parents are asked to sign the Statement of Understanding, located in the back of each student handbook. Parents need to

return this signed Statement of Understanding and return it to school. Teachers should turn these forms into the office, and the office staff will contact parents who have not returned the form in the first week.

VI. PROCEDURES, POLICIES, SYSTEMS, AND ROUTINES

A. Attendance

Teachers will receive an attendance envelope in their mailboxes each Monday morning. Teachers should mark on the sheet on the envelope whether a student is present (✓), tardy (T), or absent (A) at 7:45. This folder should then be placed in the basket outside the classroom no later than 8:15. The administrative staff will collect the attendance at this time in order to call parents and confirm absences. Please make sure to complete the attendance carefully; the office managers call parents of absent students and no parent wants to receive a call that their child is not in school when, in reality, she is safely in the classroom.

B. Hallways

Because hallways are shared space, we must all work to keep hallway noise at a minimum. Classes transitioning to class, lunch, recess, specials, etc. should walk in a straight line and should be absolutely silent. In order to model hallway behavior for students, teachers should also avoid having long or loud conversations in the hallway.

C. Fire Drill Procedure

In case of an emergency – if a student or staff members sees fire or smells smoke – he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow directions from the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. Students who are in the bathroom or office or otherwise away from their class should be brought outside by any staff member who notices such individual students. Once these students are safely outside, staff members should work to return them to their homeroom teachers. Homeroom teachers should not wait for students out of the room to return before leading their entire class outside.

During the first week of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

During fire drills and in the case of a real fire, students should remain completely silent. Students who talk, make noise, or do not follow staff instructions during the fire drill will face immediate consequences (detention, loss or recess).

D. Arrival and Breakfast

Brooke Roslindale:
Doors to the school open to students at 7:15 A.M. K-2 students who arrive at school before 7:45 am should proceed directly to the cafeteria. Students who are not eating breakfast will immediately go the table designated for their homeroom, select a book from the crate, and sit down. Students who are eating breakfast will walk directly to the breakfast line and receive their breakfast before sitting down at their homeroom tables. Students should eat quickly and quietly and then throw away all their trash. Students should use *6 inch voices* while at breakfast and be seated unless walking to the table or to the trashcan. Staff members on breakfast duty are expected to report to the cafeteria by 7:15. Homeroom teachers should report to the cafeteria at 7:45.

Students in grades 3-8 are expected to pick up breakfast in the cafeteria and then report directly to their classrooms.

Brooke Mattapan and Brooke East Boston:
Doors to the school open to students at 7:15 A.M. K-2 students who arrive at school before 7:45 am should proceed directly to the cafeteria. Students who are not eating breakfast will immediately go the table designated for their homeroom, select a book from the crate, and sit down. Students who are eating breakfast will walk directly to the breakfast line and receive their breakfast before sitting down at their homeroom tables. Students should eat quickly and quietly and then throw away all their trash. Students should use *6 inch voices* while at breakfast and be seated unless walking to the table or to the trashcan. Staff members on breakfast duty are expected to report to the cafeteria by 7:15. Homeroom teachers should report to the cafeteria at 7:45.

Students in grades 3-8 are expected to pick up breakfast in the cafeteria and then report directly to their classrooms.

E. Lunch

Brooke Roslindale, Brooke Mattapan, and Brooke East Boston
Please see your campus Director of Operations and Principal for updated lunch schedules and routines.

F. Snacks

Brooke Roslindale, Brooke Mattapan, and Brooke East Boston:
Students in grades K-5 will have once in the morning and once in the afternoon. Students in the middle school will only have snack in the afternoon. The afternoon snack will also include juice or milk. Teachers should pick up snacks from the cafeteria when they need to. The food should be kept in a secure cabinet, and the beverages should be kept in the classroom refrigerator. Middle school teachers should distribute snack during the allotted afternoon break time. Elementary teachers can have snack

time at any point in the day that works well with the classroom schedule. Teachers must keep an accurate daily count of how many students eat school snacks, and these forms must be submitted to the front office weekly. Students who bring snacks from home are welcome to eat their own snacks, but they must comply with the school's healthy snack policy.

Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have a morning snack and an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, vegetable chips, or baked wheat thins). Students do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bar, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the child to take the snack home and eat one of the school snacks instead.

G. Recess

Brooke Roslindale and Brooke East Boston:
Recess should be supervised by at least two adults for each grade. If a student gets hurt during recess, one adult should escort the student into the nurse's office or main office. Students who are playing unsafely or not following directions during recess should be required to sit out for the remainder of recess. Students who demonstrate unsafe behaviors towards other students should be escorted into the office immediately. Students are NOT allowed to bring toys to recess and will only be allowed to play with the recess materials provided by the school.

In cases of inclement weather, students will have indoor recess; grade level recess supervisors are responsible for establishing an indoor recess routine.

Brooke Mattapan:
Recess should be supervised by at least two adults for each grade. If a student gets hurt during recess, one adult should escort the student into the nurse's office or main office. Students who are playing unsafely or not following directions during recess should be required to sit out for the remainder of recess. Students who demonstrate unsafe behaviors towards other students should be escorted into the office immediately. Students are NOT allowed to bring toys to recess and will only be allowed to play with the recess materials provided by the school.

H. Co-Curriculars
Each class has one 45 minute co-curricular each full day. Co-curricular teachers will arrive in the students' homeroom at the beginning of the period, line the students up, and escort them to the class. The co-curricular teachers will be responsible for escorting students back to their homeroom (or to lunch).

I. Dismissal

Brooke Roslindale:
The Brooke 1 school day officially ends at 4pm. As in previous years, students who are being picked up by parents and/or are attending the after school program will report to the cafeteria at 4:00. Students who ride buses home will be sent at 4:00 to classrooms on the second floor, each room containing all students riding a given bus number. Kindergarten and first grade students will be walked to their homerooms by their teachers. When buses are called, all students riding that bus will quickly be escorted out to their bus, thereby saving time and minimizing student traffic.

Brooke Mattapan and Brooke East Boston:
The Brooke 2 school day officially ends at 4:30pm. Students who are being picked up by parents and/or are attending the after school program will report to the cafeteria at 4:30pm. Students who ride buses home will be sent at 4:30 to classrooms on the second floor, each room containing all students riding a given bus number. Kindergarten and first grade students will be walked to their homerooms by their teachers. When buses are called, all students riding that bus will quickly be escorted out to their bus, thereby saving time and minimizing student traffic.

J. Bathrooms
Students in grades 6-8 may only use the bathrooms during scheduled breaks: before school, AM break, lunch, PM break, and after school. Students are given 3 "emergency bathroom passes" per trimester, which they can use to sign out of class on the clipboard. When students have exceeded those 3 passes, they earn demerits and/or detentions in exchange for emergency bathroom passes.

Students in grades K-5 use the bathroom at any time with their teacher's permission. Teachers should make bathroom expectations clear to students starting the first day of school. Students should take pride in their bathrooms and should make sure that it is clean. Students should never throw paper on the floor and should pick up any waste paper that they do see on the floor. Students who cannot behave properly in the bathroom should not be permitted to use the bathroom on their own; they will require a "babysitter."

K. Cadence clapping
In order to call for attention and quiet from a group of students, whether in class or at an assembly, teachers school-wide often rely on "cadence clapping," a brief repeated, rhythmic series of claps by a teacher, followed by a pause in which students are expected to repeat the clap.

It is extremely important in using the cadence clap that teachers insist on a prompt and unanimous response from students. If students are not prompt and unanimous in their response, teachers should repeat the procedure, insisting on cooperation and discussing its importance with students.

L. Field trips

Field trips are highly encouraged; ideally, students will take a field trip each trimester. Every field trip must be linked directly to an academic standard and must be instructional in nature. Field trips must be submitted and approved at least 4 weeks prior to its occurrence. Permission slips must be sent home at least two weeks prior to the trip. In general, we should use community pricing for trips where parents donate what they can. Students who do not behave properly on a field trip will not be permitted to attend future field trips without their parent chaperoning. Students who do not bring a permission form will spend the day in the office; teachers should provide work for them to do while in the office.

Teachers are expected to arrange all the logistics of a trip, including transportation. For field trips that last through the lunch period, teachers should contact the Director of Operations at least four weeks before the date of the trip.

M. Sick and Personal Days

Teachers and non-instructional staff are allowed four sick days a year. Please call the principal by 6:30am (teachers) or your respective supervisor in the event that you are too sick to come to work. In most cases, the school will arrange to have classes covered by your colleagues, such as the associate teacher. Please ensure that your lesson plans and materials are readily accessible for another teacher to use in your classroom for the day.

Teachers and non-instructional staff are allowed two personal days per year, including for use in observance of religious holidays. Employees must work for two months prior to taking a personal day. The Employee must obtain written approval from the Principal or her/his respective supervisor at least one (1) week in advance of taking a personal day, and payment of personal days is at the discretion of the school. The School expressly reserves the right to restrict the Employee's use of personal days immediately preceding and following school breaks or three-day weekends, and therefore, payment of personal days are subject to the Principal or supervisor's approval. If an employee exhausts their allowance of sick and personal days, any additional absences will be uncompensated.

N. Staff Hours

Brooke Roslindale:

Teachers must arrive at the school no later than 7:15am and teachers should generally not leave the building until 4:15pm.

Brooke Mattapan and Brooke East Boston:

Teachers must arrive at the school no later than 7:15am and teachers should generally not leave the building until 4:45pm.

All operations staff should refer to their annual contract for staff hours and schedule.

O. Staff Dress Code

Professional and modest dress is expected of faculty and staff. We do not require staff to follow the student dress code, although teachers are welcome to wear the uniform if they would like. However, staff should generally conform to the same standards of professional dress that we hold students to (i.e. non-revealing clothing, dresses and skirts or appropriate length, etc.). Staff should not wear jeans or sneakers. Teachers and staff are asked to wear the school shirt for open house and all of the family curriculum nights; this makes staff members easier for family members to identify. Teachers should dress professionally on field trips, except in situations that require intense physical or outdoor activity.

P. Staff Background Checks

As part of adherence to Massachusetts state law, the Brooke Charter Schools conduct background checks through Criminal Offender Record Information (CORI) on all staff, contracted employees, consultants, and volunteers who have direct and regular contact with students. Please see the appendix for further information and policy details.

VII. ACCOUNTABILITY

A. Formal Staff Evaluations

Formal evaluations will be scheduled and will occur annually; the mid-year review will occur during January. Teachers whose contract will not be renewed for the next school year will be informed of that decision as early as March.

Staff will be evaluated based on our standards of excellent teaching. For the mid-year review, teachers will complete the standards checklist as a self-evaluation and the elementary principal will complete the same checklist. The principal will give a copy of her version of the teacher evaluation at least 24 hours before the scheduled mid-year review meeting. The staff member is asked to give the principal a copy of his or her self-evaluation at least 24 hours before the meeting as well. During the mid-year review meeting, the teacher and principal will discuss areas of strength, areas of concerns, and areas of discrepancy. Teachers who require a formal follow-up based on the mid-year review may also receive an end-of-year review.

Brooke Charter School Roslindale is a recipient of federal Race to the Top Funding, and has committed to implementing certain procedures regarding educator evaluation. These procedures will be further explained to educators at Brooke Charter School Roslindale during the course of the orientation period and/or school year.

We expect all teachers to succeed and will work with them to make that happen. Teacher quality is the main determinant of student success, and the job of the administration is to hire excellent teachers, establish high standards, and enable teachers to reach those standards. Teachers should let the administration know how best to support them.

B. Performance-based Salary Increases

2013-2014 will be the first year of transition from a bonus pay compensation model to one that provides for performance-based salary increases. The new compensation model for teachers at Brooke eliminates bonus pay, moves the average bonus amount into base salary instead of one-time annual payments, and provides differentiated compensation by performance using raises instead of bonuses for teachers who have worked at Brooke for 3 or more years.

C. Recruitment Bonuses

Teachers and non-instructional staff who utilize their personal networks to refer a teacher or staff candidate to the school who is subsequently hired will receive a $2,000 bonus.

Example Qualifying Referrals *(successful applicant is someone in the referring staff member's network)*	**Example Non-Qualifying Referrals *(successful applicant is not in the referring staff member's network).***
• Staff member electronically forwards job posting to personal network (friends, former colleagues, etc.); shared posting yields a successful applicant. • During afterschool hours (evenings, weekends, vacations), staff member volunteers to speak or present on the Brooke and job openings to personal contacts.	• Staff member participates in a job fair or presentation as part of her/his job or at the request of her/his supervisor which contributes to yielding a successful applicant; OR staff member receives time off from her/his supervisor to participate in a job fair or to make a presentation for ; • Staff member recommends a job-posting site (e.g. graduate school career office portal, etc.); Brooke posting yields successful applicant. • Staff member hosts a visitor (classroom observation or "shadow" day); visitor becomes successful applicant.

VIII. TECHNOLOGY

A. Laptop Policy

All new teachers will receive either a laptop computer or a desktop computer. Elementary teachers who agree to the conditions of the laptop use, as outlined in the laptop contract, will receive a laptop during the summer orientation. They may use this laptop throughout the school, and it may be taken home if teachers desire. The following points are critical elements of the laptop policy:

- Teachers are expected to care for the laptop in a responsible manner and will assume liability for any damage to the laptop that occurs as a result of negligence. Teachers can allow students to use the laptop, but they then assume the risk for any damage that occurs to the laptop as a result of the student use.
- Teachers assume responsibility for leaving the laptop in a secure place, both at school and away from school. Teachers are encouraged to lock their laptops when leaving their classrooms.
- Teachers are asked not to install new software or hardware on the computer without the permission of the technology director.
- Teachers are expected to return the laptop by June 30, 2013. Teachers who fail to return the laptops by June 30 of the school year will have $550 deducted from their remaining pay checks. Returning teachers who have signed an employment contract for the subsequent school year will be allowed to check out their laptop again for a year period.

Questions about the laptop policy or about technology in general should be directed to the technology director.

B. Email Accounts

All full-time staff are issued email accounts. Your email address will be: (first initial + last name)@ebrooke.org. So for instance, the email address for John/Jane Doe would be jdoe@ebrooke.org..

It is extremely important that staff do NOT open attachments from sources that are at all unknown, as this is the main means by which viruses are spread through the school's network. As a rule, if you are not 100% certain that the source is reliable, do not open the attachment.

It is important to periodically update and run virus detection software under the direction and guidance of the technology director.

C. Voicemail

All full-time staff are also issued telephones with voice-mail.

Brooke Roslindale: If your telephone does not have a voice-mail button, enter "feature key + 981" to enter the voice system. The menu on the voice mail system will allow you to record or change your greeting and forward messages to other extensions.

Staff may check their voice messages from outside the school building by calling the school's main telephone number (617-325-7977) and entering ** when the answering machine picks up. The voicemail system will then prompt the user to enter your mailbox # + your password, and then # to access your messages.

Brooke Mattapan and Brooke East Boston: Both schools utilize a "voice over internet" phone system. Directors of Operations will provide additional information on how to access and utilize the phone system at the start of the school year.

D. Other technology resources

All campuses have multiple TV/DVD carts, as well as multiple video flip cameras, a digital camera, and LCD projectors. Please see the Director of Operations at your respective campus to access and reserve these resources.

E. Internet acceptable use

I. Acceptable Use

Internet use provides valuable opportunities for research, curriculum support, and career development. Brooke offers internet access to its students and staff. The primary purpose of providing access to the internet is to support the educational mission of the Brooke. Brooke expects that students and staff will use this access in a manner consistent with this purpose.

While the internet is a tremendous resource for electronic information, it has the potential for abuse. Brooke makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the internet. Users of Brooke's internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of Brooke's internet service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;

- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or Principal;
- plagiarizing material obtained from the internet. Any material obtained from the internet and included in one's own work must be cited and credited by name or by electronic address or path on the internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the internet filtering software.

III. Safety Issues

Use of the internet has potential dangers. Users are encouraged to read two brochures regarding Internet safety that the Massachusetts Attorney General's Office has prepared. The brochures are entitled *The Internet, Your Child and You: What Every Parent Should Know* and *Internet Safety: Advice from Kids Who Have Faced Danger Online*. Copies of these brochures are available in the Main Office or on the internet at www.ago.state.ma.us

The following are basic safety rules pertaining to all types of internet applications:

- Never reveal *any* identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately.

IV. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. Brooke reserves the right to examine all data stored on diskettes involved in the user's use of Brooke's internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

V. Guidelines for General Use of Social Media and Online Spaces:

When engaging in online spaces and social media, please reference these guidelines in conjunction with other policies and procedures detailed in the Staff Handbook.

Personal Responsibility: Posting online is like communicating in any other public forum. You should not anticipate that the opinions and statements you share will be completely private or anonymous, nor should you expect that online posts can be fully retracted or erased.

Transparency as a Brooke Employee: When engaging in online spaces and discussing Brooke Charter Schools or other education and related topics, please use a disclaimer stating that the views and opinions expressed are your own and do not necessarily reflect the views, opinions, or positions of Brooke Charter Schools. When expressing personal views, be sure to use a personal e-mail address as your primary means of identification, and not your Brooke Charter School e-mail address. In addition, refrain from using the Brooke Charter School name and logo without approval from the Principal or Director of Operations at your campus, or one of Network Co-Directors (hereafter referred to in this section as "school and/or network leadership.")

Example disclaimer: I am an employee of Brooke Charter Schools. Views expressed here are my own, and do not necessarily reflect the views, opinions, or positions of Brooke Charter Schools.

Protecting Confidentiality: Many internal, proprietary, or confidential Brooke Charter School documents should never be posted online. Also, please do not reference specific scholars, families, partners, or other relationships without first contacting school and/or network leadership.

Individual Engagement with the News Media, Online Community, and Social Media: If a representative of the news media, blogging community, or an analyst from the education sector contacts you to discuss Brooke Charter Schools, or the education sector in general, please contact school and/or network leadership before responding.

Asking for Help and Notifying the School: You are encouraged to ask questions about Brooke's social media policies. If you are planning to specifically write about Brooke Charter Schools or the education sector, or if you have identified a posting in the online space that you feel requires a response from Brooke, please notify school and/or network leadership.

Exercising Good Judgment: As a Brooke employee, you are asked to use sound judgment when engaging in all online activities by respecting students, families, other schools, fellow employees, and the community. In addition, staff should refrain from "friending" or networking with current or former students through Facebook or other social media sites. When in doubt about communicating through social media or in online spaces, you are encouraged to ask questions of principals and network leaders.

VI. Violations

Access to the Brooke internet service is a privilege not a right. Brooke reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through Brooke's internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

IX. Safety and Building Issues

A. Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult, unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

B. Front Door Security

The front door should be locked at all times, except when the front desk lock is released during arrival and dismissal. At no time, should the front door be propped open.

C. Visitor Policy

All visitors are required to report to the Main Office upon entering the building. Visitors will be given a visitor sticker and/or escorted to their destination. Any visitor who does not report to the office or is found in the building without authorization should be asked to leave immediately.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building before 4:00pm (Brooke Roslindale) or 4:30pm (Brooke Mattapan and East Boston) without notifying and receiving permission from staff members in the Main Office.

D. Fire Safety

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door – and pull the closest fire alarm. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

E. Parking

Brooke Roslindale: Staff should park in the school parking lot located across the street from the school.

As a matter of school policy, staff should NOT park on Brown Avenue, which is the side street which runs along the western side of the school. We have had several complaints from Brown Avenue neighbors regarding the scarcity of parking on Brown Avenue, and we have pledged to do all we can to alleviate that problem, by committing never to park on Brown Avenue. Additionally, staff should not park on the school side of Cummins Highway.

Brooke Mattapan: Staff should park on Summer and L Streets or any available non-restricted public parking. Staff are not permitted to park in the parking lot across from the entrance to 7 Elkins Street or their cars could be towed.

Brooke East Boston: Staff should park in the school parking lot located in front of the school.

F. Crosswalks

As adults, it is essential that we constantly remind our students of the dangerous nature of Cummins Highway, Summer Street, and Paris Street and model and emphasize the importance of not crossing the street, unless it is at the crosswalk with adult supervision. Although we have emphasized the importance to students in the past about using the crosswalk, nothing speaks as loudly as our own actions.

All teachers and staff, as a matter of school policy, should model this behavior ourselves by only crossing Cummins Highway, Summer Street, and Paris Street at the crosswalk. Parents have also been asked for their help in modeling for our students that when any of us cross the street, we cross at the crosswalk.

G. Facility Needs & Repair

Facility needs or repair requests should be made to the Director of Operations. It is extremely important that we keep our facility clean and functioning smoothly, as this sends a strong message to all school community members about the extent to which we value our work and our workplace. Any issues surrounding graffiti, particularly in the bathrooms or on school desks should and must be dealt with swiftly and severely.

H. Head Injury & Concussion Policy

In order to effectively and consistently manage head injuries, Brooke Charter Schools has established protocols to prevent, train, manage and take appropriate return to activity decisions for all students involved in extracurricular athletic activities. Please consult Appendix H for complete details on the school's Head Injury & Concussion Policy.

I. Reporting Suspected Child Abuse/Neglect, Ignition of Fires, and Possession of Weapons

In accordance with Massachusetts General Law (M.G.L. ch.71 §37L), teachers, administrators, and other professional staff at Brooke Charter Schools must comply with reporting requirements for child abuse and neglect under M.G.L. section 51A of chapter 119 and the reporting requirements for fires under M.G.L. section 2A of chapter 148. (Please review Appendix I for a complete accounting of the law regarding reporting requirements for child abuse and neglect and fires).

In addition, any member of the Brooke Charter School staff shall immediately report to their supervisor any incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall report it immediately to the Co-Director.

If a student transfers into another local system, Brooke Charter Schools shall provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

X. PERSONNEL

A. Leaves of Absence

As a local education agency, provisions of the Family Medical Leave Act (FMLA) apply to Brooke Charter Schools. FMLA provides eligible employees periods of unpaid leaves of absence for certain reasons including, but not limited to, the birth or adoption of a son or daughter, care for an immediate family member with a serious health condition, and medical leave when an employee is unable to work because of a serious health condition. Because each situation is unique, employees who believe they may need to request a leave of absence under FMLA should immediately contact the HR Office.

As an employer in the State of Massachusetts, provisions of the Maternity Leave Act apply to Brooke Charter Schools. "Maternity leave" under MMLA means a period of time, not exceeding eight weeks, that a female employee is absent from employment for the purpose of giving birth or adopting a child and subsequently caring for that newborn or adopted child. If you are planning for the birth or adoption of child, please contact the HR Office as soon as possible to discuss eligibility and potential terms of a leave under MMLA.

Brooke Charter Schools provides Short-Term Disability insurance benefits that offer financial protection if you become injured or disabled and are unable to perform your job. Every situation is unique, so if you have sustained an injury or disability, or anticipate a period of time in which a disability may prevent you from doing your job, please contact the HR Office. In addition to consulting with the Brooke HR Office, please see the following outline of the general terms of Brooke's Parental Leave Policy.

Parental Leave Policy:

- Brooke will provide a total of 10 days of paid parental leave for the birth or adoption of a child.
- For staff eligible for Short Term Disability (STD) benefits as a birthing parent, the 10 paid days can be used during the 2 week "elimination period" preceding the start of STD benefits, or, the 10 days can be used immediately following the termination of STD benefits. (Note: the term "elimination period" refers to the period of time before STD benefit checks actually begin.)
- When a parental leave overlaps with a school break or holiday listed on the official Brooke Charter School calendar, staff on parental leave will receive regular pay - provided that overlap occurs while the staff member is still covered under the Family Medical Leave Act.
- Should a holiday or school break overlap with the period in which a staff member is receiving an STD benefit as a birthing parent, Brooke will provide regular pay during that period.
- The HR Office at Brooke will work in consultation with staff members planning a parental leave to develop a calendar outlining the duration of your leave and the type of pay you will receive at various points during your leave.

To reiterate, nearly every leave presents unique circumstances, such as eligibility, when FMLA or Massachusetts Maternity Leave begins and ends, and whether Short Term Disability benefits will be available and for what duration. Please contact Elaine Morgan or Matthew Cameron in the HR/Finance Office as soon as you become aware that you may need to take a leave of absence.

B. Nondiscrimination

Brooke Charter Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to BCS on the basis of race, sex, color,

creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(l); 603 CMR 1.06(1). Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by BCS on the basis of race, sex, color, religion, national origin, sexual orientation, or gender identity as required by M.G.L. c. 76, § 5, and 603 CMR 26.00: Access To Equal Educational Opportunity.

C. Non-Harassment Policy

Brooke Charter Schools are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Brooke requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition Of Harassment

In General. Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offend or show disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment. While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Brooke Charter Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

Grievance Procedure

I. *Where To File A Complaint*.

Any student or employee who believes that Brooke Charter Schools has discriminated against or harassed her/him because of her/his race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Chief Operating Officer. If the Chief Operating Officer is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Network Co-Director for Operations. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

Chief Operating Officer, or
Network Co-Director for Operations
Brooke Charter Schools
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

Complaints of harassment by peers: In the event the complaint consists of a student's allegation that another student is harassing him/her based upon the above-referenced classifications, the student may, in the alternative, file the complaint with the Dean of Students.

Complaints of discrimination based upon disability: A person who alleges discrimination on the basis of disability relative to the identification, evaluation, or educational placement of a person, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Chapter 766, and/or the Individuals with Disabilities Education Act, must use the procedure outlined in the Massachusetts Department of Education's *Parents' Rights Brochure* rather than this Grievance Procedure.

A copy of the brochure is available from the following individual:

Student Support Coordinator Brooke Roslindale	Student Support Coordinator Brooke Mattapan	Student Support Coordinator Brooke East Boston

190 Cummins Highway Roslindale, MA 02131	7 Elkins Street Boston, MA 02127	189 Paris Street East Boston, MA 02128

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use this Grievance Procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this Grievance Procedure.

II. *Contents of Complaints and Timelines for Filing.*

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of the grievant's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

III. *Investigation and Resolution of the Complaint.*

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within five (5) school days of the meeting with the grievant and/or representative, the Grievance Administrator

will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Brooke Charter Schools involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific time line for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of grievants/respondents and witnesses will be maintained, to the extent consistent with Brooke Charter School's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

IV. *Appeals*

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board of Trustees, as follows:

Chairperson, Board of Trustees
Brooke Charter Schools
190 Cummins Highway
Roslindale, MA 02131
617-325-7977

The Board of Trustees will issue a written response on the appeal to the grievant within ten (10) school days of receiving the appeal.

Generally, a grievant may file a complaint with the U.S. Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695 as follows:

1. within 180 calendar days of alleged discrimination of harassment, or
2. within 60 calendar days of receiving notice of Brooke Charter School's final disposition on a complaint filed through Brooke Charter School, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Brooke Charter Schools.

D. Anti-Hazing Policy

Massachusetts Anti-Hazing Law

M.G.L. c. 269, Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably

practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. *(Amended by 1987, 665.)*

M.G.L. c. 269, Section 19. Copy of secs. 17--19; issuance to students and student groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen. and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. *(Amended by 1987, 665.)*

E. Media Policy

All media contacts are to be handled by the Principals or the Network Co-Directors, regardless of who the media representative is or how innocuous the request. All press releases or other promotional materials are to be approved by the network Co-directors prior to dissemination. This is particularly important in times of crisis or emergency.

F. Supplement-Not-Supplant Policy

Federal regulations dictate that Title I funds may not take the place of—supplant—public education services that are to be provided to all students. Brooke Charter Schools use Title I funds according to Schoolwide Program guidelines. Title I funds are used only to supplement and increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of our students.

APPENDIX A – BROOKE CHARTER SCHOOLS SCHOOL-WIDE TITLE I PLAN: 2013-2014

BASIS FOR ELGIBILITY

Brooke Roslindale: As of June 2012, 79% of students at Brooke Roslindale Charter School qualified for free or reduced price school lunch.

Brooke Mattapan: As of June 2012, 76% of students at Brooke Mattapan Charter School qualified for free or reduced price school lunch.

Brooke East Boston: As of June 2012, 79% of students at Brooke East Boston Charter School qualified for free or reduced price school lunch.

PLAN REVIEW

Following the release of 2012 MCAS data for all three schools, the Brooke network co-directors led a review of the school-wide plan for all three Brooke schools.

OBJECTIVE

The mission of Brooke Charter Schools is to provide an academically rigorous education to students from the cities of Boston and Chelsea which will prepare them to succeed in college. As such, the goal of the Brooke School-wide Plan is to help students make significant and measurable gains in academic achievement.

CONSOLIDATION OF FUNDS

As independent L.E.A.'s each operating its own school-wide plan, each Brooke school consolidates funds from federal entitlement grants into school-wide pools so that those funds can be allocated to meet the objectives of each school-wide plan respectively. The school-wide pool is synonymous with each school's annual budget and draws on state tuition, federal entitlement grants, and private fundraising as its sources of income. All other revenues outlined in the budget have dictated corresponding expenditures (i.e. federal school nutrition revenues and expenditures, student fees, etc.). All Brooke Charter Schools will allocate the full allocated FY14 grant amounts for Title I and Title IIA to the school-wide pool.

COMPREHENSIVE ASSESSMENT (Means for Measuring Outcomes)

In order to measure gains in student achievement, we have identified two primary assessment components at all Brooke Charter Schools:

The first and most central assessment mechanisms are the MCAS exams administered annually in each grade. As the only assessments available which are completely aligned with the state curriculum frameworks, MCAS results serve a central function, and are therefore featured prominently in the school's accountability plan. In addition, all Brooke schools participate in a network-wide interim

assessment system in which students take interim tests aligned to Common Core every 6-8 weeks in math, reading, social studies, and science.

In grades K-3, all Brooke schools administer the STEP test to monitor student reading levels and reading progress.

In the 2012-13 school year, all Brooke schools administered the TERRA-NOVA norm-referenced test at year-end. Results for that test are not yet available.

ANTICIPATED MEASURABLE OUTCOMES

The success of the implementation of the Brooke School-wide Plan will be measured by the extent to which each school has met the annual academic achievement goals identified in its Accountability Plan.

PLAN COMPONENTS

A) Increased Time Devoted to Learning

Our assessment results have consistently demonstrated that incoming Brooke students start at Brooke significantly below grade level in both mathematics and reading on average. Bringing students up to grade level and beyond will require several measures, but all of those will depend on a commitment by students, teachers, and parents alike to work hard.

Consequently, all Brooke schools have instituted calendars with a longer school year than required by state law and a daily schedule which includes significantly more academic instructional time. The daily schedule runs from 7:45 to 4:00 each day at Brooke Roslindale, and 7:45 to 4:30 at Brooke Mattapan and Brooke East Boston except for Wednesdays, when students are dismissed at 12:30 in order to provide a weekly professional development block for teachers.

B) Focus on Data

We rely heavily on the administration of regular internal benchmark tests, aligned with Brooke standards, Massachusetts state standards, and featuring previously released MCAS items in order to track student progress. Reading and math teachers meet in small teams regularly to analyze those assessment results and to create detailed tutoring plans for all students on the basis of those results.

Teachers in all grades track standard mastery through customized spreadsheets delineating the school's "power standards" in every subject at every grade level. Report cards and progress reports are in turn based on the rubric scores in these spreadsheets.

C) Identifying and Supporting Struggling Students

In order to ensure that students are learning to their full potential, we believe that teachers must employ a two-front approach. The first front involves providing masterful whole class instruction by developing a standards-based course of study and thoughtful and detailed lessons which serve that

course of study. The second front is the act of following up that masterful instruction with targeted individual student support, based on detailed understanding of what each student knows and does not know.

"Second front" instruction takes place during the independent work segments of class time and during designated tutoring blocks. Whether it be during class time, or in the course of working with small tutoring groups, teachers provide individualized "second front" instruction by using formative and summative assessment data to make lists of areas of weaknesses for each individual student. Those lists are in turn used to provide an outline and agenda for providing targeted one-on-one assistance to each student.

Our ability to address the diverse learning needs of our student population rests on the skill, ability, and insight of our teachers. Brooke teachers structure their lessons to allow access by students with a variety of ability levels and skills. Regular class visits and consultations from the principals throughout the school year include a focus on meeting the varied learning needs of our students.

In order to monitor the effectiveness of this instruction, our teachers meet every Wednesday afternoon in order to reflect on instructional strategies that may or may not be working across academic disciplines.

Students who exhibit chronic difficulty completing their homework assignments in satisfactory fashion are required to attend homework sessions after school until those students are able to improve their homework performance. During this after-school time, students who are struggling the most to meet the school's homework standard are monitored closely by the supervising teacher, are instructed in how to manage their workload, are provided with tutoring as necessary, and are required to complete all assignments before being dismissed.

Students who exhibit chronic difficulty organizing materials are given organization check-in. During these brief weekly meetings, teachers provide students with assistance with organizing materials, color coding by subject, cleaning out backpacks, etc.

Students identified as homeless (either self-reporting, or through case management), will receive transportation support in cooperation with the sending district (if outside of Boston), as well as counseling support as necessary, uniform support, and/or free or reduced afterschool programming if requested by the family. Brooke staff will work cooperatively with case managers and/or social workers supporting the student and family.

D) Challenging Advanced Students

Because we do not track our classes on the basis of academic ability, it is important that we pay particular attention to challenging our most advanced students. In both the middle school and the elementary school, teachers monitor the reading level of every student and ensure that at all times,

students are reading books at the appropriate reading level, and that all students are being challenged to the appropriate extent. In math classes, teachers provide "challenge-work" to our most advanced students (work that is related to the concepts/skills being learned by the class as a whole but which further extends the relevant concept or an application.)

E) Attracting and retaining high-quality and highly-qualified teachers

In order to ensure that all of our teachers are highly qualified in accordance with NCLB legislation, each Brooke Charter School has instituted the following policy:

> In order to ensure that all of our teachers are highly qualified by the close of the 2013-2014 school year, any teacher who is not highly qualified in their subject area will take and pass the relevant MTEL test by the end of the 2013-2014 school year.

In order to ensure that the school is able to attract and retain teachers of the highest possible quality, each Brooke Charter School is currently carrying out all of the following measures:

- Transitioning from a bonus pay compensation model to one that provides for performance-based salary increases for teachers who have been at Brooke for 3 or more years.
- Teachers are provided with extensive administrative support, particularly in the area of classroom and school-wide discipline, such that teachers are able to focus more on teaching and less on managing individual classroom behavior-management systems.
- All schools provide an extensive professional development program (details below).

F) Professional Development

Because each school is its own district, all of professional development activities are both building-based and district-based. The schools schedule early release days on Wednesdays in order to schedule regular meetings and supplementary professional development activities.

The schools conduct 4 regular professional development modules, all school-based, and all taking place on early-release Wednesdays.

- Video Analysis – each week teachers meet in small groups to view and discuss a teaching video of a colleague.
- Lesson Study – our subject area departments engage in two cycles of Japanese "lesson study" each year, meeting to research, plan, teach, and critique a lesson on a pivotal standard within the curriculum.
- Peer Observation – our teachers conduct two cycles of peer observations and follow-up discussions in the first half of each school-year.
- Benchmark Data Analysis and Standards Mastery Analysis – our teachers engage in a set of procedures surrounding benchmark data and standards mastery analysis and reflection (5-6 times per year).

G) Plan for Parent Involvement

School policies to facilitate parental involvement and delineating parental rights and responsibilities were developed by school founders in conjunction with school administrators and teachers. These policies are made available to parents in each school's student and family handbook, which is issued to all families at the beginning of each school year. The Brooke School-wide Plan will also be posted on the school's website.

Parents are able to make recommendations for improving these through each school's Parent Involvement Council or alternately by a direct request to the school principal. The Brooke School-wide Plan is presented each year for review to each school's Parent Involvement Council.

Those policies requiring the greatest contributions from parents are also delineated in each school's Contract of Mutual Responsibilities which all families are required to sign in conjunction with a representative of the school. The contract is reviewed and discussed in depth with parents at each school's summer orientation sessions which are held prior to the start of each school year. Parents are able to recommend changes to the contract through each school's Parent Involvement Council.

Among other things the contract delineates parents' responsibilities for:

- Providing a quiet place for their child to complete nightly homework assignments
- Checking their child's homework planner nightly (where students are required to record their nightly assignments) and signing the planner to indicate that their child has completed those assignments
- Reading with their child regularly
- Attending parent conferences regularly
- Maintaining regular communication with their child's teacher or advisor
- Signing weekly progress reports

Parent conferences are held at the close of each of the first two marking terms and are available to all parents. Parents of students who failed one or more of their major academic classes in any given term are notified individually that their attendance is requested at the conference session.

The only objective measure of the effectiveness of parent involvement is a measure of student achievement. However, because many other factors also impact student achievement, each school conducts annual year-end surveys to parents asking them to gauge the extent an effectiveness of their own involvement over the previous year. The school principal, in conjunction with teachers, administrators, and the Parent Involvement Council conducts a year-end review of the extent and effectiveness of current parent involvement policies.

H) Coordination with other federal programs

Federal Nutrition - Brooke Charter Schools provide free and reduced price lunch to students with federal support and under federal guidelines, as well as a school breakfast and afternoon snack program.

Teacher Quality – In addition to our other efforts to ensure teacher quality (described in Part II – Required Program Information), we continue to operate our "master teacher program", which was funded in part last year by federal support through the Federal Teacher Quality Entitlement Grant (Title II: Fund Code 140).

Safe and Drug Free Schools – Brooke does not receive funds under Safe and Drug Free Schools.

Special Education – Brooke Charter Schools provide extensive special education services, with federal support through the special education entitlement grants made available through the Massachusetts D.E.S.E.

APPENDIX B – BROOKE CHARTER SCHOOLS WELLNESS POLICY: 2013-2014

Policy Goals

Brooke Charter Schools (all three schools) are committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is our policy that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- We will participate in available federal school meal programs (including the School Breakfast Program and the National School Lunch Program)
- We will provide health education and physical education to foster lifelong habits of healthy eating and physical activity.
- Parents will have the opportunity to provide input on all of the above via the school's Parent Involvement Committee.

TO ACHIEVE THESE POLICY GOALS:

I. Parent Involvement Council

Each school's wellness policy will be published each year in the student and family handbook and will be subject to review by the school's Parent Involvement Committee.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, Brooke Charter Schools will:

- operate the School Breakfast Program.
- arrange bus schedules and utilize methods to serve school breakfasts that encourage participation.
- notify parents and students of the availability of the School Breakfast Program.

Free and Reduced-priced Meals. Brooke Charter Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Sale of Individual Food and Beverage Items. Foods and beverages will not be sold individually or separately from the school lunch, breakfast, or snack programs (*i.e.,* foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health in accordance with snack guidelines provided via the National School Lunch Program.

III. Nutrition and Physical Activity Promotion and Food Marketing

Brooke Charter Schools teach, encourage, and support healthy eating by students by providing health education as part of the physical education and/or character education curriculum:

- equipping students with the knowledge and skills necessary to promote and protect their health;
- promoting fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizing caloric balance between food intake and energy expenditure (physical activity/exercise);

Food Marketing in Schools. Brooke Charter Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.

IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.) - Students will have the opportunity to engage in regular physical activity (moderate to vigorous) through dance and physical education classes, taught at least twice per week.

Daily Recess. Elementary school students will have 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity Opportunities Before and After School. Brooke Charter Schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

V. Monitoring and Policy Review

Monitoring. The principal or designee will ensure compliance with established nutrition and physical activity wellness policies, and will provide for regular review of the school's wellness policy.

APPENDIX C – BROOKE CHARTER SCHOOLS DISTRICT CURRICULUM ACCOMMODATION PLAN: 2013-2014

The following Curriculum Accommodation Plan has been drafted in accordance with Massachusetts General Law, Chapter 71, Section 38Q½.

Introduction

As indicated in our mission statements, Brooke Charter Schools (Edward W. Brooke Charter School, Edward W. Brooke Charter School 2, and Edward W. Brooke Charter School 3) seek not only to provide an academically rigorous education to our students, but to provide support to our students and their families in making the most of this educational opportunity. That support is extended not only to students with diagnosed disabilities, but to all of our students, both within the classroom and beyond. Our educational program has been designed to provide support and services to all students within the regular education program, including specific measures designed to do each of the following.

1. Intensive Literacy Instruction and Support

We recognize that the ability to read and write well is the foundation on which most formal learning rests. We also recognize that the complex nature of the English language makes learning the fundamentals of reading and writing a time-intensive process. Therefore, we have structured our program so that the greatest share of our time and resources is devoted to developing literacy.

Middle School (grades 5-8)

In order to develop the love and habit of reading, students read independently anywhere from 45 minutes to 90 minutes each day at school.

In order to provide students with the time and guidance they need to improve their reading skills, students receive over 2 hours of literacy instruction each day. During their daily reading instruction, students learn strategies for reading critically and for improving comprehension. In writing class, students work on developing writing skills, improving their understanding of grammar and proper usage, building vocabulary, and improving their ability to spell.

Elementary School (grades K-4)

Literacy development is the primary goal of our elementary school, and therefore, the majority of the instructional day is spent on literacy instruction. Out of the 375 minutes of in-class instructional time, elementary teachers devote a minimum of 220 on literacy instruction.

All new students in upper elementary grades are tested at the beginning of the year using an assessment from Really Great Reading (grade 5) or STEP Assessment. Students who are identified as needing significant work in the area of decoding work individually or in small groups on developing phonemic awareness and improving fluency with a staff member trained in the Wilson reading program.

This extended time on literacy allows our teachers to approach language development using a variety of methods, appealing to different learners. Our literacy model emphasizes didactic instruction in phonics, thereby developing strong decoding and spelling skills from a young age. Coupled with strong phonics instruction is an early emphasis on introducing quality literature to children and pushing them to develop comprehension skills and strategies during read-alouds, reading workshop, and shared reading.

In order to deliver targeted literacy instruction to all of our elementary students, we administer the STEP Assessment to each student at least three times a year. This allows us to monitor student reading development and ensure that students are always reading books at their independent reading level during our reading workshop. Additionally, it allows us to identify both students who are reading below grade level and students who are progressing at an inadequate rate. Once these students have been identified, we are able to provide individualized instruction to these students to accelerate their literacy development.

2. Intensive Math Instruction and Support

We also recognize that developing the ability to reason mathematically and to manipulate numbers is just as important as developing literacy, albeit a slightly less time-intensive process.

In order to help develop that foundation, all students receive approximately 75-90 minutes of math instruction each day.

To ensure that our students receive rigorous math instruction that develops deep conceptual knowledge and algorithmic proficiency, we have committed to developing an original math curriculum that addresses our rigorous elementary math standards.

All new students in upper elementary grades are given a math assessment in the beginning of the year to assess basic math skills. Students who are identified as needing significant work this area are given additional support individually or in small groups.

3. Individualized Support and Accommodating Students

In order to ensure that students are learning to their full potential, we believe that teachers must employ a two-front approach. The first front involves providing masterful whole class instruction by developing a standards-based course of study and thoughtful and detailed lessons which serve that course of study. The second front is the act of following up that masterful instruction with targeted individual student support, based on detailed understanding of what each student knows and does not know.

“Second front” instruction takes place during the independent work segments of class time and during designated tutoring blocks. Whether it be during class time, or in the course of working with small tutoring groups, teacher provide individualized “second front” instruction by using formative and summative assessment data to make lists of areas of weaknesses for each individual student. Those lists

are in turn used to provide an outline and agenda for providing targeted one-on-one assistance to each student.

Our ability to address the diverse learning needs of our student population rests on the skill, ability, and insight of our teachers. Brooke teachers structure their lessons to allow access by students with a variety of ability levels and skills. Previewing, pre-teaching and re-teaching vocabulary and concepts during individual or small group conferences is one example of how teachers structure lessons to support students at all levels. Regular class visits and consultations from the principals throughout the school year include a focus on meeting the varied learning needs of our students.

In order to monitor the effectiveness of this instruction, our teachers meet every Wednesday afternoon in order to discuss concerns about students and to reflect on instructional strategies that may or may not be working across academic disciplines. During these regular meetings, time is reserved for teachers to present case studies of students who are currently struggling to make adequate progress with the current instruction. Teachers then provide suggestions and recommended strategies to their colleagues on how to better meet the specific learning style or needs of that child. The teacher implements some of these interventions and then reports back to the grade level team on their success.

4. Helping students develop and improve organizational skills and study skills

Each student in grades 5-8 is required to have the school planner and to maintain and use the planner for the duration of the year. Each day, students are required to write their nightly assignments in their planner. Each evening, we encourage students to have their planners signed by their parent or guardian, indicating that the parent or guardian has seen the assignments and has determined that they have been completed. In the primary grades, students are provided with homework folders that have clearly labeled pockets telling them what to leave at home and what to return to school, and teachers provide explicit coaching in keeping HW folders organized. The school has laid out a detailed set of study and organizational skills and standards in each grade from 3-8. Teachers monitor student progress toward those standards and provide targeted lessons to ensure that students meet those standards.

Students who exhibit chronic difficulty completing their homework assignments in satisfactory fashion are required to attend homework sessions after school until those students are able to improve their homework performance. During this after-school time, students who are struggling the most to meet the school's homework standard are monitored closely by the supervising teacher, are instructed in how to manage their workload, are provided with tutoring as necessary, and are required to complete all assignments before being dismissed.

Students who exhibit chronic difficulty organizing materials are given organization check-in. During these brief daily or weekly meetings, teachers provide students with assistance with organizing materials, color coding by subject, cleaning out backpacks, etc.

5. Accommodating students with behavioral difficulties

Effective behavior management rests on an effective school-wide code of conduct, which is strictly and consistently enforced and which provides equally strong and consistent incentives to students to do the right thing.

Because we realize that our entire academic program rests on our ability to effectively implement the code of conduct and our expectations for behavior and effort, our teachers spend several hours reviewing and discussing the code of conduct and its implementation before the school year begins. This allows us to ensure that our rules and consequences are enforced consistently throughout the school and are therefore made as clear and easy to remember to students as possible. This also allows us to ensure that we administer the code of conduct in a manner that is instructive to our students (rather than punitive) and helps paint for them a clear and positive picture of what strong all-around performance looks like.

We believe that the key to helping students meet our behavioral standards is providing them with both consistency and nurturing adult relationships. Therefore, Brooke schools are structured to foster close individual relationships between students and teachers. In grades K-2, class size is limited to no more than 17 students. In grades 3-5, class size is limited to no more than 24 students. In grades 6-8, classes are semi-self-contained, and all students have only two cooperating academic teachers throughout the day: one teacher of math/science and one teacher of English/social studies. In this way, teachers are able to provide students with the predictable and dependable consistency in rules and consequences that students need in the context of nurturing relationships through which students feel known and through which teachers can better communicate the care and purposefulness behind our rules and expectations.

Teachers develop individualized behavior plans for students who struggle to meet behavior expectations throughout the school day. Teachers often seek advice from student support staff and school leaders when developing these plans. School based counseling is available for students who may need support due to social/emotional issues, weak social programmatic skills and for students who have experienced trauma.

6. Effective Implementation – Teacher Training

In order to ensure that our teachers are prepared to meet all of the challenges described above, Brooke Charter Schools provide extensive training and professional development opportunities for all of our teachers. Teachers meet every Wednesday in grade level or department level teams to improve and advance our approach to teaching and providing student support. Brooke requires new teachers to participate in two-weeks of professional development beginning mid-July. In addition to the pre-service training (which amounts to 10 full days of training), we also schedule an additional 2 full professional development days throughout the course of the school year. This kind of training is further enhanced by regular classroom visits from the principal, followed by discussion of the implementation of instructional practices.

The Brooke standards of effective instruction (used for teacher and professional development) clearly lay out the importance of individualized instruction and feedback in helping all students succeed (individualized instruction and feedback is one of our "4 quadrants" of excellent instruction. As such, and because our standards of effective teaching are used as the basis for our extensive pre-service and in-service professional development program for teachers, teachers received extensive training in how to effectively individualize instruction for students with diverse learning needs, including:

- Using independent work time in-class to provide immediate and targeted feedback to ALL students on the basis of assessment results
- Using conferencing time during reading and writing workshop to provide in-depth individualized instruction to ALL students
- Using standards-based grading to identify areas of weakness and follow-up for ALL students, and
- Scheduling and using regular tutoring time to provide intensive follow-up instruction to our neediest students.

7. Effective Implementation – Parental Involvement

Finally, in order to make our academic program as successful as possible, the school makes a concerted effort to involve parents in implementation and to keep in constant contact with parents regarding their child's progress.

Parents are made aware of all of the details of the school's program in orientation sessions before the school year starts. During these sessions, the principal goes through the student handbook with each family in order to make all school policies as clear as possible. Sessions in Spanish are offered for parents who may need oral interpreting. At the end of each session, each family is required to sign the Contract of Mutual Responsibilities, along with the school, in order to ensure that the specific responsibilities of both the school and the parent are made clear.

Report cards are issued at the end of each marking period, and more detailed progress reports are issued half-way through each marking period. In addition, each parent is given the opportunity to discuss their child's individual performance with their classroom teachers during each of the 2 annually scheduled parent conferences, which are scheduled at the end of each marking period.

In order to provide parents with a voice in the school's success all parents are invited to Parent Involvement Committee (PIC) meetings. Parents of students on Individualized Education Plans (IEP's) are invited to participate on the Student Support Committee. Once a year, the special education staff informs parents of their legal rights and provides opportunities for parent to share organizational and homework strategies.

At the middle school level, parents receive progress reports on the academic progress of their child every six weeks. Parents are kept informed about their child's nightly assignments through the student planners, in which all assignments are recorded. When a child has received a disciplinary consequence, be it detention or suspension, parents are notified that same day, by telephone.

Elementary parents are provided with opportunities to learn more about our elementary curriculum and about how to best support their child's academic development. Through our series of family curriculum nights, we allow parents to learn about literacy, math, and arts instruction in our school and to engage in fun learning activities with their children.

Parents are also kept informed of their specific child's academic progress through our standards-based report cards and progress reports. After the first two report cards, parents are required to attend parent-teacher conferences. Additionally, parents are required to sign students' homework each night, which allows parents to monitor their child's academic progress throughout the trimester.

To the greatest extent possible all essential information is provided in parent/guardian's native language. Brooke Schools have translated important documents into the major languages of our families. These documents include, but are not limited to, all recruitment documents, student handbooks, weekly newsletters and report cards. At most of our schools oral interpreters are available on site for the major languages of our families.

APPENDIX D – BROOKE CHARTER SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN: 2013-2014

I. LEADERSHIP & PROCESS

Priority Statement

Brooke Charter Schools have always been and will continue to be a place where students are held to the highest behavioral standards and where we work to foster a positive and safe learning environment.

The school is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the school is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

In June 2013, the Massachusetts anti-bullying law (M.G.L. chapter 71, section 37O) was amended in order to extend protections to students who are bullied by a member of the school staff, who are defined to include but are not limited to an "educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional." Based on these amendments, all districts and schools, include Brooke Charter Schools, will be updating their Bullying Prevention and Intervention Plans and anti-bullying policies, and will be informing school staff, students, and parents of these changes.

Needs Assessment

In order to assess the current school climate with regard to bullying, the Dean of Students has undertaken a review of all disciplinary incidents recorded over the last 2 years at the Brooke Charter Schools. In the course of that analysis, he has found that during that time, 5 Incidents have been reported that qualify or may qualify as instances of bullying. The Dean found that there were no identifiable patterns by grade level or gender or sexual identity on the part of target or aggressor among those instances. The Dean found further that each of those instances resulted in strong consequences for the aggressor (out-of-school suspension in all cases). In only one instance was there a repeat offense of bullying on the part of the aggressor.

Each year, the Dean will continue to file and monitor incidents of bullying (using the bullying incident report form in each case) in order to track outcomes under the plan.

Plan Development and Input

The Principal is responsible for developing the Bullying Prevention Plan and ensuring that the Plan is updated as necessary. The draft of the Plan will be posted on the school's website, and parents will be notified via the school newsletter of the opportunity to provide input on the plan

The Principal will be responsible for planning professional development for staff around bullying prevention, implementing the character ed. curriculum (including its bullying prevention components), amending student and staff handbooks, and ensuring that families are informed of the Plan and have the opportunity to provide input on the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

Annual Staff Training – Procedures

Each August, during pre-service orientation, staff will be trained in all of the following:

- An overview of the steps the Dean of Students will follow upon receipt of a report of bullying or retaliation
- Overview of our bullying prevention curriculum.

The Bullying Prevention Plan will also be printed in its entirety in the staff handbook.

All staff hired after beginning of school year will receive this training as part of their induction, unless they can show they've had the training in the last 2 years.

Ongoing Professional Development

Staff will receive ongoing professional development throughout the year including a focus on the following areas:

1. Age-appropriate strategies to prevent bullying
2. Age-appropriate strategies for immediate, effective interventions to stop bullying

3. Information regarding the complex interaction and power differential that can take place between and amongst aggressor, target, and witness
4. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying at school
5. Information on the incidence and nature of cyberbullying
6. Internet safety issues as they relate to cyberbullying
7. Ways to prevent and respond to bullying of students with disabilities (particularly those affecting social skills, like autism)

III. ACCESS TO RESOURCES AND SERVICES

Identifying resources

The school will make the school counselor available as necessary, to either or both the target and the aggressor in reactions to incidents of bullying. In the event that students require counseling in a language other than English, the school will arrange for counseling in the child's native language. In the event that the school is incapable of providing necessary services, the school's Director of Student Support will work with families to arrange for outside services.

The important resource we have in creating a positive and healthy school climate, is the development of strong relationships between students and the adults in our school. All of our efforts to develop and sustain a positive school climate are assets in this regard, including the maintenance of small "total-student-loads" for teachers, ensuring that classroom teachers are responsible for no more than twenty-something students and therefore have the capacity to develop strong relationships with each one.

For students on the autism spectrum, the IEP team will consider and specifically address the skills needed to avoid and respond to bullying, harassment, or teasing.

When an evaluation indicates a disability that affects social skills development, or when the student's disability makes him/her vulnerable to bullying, harassment or teasing, the IEP will be drafted to address the skills needed to avoid and respond to bullying, harassment, or teasing.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Specific bullying prevention approaches

The school's general approach to preventing bullying is incorporated into our character education program. Time will be reserved within character education lessons to present and review the Bullying and Prevention Plan with students.

The bullying prevention elements in our curriculum are informed by research, which, among other things, emphasizes the following approaches:

- Knowing what to do when students witness an act of bullying, including seeking adult assistance

- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber-safety
- Enhancing student skills for engaging in healthy relationships and respectful communication
- Creating a safe and supportive school environment that is respectful of differences

General Teaching Approaches

The following approaches are integral to establishing a safe and supportive school environment. These activities support our bullying intervention and prevention initiatives:

- Setting clear routines and clear behavioral expectations
- Creating safe school and classroom environments for all students
- Creating a positive and focused school culture
- Developing positive adult relationships with students
- Modeling appropriate behaviors and relationships for students
- Using the internet safely

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A1. Reporting Overview

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. All reports should be made or related to the Dean of Students. School staff are required to transmit any reports directly to the Dean of Students. Reports can be made anonymously. Information on reporting procedures will be made available each year to all students, families, and staff via the staff handbook and the student and family handbook. Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

A2. Reporting by Staff

A staff member will report any bullying incidents immediately to the Dean of Students in addition to following all other customary disciplinary procedures.

A3. Reporting by Students, Parents, or Guardians, and Others

The school expects all members of the school community who witness an incident of bullying to report it to the Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against and alleged aggressor solely on the basis of an anonymous report.

B. Responding to a Report of Bullying or Cyberbullying or Retaliation

Before investigating, the Dean of Students will take steps to ensure safety of targets and witnesses.

Upon determining that an incident of bullying has taken place, the Dean of Students will notify parents of all involved parties as well as the Principal. Notice will be consistent with 603 CMR 49.00.

If the reported incident involves students from another school, the Principal will notify by telephone the principal or designee of the other school(s) involved in the incident so that each school may take appropriate action.

If the Principal has reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the police. Notice will be consistent with the requirements of 603 CMR 49.00. If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the Principal shall contact the police if he/she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

C. Investigation

The Dean of Students will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The Dean will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. To the extent possible, the Dean will maintain confidentiality during the process. The Dean will make a written record of the investigation.

D. Determinations and Responses to Bullying

The Dean of Students will make a determination based upon all the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Dean will take steps to ensure:

1. The target and/or reporter (if different from the target) is made to feel safe and is in no way restricted in participating in school or benefitting from school activities. As part of this process, the Dean will meet with the target and his/her family in order to assess the target's need and to ensure the successful restoration of the target's safety, including a possible counseling referral.
2. The aggressor faces stiff disciplinary action and that the aggressor and the family of the aggressor are given access to additional educational resources (including possible counseling referral) and further understand that any repeated instance will meet with increasingly severe consequences.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA). All students will be provided with protection under the law and under this policy regardless of their legal status.

Within a reasonable period of time following the determination, the Dean will contact the target and/or reporter (if different from the target) to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Dean will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

As part of the school's character ed. curriculum night held through the Parent Involvement Council, the school will educate parents on the character ed. standards and curriculum, including its anti-bullying components: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying. In future years, once fully developed, the school will post its character education standards and curriculum on-line.

Each year, the school will include its Bullying Prevention Plan in its student and family handbook (in the family's languages of preference) and will post it on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. Schools or districts may add specific language to these definitions to clarify them, but may not alter their meaning or scope. Plans may also include additional definitions that are aligned with local policies and procedures.

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker,

custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

i. causes physical or emotional harm to the target or damage to the target's property;
ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
iii. creates a hostile environment at school for the target;
iv. infringes on the rights of the target at school; or
v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Brooke Charter Schools
Bullying Prevention and Intervention Incident Reporting Form

1. Today's Date _____

2. Name of Reporter/Person Filing the Report _____

3. Is the reporter a target of the alleged bullying? _____

4. Reporter's relationship to the school (student, parent, etc.) _____

5. Please describe the alleged incident(s). Be sure to include the name of the target of the bullying, the name of the aggressor, date(s), time(s), and location(s) of the incident(s). Please use additional space on back if necessary.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Please list any witnesses to these events: _____

7. Other admin. notes:

APPENDIX E – CHARTER SCHOOLS PHYSICAL RESTRAINT POLICY: 2013-2014

Introduction and Purpose

In compliance with Commonwealth of Massachusetts Regulations (603 CMR 46.00), Brooke Charter Schools ensures that every student attending our schools is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

Definitions

As used in 603 CMR 46.00, these terms shall have the following meanings:

1. ***Physical restraint*** is the use of bodily force to limit a student's freedom of movement.
2. ***Extended restraint*** is a physical restraint the duration of which is more than twenty (20) minutes.
3. ***Physical escort*** is the touching or holding of a student without the use of force for the purpose of directing the student.
4. ***Mechanical restraint*** shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint. The use of a mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.
5. ***Seclusion restraint*** shall mean physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered a seclusion restraint. The use of a seclusion restraint is expressly prohibited.
6. ***Chemical restraint*** shall mean the administration of medication for the purpose of restraint. The use of a chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian of the student.

Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student, a physical restraint may be used. In other words, a physical restraint can only be used when nonphysical interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to himself or herself or others. Any physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Prohibitions on Use of a Physical Restraint

The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm is expressly prohibited.

Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received in-depth training. Whenever possible, the administration of the physical restraint shall be witnessed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below, and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited unless the school personnel administering the restraint has received in-depth training, and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present. It should be noted, however, that these training requirements shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be immediately released upon a determination by the school personnel administering the restraint that the student is no longer at risk of causing imminent physical harm to himself, herself or others. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. If, at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance. School personnel shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

Training

Training is required for all staff. Each principal shall determine a time and method to provide all program staff with training regarding Brooke's restraint policy. Such training shall occur within the first month of each school year, and for employees hired after the school year begins, within a month of their employment.

At the beginning of each school year, the principal of each public education program, or his/her designee, shall identify program staff that are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department of Elementary and Secondary Education recommends that such training be at least sixteen (16) hours in length.

Follow-up Procedures and Reporting Requirements

Follow-up Procedures

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below:

1. review the restraint with the student to address the behavior that precipitated the restraint;
2. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
3. consider whether any follow-up is appropriate for the students who witnessed the incident.

Reporting Requirements

Any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff member shall be reported. The school staff member who administers a physical restraint of five minutes or longer and/or who administers any physical restraint that results in an injury to a student or staff shall verbally inform the principal or his/her designee of the restraint as soon as possible and no later than the close of the school day in which the restraint was administered. A written report shall be completed and provided to the principal of the school no later than the next working day after the restraint was administered. The principal of the school shall maintain an on-going record of all reported instances of physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff. The principal or his/her designee shall verbally inform the student's parents or guardians of any physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff as soon as possible and by a written report postmarked no later than three school working days following the use of the physical restraint of five minutes or longer and/or any physical restraint that results in an injury to a student or staff.

Complaint Procedures

Informal Resolution of Concern About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or his/her parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process detailed below.

Formal Resolution of Concern About Use of Physical Restraint

A student or his/her parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the directors of the Brooke Schools. The student and/or his/her parent/guardian

should submit this letter within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought. The Brooke School Directors, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation they shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Directors of Brooke Schools will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the directors shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

APPENDIX F – BROOKE CHARTER SCHOOLS CORI POLICY: 2013-2014

(As adapted from the Model CORI Policy prepared by the MA CHSB)

The Brooke Charter Schools conducts Criminal Offender Record Information (CORI) checks as part of a general background check on all potential employees, volunteers, contractors, consultants, and other individuals who come into direct and unmonitored contact* with Brooke students. As such, the following practices and procedures will generally be followed:

I. CORI checks will only be conducted as authorized by the Massachusetts Criminal History Systems Board. All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy.
II. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by CHSB.
III. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.
IV. If a criminal record is received from CHSB, the authorized individual will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
V. If the Brooke Charter Schools is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.
VI. Applicants challenging the accuracy of the policy shall be provided a copy of CHSB's ***Information Concerning the Process in Correcting a Criminal Record***. If the CORI record provided does not exactly match the identification information provided by the applicant, the Brooke Charter Schools will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Brooke Charter Schools may contact CHSB and request a detailed search consistent with CHSB policy.
VII. If the Brooke Charter Schools reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

** "Direct and unmonitored contact" with children means contact with a child when no other CORI cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students.*

(a) Relevance of the crime to the position sought;
(b) The nature of the work to be performed;
(c) Time since the conviction;
(d) Age of the candidate at the time of the offense;
(e) Seriousness and specific circumstances of the offense;
(f) The number of offenses;
(g) Whether the applicant has pending charges;
(h) Any relevant evidence of rehabilitation or lack thereof;
(i) Any other relevant information, including information submitted by the candidate or requested by the hiring authority

VIII. Brooke Charter Schools will notify the applicant of the decision and the basis of the decision in a timely manner.

IX. CORI reports requested by Brooke Charter Schools will be filed and maintained by staff who have completed an Individual Agreement of Non-Disclosure. CORI reports will be kept in a secure location, separate from personnel files, and will not be disseminated in an unauthorized manner.

X. Brooke Charter Schools will complete updated CORI checks every three years on staff, contracted employees, volunteers, and other individuals who continue to have direct contact with Brooke students.

APPENDIX G – BROOKE CHARTER SCHOOLS INTERNET SAFETY POLICY: 2013-2014

Introduction

It is the policy of Brooke Charter Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the

Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Brooke Charter Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Brooke Charter School staff in conjunction with consultant Insource Services to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Insource Services or designated representatives.
The Brooke Charter Schools adopted this Internet Safety Policy at a public meeting, following normal public notice, on August 1, 2012.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code;
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

APPENDIX H – HEAD INJURIES & CONCUSSION PREVENTION AND MANAGEMENT PROTOCOL

Policy Statement

In order to effectively and consistently manage head injuries, the Brooke Charter School has established the following protocol to prevent, train, manage and take appropriate return to activity decisions for all students involved in extracurricular athletic activities.

This policy will be revised as needed and reviewed every two years by a team of school staff consisting of school nurses, school physicians, principals, physical education instructors, athletic directors, coaches, and school administrators, in consultation with the each school's health wellness advisory committee.

Brooke Charter School has been informed by the Massachusetts Department of Public Health (MDPH) that while these policies are not subject to MDPH review, they must be in accordance with MDPH regulations. Brooke Charter School will be submitting affirmation on our school letter head to MDPH documenting that we have complied with the regulatory requirement to develop appropriate head injury policies. We will update and submit this affirmation by September 30, 2013 and every two years thereafter.

Brooke Charter School has designated its principal to oversee the implementation of these policies and protocols governing the prevention and management of sports-related head injuries. In addition the Principal will be responsible for (1) supporting and enforcing the protocols, documentation, training, and reporting outlined in the policy; (2) supervising and reviewing that all documentation is in place; (3) reviewing, updating, and implementing policy every two years and including updates in annual training and student and parent handbooks.

LEGAL REF: M.G.L. c. 111, § 222 105; CMR 201.000

General Information

A concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can literally cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. These chemical changes make the brain more vulnerable to further injury. During this period of vulnerability the brain is more sensitive to any increased stress or injury, until it recovers. Therefore resting after a concussion and adhering to a progressive return to play program is critical.

Signs and symptoms of concussion include headache or a feeling of pressure in the head, confusion, irritability and other personality changes, sensitivity to light and noise, sleep disturbances, changes in taste and smell, numbness or tingling, nausea or vomiting, fatigue, dizziness, blurry or double vision,

bloody nose or ears. Symptoms may occur within minutes or hours later. The following are danger signs and require immediate medical attention: one pupil larger than the other, drowsiness or an inability to wake up, a headache that gets worse and does not go away, weakness, numbness, or decreased coordination, repeated vomiting or nausea, slurred speech, convulsions or seizures, inability to recognize places or people, increased confusion, restlessness, or agitation, unusual behavior, and loss of consciousness (even if brief).

I: Training program (reference 105 CMR 201.007)

A. The following persons annually shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health:

1. Coaches
2. Athletic trainers
3. Volunteers
4. School and team physicians
5. School nurses
6. Athletic Directors
7. Trainers
8. Parents of a student who participates in an extracurricular athletic activity
9. Students who participate in an extracurricular athletic activity

B. The required training applies to one school year and must be repeated for every subsequent year.

C. The Athletic Director and/or School Nurse shall maintain records of completion of annual training for all persons specified above through:

1. A certification of completion for any DPH department approved on-line course; or
2. A signed acknowledgement that the individual has read and understands the Department approved written materials or
3. Attendance roster from a session using DPH training

II: Pre-participation Requirements for Student Athletes and Parents (reference 105 CMR 201.008)

A. Documentation of a physical examination prior to a student's participation in extracurricular athletic activities will be reviewed by the school nurse for eligibility. A student athlete at Brooke Charter School cannot participate in an extracurricular sports activity if she/he has not had a physical examination within the last 13 months.

B. Each year, Brooke Charter School shall provide current DPH approved training, written materials or a list and internet links for DPH approved on-line courses to all students who plan to

participate in extracurricular athletic activities and their parents in advance of the student's participation.

C. All students who plan to participate in extracurricular athletics activities and their parents shall satisfy the following pre-participation requirements.

1. Each year, before the student begins practice or competition, the student and the parent shall:
    a. Complete current DPH approved training regarding head injuries and concussions' in extracurricular athletic activities; and
    b. Provide the school with a certificate of completion for any DPH approved on-line course or a signed acknowledgement that they have read and understand the written materials, unless they have attended a school sponsored training at which attendance is recorded.
2. **Before the start of every sports season**, the student and the parent shall complete and submit a current *Pre-Participation Form*.

D. Ongoing Requirements. If a student sustains a head injury or concussion during the season, but not while participating in an extracurricular athletic activity, the parent shall complete a *Report of Head Injury During Sports Season Form*, and submit it to the school nurse. The school nurse will share this information with the Athletic Director, Coach, and Athletic Trainer.

III: Documentation and Review of Head Injury and Concussion History and Forms (reference 105 CMR 201.009)

A. Brooke Charter School will ensure that all forms or information from all forms that are required for participation are completed and reviewed, and shall make arrangements for:
    a. Timely review of all Pre-participation and Report of Head Injury Forms, by coaches so as to identify students who are at greater risk of repeated head injuries.
    b. Timely review of all Pre-participation Forms which indicate a history of head injury and report of head injury forms by:
        i. the school nurse
        ii. the school physician if appropriate
    c. Timely review of accurate, updated information regarding each athlete who has reported a history of head injury during the sports season by:
        i. the teams physician if any: and
        ii. athletic Trainer if on staff
B. Brooke Charter School may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

IV: Exclusion from Play (reference 105 CMR 201.010)

A. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits any signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
B. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization by a licensed professional (physician, NP in consultation with a physician, or neuropsychologist in coordination with the physician managing the student's recovery).
C. The coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach also must provide this information to the parent in writing, whether paper or electronic format, by the end of the next business day.
D. The coach or his/her designee shall communicate, by the end of the next business day with the Athletic Director and school nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.
E. Each student who is removed from play and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular activities.
   a. The plan shall be developed by the student's teachers, the academic dean, and school nurse, certified athletic trainer if on staff, and neuropsychologist if on staff and involved, parent, members of the student support team as appropriate and in consultation with the student's physician.
   b. The written plan shall include but not be limited to:
      i. Physical and cognitive rest as appropriate;
      ii. Graduated return to extracurricular activities and classroom studies as appropriate, including accommodations or modifications as needed;
      iii. Estimated time intervals for resumption of activities;
      iv. Frequency of assessments, as appropriate by the school nurse, school physician, team physician if on staff, certified athletic trainer if on staff, or neuropsychologist if available until full return to classroom activities and extracurricular activities are authorized; and
      v. A plan for communication and coordination between and among school personnel and between the school, the parent, and the students primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
   c. The student must be completely symptom free and medically cleared in order to begin graduated reentry to extracurricular athletic activities.

V: Medical Clearance and Authorization to Return to Play (reference 105 CMR 201.011)

Each student who is removed from play for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director a DPH Post Sports-Related Head Injury Medical Clearance and Authorization Form prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A).
The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

a. Only the following individuals may authorize a student to return to play:
    1. A duly licensed physician;
    2. A duly licensed certified athletic trainer in consultation with a licensed physician;
    3. A duly licensed nurse practitioner in consultation with a licensed physician; or
    4. A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

b. By September 2013, physicians, nurse practitioners, certified athletic trainers, and neuropsychologists providing medical clearance for return to play shall verify that they have received Department-approved training in post-traumatic head injury assessment and management or have received equivalent training as part of their licensure or continuing education.

VI: Responsibilities of the Coaches, Athletic Director, and Athletic Trainers (reference 105 CMR 201.012 105; CMR 201.013; CMR 201.014)

Coaches, Athletic Directors, and Athletic Trainers of Brooke Charter School shall be responsible for:

- Completing annual training in the prevention and recognition of sports related head injury and the associated risks including second impact syndrome
- Participating in the review of head policy and procedures every two years
- Ensuring that the training requirements for staff, parents, volunteers, and students are met, recorded, and records maintained
- Verifying that all student athletes have a current physical examination on file prior to participating in extracurricular activities
- Ensuring that all students participating in extracurricular athletic activities have completed and submitted the required forms prior to participation each season (Pre-Participation Forms as well as Report of Head Injury Forms)
- Reviewing Pre-Participation forms and identifying athletes at greater risk for repeated head injuries
- Reinforcing that athletes are prohibited from engaging in unreasonably dangerous technique that endangers the health and safety of an athlete
- Teaching techniques to minimize sports-related head injury

- Identifying athletes with head injuries or suspected concussions that occur in practice or competition, removing them from play, and completing a *Report of Head Injury Form*
- Communicating promptly with parent of a student removed from play and with the school nurse
- Participating in graduated reentry planning and implementation for students diagnosed with a concussion
- Working in conjunction with the school nurse to prepare and submit an annual report to the MDPH indicating the number of head injury forms collected and the number of students who incur head injuries and suspected concussions during organized athletics for the school year

VII: Responsibilities of the School Nurse (reference 105 CMR 201.015)

The school nurse shall be responsible for:

- Completing annual training in the prevention and recognition of sports related head injury and the associated risks including second impact syndrome
- Participating in the development and biannual review of the policies and procedures required by 105 CMR 201.006 for the prevention and management of sports-related head injuries within the school
- Reviewing, or arranging for the school physician to review, completed Pre-participation forms that indicate a history of head injury and following up with parents, as needed prior to participation in extracurricular athletic activities
- Reviewing, or arranging for the school physician to review, Report of Head Injury Forms and following up with the coach and parent as needed
- Maintaining Pre-participation Forms & Report of Head Injury Forms
- Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing, scheduling and other aspects of school activities consistent with a graduated reentry plan for return to full academic and extracurricular athletic activities after a head injury and revising the health care plan as needed
- Monitoring recuperating students with head injuries and collaborating with teachers and student support team to ensure that the graduated reentry plan for return to full academic and extracurricular athletic activities required by 105 CMR 201.010
- Providing ongoing educational materials on head injury and concussion to teacher, staff, students and families

VIII: Record Maintenance (reference 105 CMR 201.016)

The school shall maintain the following records for three years or at a minimum until the student graduates:

1) Verifications of completion of annual training and receipt of materials;

2) Department Pre-participation Forms
3) Department Report of Head Injury Forms
4) Department Medical Clearance and Authorization Forms
5) Graduated reentry plans for return to full academic and extracurricular athletic activities

The school shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review.

IX: Reporting (reference 105 CMR 201.017)

Starting school year 2011-2012, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at a minimum report:

1) The total number of Department Report of Head Injury Forms received by the school; and
2) The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular activities.

Appendix I – Reporting Requirements for Suspected Child Abuse and Neglect, and the Ignition of Fires on School Grounds

(Note: Relevant sections of Massachusetts General Law – M.G.L. - ch.71 §37L; ch. 119 § 51A; and ch. 148 § 2A)

For purposes of the following provisions of M.G.L., a "Mandated reporter" as defined in M.G.L. ch. 119 § 21 includes, but is not limited to, a public or private school teacher, educational administrator, guidance or family counselor, child care worker, person paid to care for or work with a child in any public or private facility, nurses, allied mental health and human services professional licensed under section 165 of chapter 112, drug and alcoholism counselor, psychiatrist or clinical social worker.

M.G.L ch. 119 Section 51A - Reporting of suspected abuse or neglect; mandated reporters; collection of physical evidence; penalties; content of reports; liability; privileged communication

Section 51A.

(a) A mandated reporter who, in his professional capacity, has reasonable cause to believe that a child is suffering physical or emotional injury resulting from: (i) abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse; (ii) neglect, including malnutrition; (iii) physical dependence upon an addictive drug at birth, shall immediately communicate with the department orally and, within 48 hours, shall file a written report with the department detailing the suspected abuse or neglect; or (iv) being a sexually exploited child; or (v) being a human trafficking victim as defined by section 20M of chapter 233.

If a mandated reporter is a member of the staff of a medical or other public or private institution, school or facility, the mandated reporter may instead notify the person or designated agent in charge of such institution, school or facility who shall become responsible for notifying the department in the manner required by this section.

A mandated reporter may, in addition to filing a report under this section, contact local law enforcement authorities or the child advocate about the suspected abuse or neglect.

(b) For the purpose of reporting under this section, hospital personnel may have photographs taken of the areas of trauma visible on the child without the consent of the child's parents or guardians. These photographs or copies thereof shall be sent to the department with the report.

If hospital personnel collect physical evidence of abuse or neglect of the child, the local district attorney, local law enforcement authorities, and the department shall be immediately notified. The physical evidence shall be processed immediately so that the department may make an informed determination within the time limits in section 51B. If there is a delay in processing, the department shall seek a waiver under subsection (d) of section 51B.

(c) Notwithstanding subsection (g), whoever violates this section shall be punished by a fine of not more than $1,000. Whoever knowingly and willfully files a frivolous report of child abuse or neglect under this section shall be punished by: (i) a fine of not more than $2,000 for the first offense; (ii) imprisonment in a house of correction for not more than 6 months and a fine of not more than $2,000 for the second offense; and (iii) imprisonment in a house of correction for not more than 21/2 years and a fine of not more than $2,000 for the third and subsequent offenses.

Any mandated reporter who has knowledge of child abuse or neglect that resulted in serious bodily injury to or death of a child and willfully fails to report such abuse or neglect shall be punished by a fine of up to $5,000 or imprisonment in the house of correction for not more than 21/2 years or by both such fine and imprisonment; and, upon a guilty finding or a continuance without a finding, the court shall notify any appropriate professional licensing authority of the mandated reporter's violation of this paragraph.

(d) A report filed under this section shall contain: (i) the names and addresses of the child and the child's parents or other person responsible for the child's care, if known; (ii) the child's age; (iii) the child's sex; (iv) the nature and extent of the child's injuries, abuse, maltreatment or neglect, including any evidence of prior injuries, abuse, maltreatment or neglect; (v) the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; (vi) whatever action, if any, was taken to treat, shelter or otherwise assist the child; (vii) the name of the person or persons making the report; (viii) any other information that the person reporting believes might be helpful in establishing the cause of the injuries; (ix) the identity of the person or persons responsible for the neglect or injuries; and (x) other information required by the department.

(e) A mandated reporter who has reasonable cause to believe that a child has died as a result of any of the conditions listed in subsection (a) shall report the death to the district attorney for the county in which the death occurred and the office of the chief medical examiner as required by clause (16) of section 3 of chapter 38. Any person who fails to file a report under this subsection shall be punished by a fine of not more than $1,000.

(f) Any person may file a report under this section if that person has reasonable cause to believe that a child is suffering from or has died as a result of abuse or neglect.

(g) No mandated reporter shall be liable in any civil or criminal action for filing a report under this section or for contacting local law enforcement authorities or the child advocate, if the report or contact was made in good faith, was not frivolous, and the reporter did not cause the abuse or neglect. No other person filing a report under this section shall be liable in any civil or criminal action by reason of the report if it was made in good faith and if that person did not perpetrate or inflict the reported abuse or cause the reported neglect. Any person filing a report under this section may be liable in a civil or criminal action if the department or a district attorney determines that the person filing the report may have perpetrated or inflicted the abuse or caused the neglect.

(h) No employer shall discharge, discriminate or retaliate against a mandated reporter who, in good faith, files a report under this section, testifies or is about to testify in any proceeding involving child abuse or neglect. Any employer who discharges, discriminates or retaliates against that mandated reporter shall be liable to the mandated reporter for treble damages, costs and attorney's fees.

(i) Within 30 days of receiving a report from a mandated reporter, the department shall notify the mandated reporter, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child and the services that the department intends to provide to the child or the child's family.

(j) Any privilege relating to confidential communications, established by sections 135 to 135B, inclusive, of chapter 112 or by sections 20A and 20B of chapter 233, shall not prohibit the filing of a report under this section or a care and protection petition under section 24, except that a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner need not report information solely gained in a confession or similarly confidential communication in other religious faiths. Nothing in the general laws shall modify or limit the duty of a priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner to report suspected child abuse or neglect under this section when the priest, rabbi, clergy member, ordained or licensed minister, leader of a church or religious body or accredited Christian Science practitioner is acting in some other capacity that would otherwise make him a mandated reporter.

(k) A mandated reporter who is professionally licensed by the commonwealth shall complete training to recognize and report suspected child abuse or neglect.

MGL Chapter 148 Section 2(A) - Notice of unauthorized ignition of fire within public or private schools or on school grounds; submission of report by school principal

Section 2A. The principal of any public or private school that provides instruction to pupils in any of grades 1 to 12, inclusive, shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the local fire department. The principal shall submit a written report of the incident to the head of the fire department within 24 hours on a form furnished by the department of fire services. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department. The head of the fire department shall report such incident to the marshal in accordance with section 2.

APPENDIX J – BROOKE CHARTER SCHOOLS ALL FACULTY & STAFF BIOS 2013-2014

Brooke Roslindale

Meghan Thornton, Principal
B.A., Bates College, M.Ed., Lesley University
[redacted]
Ms. Thornton joined the Brooke Roslindale Kindergarten team as a founding member of the elementary staff in 2006. Ms. Thornton has taught kindergarten, first grade, and fifth grade at Brooke. She will serve as the K-8th grade principal this year.

Abby Waldman, Assistant Principal
B.A., Brandeis University; M.Ed., University of Nevada, Las Vegas
[redacted]
Ms. Waldman taught third grade for two years in Las Vegas as a Teach for America corps member and served as the grade level chair. Ms. Waldman has taught second and fourth grade at Brooke. She completed her Instructional Leader Fellowship, and is now the Assistant Principal responsible for grades 3-5.

Katie Ouellette, Kindergarten Teacher
B.S., Northeastern University
[redacted]
Ms. Ouellette was a founding teacher at Brooke elementary; she joined the Brooke staff in 2006 as a First Grade Teacher. Before that, Ms. Ouellette taught first grade at the Mystic Valley Regional Charter School for five years and served as the first grade lead for two of those years. In her last year at Mystic Valley, Ms. Ouellette served as the Professional Development Coordinator for kindergarten through third grade. Ms. Ouellette will be returning this year as a Kindergarten teacher.

Emily Paret, Kindergarten Teacher
B.A., University of Rochester; M.A. Loyola Marymount University
[redacted]
Ms. Paret returns to Brooke Roslindale for her fourth year as a Kindergarten teacher and leader of the school newspaper. Previously, she worked for two years as a Teach for America corps member teaching pre-K at the Children's Institute, Inc. in Torrance, CA.

Melanie Opacki, Kindergarten Teacher
B.A., College of the Holy Cross
[redacted]
Ms Opacki joined the Brooke community as a first grade Associate Teacher in 2011. She will be teaching Kindergarten this year.

Laura Flynn Heller, Kindergarten Teacher
B.A., UVA; M.Ed., George Mason University
[redacted]
Ms. Heller spent the past two years as a Teach For America corps member teaching pre-k in Washington DC. She earned a master's degree in early childhood education at George Mason University. Ms. Heller will be teaching kindergarten this year.

Eamonn Maliff, Kindergarten Associate Teacher
B.A., College of New Jersey
[redacted]
Mr. Maliff graduated from the College of New Jersey in 2012 with a degree in History and Secondary Education. He spent the last year serving high-need students full-time in the City Year Greater Philadelphia program. He tutored and mentored 9th grade students at Mastery Charter School in addition to executing various community service projects with his team. He joins the Brooke team this year as the Kindergarten Associate Teacher.

Emily Hildreth, First Grade Teacher
B.A., Wheaton College
[redacted]
Ms. Hildreth spent her first two years after graduating from Wheaton College in 2009 as a City Year Boston corps member. Most recently, she worked as a consultant for the Harvard Achievement Support Initiative (HASI) supporting the development and devolution of SmartTALK: Homework Support for Kids Program Modules. Ms. Hildreth joined the Brooke team as a Kindergarten Associate Teacher and she will teach first grade this year.

Ariella Silverstein-Tapp, First Grade Teacher
B.A. Brandeis University; M.Ed. UPENN
[redacted]
Ms. Silverstein-Tapp taught first grade for the two years as a Teach for America corps member in Philadelphia prior to coming to Brooke. While teaching, she earned her Master's Degree in Education from the University of Pennsylvania. Ms. Silverstein-Tapp is returning as a first grade teacher this year.

Rebecca Lennon, First Grade Teacher
B.A. Emmanuel College; M.A. Brandeis University
[redacted]
Ms. Lennon spent three years teaching Kindergarten at an extended day program in Cambridge while simultaneously earning a Master's degree in Cultural Production with a focus on Children's Literature. Ms. Lennon was a first grade Associate Teacher in her first year at Brooke and she will be teaching first grade this year.

Jen Mullen, First Grade Teacher

B.A., Wheaton College; M.A., American University

[redacted]

Ms. Mullen most recently taught first grade for two years at KIPP DC: Promise Academy, while serving as the first grade Student Support Coordinator. Prior to this, she taught second grade and reading intervention at DC Bilingual PCS. While teaching, Ms. Mullen earned her Master's degree in Education from American University. She was Brooke Roslindale's Student Support Coordinator last year and this year she will teach first grade.

Caroline Scherer, First Grade Associate Teacher

B.A., Tulane University; M.A., University of Michigan

[redacted]

Ms. Scherer joins the Brooke Roslindale team after finishing up her Master's in Educational Studies with an Elementary Teaching Certification at the University of Michigan. Prior to earning her Master's degree, Ms. Scherer helped run and supervise a before an after school program in Ann Arbor, Michigan servicing students from Kindergarten through eighth grade. She will serve as the first grade associate teacher.

Charlean Skidmore, Second Grade Teacher

B.A., University of Massachusetts, Boston; M.S. Wheelock College

[redacted]

Ms. Skidmore returns to Brooke Roslindale for her fourth year as a second grade teacher. She has taught Kindergarten and first grade at Brooke, previously. Prior to coming to Brooke, Ms. Skidmore served for three years as a Kindergarten teacher at the Benjamin Banneker Charter School in Cambridge. Prior to that experience, she worked as a lead teacher at the Mosaic School in Jamaica Plain and as a corps member with Jumpstart.

Jon's Cardoso, Second Grade Teacher

B.S., Lesley University; M.Ed., Lesley University

[redacted]

Ms. Cardoso is returning for her tenth year at Brooke, and her fourth year as a second grade teacher – having worked for the five years as a fifth grade teacher and reading specialist. Prior to working at Brooke, she worked for three years as a second grade teacher at Shakespeare Elementary School in New York City. Ms. Cardoso was a 2001 Teach for America corps member.

Colin Scott, Second Grade Teacher

B.A., University of Massachusetts, Boston; M.Ed., Lesley University

[redacted]

Mr. Scott was a founding teacher in the elementary school. He joined the Brooke staff in 2006 as the first grade Associate Teacher, and he is now serving as a second grade teacher for the sixth year. Mr. Scott joined the Brooke community after working in a variety of schools in the Boston area.

Justin Gilbert, Second Grade Teacher

B.S. in Elementary Education at Eastern University

[redacted]

Mr. Gilbert joined the Brooke Roslindale staff in 2013. Previously, Mr. Gilbert taught first grade reading and served as a special education teacher for one year in Philadelphia, Pennsylvania. Mr. Gilbert transitioned into the role of a first grade classroom teacher serving students living in Northeast Philadelphia. This year, he will teach second grade at Brooke Roslindale campus.

Kellyn Shoecraft, Second Grade Associate Teacher

B.A., Hamilton College; MEM, Duke University; M.Ed. University of Massachusetts – Boston

[redacted]

Ms. Shoecraft joins Brooke Roslindale as an Associate Teacher after most recently working for two years with CitySprouts, a garden-based education non-profit in Cambridge, MA. Ms. Shoecraft also completed two years with AmeriCorps, the year first as a City Year Boston Corps Member at the Dennis C. Haley School in Roslindale, and the second year at Boston Cares, volunteer-management non-profit in downtown Boston. Ms. Shoecraft is currently completing her M.Ed. in elementary education at the University of Massachusetts – Boston.

Cynthia Sopelak, Third Grade Teacher

B.A. Providence College

[redacted]

Ms. Sopelak spent two years teaching third grade at IDEA Academy in Texas. Prior to teaching, she received a degree in Special Education from Providence College. Ms. Sopelak is entering her third year at Brooke teaching third grade.

Allison Friedman, Third Grade Teacher

B.A., Williams College; M.A.T., National Louis University

[redacted]

Ms. Friedmann is returning for her tenth year at Brooke, and her fourth year as a third grade teacher. She taught science for four years at Brooke and moved to the ELA department for the 2008-09 school year. Previously, she taught for two years at a public high school in Chicago, and for two years at Uphams Corner Charter School in Boston. Ms. Friedmann was a 2000 Teach for America corps member.

Johanna Littlewood, Third Grade Teacher

B.A. Duke University; M.Ed. Lesley

[redacted]

Ms. Littlewood taught social studies for three years in Washington D.C. She also worked as a Campus Director for Citizens Schools in Massachusetts while also obtaining her Master's degree in Education from Lesley University. Ms. Littlewood served as the third grade Associate Teacher in her first year at Brooke and will be teaching third grade this year.

Hannah DeAngelis, Third Grade Teacher

B.A., Colby College

[redacted]

Ms. DeAngelis received her B.A. in Anthropology from Colby College. She has most recently worked as a Peace First teacher through Americorps teaching conflict resolution and peace keeping skills in two elementary schools in Boston. Previously she taught high school health classes and advised an LGBTQ alliance in Waterville, Maine. Ms. DeAngelis is joining the Brooke Roslindale team this year as a 3rd grade associate teacher.

Ed Donahue, Fourth Grade Teacher

B.A., Emmanuel College; M.Ed., UMASS Boston (pending)

[redacted]

Mr. Donahue previously taught in the Cambridge Public Schools After-School programs. A graduate of Emmanuel College, he is currently studying for a Master's Degree in Elementary Education at UMass Boston. Mr. Donahue is joined the Brooke team as a third grade Associate Teacher, and this year he will be a fourth grade teacher.

Jacqueline Benevides, Fourth Grade Teacher

B.A., UMASS Amherst; M.Ed., George Mason University

[redacted]

Ms. Benevides taught fourth and fifth grade in New Orleans as a Teach For America corps member. Following those two years, she tutored students of all ages and earned her Master's degree in Elementary Education at the George Washington University. Ms. Benevides will be teaching fourth grade this year.

Danielle Ayers, Fourth Grade Teacher

B.A., Union College

[redacted]

Ms. Ayers graduated from Union College where she was a member of Phi Beta Kappa and the Women's Lacrosse Team. She worked as a teaching assistant at Union as well as a teaching intern at The Northfield Mount Hermon Summer School. Ms. Ayers is joining the Brooke team this year as the fourth grade Associate Teacher.

Kristin Potts, Fourth Grade Associate Teacher

B.S., Minnesota State University Moorhead

[redacted]

A recent graduate of Minnesota State University Moorhead, Ms. Potts joins Brooke Roslindale as a fourth grade Associate Teacher. Ms. Potts received her undergraduate degree in Elementary Education and Teaching English as a Second Language, where she gained valuable experience as a student teacher.

Allison Godoff, Fourth Grade Teacher

B.A., Southern Methodist University

[redacted]

Ms. Godoff transitioned to the teaching profession after having worked for three years as a development officer and associate at Brigham and Women's Hospital in Boston. Ms. Godoff is returning for her fourth year at Brooke. She served as the sixth grade Associate Teacher during her first year, and she taught fourth grade last year. She will be teaching fourth grade this year.

Sara Domingo, Fifth Grade Teacher

B.A., Syracuse University; M.Ed., Hunter College

[redacted]

Before coming to Brooke, Ms. Domingo worked at the Challenger School in Las Vegas where she taught kindergarten, first grade, second grade, and fifth grade. Prior to this, she worked as a tutor at an educational center in San Francisco. She has a Master's degree in Elementary Education from The City University of New York. Ms. Domingo is entering into her third year teaching fifth grade at Brooke.

Rebecca Katz, Fifth Grade Teacher

B.A., University of Southern California; M.P.P., Harvard University

[redacted]

Ms. Katz previously taught first and second grade classes in New Orleans and Rhode Island for three years. Two of these years were as a Teach for America corps member. Prior to teaching, she earned a Master's Degree in Public Policy with a focus on Education from the Harvard Kennedy School of Government. Ms. Katz joined the Brooke team last year and she will be teaching fifth grade this year.

Nadine Rubinstein, Fifth Grade Associate Teacher

B.A., Harvard College

[redacted]

Ms. Rubinstein graduated from Harvard with a degree in Social Studies and as a member of Phi Beta Kappa. She previously taught middle school students through the Breakthrough Collaborative program and interned for the educational nonprofits Publicolor in New York, and Facing History and Ourselves in Brookline, MA. At Harvard, Ms. Rubinstein participated in a variety of service organizations and was named an AmeriCorps Student Leader in Service. She is joining the Brooke Roslindale team this year as the fifth grade Associate Teacher.

Lindsey Hugo, Sixth Grade English Language Arts & Social Studies Teacher

B.A., College of the Holy Cross; M.Ed., Providence College

[redacted]

Ms. Hugo spent two years teaching high school English in Fall River, Ma prior to coming to Brooke. While teaching, she earned her Master's degree in Special Education. Ms. Hugo joined the Brooke team year as a sixth grade English Language Arts and Social Studies teacher.

Mia Avramescu, Sixth Grade English Language Arts & Social Studies

B.A., University of Texas Austin

[redacted]

Ms. Avramescu moved to Boston last August to work as a teaching assistant/tutor in the MATCH Corps at MATCH Middle School. During college she coordinated a program at KIPP Austin and interned in the central office of DC Public Schools. She joined Brooke Roslindale as a fifth grade Associate Teacher and she will be teaching ELA and Social Studies this year.

Alison Byrnes, Sixth Grade Math & Science Teacher

B.A., Duke University

[redacted]

Ms. Byrnes graduated from Duke University in 2010 with a degree in mathematics and a certification to teach secondary math. She taught eighth grade math for two years in Dedham, MA. Ms. Byrnes will be teaching sixth grade Math and Science.

Jessica Ricker, Sixth Grade Math & Science Teacher

B.S., Bates College

[redacted]

Ms. Ricker worked with middle school students for two years before coming to Brooke. She previously was in charge of discipline for Citizen Schools at the Edwards Middle School. Prior to teaching she worked as a research assistant in the Chronobiology Core at Brigham and Woman's Hospital. Ms. Ricker will be teaching sixth grade Math and Science.

Kate Borne, Seventh Grade English Language Arts & Social Studies Teacher

B.A., Hamilton College

[redacted]

Ms. Borne joined the Brooke staff as an Associate Teacher in 2007 and taught fifth and sixth grade English Language Arts until 2010. Ms. Borne then taught eighth grade writing at Boston Prep Charter Public School in Hyde Park. Ms. Borne is returning this year for her third year as a seventh grade English Language Arts teacher.

Sarah Murphy, Seventh Grade English Language Arts & Social Studies Teacher

B.A., Connecticut College

[redacted]

Ms. Murphy joined Brooke as an ELA Associate Teacher after spending the 2011-2012 school year as a member of the Match Corps at the Match Middle School in Jamaica Plain. During her time at Match, Ms. Murphy worked as a tutor and special education support teacher while participating in community service and education-oriented outreach through an additional AmeriCorps program. Ms. Murphy graduated from Connecticut College in 2011 with an interdisciplinary degree in Sociology-based Human Relations and a certificate in Community Action and Public Policy. She is returning to Brooke as a seventh grade English Language Arts teacher.

Amanda Buck, Seventh Grade Math & Science Teacher

B.S. Lehigh University

[redacted]

Ms. Buck has taught middle school math at a school in North Carolina while also taking classes at UNC Chapel Hill. Ms. Buck joined the Brooke team two years ago as a seventh grade Math and Science teacher and will be teaching seventh grade Math and Science again this year.

Paul Friedmann, Seventh Grade Math & Science Teacher

B.A., Williams College; M.A.T., Simmons College

[redacted]

Mr. Friedmann joined Brooke Roslindale in 2007, having worked for the three years as a Math teacher at Boston Collegiate Charter School. Prior to working at Boston Collegiate, Mr. Friedmann worked as a teaching fellow with Citizen Schools and as a research director with the development office at the University of Chicago. He will be teaching seventh grade Math and Science this year.

Kelsey Clark, Eighth Grade English Language Arts & Social Studies Teacher

B.A. Yale University

[redacted]

Ms. Clark joined the Brooke team as a sixth grade Associate Teacher. She is returning for her third year at Brooke Roslindale as an English Language Arts teacher. Before coming to Brooke, she spent two years as a Yale-China Teaching Fellow, teaching spoken English and English literature to college students in southern China.

Soren Tjernell, Eighth Grade English Language Arts & Social Studies Teacher

B.A., Claremont McKenna College

[redacted]

Mr. Tjernell came to Brooke Roslindale after two years at a K-12 charter school in the San Francisco Bay Area, where he taught middle school English and History. Before receiving his teaching credential from Mills College in Oakland, California, he directed government affairs for a consortium of Bay Area community health clinics, and prior to that was a legislative aide in State Senate and Assembly in Sacramento. Mr. Tjernell has worked as a tutor and instructor with the federal Upward Bound college preparation program and has been a mentor for Big Brothers Big Sisters since 2011.

Melinda Magleby, Eighth Grade Math & Science Teacher

B.A. College of the Atlantic; M.A.. Univ. of Chicago

[redacted]

Prior to Brooke, Ms. Magleby taught Science at Frederick Douglass Charter School and served as a consultant for Phoenix Charter Academy in Lynn. Ms. Magleby is returning for her eighth year at Brooke Roslindale and will be teaching eighth grade Math and Science.

Michelle Read, Eighth Grade Math & Science Teacher

B.A. College of the Holy Cross; M.A.T. Clark University

[redacted]

Prior to joining the Brooke Roslindale community, Ms. Read taught middle school math and science for two years at the Nativity School of Worcester as a member of Americorps. This past year, she earned her Master of Arts in Teaching degree from Clark University with a focus on urban education and was awarded a DOW-NSTA National Science Teacher's Association Academy Fellowship. Ms. Read joins the Brooke Roslindale team as an 8th Grade Math/Science Teacher.

Michael McDonald, Middle School English Language Arts & Social Studies Associate Teacher

B.A., University of Delaware

[redacted]

Mr. McDonald served as both a teacher's assistant and a coordinator of residential living at Perkins School for the Blind for the past five years. During his tenure at Perkins he received his Master's degree in Human Services. Mr. McDonald is joining the Brooke team as an Associate Teacher for the middle school team.

Damien Romney, Middle School English Language Arts & Social Studies Associate Teacher

B.A., Guilford College

[redacted]

Mr. Romney served with City Year Boston for two years, both as a tutor and mentor at the Dever-McCormack Upper School and as a service leader on the Boston Civic Engagement Team. After two years of involvement in Boston's education system, he is excited to join the Brooke Roslindale staff as an Associate Teacher in the middle school. He earned a B.A. in English from Guilford College in 2011 and recently received his preliminary licensure to teach English in grades 5-12. Mr. Romney also has classroom experience with Quantum Learning Network's SuperCamp program in which he has taught life skills, a writing course, and a speed reading course.

Amit Jain, Middle School Math & Science Associate Teacher

B.A., Brown University

[redacted]

Mr. Jain joined the Brooke team in spring 2013 as an Associate Teacher of middle school math and science. Prior to Brooke, he had most recently worked as an organizer on President Barack Obama's re-election campaign in Florida. Mr. Jain has previously mentored elementary school students and taught 6th, 7th, and 8th graders in a project-based after school program.

Amy Wilson, Middle School Math & Science Associate Teacher

B.A., American University

[redacted]

Ms. Wilson graduated from American University this past spring with a degree in History and Musical Theatre. During her semester abroad in Prague, she volunteered with local Roma children teaching them

introductory English and Czech languages. Ms. Wilson is excited to be joining the Brooke team as an Associate Teacher this year.

Marissa Chin, Student Support Coordinator
B.A. Colby College, M.Special Ed., The Catholic University of America
[redacted]
Ms. Chin began her teaching career as a member of Match Corps III at Match High School in Boston, MA. Following that, she spent six years teaching Special Education for K1-3rd grade in Washington, DC, and one year in Boston. This fall, Ms. Chin is joining the Brooke Roslindale team as a Student Support Coordinator.

Molly Simms, Student Support Coordinator
B.A., Boston College; M.Ed., Boston College
[redacted]
Molly Simms joins the Brooke Roslindale staff this year as the new Student Support Coordinator. She previously taught in the Needham Public Schools for four years in various classroom settings, including inclusion, a sub-separate classroom of students with autism and neurological disabilities, and a sub-separate language-based classroom.

Emily Rodier, ELL Coordinator
B.A., Marquette University; M.Ed., Boston College
[redacted]
Ms. Rodier will split her time between Brooke Mattapan and Brooke Roslindale working as a support teacher for students learning English. Prior to joining Brooke, Ms. Rodier spent three years as a first grade teacher at the Sacred Heart School in Boston, MA. During the 2011-2012 school year, she also served as literary specialist at Sacred Heart.

Kim Lockwood, Art Teacher
B.A., Smith College
[redacted]
Ms. Lockwood joined Brooke in 2006 as an Associate Teacher and then worked for two year as the Director of High School Placement. Following that, she taught seventh grade writing at Boston Prep, followed by a year in graduate school at Massachusetts College of Art and Design. Prior to working in Boston, Ms. Lockwood taught English in Athens, Greece. Ms. Lockwood is returning to the Brooke community this year as the Art teacher.

Brian Carey, Music Teacher
B.A., Florida State University; M.M., Florida State University
[redacted]
Mr. Carey joined our staff in 2007 to launch our music program. Mr. Carey has extensive experience in

world music and taught music to the students in the Bay Area in California for several years. He will continue to teach Music this year at Brooke.

Kaitlin Edwards, Dance Teacher
B.S., Bridgewater State University
[redacted]
Ms. Edwards has taught various styles of dance to children and adults of all ages for the past six years. She established Bridgewater State University's Kinetic Edge Hip Hop Team in 2008 and served as a representative for the school's Dance Advisory Committee. Ms. Edwards is returning to the Brooke team as the Dance Teacher.

Neusa Ribeiro, Physical Education Teacher
B.A., University of Massachusetts, Amherst; M.Ed., University of Massachusetts, Amherst
[redacted]
Ms. Ribeiro returns to the Brooke Roslindale staff for her fourth year after having taught physical education for six years at the Fort River School in Amherst, MA. During that time, she also served as the soccer coach at Amherst Regional High School.

Jorge Martinez, Dean of Students
B.A., University of Massachusetts at Amherst
[redacted]
Mr. Martinez returns to Brooke Roslindale for his tenth year. After serving as just the middle school Dean of Students for several years, he began serving as the Dean of Students for all students, K-8, in 2008. Prior to joining Brooke, Mr. Martinez worked at Cathedral High School and Boston Renaissance Charter School.

Julio Chow-Gamboa, Director of Operations
A.B., Princeton University
[redacted]
Mr. Chow-Gamboa most recently worked as a high school teacher for immigrant and refugee students in Oakland, CA. He served on the school leadership team as the 11th Grade Team Leader, and was the school's testing coordinator. Outside of work, Mr. Chow-Gamboa was a Teacher Policy Fellow for a policy and advocacy organization in Oakland. He was also a Teach for America corps member.

Shanna Masdea, Operations Fellow
B.A., University of Massachusetts, Boston
[redacted]
Over the past five years, Ms. Masdea has worked for various youth development and college access programs in the Boston area, including The Steppingstone Foundation and The Posse Foundation. Ms. Masdea joined the Brooke team as the Student Services Coordinator. This year, she will continue her duties at the Roslindale campus as the Operations Fellow.

Lora Cinar, Office Manager
Watertown High School
[redacted]
Ms. Cinar recently joined the team at Brooke Roslindale as the office manager. Prior to joining Brooke, she worked as a retail manager for nine years.

Chuck Peters, Building Manager
Tewksbury High School
[redacted]
Mr. Peters joined the Brooke staff in 2005 as the building manager, supporting the building's expansion into a full middle school and then the addition of the elementary school. Prior to coming to Brooke, Mr. Peters worked at Mount Saint Joseph Academy in Brighton as its building manager and for the Wingate nursing
homes.

Susan Arase, School Nurse
B.S., UMASS Boston; Associate Of Science in Nursing, Massachusetts Bay Community College; M.A. in Translation, Ruprecht-Karl University; B.A. in Translation, Ruprecht-Karl University
[redacted]
Ms. Arase has an extensive background in education with a focus on English as a Second Language and Adult Basic Education. She came to nursing as her second career and has spent the past year in health promotion and working with children in a public school setting. She will return to Brooke Roslindale as the School Nurse.

<u>Brooke Mattapan</u>

Kathryn Megrian, Principal
B.A., Bates College; M.Ed., Bank Street College of Education
[redacted]
Ms. Megrian joined the Brooke Roslindale campus in 2006 as a founding teacher. While in Roslindale, she taught Kindergarten, second, fourth, and fifth grade. Ms. Megrian was a 2004 Teach for America corps member in New York City, where she taught fifth and sixth grade at I.S. 216 in the Bronx. She was the founding principal of Brooke Mattapan in 2011 where she continues that role today.

Katherine Barnes, Assistant Principal
B.S., Miami University in Oxford Ohio; M.Ed., Ursuline College
[redacted]
Ms. Barnes joined the Brooke Mattapan team in 2011 as a founding first grade teacher. She then became a founding first grade teacher at our East Boston campus in 2012. Before moving to Boston, she taught first grade at Excellence Boys Charter School in Brooklyn, NY for three years. Ms. Barnes began her teaching leading a Kindergarten classroom for one year at Cleveland's Lighthouse Community

School. After completing an instructional leadership fellowship at Brooke, Ms. Barnes is returning to Brooke Mattapan to serve as Assistant Principal.

Sarah Hammond, Kindergarten Teacher
B.A., Connecticut College; M.Ed., Dominican University
[redacted]
Ms. Hammond joined Brooke Mattapan after having taught pre-Kindergarten in Chicago for two years. Ms. Hammond was a 2010 Teach for America corps member. She will return to Mattapan teaching kindergarten.

Sadie Shea, Kindergarten Teacher
B.A., The College of William and Mary
[redacted]
Ms. Shea joined Brooke Mattapan as the Kindergarten Associate Teacher. Originally from Virginia, Ms. Shea received her undergraduate degree in English from William and Mary. She will return to Brooke Mattapan to teach kindergarten.

Elizabeth Lucas, Kindergarten Teacher
B.S., James Madison University; MAT, James Madison University Graduate School of Education
[redacted]
Ms. Lucas joined the Brooke Mattapan community in 2013 as a Kindergarten Teacher. Before joining the Brooke team, Ms. Lucas worked as a 2011 Teach for America corps member in Washington, DC where she taught second grade and pre-kindergarten at a public charter school.

Kerry McLaren, Kindergarten Teacher
B.A., University of Kentucky
[redacted]
Ms. McLaren joins the Brooke Mattapan community after teaching for 3 years in South Dakota as a 2009 Teach for America corps member. Ms. McLaren spent 2 years as a kindergarten teacher before founding and teaching an early learning program within the school. Ms. McLaren is excited to become part of the Brooke Mattapan team as a kindergarten teacher.

Marianna Spera, Kindergarten Associate Teacher
B.A., Mount Holyoke College
[redacted]
Ms. Spera joins Brooke Mattapan after earning her undergraduate degree in Sociology and Education Studies at Mount Holyoke College. While at Mount Holyoke, Ms. Spera worked in the dorms as a member of the Residential Life staff and volunteered with the local YWCA chapter. Ms. Spera has worked with students in various settings, including working as a summer camp counselor and dorm parent at Fay School and as a classroom helper at the Marlborough Early Childhood Center. Ms. Spera will support kindergarten teachers and students as the Kindergarten Associate Teacher.

Tara Vincent, First Grade Teacher
B.A., University of California, Davis; M.B.A., Boston College
[redacted]
Ms. Vincent joined the Brooke Mattapan team in 2011 as a founding Kindergarten teacher. Prior to that she was a Kindergarten Associate Teacher at Brooke Roslindale. She will return to Brooke to teach first grade.

Kristyn Primo, First Grade Teacher
B.A., M.Ed., Bridgewater State
[redacted]
Ms. Primo joined the Brooke Mattapan community after having taught first grade at St. Catherine's of Siena in Norwood, MA for two years. Ms. Primo received her Master's degree in Elementary Education from Bridgewater State University. She will return to Brooke to teach first grade.

McClain Powell, First Grade Teacher
B.A., College of William and Mary
[redacted]
Ms. Powell joined the Brooke Mattapan team as the first grade Associate Teacher in 2012. Prior to coming to Brooke, Ms. Powell was a student teacher at Clara Byrd Baker Elementary School and The Goddard School. She graduated with a degree in Elementary Education and Linguistics in 2012. She will return to Brooke to teach first grade.

Rina Beyda, First Grade Teacher
B.A., Boston University
[redacted]
Ms. Beyda joined the Brooke Mattapan Community in 2013. Previously, Ms. Beyda taught 4th grade reading in an urban charter school, while working on her M. Ed in Planning and Curriculum at Boston University. This year, she will be joining the first grade team at Brooke Mattapan. Ms. Beyda was a 2011 Teach for America Boston Corps Member.

Lindsey Gerdes, First Grade Associate Teacher
B.A., Stanford University
[redacted]
Ms. Gerdes has a background in journalism, writing for such publications as BusinessWeek, Newsweek, and Fortune Small Business. She has worked with such volunteer organizations as Path to Shine and Nobis Works in Atlanta, Georgia. She is joining the Brooke Mattapan team this year as a second grade Associate Teacher.

Nneamaka Enechi, Second Grade Teacher
B.A., University of Nigeria, Nsukka; M.Ed., Harvard University Graduate School of Education

[redacted]

Ms. Enechi joined the Brooke Mattapan community in 2011 as the first grade Associate Teacher after earning her Master's in Learning and Teaching from Harvard University's Graduate School of Education. Previously, Ms. Enechi taught English to elementary and high school students in Lagos, Nigeria. Ms. Enechi will return to Brooke Mattapan to teach second grade.

Fareeda Bacon, Second Grade Teacher

B.A., UMass Boston, M.Ed., UMass Boston- Boston Teacher Residency

[redacted]

Ms. Bacon has previously taught third grade, as a Resident, while earning her Masters in Elementary Education with the Boston Teacher Residency, an Americorps program. She then went on to teach first grade for two years at a Boston public school. Ms. Bacon now joins the Brooke Mattapan community in 2013 as a second grade teacher.

Kelly Gartside, Second Grade Teacher

B.A., Colgate University

[redacted]

Ms. Gartside joined the Brooke Roslindale team year as the second grade Associate Teacher. This year she will teach second grade at Brooke Mattpan. Prior to Brooke, Ms. Gartside worked for an organization called City Connects which provides student support in Boston Public Schools while working on her M. Ed in Elementary Education at Boston College. Previously, she taught 5th and 6th graders at an after school program and also taught 5th grade for a year at a Catholic elementary school.

Yelana Loiselle, Second Grade Teacher

B.S. Emerson College

[redacted]

Ms. Loiselle joined the Brooke East Boston team as the founding first grade Associate Teacher in 2012. Ms. Loiselle has served over 1,200 hours in South Boston and Dorchester pre-schools through Americorps' Jumpstart organization and has taught preparatory preschool and cooking at the Sports Club LA. She has also tutored and taught cooking and film enrichment classes at Excel Academy Charter School in East Boston. She earned a Bachelor's degree in Marketing and Communications and Psychology from Emerson College. She now joins the Brooke Mattapan community as a second grade teacher.

Jackie Burns, Second Grade Associate Teacher

B.A., Salve Regina University; M.Ed., University of New Haven School of Education

[redacted]

Ms. Burns spent two years teaching first and second grade at an Extended Day program in Cambridge, MA prior to joining Brooke. Ms. Burns will be joining Brooke Mattapan this year as the second grade Associate Teacher.

Mallory Hicks, Third Grade Teacher

B.A., Middlebury College; M.A., Teacher U. at Hunter College

[redacted]

Ms. Hicks joined the Brooke Roslindale campus in 2010 as a first grade teacher after having worked as a third grade teacher for two years at P.S. 86 in New York City as a Teach for America corps member. For the past two years, she served as a founding first grade and second grade teacher at Brooke Mattapan. This year, Ms. Hicks will teach third grade.

Alaina Papanastasiou, Third Grade Teacher

B.A., Suffolk University

[redacted]

Ms. Papanastasiou joined the Brooke Mattapan team in 2012 as a second grade Associate teacher. She has previous experience as an operations associate at The Achievement Network, an educational non-profit focused on closing the achievement gap. She graduated from Suffolk University in 2010 with a BA in American History and Education. She completed her student teaching at The Eliot School in the North End of Boston.

Emily Jacobson, Third Grade Teacher

B.A., Washington University in St. Louis

[redacted]

Prior to Brooke, Ms. Jacobson graduated from Washington University with a degree in Political Science and American Culture Studies. During her time at Washington University, she worked as a student teacher at Compton-Drew ILC Middle School. Ms. Jacobson was a fourth grade Associate Teacher and spent last year teaching fourth grade at Brooke Roslindale. She is looped with her first class and taught fifth grade in her third year at Brooke. This year, Ms. Jacobson will teach third grade at Brooke Mattapan.

Steven Harkey, Third Grade Associate Teacher

B.A., Clark University

[redacted]

Mr. Harkey joins the Brooke Mattapan team as a member of the 2013-14 Associate Teaching Corps, and he will be working with the 3rd grade. Before joining Brooke Charter Schools, he served as a Corps Member with City Year Greater Philadelphia. While at City Year, Mr. Harkey worked on the cyMentor pilot program, where he managed relationships between mentors and high school students at Mastery Charter Schools' Shoemaker campus. He also tutored Shoemaker students between the ages of 14 and 18 in several subject areas.

Katie Belle, Fifth Grade English Language Arts & Social Studies Teacher

MA.Ed., Lehman College; MSW, Boston University

[redacted]

Ms. Belle joined the New York City Teaching Fellows in 2003 to become a sixth grade Social Studies

teacher. After three years in the classroom, she returned to graduate school to receive her Master's degree in social work. Ms. Belle worked as a clinician at Habit Opco from 2009-2012. Ms. Belle returned to the classroom as a fifth grade English Language Arts and Social Studies teacher in 2012.

Courtney Swartz, Fifth Grade English Language & Social Studies Teacher
B.A., Ithaca College; M.A.T., American University
[redacted]
Ms. Swartz joined the Brooke Mattapan middle school team in 2012 after teaching for several years in the mid-west. She began her teaching career at Park Elementary School in Washington, D.C., and then moved to Illinois to teach third and fourth grade at the Galapagos Charter School. Most recently, she taught fourth grade at UNO Charter School in Chicago. Ms. Swartz was a 2005 City Year corps member.

Julie Gilbody, Fifth Grade Math & Science Teacher
B.A., Boston College; M.Ed., Boston College
[redacted]
In 2011, Ms. Gilbody joined Brooke Mattapan as a fifth grade Associate Teacher. In her second year, Ms. Gilbody taught fifth grade Math and Science. She received her Master's degree in 2011 from Boston College. She will return to Brooke Mattapan to teach fifth grade math and science.

Matt Shaver, Fifth Grade Math & Science Teacher
B.A., Concordia College
[redacted]
Mr. Shaver joined Brooke Mattapan as a middle school Math and Science Associate Teacher in 2012. Mr. Shaver received his undergraduate degree in Elementary Education, where he gained valuable experience as a student teacher. He will return to Brooke Mattapan to teach fifth grade math and science.

Anne Helm, Sixth Grade English Language Arts & Social Studies Teacher
B.A., Northwestern University; M.Ed., Tufts University
[redacted]
Ms. Helm joined Brooke Mattapan in 2012 after having taught middle school Social Studies in California. She taught seventh and eighth grade for two years at the Hillbrook School in Los Gatos, CA and then spent a year teaching sixth and seventh grade Social Studies at the Brandeis Hillel Day School in San Francisco. Additionally, Ms. Helm completed the Shady Hill Teaching Training Course in conjunction with her M.Ed at Tufts University. This year, she will return to Brooke Mattapan to teach sixth grade English Language Arts and Social Studies.

Allison Scharstein, Sixth Grade English Language Arts & Social Studies Teacher
B.A., Yale University
[redacted]
Ms. Scharfstein joined Brooke Mattapan as an Associate Teacher in 2012 after earning her

undergraduate degree in American Studies from Yale University. While at Yale, Ms. Scharfstein worked with students in a variety of settings. Ms. Scharfstein will return to Brooke Mattapan to teach sixth grade English Language Arts.

Danielle Blair, Sixth Grade Math & Science Teacher
B.A., Spelman College; M.Ed., Georgia State University
[redacted]
Ms. Blair joined the Brooke Mattapan campus in 2011 as a fifth grade Math and Science teacher after teaching fourth grade for two years in Atlanta, GA. She was a 2009 Teach for America corps member. This year, Ms. Blair will return to teach sixth grade Math and Science.

Carol Lee, Sixth Grade Math & Science Teacher
B.A., Princeton University
[redacted]
Ms. Lee joined Brooke Mattapan as an Associate Teacher in 2012 after working as a staff recruiter for KIPP (Knowledge Is Power Program) for several years in New York City. Ms. Lee will return to Brooke Mattapan to teach sixth grade math and science.

Annie Weinberg, Seventh Grade English Language Arts & Social Studies Teacher
B.A., Middlebury College, MAT, Columbia University – Teachers College
[redacted]
Prior to Brooke, Ms. Weinberg spent a year earning her Master's degree at Columbia University Teachers College and student teaching in East Harlem. Before pursuing her Master's degree, Ms. Weinberg did a short stint in Financial Services immediately after graduating from Middlebury College. Ms. Weinberg is joined Brooke Roslindale in 2012 as the middle school English Language Arts Teacher. She will return to Brooke Mattapan to teach seventh grade English Language Arts and Social Studies.

Krista Kovatch, Seventh Grade Math & Science Teacher
BSB/M, University of Phoenix; M.Ed., University of Phoenix
[redacted]
Ms. Kovatch earned her BSB/M at the University of Phoenix and is currently attaining her Master's Degree in Education. She is joining the Brooke Mattapan team after having served as the lead middle school math and science teacher at The Cloud Forest School in Monteverde, Costa Rica, a non-profit, bilingual school with a focus on environmental education and sustainability. While lead teaching, Ms. Kovatch co-founded the Escuela Intermedia, a new model within the school aimed at increasing rigor and culture of achievement within grades 5-7.

Maryum Reed, Middle School English Language Arts & Social Studies Associate Teacher
M.Ed. University Massachusetts Boston
[redacted]
Prior to joining Brooke, Ms. Reed was employed as a Kindergarten/Infant Lead Teacher at Tartt's Day

Care Center Inc.. This year she will be joining the Brooke team as a fifth grade associate teacher. Ms, Reed was a member of Americorps through the Boston Teacher Residency Program.

Charlene Stoever, Middle School Math & Science Associate Teacher
B.A., Wellesley College
[redacted]
Ms. Stoever has recently completed a year of service with City Year in San Antonio, Texas, where she tutored 9th grade Algebra and ESL students. She also served as a Volunteer Recruiter and In-Kinding Coordinator for service projects throughout San Antonio. She majored in French and Women's Studies and is passionate about languages, traveling, the environment, and service. She has worked on housing projects with Habitat for Humanity in New Orleans, Boston, and San Antonio. In 2011 she interned with La Poderosa Media Project, a non-profit which guides high schoolers in the production of short films in Bahía de Caráquez, Ecuador. Ms. Stoever is also dedicated to natural preservation, as she interned with the Sequoia National Forest in 2009 as a Spanish interpreter. She is excited to join the Brooke Mattapan team this year as a fifth grade Math and Science Associate Teacher.

Annabel Moorman, Middle School Math & Science Associate Teacher
B.A., Oberlin College
[redacted]
Ms. Moorman graduated from Oberlin College in 2013 with a degree in Biology, and she is very excited to share her love of science as a sixth grade Associate Teacher. Originally from Kentucky, Ms. Moorman loves traveling and recently spent four months living in Tanzania. She has volunteered with public health programs in Haiti, the Girl Scouts of America, and the America Counts program.

Mary Ellen Pearce, Student Support Teacher
B.A., University of North Carolina at Chapel Hill; MA.Ed., Wilmington University
[redacted]
Ms. Pearce joined Brooke Mattapan in 2012 after working as a 1st-4th grade Special Education teacher at the Richey Elementary School in Wilmington, DE. At Brooke Mattapan, Ms. Pearce will support students in grades Kindergarten through sixth. Ms. Pearce was a 2010 Teach for America corps member.

Lisa Schofield, Student Support Coordinator
B.S., Syracuse University; M. Ed., Rider University
[redacted]
Ms. Schofield joins Brooke Mattapan as Student Support Coordinator having been an 8th grade Special Education Liaison in Chelsea Public Schools for the past two years. Prior to moving to Boston, Ms. Schofield served as a special education teacher for five years in the Upper and Lower Middle Schools in the Montgomery Township School District outside of Princeton.

Emily Jones, ELL Coordinator
B.A., Marquette University; M.Ed., Boston College

[redacted]

Ms. Jones will split her time between Brooke Mattapan and Brooke Roslindale working as a support teacher for students learning English. Prior to joining Brooke, Ms. Jones spent three years as a first grade teacher at the Sacred Heart School in Boston, MA. During the 2011-2012 school year, she also served as literary specialist at Sacred Heart.

Amber Callister, ELL Coordinator

B.A Brigham Young University; M.A.T. Westminster College: Ed.M. Harvard Graduate School of Education

[redacted]

Ms. Callister taught second grade at an urban school in Salt Lake City for three years and recently received her Reading Specialist license and Ed.M. from the Harvard Graduate School of Education. She has worked with struggling readers and English Language Learners in Cambridge Public Schools as a Reading Specialist intern. She will split her time as an ELL Coordinator between Brooke East Boston and Brooke Mattapan.

Sarah Ryan, Art Teacher

B.F.A., Tufts University/SMFA; M.A.E., University of Massachusetts Dartmouth

[redacted]

Ms. Ryan joins Brooke Mattapan as the Art teacher after having taught in the Milton Public Schools and serving as Youth Education Coordinator at the New Bedford Art Museum. Ms. Ryan began her teaching career at Nativity Preparatory School of New Bedford.

Tyler Monroe, Movement Arts Teacher

B.A., Butler University; MFA, Harvard University

[redacted]

Mr. Monroe joined Brooke Mattapan in 2012 after earning his Master's in Dramaturgy from Harvard University. Prior to graduate school, Mr. Monroe taught physical education at the Krecji Academy in Naperville, IL. Mr. Monroe's curriculum will integrate movement and drama.

Dianne Hurvitz, Music Teacher

B.A., M.Ed., Oberlin College

[redacted]

Ms. Hurvitz joined Brooke Mattapan in 2012 to teach music after having taught pre-school in Winter Park, CO. Ms. Hurvitz began her teaching career as a Kindergarten Associate Teacher at Prospect Hill Academy in Somerville, MA.

Jessie Welch, Spanish Teacher

B.A., Penn State University

[redacted]

Ms. Welch joined Brooke Mattapan in 2012 after teaching second grade and sixth grade in California as

part of Teach for America. After teaching first grade for a year, Ms. Welch is returning to Brooke Mattapan to teach Spanish.

Alison Merrill, Dance Teacher
B.A., Elon University
[redacted]
Ms. Merrill is joining the Brooke Mattapan team as the Dance teacher. Prior to Brooke, she instructed, choreographed and developed summer dance programs at Chimney Corners Camp, which partners with the world-renowned dance festival, Jacob's Pillow. She teaches dance, yoga and group exercise to children and adults of all ages.

Alex Forrest, Dean of Students
B.A., University of Michigan
[redacted]
Mr. Forrest joined the Brooke Roslindale staff in 2007 as the second grade Associate Teacher. After teaching third grade for three years, Mr. Forrest was the founding Dean of Students at Brooke Mattapan in 2011 where he continues that role today.

Elza Mathieu, Middle School Dean of Students
B.A., Simmons College
[redacted]
Prior to Brooke, Ms. Mathieu worked with the Cambridge Camping Association and with students with special needs at the New England Center for Children. Ms. Mathieu joined the Brooke Roslindale community in 2008 as a Kindergarten Associate Teacher. She then taught Kindergarten for two years before becoming a founding teacher at the Brooke Mattapan campus in 2011 teaching first grade and kindergarten. This year, she will be the Dean of Students for the middle school campus in Roxbury.

Kimberly Bartlett, Director of Operations
B.A., Brown University; M.B.A, Yale University
[redacted]
Ms. Bartlett joined Brooke Mattapan in June 2011 after completing her MBA at the Yale School of Management. Ms. Bartlett was a 2010 Education Pioneers Fellow in the Los Angeles cohort where she worked at the Los Angeles County Office of Education, Head Start Program. Prior to graduate school, Ms. Bartlett worked at The Road Less Traveled, an organization that runs outdoor adventure and service summer programs for teenagers. She also spent several years at CVE, Inc., a nonprofit social enterprise in San Francisco that provides job training and job placement services to individuals with mental health disabilities.

Jessica Vasquez, Office Manager
B.A., Regis College

[redacted]

Ms. Vasquez joined the Brooke Mattapan team in May 2013. Before joining the Brooke Mattapan community, Ms. Vasquez worked for Action for Boston Community Development as the Assistant to the Head Start Director. Ms. Vasquez is excited to be part of the Brooke community and is looking forward to working with the scholars.

Carla Constanza, School Nurse

B.S., University of Massachusetts, Boston; B.A., University of Massachusetts, Boston

[redacted]

Ms. Constanza joins Brooke Mattapan after completing her degree in Nursing. She brings to the school experience in community health nursing and school nursing. Ms. Constanza is looking forward to keeping the staff and scholars safe and healthy throughout the year.

Brooke East Boston

Molly Cole, Principal

B.A. College of the Holy Cross; M.Ed. Harvard Graduate School of Education

[redacted]

Ms. Cole is joining the Brooke East Boston team as founding principal after teaching first grade at Brooke Roslindale last year. Ms. Cole has taught first grade as a Teach for America corps member in North Carolina and second grade at a Mastery Charter School in Philadelphia. She earned her Master's degree in Education Policy and Management from Harvard University.

Katherine Kirby, Instructional Leadership Fellow & Sixth Grade Math & Science Teacher

B.A., Smith College

[redacted]

Ms. Kirby joined the Brooke East Boston team in 2012 as a founding fifth grade teacher after teaching for three years at Brooke Roslindale. Ms. Kirby completed her degree in Education and Child Study, during which she student taught third and fifth grade. After completing an instructional leadership fellowship at Brooke, Ms. Kirby will return to East Boston to serve as Assistant Principal and to teach sixth grade math and science.

Emily Burnor, Kindergarten Teacher

B.A. Harvard; M.Ed. Lehman

[redacted]

Ms. Burnor joined the Brooke East Boston team in 2012 as a founding Kindergarten teacher after teaching Kindergarten at Brooke Roslindale for a year. Prior to that, Ms. Burnor taught bilingual classes in the Bronx for the past three years as a Teach for America corps member. While teaching, she earned a Master's Degree in Education with a Bilingual Extension. She will return to Brooke East Boston as a kindergarten teacher.

Ellen Robinson, Kindergarten Teacher

B.A., Barnard College

[redacted]

Ms. Robinson joined the Brooke East Boston team in 2012 as a founding Kindergarten teacher after teaching in Cleveland, OH. She taught Kindergarten for two years at Village Preparatory School, which is part of the Breakthrough Charter Schools network. Prior to that she was a Title 1 tutor and provided small group instruction in the Lakewood City Schools District. She will return to Brooke East Boston as a kindergarten teacher.

Amanda Paloian, Kindergarten Teacher

B.A., Boston University

[redacted]

Ms. Paloian joined Brooke East Boston team in 2012 as a founding Kindergarten teacher. Ms. Paloian has taught first grade in Newport, Rhode Island for the past two years as a Teach for America corps member. She will return to Brooke East Boston as a kindergarten teacher.

Annie Villanueva, Kindergarten Teacher

B.A., Dartmouth College

[redacted]

Ms. Villanueva joined the Brooke East Boston team in 2012 as a founding Kindergarten Associate Teacher. Ms. Villanueva has taught Art and Music in homeless shelters in New York City for children ages 5-18, as well as worked as an assistant teacher in a preschool in Hanover, NH. She earned a B.A. in Geography and English from Dartmouth College. She will return to Brooke East Boston as a kindergarten teacher.

Angela Rodriguez, Kindergarten Associate Teacher

B.A., Boston University

[redacted]

Ms. Rodriguez graduated from Boston University with a Bachelor's Degree in elementary education after completing her student teaching in a first grade classroom. Most recently, she served as a City Year Corps Member at the Young Achievers K-8 Science and Math Pilot School in Mattapan, MA. She worked primarily with second and third graders, but tutored fourth and seventh graders as well. Ms. Rodriguez is joining the Brooke East Boston team this year as a Kindergarten Associate Teacher.

Lyle Love, First Grade Teacher

B.A. Tufts University; M.A.T. Pace University

[redacted]

Ms. Love joined the Brooke East Boston team in 2012 as a founding Kindergarten teacher after teaching at Brooke Roslindale for two years. Before that, Ms. Love served as a transportation specialist for the National Science Foundation at McMurdo Station in Antarctica. Ms. Love was a 2006 Teach for America

corps member, where she taught Kindergarten for two years as P.S. 114 in the Bronx. She will return to Brooke East Boston to teach first grade.

Kara Silvia, First Grade Teacher
B.A. Boston University; M.Ed. Northeastern University
[redacted]
Ms. Silvia joined the Brooke East Boston team in 2012 as a founding first grade teacher after being a second grade Associate Teacher at Brooke Roslindale. Prior to that, Ms. Silvia has spent the past four years working in college admissions at both Boston University and Northeastern University. She received her Master's in Education from Northeastern University. She will return to Brooke East Boston to teach first grade.

Gena Skoufalos, First Grade Teacher
B.A., College of the Holy Cross; M.Ed., Lesley University
[redacted]
Ms. Skoufalos joined the Brooke East Boston team in 2012 as a founding first grade teacher. Last year, she was a kindergarten Associate Teacher at Brooke Mattapan, after completing her Masters degree in Elementary Education at Lesley University. Ms. Skoufalos has also worked as a second and third grade assistant teacher at the Brookwood school in Manchester-by-the-Sea, MA. She will return to Brooke East Boston to teach first grade.

Kelli Lindsey, First Grade Teacher
B.A., Whitworth University
[redacted]
Ms. Lindsey joined the Brooke East Boston team in 2012 as a founding first grade teacher after teaching first grade at ACCLAIM Academy for the last three years in Phoenix, Arizona. She earned a Bachelor's degree in Elementary Education and specialized in English Language Immersion and Reading Instruction from Whitworth University. She will return to Brooke East Boston to teach first grade.

Lauren Courtney, Second Grade Teacher
B.A., College of the Holy Cross; M.Ed., Lesley University
[redacted]
Ms. Courtney taught second grade at Brooke Roslindale three years before coming to East Boston. Prior to joining Brooke, Ms. Courtney completed her Masters degree at Lesley University. During that time, she served as a second grade teaching intern at the Brookwood School in Manchester, Massachusetts. She will return to Brooke East Boston to teach second grade.

Laura Murphy, Second Grade Teacher
B.S., Syracuse University

[redacted]

Ms. Murphy joins the Brooke East Boston team after having taught second grade in Rocky Mount, NC for the past two years. Ms. Murphy was a 2011 Teach for America corps member.

Jessica Whiteley, Second Grade Teacher

B.S., Lesley University

[redacted]

Ms.Whiteley taught third and fourth grade at Our Lady's Academy in Waltham, MA from 2009-2013. She is currently pursuing her M.Ed in reading at Lesley University. Ms.Whiteley is joining the Brooke East Boston team as a founding second grade teacher.

Kristin Bergstrom, Second Grade Teacher

B.A, Tulane University

[redacted]

After graduating from Tulane University with a B.A. in English and Psychology, Ms. Bergstrom joined the TeachNOLA/TNTP 2008 cohort. She graduated from the program in 2009, with an Early Childhood (PK-3) Certification. Most recently, Ms. Bergstrom was a member of the founding staff at KIPP Central City Primary in New Orleans, LA. Over her five years there, she taught kindergarten, first grade, and third grade. This year, Ms. Bergstrom will serve as a founding second grade teacher for the Brooke East Boston team.

Jessica Dennison, Second Grade Associate Teacher

B.S., Bridgewater State University

[redacted]

Ms. Dennison earned a Bachelor of Science in Elementary Education and a Bachelor of Arts in English from Bridgewater State University. She has worked as a long-term substitute teacher and an afterschool program aid at St. Paul's Catholic School in Barton, VT. She also acted as an assistant teacher at Creative Minds Children's Center, an early childhood daycare facility and preschool. Ms. Dennison will be joining the Brooke Easton Boston team this year as the second grade Associate Teacher.

David Stanton, Fifth Grade English Language Arts & Social Studies Teacher

B.A., Providence College

[redacted]

Mr. Stanton joined the Brooke East Boston team in 2012 as a founding fifth grade English Language Arts and Social Studies teacher. Before coming to Brooke, Mr. Stanton was a fifth and sixth grade teacher in New Bedford, Massachusetts at the Nativity Preparatory School. Mr. Stanton earned his B.A. in Elementary Special Education from Providence College in 2010. He will return to Brooke East Boston to teach fifth grade English Language Arts.

Jennifer Gilligan, Fifth Grade English Language Arts & Social Studies Teacher

B.A.S., Salve Regina University

[redacted]

Ms. Riddle joined the Brooke East Boston team in 2012 as a founding fifth grade English Language Arts and Social Studies teacher after moving to Boston from Connecticut. She has spent the last three years teaching both third and fourth grade in Danbury, CT. Ms. Riddle also spent time living in Alicante, Spain where she taught English. She will return to Brooke East Boston to teach fifth grade English Language Arts.

Jenna Nissan, Fifth Grade English Language Arts & Social Studies

B.A., Tufts University, M.F.A. in Creative Writing, University of Maryland, College Park

[redacted]

Ms. Nissan taught second grade and third grade for the past two years in Hartford, Connecticut as a Teach for America corps member. Previously, Ms. Nissan worked as an assistant teacher in a preschool and kindergarten classroom while earning her master's degree in creative writing. Ms. Nissan is joining the Brooke East Boston team this year as a fifth grade English Language Arts and Social Studies teacher.

Michelle Zayas, Fifth Grade Math & Science Teacher

B.A., M.Ed., University of Massachusetts Amherst

[redacted]

Ms. Zayas joined the Brooke East Boston team in 2012 as a founding fifth grade Math and Science teacher after teaching third and fourth grade Science and Social Studies at a charter school in Jacksonville, FL. Ms. Zayas has also taught fifth grade Math and Science in Florida, as well as fourth in Holyoke, MA. A Boston native, Ms. Zayas graduated from UMASS Amherst with both a Bachelor's degree in Art Therapy in Education and a Master's degree in Education. She will return to Brooke East Boston to teach fifth grade math and science.

Nita Seng, Fifth Grade Math & Science Teacher

B.A., Wellesley College; M.B.A., Assumption College

[redacted]

Ms. Seng worked as a Teaching Fellow at the Nativity School of Worcester, a Jesuit middle school that provides an all-scholarship education to underserved boys from the city. This year, she will be teaching fifth grade Math and Science with the Brooke East Boston community. Ms. Seng was a 2011-2013 Americorps member.

Kara Sikorski, Fifth Grade Math & Science Teacher

B.S., University of Hartford, M.Ed. Penn State University

[redacted]

Ms. Sikorski joined the Brooke East Boston staff in 2013. Prior to that, Ms. Sikorski taught 3rd and 4th grade in Philadelphia for two years as a Teach for America corps member. While teaching, she worked on her Master's Degree in Educational Leadership through Penn State University.

Rue Ratray, Six Grade English Language Arts & Social Studies Teacher

B.A., Evergreen State University; M.A.T., Simmons College

[redacted]

Prior to Brooke, Mr. Ratray worked for five years as a Social Studies teacher at Silver Lake Regional Middle School in Kingston, MA. Mr. Ratray's previous experience also includes work as a project manager for AmeriCorps. Mr. Ratray previously worked for seven years Brooke Roslindale as a seventh grade English Language Arts teacher. He will return to Brooke East Boston to teach sixth grade English Language Arts.

Brendan Kelly, Sixth Grade English Language Arts & Social Studies Teacher

B.A., Trinity College; M.Ed, Boston College

[redacted]

Mr. Kelly is joining the Brooke East Boston team as a founding sixth grade English Language Arts and Social Studies teacher after spending the past three years at Pope John Paul II Catholic Academy in Dorchester. While there he spent one year as a Title 1 tutor, one year as a middle school ELA teacher, and one year as a fourth grade teacher. He is currently working on his Master's Degree in Education at Boston College.

Danielle Nathan, Fifth Grade Math & Science Teacher

B.A., Duke University; M.Ed., Lesley University

[redacted]

Ms. Nathan joined the Brooke East Boston team in 2012 as the founding fifth grade Math and Science Associate Teacher after teaching sixth grade Math for two years through Citizen Schools, an extended time program offered at the Edwards Middle School. She has also earned a Master's degree in Education from Lesley University. She will return to Brooke East Boston to teach sixth grade math and science.

Alexis Teevens, Middle School English Language Arts & Social Studies Associate Teacher

B.A., Franklin & Marshall College

[redacted]

Ms. Teevens graduated from Franklin & Marshall College this spring with a degree in American Studies and a minor in Applied Mathematics. She worked as an Operations Coordinator at Teach For America's Summer Institute in Tulsa in the summer of 2012. Ms. Teevens is joining the Brooke team as a middle school Associate Teacher.

Sarah Bromley, Middle School Math & Science Associate Teacher

B.S., Dartmouth College

[redacted]

Ms. Bromley joins Brooke East Boston as a middle school math and science Associate Teacher. She has spent the last two years coaching soccer at Williams College, as well as assistant teaching at the Berkshire Arts and Technology Charter School in Adams, MA. She also taught 6th grade math and science in the San Diego Summer Bridge program. Sarah earned her B.S. in Psychology from Dartmouth College in 2011.

Emily Radwin, Middle School Math & Science Associate Teacher
B.A., Smith College
[redacted]
Ms. Radwin joins the Brooke East Boston team as a middle school math and science Associate Teacher. Previously, Ms. Radwin spent a year serving in a fourth-grade, Sheltered English Instruction classroom in Jamaica Plain and helped run an after-school program for students in grades three through fifth with City Year Boston. Previously, she student-taught in a fifth-grade classroom at the Smith College Campus School in Northampton, MA and tutored middle and high-school students at the Treehouse Communities in Easthampton, MA. She graduated from Smith College in 2012 with a B.A. in Education and Psychology.

Melissa Shaughnessy, Spanish Teacher
B.A., M.A.T., Christopher Newport University
[redacted]
Ms. Shaughnessy joined the Brooke East Boston team in 2012 as a founding Spanish teacher. Previously, Ms. Shaughnessy taught Spanish at the secondary level in Virginia where she also wrote curriculum for her school system. She earned a Master's degree in the Art of Teaching from Christopher Newport University in 2011. She will return to Brooke East Boston to teach Spanish.

Sarah Cook, Movements Arts Teacher
B.A., University of Massachusetts
[redacted]
Ms. Cook joined the Brooke East Boston team in 2012 as the founding Movements Arts teacher. After receiving her Bachelor's degree in English from the University of Massachusetts, Ms. Cook taught all ages and abilities at A Dancer's Dream in Marblehead, MA for 12 years, earning the title of Assistant Director. She will return to Brooke East Boston to teach Movement Arts and Dance.

Collen Crable, Art Teacher
B.F.A., James Madison University
[redacted]
Ms. Crable joined the Brooke East Boston team in 2012 as the founding Art teacher. After earning her degree from JMU, she worked in Harrisburg City Schools. Ms. Crable has taught art in Page County, VA as a pre-school through fifth grade Art teacher. She will return to Brooke East Boston to teach Art.

Deborah Bartos, Student Support Coordinator
B.A., Saint Michael's College; M.Ed., Providence College
[redacted]
Ms. Bartos joined the Brooke East Boston team in 2012 as the founding Student Support Coordinator after teaching third grade in Fall River, MA. While teaching in Fall River, she earned her Master's degree

from Providence College in Special Education. She will return to Brooke East Boston as a Student Support Coordinator.

Kyra Marcano, Student Support Coordinator
B.S., Loyola University Chicago; M.A.T., National-Louis University
[redacted]
As a graduate of the Academy for Urban School Leadership's Urban Teacher Residency (an Americorps program), Ms. Marcano earned a Master of the Arts in Teaching Elementary Education with an endorsement in Special Education in 2011. In her first year as a turnaround school teacher in Chicago Public Schools, she taught fourth grade literacy, and went on to teach third grade in her second year. In addition to teaching, Ms. Marcano coached middle school cross country and track, and facilitated health and wellness, and creative writing groups through After School All-Stars. Ms. Marcano is joining the Brooke East Boston staff this year as a Student Support Coordinator.

Sarah Popper, ELL Coordinator
B.A., M.Ed., Boston College
[redacted]
Ms. Popper joined the Brooke East Boston team in 2012 as the founding ELL coordinator. She has taught first grade in Brockton for the past two years as a member of the Urban Catholic Teacher Corps. While teaching, she completed a Master's degree in Reading and Literacy Education from Boston College. She will return to Brooke East Boston as an ELL Coordinator.

Amber Callister, ELL Coordinator
B.A Brigham Young University; M.A.T. Westminster College: Ed.M. Harvard Graduate School of Education
[redacted]
Ms. Callister began her career as a publicist for magicians and ventriloquists in Las Vegas. After deciding she wanted to make the world a better place, she got her teaching license and began teaching elementary school. She taught second grade in Salt Lake City for three years and recently returned to school to receive her Ed.M. and Reading Specialist license from the Harvard Graduate School of Education. She has worked with struggling readers due to language gaps in private practice as well as in the school setting. She will split her time as an ELL Coordinator between Brooke East Boston and Brooke Mattapan.

Stacy Diaz, Dean of Students
B.A., Smith College
[redacted]
Ms. Diaz joined the Brooke East Boston team in 2012 as the founding Dean of Students. Previously, Ms. Diaz taught third grade at Van E. Blanton Elementary School in Miami, FL as a Teach for America corps member. Ms. Diaz received her degree in Psychology and Education from Smith College. She will return to Brooke East Boston as the Dean of Students.

Jennifer Stange, Director of Operations

B.S., Northeastern University; M.Ed. Harvard Graduate School of Education

[redacted]

Having completed an Operations Fellowship at Brooke Roslindale, Ms. Stange joined the Brooke East Boston campus in 2012 as the founding Director of Operations. She earned her Master's degree from Harvard Graduate School of Education where she studied Education Policy and Management. Previously, she worked in development at EdVestors, a Boston education nonprofit. She will return to Brooke East Boston as the Director of Operations.

Maria DeAndrade, School Nurse

B.A., Tufts University; R.N., CPNP, MGH Institute of Health Professions

[redacted]

Ms. DeAndrade joined Brooke East Boston in 2012 after completing her B.S. and M.S. in Nursing at the MGH Institute of Health Professions. Ms. DeAndrade holds a B.A. in Child Development and as a graduate student she specialized in Pediatrics. She continues to work in her community as an ESOL instructor and as a nurse at an adult day center serving Cape Verdean families. Her main interest is to increase children's access to quality health care, especially children from families with limited English proficiency.

Network Team

Jon Clark, Network Co-Director, Operations

B.A., Oberlin College

[redacted]

Mr. Clark founded the original Brooke Roslindale middle school in 2002, and he served as school principal until 2011. Currently, he serves at Network Co-Director. Before coming to Brooke, he was a founding teacher at South Boston Harbor Academy (now Boston Collegiate Charter School) where he also served as math department chair for four years. Mr. Clark also taught junior high school math for two years in Belle Chasse, Louisiana and worked as a researcher for a professor of International Economics at Massachusetts Institute of Technology. Mr. Clark was a 1992 Teach for America corps member.

Kimberly Steadman, Network Co-Director, Academics

B.A., Harvard College; *J.D., Harvard Law School; M.Ed., Harvard Graduate School of Education*

[redacted]

Ms. Steadman joined the Brooke staff in 2004, where she served as a lead teacher, math teacher, and professional development coordinator. She then spent the next school year planning and founding the original Brooke Roslindale elementary school, which opened in August of 2006. Ms. Steadman served as elementary principal from 2006 until 2011; during which she also taught third and fourth grade reading, third grade math, and sixth grade math. Prior to joining Brooke, she worked as a fifth grade teacher for

the Chelsea Public Schools and as a fourth grade teacher in Washington, DC. Ms. Steadman was a 1997 Teach for America corps member.

M. Scott Knox, Chief Development Officer

B.A., Boston College; *M.A., Harvard Kennedy School of Government*

[redacted]

Mr. Knox returns to Brooke for a fourth year as Brooke's Chief Development Officer. Prior to this role, he was Brooke's founding Chief Operating Officer. Before joining Brooke, Mr. Knox co-founded the National Partnership for Educational Access, served as Vice-President of National Expansion for The Steppingstone Foundation, and worked with Jumpstart as the National Director for New Site Development.

Manda Shepherd

B.M., Baldwin Wallace Conservatory

[redacted]

Ms. Shepherd is joining the Brooke team as Development Associate. Previously, she worked with Verb Ballets on audience integration and creative marketing programs and served as Office Manager of the Boston University Tanglewood Institute. Most recently, Ms. Shepherd served as Fundraising Consultant for the Joyful Noise Neighborhood Music School where she redesigned the fundraising process and implemented several new campaigns. Ms. Shepherd earned a B.M. in Clarinet Performance from Baldwin Wallace Conservatory, and is currently completing her M.S. in Arts Administration with a concentration in Fundraising at Boston University.

Chris Bizzacco, Chief Operating Officer

B.A., Brown University; MPP, Harvard Kennedy School of Government

[redacted]

Mr. Bizzacco joins the Brooke team as Chief Operating Officer after most recently serving as Deputy Chief of Staff and Legislative Director for Congressman David Cicilline, where he managed policy development on a range of issues including elementary, secondary, and higher education. Prior to his work on Capitol Hill, Mr. Bizzacco served as Chief of Staff to the Mayor of Providence, Rhode Island and managed several successful political campaigns in local government. He received a B.A. in both political science and public policy from Brown University, and a Master's Degree in Public Policy from Harvard with a concentration in social and urban policy.

Lauren Woo, Director of External Affairs and Talent

B.A. Bates College; M.A. Pace University; M.Ed. Harvard University Graduate School of Education

[redacted]

Ms. Woo returns to Brooke for her third year after earning her Master's degree at Harvard University's Graduate School of Education. Her previous experience includes two years as a special education teacher in NYC public schools through Teach for America and one year as a Learning Specialist with

Achievement First, New York. Her related experience includes internships with Year Up and Mass Insight Education through Education Pioneers.

Cristie McGrath, Director of Student Support
B.A., Arizona State University; M.Ed., Pepperdine University
[redacted]
Ms. McGrath joined the Brooke staff in 2005 as the Dean of Student Life, and she is currently serving as the Director of Student Support. Prior to joining the Brooke staff, she served as the Math Coordinator and sixth and seventh grade Math teacher at a Boston public middle school. She also served as special education department head and taught special education classes at Toll Middle School in Glendale, CA.

Deborah Nicholson, LICSW, School Counselor
B.A. University of Massachusetts, Amherst; MSW Simmons College
[redacted]
Ms. Nicholson is returning to the Brooke community as the School Counselor. Previously, she worked with adolescents and their families as a clinical social worker at The Arbour Hospital. She also completed an internship in the Newton elementary schools providing individual and group therapy.

Jennifer Gonzalez, School Psychologist
B.A. Psychology, Berry College; M.Ed./Ed.S. School Psychology, Georgia State University
[redacted]
Ms. Gonzalez joined the Brooke Team in 2013 as the school psychologist for all Brooke schools. Ms. Gonzalez completed school psychology internships at public schools in New York and Georgia. Prior to a career in education, she worked at non-profit organizations that included Big Brothers Big Sisters of Metro Atlanta and a therapeutic group home.

Allison Rand, Speech and Language Pathologist
B.A., Brandeis University; M.S., Northeastern University
[redacted]
Ms. Rand will be providing speech and language services at Brooke Roslindale and Brooke Mattapan. She has experience working with individuals with a variety of communication impairments ages 1-27 years. She also completed a clinical internship at an elementary school within Medford School District.

Keith Lebel, Speech and Language Pathologist
B.S., University of Massachusetts, Amherst; M.A., University of Texas, Austin
[redacted]
Mr. Lebel will be providing speech and language services at Brooke Mattapan and Brooke East Boston. He has experience working with children of all ages from diverse cultural and language backgrounds in school, home care, and clinic settings. He speaks Spanish and French. Mr. Lebel previously worked as

Clinic Manager at Bilinguistics, a bilingual speech and language specialty company in Austin, Texas. He loves to learn and share ideas, and has given presentations and guest lectures throughout Texas.

Jessica Knight, Occupational Therapist
B.A., Northeastern University
[redacted]
Ms. Knight joins Brook after working at Children's Hospital Boston and Children's Hospital of Philadelphia where she provided occupational therapy support and participated on a number of multidisciplinary evaluation teams. She will be providing individual and small group OT support to all Brooke Schools.

Matthew Cameron, Business Manager
B.S. Northeastern University
[redacted]
Mr. Cameron joins the Brooke team as the Business Manager. Earlier in his career, Matt worked for his alma mater, Prospect Hill Academy, where he worked for four years as their Business Office Manager. He received his B.S. in Management from Northeastern University.

Elaine Morgan, Benefits and Payroll Manager
B.A. Northeastern University
[redacted]
Ms. Morgan has worked for Brooke for over five years, coordinating accounts payable, and most recently administering payroll and staff benefits. Prior to joining Brooke, Ms. Morgan worked at Bullhead Technology managing benefits and 401k programs for their staff.

Sarah Holden, Director, Office of High School & College Success
B.A. Wheaton College; M.Ed. Lesley University
[redacted]
Ms. Holden joins the Brooke community as Director of the Office of High School & College Success. Prior to Brooke, Ms. Holden was a guidance counselor and directed the guidance department at an alternative high school in Watertown. Before starting her career in school counseling, she was a campus director and program manager with Citizen Schools.

Kelly Alfaro, High School Placement & Transitions Manager
B.A. Saint Anselm College; Ed. M. Boston University
[redacted]
Ms. Alfaro joined the Brooke at the end of the 2010-2011 academic year as Brooke's High School Placement and Transitions Manager. Prior to joining Brooke, Ms. Alfaro spent five years in college admissions, and most recently as the assistant director of admissions for her alma mater, Saint Anselm College.

Michelle Lynch, Graduate Services Manager

B.A., Messiah College; M.S., Northeastern University

[redacted]

Ms. Lynch joins the team as Graduate Services Manager. Prior to Brooke, Ms. Lynch spent six years as a college access professional working with Boston Public High School students. Most recently, she was the Academic and Career Counselor with Suffolk University Upward Bound.

Nathaniel Seelen, Manager of Data Information Integration

B.A., Brown University

[redacted]

Mr. Seelen joins the Brooke team for his second year after having spent a year as an Education Pioneers Analyst Fellow at Citizen Schools. Prior to his fellowship, he was a consultant with Quatt Associates and a Manager at the Boston String Quartet.

PERFORMANCE SUMMARY

	3.51 - 4	2.9 - 3.5	1.9 - 2.89	0.9 - 1.89	less than 0.9
A. GROWTH MINDSET	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
B. LEADERSHIP AND RELATIONSHIPS	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
C. INDIVIDUALIZATION AND ASSESSMENT	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
D. SKILLS AND CONCEPTS	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE
E. RESPONSIBILITY TO TEAM	EXEMPLARY	HIGHLY EFFECTIVE	EFFECTIVE	AREA FOR IMPROVEMENT	UNACCEPTABLE

A. GROWTH MINDSET	4	3	2	1	0
Communicates that effort, not innate ability, is central to achievement	Completely transfers ownership of this principle so that all students believe in their own efficacy and is a leader in developing a staff culture that embraces this belief.	Consistently conveys that achievement comes from consistent effort, never conveys to students, parents, or other staff members that they have innate limits, and transfers ownership to many students.	Regularly conveys that achievement comes from consistent effort, seldom conveys to students, parents, or staff that they have innate limits, and transfers ownership to some students.	Classroom environment is one where students feel it is risky to make a mistake, students express beliefs about their innate abilities and these statements are unaddressed, and students are not regularly reminded about the value and impact of effort.	Performance in this area is unacceptable.
Demonstrates a continuous commitment to developing students' characters.	Serves as a leader schoolwide in transferring character instruction to students so that they show improved behavior while in that teacher's presence and away from that teacher.	Discusses character regularly with students and as a result, generates clear improvement in students' behavior at school.	Discusses character often with students and as a result, generates slight improvement in students' behavior at school.	Talks about character development during character education lessons only.	Performance in this area is unacceptable.

A. GROWTH MINDSET	4	3	2	1	0
Solicits and responds constructively to suggestions and criticism	Is sincerely committed to and thrives from feedback - taking all feedback one step further by applying it in new contexts, and eagerly seeking out feedback from all sources..	Solicits and responds constructively to suggestions and criticism	Accepts and responds constructively to suggestions and criticism	Often accepts and responds constructively to suggestions and criticism	Performance in this area is unacceptable.
Collaborates well with all colleagues.	Provides leadership on the team by ensuring that all team members are participating and being heard and that the team works together to maximize the quality of the products of collaboration.	Shares ideas in collaborative teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Usually shares ideas in collaborative teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Is an agreeable team member but makes infrequent contributions or occasionally has trouble balancing between presenting own ideas and listening to those of others or struggles to complete share of team work in a timely manner.	Performance in this area is unacceptable.
Is a thoughtful participant and contributor to in-school professional development.	Provides leadership during professional development by ensuring that all staff members are participating and being heard and offers insights that develop the thinking of all group members	Consistently Is a thoughtful participant and contributor to in-school professional development.	Often Is a thoughtful participant and contributor to in-school professional development.	Is an engaged but passive participant in in-school professional development.	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS	4	3	2	1	0
Creates and conveys a positive vision for classroom culture and routines and explains the rationale for this vision.	Generates exceptional buy-in from students of an effectively communicated vision for classroom culture, to the extent that students take initiative and actively encourage one another to realize that vision.	Generates strong student buy-in by effectively articulating a positive vision for classroom culture at the beginning of the year and continually refers to that vision in framing expectations throughout the year and in recognizing and acknowledging when those expectations are met.	Effectively articulates a positive vision for classroom culture, but does not consistently convey that vision, and/or the vision itself is in some way incomplete.	Leans heavily on threats and consequences to regulate behavior.	Performance in this area is unacceptable.
Teaches effective routines and maintains them all year.	Classroom has model routines and students understand and believe in the purpose of the routines.	Routines are clear, effective, and thoughtful, and maintained all year.	Routines could be improved, clarified, or enforced more consistently.	Does not have clear and effective routines for multiple parts of the day.	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS	4	3	2	1	0
Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.	Develops student ownership of expectations in addition to being direct, specific, and tenacious in communicating and enforcing very high expectation.	Is direct, specific, and tenacious in communicating and enforcing very high expectations.	Allows for occasional inconsistencies in expectations for student behaviors.	Allows for frequent inconsistencies in expectations for student behaviors.	Performance in this area is unacceptable.
Is fair and respectful and builds positive relationships with all students.	Has model relationships that stand out school-wide for their respect and impact on student well-being and achievement.	Is fair and respectful and builds positive relationships with all students. Always uses a calm but firm and convincing tone when addressing student behavior.	Is fair and respectful with all students and builds positive relationships with most students. Usually uses a calm but firm and convincing tone when addressing student behavior. Sometimes uses sarcasm with students.	Is almost always fair and respectful with all students and builds positive relationships with some students. On several occasions, has used a voice that is either not calm or not firm or convincing tone when addressing student behavior. Frequently uses sarcasm with students.	Performance in this area is unacceptable. On many occasions has raised voice or shown anger at students.
Demonstrates a love of teaching and of content.	Has model enthusiasm that serves as a leader school-wide. Transfers love of content to students.	Sincerely exudes a love of teaching and of the material through actions, words, tone, and facial expressions.	Often sincerely exudes a love of teaching and of the material through actions, words, tone, and facial expressions.	Usually show some passion for teaching or for content.	Often appears bored with material and with teaching.
Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.	Always models appropriate behavior, tone, preparation, organization, and professional dress to demonstrate the importance of each.	Almost always models appropriate behavior, tone, preparation, organization, and professional dress to demonstrate the importance of each. This includes modeling this behavior in interactions with students and in interactions with other adults in front of students.	Is inconsistent in one of these areas (i.e. sometimes talks during silent hallways, sometimes does not have copies made, board prepared, or other materials ready in class, sometimes sounds unprofessional in tone, sometimes has frustrated or unengaged body language, or sometimes wears unprofessional clothing).	Is inconsistent in multiple areas.	Performance in this area is unacceptable.
Has a confident and authentic presence.	Has model presence that stands out school-wide for being authentic and confident and impact on student well-being and achievement.	Has a confident and authentic presence.	Usually shows confidence and authenticity but could improve in one area in a way that would improve class culture.	Either could improve significantly in confidence with students or in being sincere with students	Performance in this area is unacceptable.

B. LEADERSHIP AND RELATIONSHIPS	4	3	2	1	0
Conveys urgency through preparation, lesson momentum, and smooth transitions.	Uses preparation, lesson momentum, and smooth transitions to get the most out of every minute.	Uses preparation, lesson momentum, and smooth transitions so that no time is lost.	Sometimes loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Often loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Performance in this area is unacceptable.
Generates a high level of student engagement and participation.	Has model engagement (including quality of participation and extent of participation). Students believe that their participation is valuable to their own learning and the learning of their classmates.	All students engage meaningfully in all lessons. Almost all students participate orally in all lessons.	Most students engage meaningfully in most lessons. Most students participate orally in most lessons.	Engagement and participation are uneven or are perfunctory.	Performance in this area is unacceptable.
Holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.	Has model discussions in which students believe that it is important to answer thoughtfully and listen to their peers to maximize their own and their classmates' learning.	Holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.	There is some room for improvement in students' developing and considering responses, listening and responding to each other, or articulating and revising their thinking. For instance, one student is often allowed to opt out of articulate his or her thinking clearly or opt out of listening and responding. Or all students are occasionally allowed to opt out. Or a few students are sometimes allowed to opt out.	There is room for significant improvement in students' developing and considering responses, listening and responding to each other, or articulating and revising their thinking. For instance, several students are often allowed to opt out of articulate their thinking clearly or opt out of listening and responding. Or all students are sometimes allowed to opt out.	Performance in this area is unacceptable.
Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports.	Builds positive and trusting relationships with parents that enable parents to best support their children's academic progress in the long term.	Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports. Draws effective limits with chronically difficult parents.	Effectively engages parents when necessary - when there is a behavior or academic concern or a report card conference.	Writes progress report and report card comments that are inadequate for parents to understand their child's progress, or struggles to establish productive communication with several parents.	Performance in this area is unacceptable.

C. INDIVIDUALIZATION AND ASSESSMENT	4	3	2	1	0
Takes and demonstrates responsibility for success of all students.	Achievement data is exceptionally high for all students in all quartiles of incoming performance and demonstrates this responsibility through conversations with staff.	Achievement data is consistently high for all students in all quartiles of incoming performance and demonstrates this responsibility through conversations with staff..	Achievement data for students in one quartile does not meet expectations or teacher occasionally does not take responsibility in conversations about student achievement.	Achievement data for students in one quartile falls significantly short of expectations or students in several quartiles falls below expectations or teacher often does not take responsibility in conversations about student achievement.	Performance in this area is unacceptable.
Scaffolds instruction and provide additional student attention to ensure the material is accessible and sufficiently challenging to all students.	Is a leader school-wide in meeting all students at their current skill level, even if this includes additional time or attention or creative use of time.	Scaffolds instruction and provide additional student attention to ensure the material is accessible and sufficiently challenging to all students.	A few students are unable to access the material and are not given additional tutoring or some students are not challenged by lessons and are not given additional challenging material.	Often students are unable to access the curriculum or are not challenged by the curriculum.	Performance in this area is unacceptable.
Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Is a leader school-wide in using data to track individual students and use that data to provide targeted instruction.	Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Usually employs an organized system to use assessment data to track the progress of most students and often provides targeted individual or small group student instruction.	Rarely uses data to inform instruction or struggles to keep updated data for all students.	Performance in this area is unacceptable.
Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Is a leader school-wide in transferring ownership of achievement to students and ensuring that students know where and how they need to improve their achievement.	Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Engages students in the process of monitoring their own understanding and achievement and attempts to make goals or benchmarks clear and transparent, but students are often unclear how to meet these goals.	Inconsistently engages students in the process of monitoring their own understanding and achievement.	Performance in this area is unacceptable.
Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in all work, including homework and that all work is of high quality.	Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in almost all work, including homework.	Ensures that all students complete and turn in most work, including homework, or that most students turn in all work but holds lower expectations for some students.	Performance in this area is unacceptable.

D. SKILLS AND CONCEPTS	4	3	2	1	0
Plans cohesive thoughtful unit plans that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.	Serves as a leader grade-wide and/or school-wide in creating a year-long plan that teaches each standard to mastery and in creating aligned units that emphasize big ideas and ensure standards mastery. These plans align with standards and prepare students for all assessments (state and school).	Creates a year-long plan that teaches each standard to mastery and creates aligned units that emphasize big ideas and ensure standards mastery. These plans align with standards and prepare students for all assessments (state and school).	Has some room for improvement in year-long plan and unit plans, or the alignment of these plans with standards and assessments.	Has significant room for improvement in year-long plan, unit plans and daily lesson plans.	Performance in this area is unacceptable.
Plans cohesive and thoughtful lessons that align with unit plans.	Serves as a leader school-wide in creating daily lesson plans that fit into units in a thoughtful, clear, and effective way. Includes regular, written reflections to leave documentation of what worked and what could be improved.	Creates daily lesson plans that fit into units in a thoughtful, clear, and effective way. Sometimes includes written reflections to leave documentation of what worked and what could be improved. Lesson plans include standard, objective, anticipated misconceptions (for math and science), discussion questions (where applicable), and outline for flow of lesson.	Could improve in thoroughness of daily lesson plans that fit into units in a thoughtful, clear, and effective way. Occasionally includes written reflections to leave documentation of what worked and what could be improved. Lesson plans usually include standard, objective, anticipated misconceptions (for math and science), discussion questions (where applicable), and outline for flow of lesson.	Has significant room for improvement in thoroughness of lesson plans.	Performance in this area is unacceptable.
Demonstrates deep understanding of content and its place in the curriculum and awareness of curricular consistency.	Uses deep understanding of content knowledge to push curriculum of the whole school forward by thoughtfully evaluating scope of curriculum and compares that with other curriculum.	Possesses deep knowledge of Brooke standards and assessments across grade levels. Knows what comes before and after that material in the curriculum (i.e., the fourth grade teacher knows what is taught in 3rd and 5th). Considers how material was previously introduced or how it will be extended in later grades and makes thoughtful choices about consistency for students.	Understands Brooke standards and assessments for own grade level very well.	Understands Brooke standards and assessments for own grade level for current unit, but does not understand the full scope of the yearlong curriculum.	Knowledge of content or standards is unacceptable.

D. SKILLS AND CONCEPTS	4	3	2	1	0
Effectively communicates the "point" of each lesson and the purpose of each activity.	At all times students can tell an observer the point of the lesson and activity and explain why it is important.	Effectively communicates the "point" of each lesson and the purpose of each activity so that students can explain the point.	Usually conveys the point of the lesson and each activity, but occasionally students are unclear about the point of the lesson or activity.	Sometimes conveys the point of the lesson and each activity, but often students are unclear about the point of the lesson or activity.	Performance in this area is unacceptable.
Presents thoughtful open-ended questions (when appropriate).	Asks model questions that get to the heart of the content and push everyone's thinking further to understand the point of the lesson better.	Presents thoughtful open-ended questions (when appropriate).	Often presents thoughtful open-ended questions (when appropriate). Or often asks open-ended questions but sometimes the questions are not thoughtful in developing students' understanding of the point of the lesson..	Presents mostly closed ended questions or presents mostly open-ended questions but those questions are rarely thoughtful questions that can deepen understanding of the point of the lesson.	Performance in this area is unacceptable.
Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Enables students to connect new material to the big ideas independently and to see the value in creating this larger conceptual understanding.	Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Consistently attempts to help students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.	Struggles to help students place new material in context.	Performance in this area is unacceptable.
Uses clear and purposeful language to: maximize the amount of time students spend talking and thinking about the task at hand; hold students accountable for articulating their thinking; improve the quality of student responses; and deepen understanding.	Is a leader school-wide in balancing between teacher talk and student responsibility during lessons and in directing productive student-student dialogue and debate.	Uses clear and purposeful language to: maximize the amount of time students spend talking and thinking about the task at hand; hold students accountable for articulating their thinking; improve the quality of student responses; and deepen understanding.	Teacher talk is occasionally excessive or teacher talk is occasionally inadequate to direct the lesson toward a clear objective. Occasionally the teacher is unclear in language.	Teacher talk is often excessive or teacher talk is often inadequate to direct the lesson toward a clear objective. Often the teacher is unclear in language.	Performance in this area is unacceptable.

E. RESPONSIBILITY TO TEAM	4	3	2	1	0
Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.	Has perfect attendance, is never late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is almost always prompt and engaged in duties, and usually meets deadlines.	Has reasonable attendance, is occasionally late, is usually prompt and engaged in duties, and usually meets deadlines.	Performance in this area is unacceptable.
Actively contributes to and shares responsibility for grade-level and school-wide activities.	Anticipates areas of need and offers to go above and beyond duties to make the school as effective and positive as it can be.	Actively contributes to and shares responsibility for grade-level and school-wide activities.	When asked, contributes to and shares responsibility for grade-level and school-wide activities. mission of the school.	Meets responsibilities, but does not do enough to contribute to grade-level and school-wide activities.	Performance in this area is unacceptable.
Is a positive team player and contributes to a positive and constructive professional culture.	Is a school-wide leader in establishing a positive, constructive, can-do, and mission-focused culture.	Is a consistently positive team player and contributes to a positive and constructive professional culture. Actively listens to others, with effective eye contact and other physical signs of engagement. Treats all staff members as teammates and is sincerely warm with all colleagues. Monitors and maintains emotional composure even in difficult situations.	Is usually a positive team player and contributes to a positive and constructive professional culture. Usually actively listens to others, with effective eye contact and other physical signs of engagement. Almost always treats all staff members as teammates and is usually sincerely warm with all colleagues. Usually monitors and maintains emotional composure even in difficult situations, but on occasion, gets flustered.	Is sometimes a positive team player and contributes to a positive and constructive professional culture. Sometimes actively listens to others, with effective eye contact and other physical signs of engagement. Treats some staff members as teammates and is only sincerely warm with some colleagues. Needs support in monitoring and maintaining emotional composure in difficult situations.	Performance in this area is unacceptable.

Instructional Leadership Standards

HIRING AND FIRING				
	4	3	2	1
Hires and retains only teachers with the potential to deliver excellent instruction.	Hires and retains only teachers who deliver excellent instruction.	Meets standard	1-2 new hires or returning teachers demonstrate little or no potential to deliver excellent instruction	More than 2 new hires or returning teachers demonstrate little or no potential to deliver excellent instruction.
Hires and retains only teachers who share the school's vision.	Hires and retains only teachers who passionately share the school's vision	Meets standard	1-2 new hires or returning teachers demonstrate an inadequate commitment to the vision	More than 2 new hires or returning teachers demonstrate an inadequate commitment to the vision
Identifies and supports struggling teachers and then terminates contracts with teachers who continue to be ineffective or who do not otherwise meet school expectations.	Does an exceptional job of helping struggling teachers to improve, while still maintaining high standards for effectiveness.	Meets standard	Is slow to identify or inadequately supports one to two teachers. Renews the contract of an inadequate teacher once.	Is slow to identify or inadequately supports more than two teachers. Renews the contract of an inadequate teacher repeatedly.
Allocates the staffing budget to meet the needs of the school.	Is innovative with staffing budgeting	Meets standard	Could make clear improvements by reallocating staffing budget	Could make significant improvements by reallocating staffing budget
Provides all teachers with clear and thoughtful performance evaluations at mid-year and provides struggling teachers with more frequent performance evaluations.	Evaluations are exceptionally insightful and evaluations from struggling teachers are frequent enough to create significant improvement.	Meets standard	Evaluations are occasionally vague and insufficiently frequent for struggling teachers.	Evaluations are often vague or insufficiently thoughtful.
Develops future leaders within the organization by identifying staff members with leadership potential and providing them with opportunities to grow and feedback on their growth. Collaborates and communications with the Co-Directors in developing these future leaders.	Recognizes leadership potential early on, proactively and frequently communicates with future leaders and with Co-Directors, and successfully grooms instructional leadership candidates.	Meets standard.	Does not recognize leadership potential in others, but when it is identified, works to develop the future leader. OR Is slow to give opportunities for growth in identified future leaders.	Is inconsistent in providing feedback or growth opportunities for future leaders. OR Struggles to communicate effectively with future leaders and/or co-directors about leadership potential.

ACHIEVEMENT				
	4	3	2	1
Meets expectations for test performance results. [Note: These expectations will be set with school leaders at the start of each school year based on historic and comparative data.]	Significantly exceeds expectations	Meets expectations.	Falls slightly below expectations	Falls significantly below expectations.
Takes and demonstrates responsibility for the achievement of all students in all subject areas.	Ensures that all students are performing at exceptional levels.	Meets standard by ensuring that students in all quartiles are performing at high levels.	One quartile shows inadequate growth.	More than one quartile shows inadequate growth.
Regularly employs an organized system to use assessment data to track the progress of individual students and individual teachers.	Maintains and frequently employs an integrated and sophisticated system that enables to leader to have an instant picture of a scholar's achievement and a teacher's performance.	Meets standard	System is insufficiently organized or updated or employed.	Attention to assessment data is insufficient.
Regularly analyzes data with teachers to ensure that teachers receive consistent feedback on their progress towards meeting achievement expectations.	Creates a culture where teachers own their data and bring independent insights to data analysis meetings.	Meets standard	Analyzes data but provides inconsistent feedback to teachers.	Provides insufficient feedback to teachers on their data.
Builds a school culture that respects testing as an accurate measure of performance and respects the integrity of testing by working to ensure that all students are pushed to perform their best. Understands the role of achievement on testing in achieving the school's mission.	Builds a culture that results in extreme student and teacher buy-in on assessments that leads to authentic performance achievement beyond expectation.	Meets standard	Creates an uneven culture where most teachers and students share this view of assessment.	Creates an uneven culture where most teachers and students do not share this view of assessment.

SETTING INSTRUCTIONAL EXPECTATIONS AND ENSURING THAT TEACHERS MEET THEM				
	4	3	2	1
Ensures that all teachers are creating and executing cohesive thoughtful lessons within thoughtful units that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.	Strong attention to planning results in exceptionally strong plans.	Meets standard	Attention to planning is insufficient, resulting in some teachers/teams creating inadequate plans.	Attention to planning is negligent, resulting in many teachers/teams creating inadequate plans.
Effectively manage teachers to ensure that they are consistently providing instruction that effectively communicates the point of lessons, presents open ended questions, enables them to place new material in context, and holds students accountable for thinking.	Creates a culture where teachers are consistently providing this level of instruction because the teachers have internalized these instructional practices.	Meets standard	Ensures that most teachers are consistently providing this level of instruction.	Ensures that half of the teachers are consistently providing this level of instruction.
Effectively manage teachers to ensure that teachers are differentiating to meet the needs of all students without relying on significant outside support to meet the needs of their learners.	Creates a culture where teachers are consistently providing this level of instruction because the teachers have internalized these instructional practices.	One to two teachers are not adequately differentiating or are overly relying on outside support to meet their students' needs.	More than two teachers but less than half are not adequately differentiating or are overly relying on outside support to meet their students' needs.	Most teachers are not adequately differentiating or are overly relying on outside support to meet their students' needs. Or many teachers are failing to meet students' needs entirely.
Effectively manage teachers to generate a high level of student participation throughout the school.	School is a model of student participation; visitors would be struck by the high level (in terms of quality and quantity) of student participation throughout the school.	Meets standard	Student participation is uneven throughout the school; there are areas of the school where participation is strong.	Students participate at too low a level throughout the school.
Observe teachers regularly and provide them with high quality, actionable feedback.	Frequent, quality feedback results in impressive growth in instruction for all teachers	Meets standard by observing every teacher once every two weeks and providing high quality, actionable feedback each time.	Observes most (but not all) teachers regularly and gives high quality feedback OR is sometimes unable to provide strong feedback	Observes all teachers once a month OR is often unable to provide strong feedback
Create and maintain structures and expectations that hold all teachers accountable for providing regular individualized feedback to their students.	Is innovative in creating effective structures for regular feedback.	Meets standard by continuing current Brooke practices and holding all teachers accountable for meeting individualized feedback expectations.	Holds teachers accountable for providing individualized feedback, yet not all students are receiving this individualized feedback	Does not hold all teachers accountable, but some teachers still provide individualized feedback
Plans and leads weekly professional development that meets the needs of the instructional staff and results in improved achievement.	Weekly professional development is exceptional in quality and in level of staff buy-in.	Meets standard.	Professional development is often good but is occasionally uneven.	Professional development is weak because it is not meeting teachers' needs.

Develops and implements new teacher training that effectively shares the Brooke vision of effective instruction and enables new teachers to implement instruction that develops skills within the context of developing critical thinking.	New teacher professional development is exceptional in quality and in level of staff buy-in. Teachers enter the year totally prepared to teach and to maintain Brooke quality instruction/culture.	Meets standard.	Quality is mostly strong, but in some instances does not clearly convey the Brooke vision or is ineffective in meeting new teachers' needs.	New teacher training is weak because it is not meeting teachers' needs.

SCHOOL CULTURE				
	4	3	2	1
Establishes a limited number of clear goals for the year and maintains personal and school focus on that goal.	Has exceptional buy-in and focus and these goals result in improved achievement.	Meets standard	Goals are too many or too vague or focus is uneven throughout the year.	The leader has goals, but staff cannot articulate these goals.
Communicates to students and teachers that effort, not innate ability, is central to achievement	Creates a school culture in which this belief is pervasive and deeply held.	Meets standard	Occasionally permits staff comments or actions that show a lack of belief in the centrality of effort to achievement.	Often permits staff comments or actions that show a lack of belief in the centrality of effort to achievement. OR Occasionally makes comments or takes action that show a lack of belief in the centrality of effort to achievement.
Creates and conveys a positive vision for student culture and realizes that vision through community meetings and management of classroom teachers.	School is a model of positive culture; visitors would be struck by the sincere and positive culture throughout the school.	Meets standard	There is a positive school culture but it is noticeably uneven in areas.	The school culture is flat overall. OR The school culture is incredibly uneven and some areas are very negative.
Establishes and maintains effective whole-school routines and manages teachers to ensure effective classroom routines.	School is a model of effective management and routine.	Meets standard	Some routines need improvement or are inconsistently upheld.	Many routines need improvement or are inconsistently upheld.
Clearly communicates high standards for student behavior to all members of the school community (parents, teachers, students, and support staff) and consistently enforces these high standards for student behavior.	School is a model of high behavioral standards and enforcement.	Meets standard	Isolated areas of inconsistent enforcement in the school staff. OR Instances of insufficient communication with some community members.	Significant areas of inconsistent enforcement in the school staff. OR Instances of poor communication with some community members.
Is fair and respectful and sets appropriate limits with all	Does an exceptional job of setting and	Meets standard.	Occasionally has favorites who receive	Often has favorites who receive different

students and families.	maintaining limits while always maintaining a calm and purposeful tone.		different treatment or does not demonstrate professional respect in contained instances.	treatment or does not demonstrate professional respect in repeated instances.
Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.	Provides exceptional modeling in each of the stated areas.	Meets standard	Has an occasional lapse in modeling one of the stated areas for one segment of the school community.	Has significant lapses in modeling one of the stated areas for one segment of the school community. OR Has occasional lapses in modeling several of the stated areas.
Has a confident and authentic presence with students, families, and staff.	Exceptionally confident and authentic presence.	Meets standard.	Occasional lapses in either confidence or authenticity.	Regular lapses in either confidence or authenticity.
Ensure that all teachers believe in the urgency of our mission and establish a classroom culture that reflects that urgency.	School is a model of urgency; visitors are struck by the calm and deliberate culture that ensures no time is wasted.	A few classrooms occasionally reflect a lack of adequate urgency.	In 1-2 classrooms, the culture consistently does not reflect adequate urgency.	In more than 2 classrooms, the culture does not reflect urgency.
Develops and maintains a positive staff culture based on a shared commitment to the school's mission and a belief in their own power to contribute to it.	School is a model of staff positivity.	Meets standard.	Isolated staff members can be negative.	Staff culture overall is negative around certain issues.
Builds a reflective culture where all members of the staff reflect on own performance and set and work to meet goals for own performance.	Staff culture is exceptionally reflective, collaborative, and goal-oriented.	Meets standard.	Most staff members are reflective and driven to meet own goals, but a few are insufficiently reflective.	Many staff members are reflective and driven to meet own goals, but some are insufficiently reflective.

PROFESSIONALISM				
	4	3	2	1
Actively identifies and effectively solves problems.	Generates buy-in from all involved parties while effectively solving problems. OR Is exceptionally perceptive in identifying and solving problems.	Meets standard	Actively identifies and effectively solves most solvable problems.	When problems are identified, works to solve them. OR Identifies problems but overly depends on help of others to solve them.
Manages time in order to meet long term goals and handle immediate needs.	Exceptionally manages time to accomplish long term goals while effectively meeting all short-term responsibilities.	Meets standard.	Occasionally loses sight of long term goals and only focuses on short term concerns. OR Occasionally focuses on long-term goals and loses sight of short term needs.	Often loses sight of long term goals and only focuses on short term concerns. OR Often focuses on long-term goals and neglects short term needs.
Is knowledgeable about instruction across grade levels	Exceptional knowledge across all grade levels	Meets standard.	Has one confined subject or grade level	Has several subject or grade level where

and content areas and works to increase instructional knowledge.	and content areas.		where incomplete knowledge makes it difficult to give strong feedback. Identifies that area of weakness and is working to address it. OR Has several areas where more knowledge would improve the quality of feedback.	incomplete knowledge makes it difficult to give strong feedback. OR Has one confined subject or grade level where incomplete knowledge makes it difficult to give strong feedback and is not working to address it.
Reflects accurately on own performance and sets and works to meet goals for own performance.	Is exceptionally insightful about own performance and is driven by own goals.	Meets standard.	Is inaccurate in self-assessment in a few areas. OR Does not consistently work to meet goals for own performance.	Is inaccurate in most areas. OR Is not setting or working to meet goals for own performance.
Solicit, respond positively to, and implements feedback from network leaders.	Solicits and responds to feedback and does an exceptional job of implementing feedback.	Meets standard.	Solicits and responds positively to feedback but struggles to implement it all.	Struggles to respond well to or implement feedback.
Is visible throughout the school (including attending all school events, checking in with teachers informally, etc.)	Is a consistently strong presence throughout the school.	Meets standard.	Is sometimes insufficiently present in the hallways or at school events or to meet with teachers.	Is often insufficiently present in the hallways or at school events or to meet with teachers.
Effectively communicates school policies and rationale with staff, parents, and students and solicits input as appropriate.	Generates exceptional buy in without compromising the integrity of the school's policies.	Meets standard.	Usually communicates well with all parties, but has an occasional lapse in communicating with one group.	Frequent lapses in communication.
Meets all deadlines and responds promptly to emails and messages.	Exceptionally responsive to all communications and completely reliable in meeting all deadlines.	Meets standard by responding to all internal and important external communications within 24 hours. Meets all deadlines, even self-designated deadlines.	Occasional lapses in meeting deadlines or in responding promptly.	Frequent lapses in meeting deadlines or in responding promptly.
Follows all state and federal regulations.	Effectively follows regulations while managing time to meet the needs of the school.	Meets standard.	Occasional minor lapses in following regulations, while still meeting the intent of the regulations.	Frequent minor lapses in following regulations, while still meeting the intent of the regulations.

September 12, 2014

R. M. Smith Investments, L.P.
P.O. Box 3468
Jackson, MS 39211

RE: 301 Adelle St. - Commercial Building

To Whom It May Concern:

This letter is in reference to a commercial building owned by R.M. Smith Investments located at 301 Adelle St., Jackson, 39202. We have a current lease with Midtown Partners, Inc., which originated on November 9, 2009.

Midtown Partners has expressed interest in purchasing the commercial building and surrounding lots for program expansion. R.M. Smith Investments is interested in selling the property to Midtown Partners and is interested in considering an owner-financed transaction based on mutually agreed upon terms.

Please let me know if I can be of further assistance.

Sincerely,

George Norfleet
R.M. Smith Properties

LEASE AGREEMENT

This lease agreement made and entered into on this the___2nd____ day of November 2009, by and between R M Smith Investments L P, whose address is P. O. Box 2468, Jackson, Mississippi 39211 (hereinafter referred to as "LESSOR"), and Good Samaritan Midtown, Inc., 301 Adelle St., Jackson, MS 39202, (hereinafter referred to as "LESSEE"). The terms lessor and lessee shall include, whenever the context admits or requires, singular or plural, the heirs, legal representatives, successors and assigns of the respective parties.

WITNESSETH

For and in consideration of the rentals, covenants and conditions hereinafter stipulated to be paid and performed by LESSEE, LESSOR does hereby demise and let unto LESSEE and LESSEE does hereby accept and let from LESSOR:

Building (approximately 10,000sf) located at 301 Adelle St., Jackson, MS 39202 and two lots adjacent to building (approximately 57,000sf)

I.

The primary term of this lease shall be for two (2) years, commencing on December 1, 2009, and ending at 12:00 midnight (2) two years from said date, November 30, 2011. If the lease is not renewed at expiration the lease reverts to month to month and can be canceled by either party by giving a 30 day written notice.

II.

In consideration of LESSOR'S leasing the aforesaid premises to LESSEE, LESSEE agrees to pay to LESSOR the sum of TWO THOUSAND FIVE HUNDERD DOLLARS AND NO CENTS, ($2,500.00) per month for the initial term of the lease. Rent is due on the first day of each month in advance.

III.

Lessee shall have, hold and use the demised premises as an office for the purpose of conducting lawful business activities commensurate with the tenor and business atmosphere of a community service office. Lessee will at all times take good and ordinary care and precaution for the preservation of the demised premises.

IV.

Lessee shall not, without the previous consent in writing of Lessor, assign this lease or sublet in whole or any part of the demised premises or permit the demised premises or any part thereof to be used or occupied by others, which consent by Lessor shall be in its sole discretion. In the event Lessor consents to

any such assignment or sublet ing, Lessee shall remain liable for the performance of the covenants and obligations on its part to be performed under this lease during the primary or any extended term hereof.

V.

Lessor agrees to keep the building insured against loss or damage by fire and all standard extended coverage perils for the full, fair insurable value thereof in a solvent and responsible company or companies authorized to do business in the State of Mississippi. Lessee shall have in effect at all times contents insurance on its assets, and shall maintain personal liability coverage on the premises. Lessee shall maintain at his expense, Public Liability Insurance providing coverage of at least $1,000,000 per accident, and at least $500,000 property damage per accident for the protection of Lessor during the entire term of this lease. Lessee should be named as an additional insured on this policy. Lessee shall provide Lessor with an insurance certificate from Lessee's insurance carrier showing coverage as required under the terms of this lease.

VI.

At the expiration of the tenancy hereby created and any extended term thereof, Lessee shall surrender the leased premises in the same condition as the leased premises were in upon delivery of possession thereto under this lease, reasonable wear and tear excepted, and damage by unavoidable casualty excepted.

VII.

Lessor shall not provide janitorial services and Lessee shall pay and be responsible for all utilities consumed or used incident to the demised premises, such as electricity, gas, and all other public utilities of every nature, kind and description used in said premises.

VIII.

Lessor shall be responsible for maintenance of the foundation, structure and roof of said demised premises and Lessee shall be responsible for keeping the interior of the facilities in a state of tenantable repair during the term of the lease; provided, however, that Lessor shall not be called upon to make any such repairs occasioned by the acts of negligence of the Lessee, its agents, patrons or employees, except where covered under Lessor's fire and extended coverage insurance. Lessor shall be responsible for upkeep of the yard in the manner that has been done in the past. Should Lessee want a higher level of upkeep on the yard say for play areas they will be responsible for this additional yard work.

IX.

Should the demised premises be totally or substantially destroyed, so as to render the demised premises untenantable, the

Lessor shall have the option to cancel the remaining portion of this lease or any extended term or period hereof by giving notice in writing. Lessee shall have no obligation to pay rental to Lessor so long as the demised building is untenantable.

X.

Lessor covenants that the lessee on paying the rental herein recited and performing the covenants and agreements hereof shall peaceably have, hold and enjoy the demised premises and all rights, easements and privileges belonging or pertaining thereto, during the full term of this lease, and any extension hereof.

XI.

Lessee shall have the right to erect and maintain at his own expense a business sign, in, on or about the premises, provided however that any such sign (s) are in compliance with any and all local ordinances pertaining to such, and to remove the same at the termination of the original or any renewal term, and damage caused by such removal to be repaired at the cost of Lessee. Lessee shall be responsible for and pay any and all assessments and levies, which may be made for the privilege of displaying such sign (s).

XII.

Lessee hereby agrees to maintain all of Lessor's fixtures and equipment, including light fixtures, heating and air conditioning equipment (this includes maintenance calls, Lessor is responsible for compressor failures and filter changes), and plumbing in good working order throughout the term of this Lease. Lessor shall be responsible for compressor failures and filter changes) during the term of the lease. Lessee agrees to take space as is. Any improvements made to the space will be at the Lessee's expense. The Lessee shall obtain approval from the Lessor prior to making any changes in the layout or finishes in said space. Any electrical, plumbing or sprinkler work shall be performed by a licensed and insured contractor. Any electrical, plumbing or sprinkler work shall be approved by the Lessor prior to the work being done.

XIII.

Lessor shall pay the property taxes on the premises based upon the original tax base as said taxes were assessed and due and payable on February 1, 2009. Lessee agrees to pay the difference in any adjustment due to increase in taxes from said base in subsequent years. Lessor shall present an invoice with computation for this adjustment on an annual basis with 90 days of tax due date each year. The lessee shall pay this adjustment within 30 days of receiving such invoice.

XIV.

Any notices required to be given by either party to the other party under the terms of this lease shall be served upon such party by United States Certified Mail as follows:

LESSOR:

R. M Smith Properties
P. O. Box 3468
Jackson, Mississippi 39207

LESSEE:

Good Samaritan Midtown
329 Adelle St.
Jackson, MS 39202

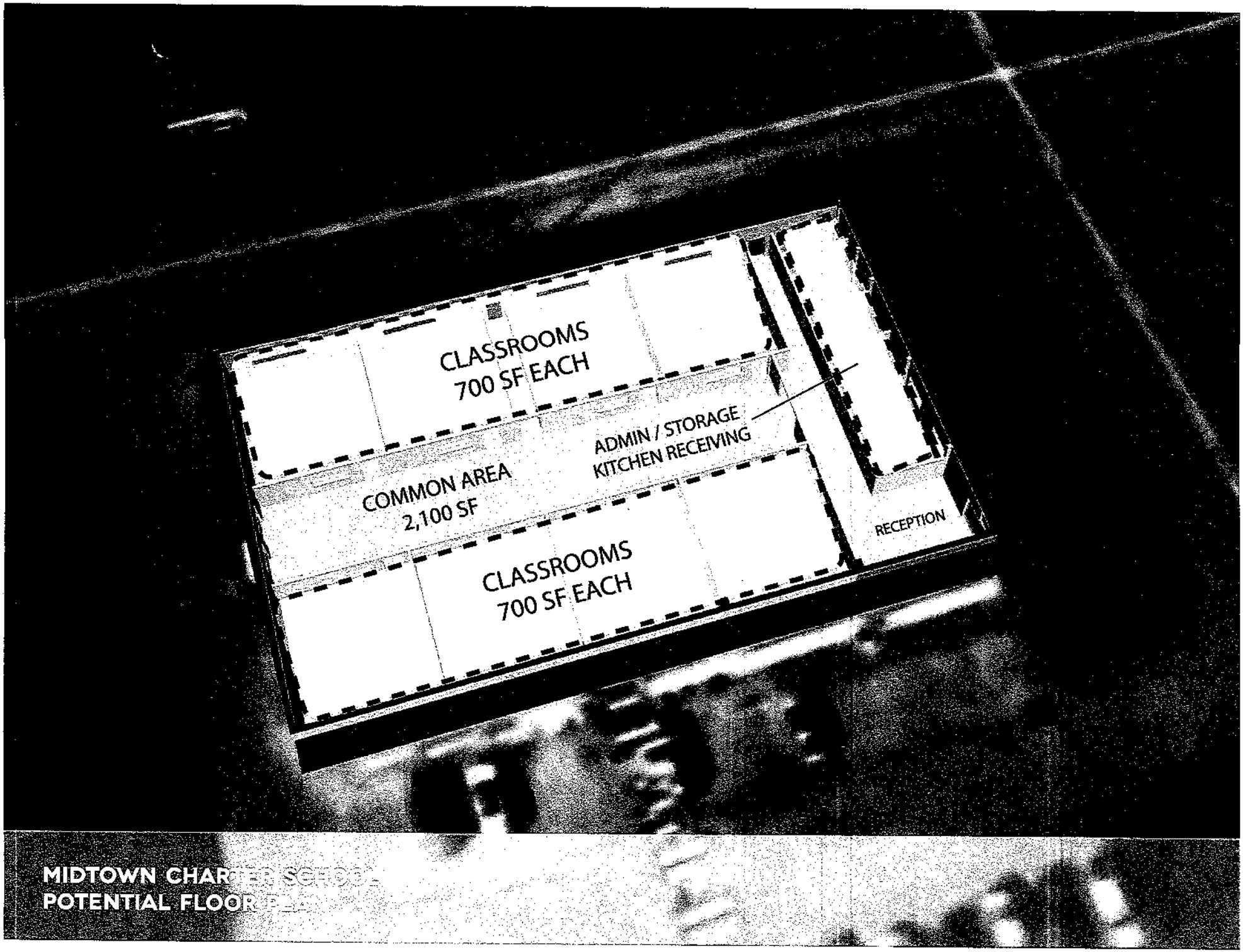
No amendment to or modification of this lease shall become valid an binding until approved in writing by both parties, unless required by arbitration.

In witness whereof, this lease agreement has been duly executed in duplicate originals on the date first mentioned above.

Kristi Hendrix date
Executive Director
Good Samaritan Midtown, Inc.

George Norfleet date 11/9/05
R. M. Smith Properties

MIDTOWN CHARTER SCHOOL
SITE PLAN



MIDTOWN CHARTER SCHOOL
POTENTIAL FLOOR PLAN

Attachment 19: MPCS Action Plan

Task	Start Date	Completion	Responsibility
GOVERNANCE			
Negotiate and sign charter agreement	Dec 2014	Jan 2015	P, BOT
Adopt by-laws	Jan 2015	Jan 2015	BOT
Elect officers	Jan 2015	Jan 2015	BOT
Appoint committee chairs	Jan 2015	Feb 2015	BOT
Set annual board meeting calendar	Jan 2015	Feb 2015	BOT
Adopt school policies	Feb 2015	Aug 2015	BOT
Create meeting agendas	Jan 2015	ongoing	BOT
Draft and disseminate minutes	Feb 2015	ongoing	BOT
Recruit additional members	Jan 2015	ongoing	BOT
Establish annual school goals	Jan 2015	May 2015	P, BOT
Adopt annual budget	Feb 2015	Jun 2015	BOT
Establish leader evaluation process	Feb 2015	Jun 2015	P, BOT
FACILITIES			
Negotiate and sign lease	Dec 2014	Jan 2015	DO, MP
Complete architectural plans	Jan 2015	Jan 2015	DO, MP
Create renovation timeline	Jan 2015	Jan 2015	DO, MP
Disseminate bid for contractor	Jan 2015	Jan 2015	DO, MP
Review bids and select contractor	Jan 2015	Feb 2015	DO, MP
Renovate facility	Mar 2015	Apr 2015	DO, MP
Install technology	Apr 2015	Aug 2015	DO, MP
Prepare building for opening	May 2015	Aug 2015	DO
Establish security protocols	Jul 2015	Aug 2015	DO
Install AED	Jul 2015	Aug 2015	DO
Conduct alarm checks	Aug 2015	Aug 2015	DO
Create initial bulletin board displays	Aug 2015	Aug 2015	Teachers
ENROLLMENT			
Develop marketing materials	Jan 2015	Jan 2015	P, DO
Develop application kit	Jan 2015	Jan 2015	P, DO
Translate materials and applications	Jan 2015	Jan 2015	P, DO
Place enrollment resources on school website	Jan 2015	Jan 2015	
Canvas neighborhoods	Jan 2015	Mar 2015	P, DO
Meet with local elementary school counselors	Jan 2015	Mar 2015	P, DO
Hold open houses	Jan 2015	Mar 2015	P, DO
Set lottery date	Jan 2015	Jan 2015	DO
Identify and secure lottery location	Jan 2015	Feb 2015	DO
Identify third party witness	Jan 2015	Mar 2015	P, DO
Hold lottery	Mar 2015	Mar 2015	P, DO
Create enrollment forms	Mar 2015	Mar 2015	DO
Mail admissions packets and waitlist letters	Apr 2015	Apr 2015	DO
Hold admissions meetings with families	Apr 2015	Jun 2015	P, DO
Collect enrollment forms	Apr 2015	Jul 2015	DO
HIRING			
Draft job descriptions	Jan 2015	Jan 2015	P, DO
Post job openings	Feb 2015	Jun 2015	DO

Task	Start Date	Completion	Responsibility
Screen resumes	Feb 2015	Jun 2015	P, DO
Conduct phone interviews	Feb 2015	Jun 2015	P, DO
Schedule demonstration lessons	Feb 2015	Jun 2015	P, DO
Contact references	Mar 2015	Jun 2015	P, DO
Google candidates	Mar 2015	Jun 2015	DO
Conduct background checks	May 2015	Aug 2015	DO
Make job offers	Feb 2015	Aug 2015	P, DO
Secure signed offer letters	Feb 2015	Aug 2015	DO
Draft and finalize Staff Handbook	Jan 2015	May 2015	P, DO
Establish insurance plans	Mar 2015	May 2015	DO
Establish direct deposit system	Mar 2015	May 2015	DO
Establish 403(b)	Mar 2015	May 2015	DO
CURRICULUM			
Review state, Common Core and national standards	Jan 2015	Jan 2015	P
Review Brooke Charter Schools (BCS) Learning Standards	Jan 2015	Jan 2015	P
Create MPCS Learning Standards to align with state standards	Jan 2015	Feb 2015	P
Obtain access to BCS scope and sequences, unit and lesson plans	Jan 2015	Jan 2015	P
Develop MPCS scope and sequences to align to MS state testing	Feb 2015	April 2015	P
Research supplemental intervention curricula	Feb 2015	July 2015	P
Order sample materials	Feb 2015	July 2015	P
Identify curriculum resources in community	Feb 2015	Aug 2015	P
Select and order curriculum materials	Mar 2015	Aug 2015	P
Create unit and lesson plan templates	Mar 2015	Jul 2015	P
Create resource library for teachers	Apr 2015	Aug 2015	P
Collect unit and lesson exemplars	May 2015	Aug 2015	P
Establish systems for archiving and sharing curriculum resources	May 2015	Aug 2015	P, SSC
Create teacher training on curriculum development	Jun 2015	Aug 2015	P, SSC
Conduct teacher orientation and training on curriculum development	Aug 2015	Aug 2015	P, SSC
Refine Scope and Sequences	Aug 2015	Aug 2015	P
TECHNOLOGY			
Create and approve technology plan	Feb 2015	Mar 2015	P, DO, MP
Create RFP for equipment and installation	Mar 2015	May 2015	DO
Solicit bids for technology services	Apr 2015	Jun 2015	DO
Purchase and/or lease equipment	Apr 2015	Aug 2015	DO
Install infrastructure (e.g., network)	May 2015	Aug 2015	DO
Map website design	Mar 2015	May 2015	P, DO, MP
Secure Internet provider	Mar 2015	May 2015	DO, MP
FINANCE			
Create chart of accounts	Jan 2015	Jan 2015	DO, MP
Establish bank accounts	Jan 2015	Jan 2015	DO, MP, BOT
Hire payroll company	Jan 2015	Mar 2015	DO, MP
Draft and approval Financial Policies and Procedures	Feb 2015	Feb 2015	DO, MP, BOT

Task	Start Date	Completion	Responsibility
Set up accounting system	Feb 2015	May 2015	DO, MP
Create and adopt development plan	Jan 2015	Mar 2015	P, MP, BOT
Establish 403(b) accounts	Mar 2015	Jun 2015	DO
Develop asset tracking system	Mar 2015	Jun 2015	DO
Develop receipt tracking system	Mar 2015	Jun 2015	DO
Create and adopt budget	Mar 2015	May 2015	P, DO, MP, BOT
Create compliance reporting calendar	May 2015	Jun 2015	DO
Research and select audit firm	May 2015	Jun 2015	DO, MP, BOT
PROFESSIONAL DEVELOPMENT			
Review BCS Teaching Standards	Jan 2015	Jan 2015	P
Create annual PD plan	Mar 2015	Jul 2015	P
Research PD providers	Jan 2015	May 2015	P
Select PD providers	Mar 2015	Jul 2015	P
Identify orientation topics	May 2015	Jul 2015	P, SSC, DO
Create summer orientation agenda	Jun 2015	Jul 2015	P, SSC, DO
Develop orientation materials	Jun 2015	Jul 2015	P, SSC, DO
Create observation and feedback protocols and forms	Jun 2015	Aug 2015	P, SSC
Develop protocol for looking at student work	Jun 2015	Aug 2015	P, SSC
Conduct staff orientation	Aug 2015	Aug 2015	P, DO, SSC
Conduct orientation evaluation	Aug 2015	Aug 2015	DO
Conduct staff needs assessment for upcoming year	Aug 2015	Aug 2015	P, DO, SSC
COMMUNITY RELATIONS			
Develop marketing materials	Jan 2015	Feb 2015	P, DO
Research local CBOs and businesses	Jan 2015	Feb 2015	P, DO
Meet with district superintendent	Jan 2015	Feb 2015	P, DO
Meet with local politicians	Jan 2015	ongoing	P, DO
Meet with community leaders	Jan 2015	ongoing	P, DO
Conduct neighborhood walks with staff	Mar 2015	Aug 2015	P, DO
Create newsletter mailing list	Jan 2015	ongoing	DO
Disseminate monthly newsletter	Jan 2015	ongoing	P, DO
Post board meeting dates in local media	Jan 2015	ongoing	DO
Pitch stories to local media	Jan 2015	ongoing	P, DO
SCHOOL CULTURE			
Create building and classroom norms	Jan 2015	Aug 2015	P
Finalize code of conduct	Mar 2015	Jun 2015	P, BOT
Draft and finalize Student and Family Handbook	Mar 2015	July 2015	P, DO
Print wall posters	Aug 2015	Aug 2015	P, DO
Develop professionalism tracking system	Jun 2015	Aug 2015	SSC, DO
Plan and conduct parent orientation	Jul 2015	Aug 2015	P, DO, SSC
Plan and conduct student orientation	Jul 2015	Aug 2015	P, DO, SSC
Create parent communication plan	May 2015	Aug 2015	P, DO
Plan Family Council kickoff	Jul 2015	Aug 2015	P, DO
ASSESSMENT AND DATA			
Develop plan for common assessments (baseline, interim, etc.)	Mar 2015	Aug 2015	P
Develop calendar for grading and assessment cycles	Apr 2015	Aug 2015	P

Task	Start Date	Completion	Responsibility
Develop grading policy	Jun 2015	Aug 2015	P
Develop homework policy	Jun 2015	Aug 2015	P
Develop system for looking at and using data	Jul 2015	Aug 2015	P
Create data tracking system/platform	May 2015	Aug 2015	P, DO
Train teachers on data tracking system/platform	Aug 2015	Aug 2015	P, DO
Develop common interim assessments	Mar 2015	Aug 2015	P, Teachers
Secure DRA-2	Aug 2015	Aug 2015	DO
AT-RISK STUDENTS			
Contract related service providers	Mar 2015	Jun 2015	SSC, DO
Obtain IEPs and records of identified students	Apr 2015	Aug 2015	SSC, DO
Create resource library and strategy lists	May 2015	Aug 2015	SSC
Prepare training for teachers	May 2015	Jun 2015	P, SSC
Develop RTI meeting protocols	Jun 2015	Aug 2015	SSC
Develop data tracking system	Jun 2015	Aug 2015	P, SSC
Revise IEPs as necessary	Jun 2015	Aug 2015	SSC
Conduct home language surveys	Jun 2015	Aug 2015	SSC
Create IEP summaries for teachers	Jul 2015	Aug 2015	SSC
Administer W-APT	Jul 2015	Aug 2015	SSC
Train teachers on intervention programs	Aug 2015	Aug 2015	P, SSC
Establish related services schedule	Aug 2015	Aug 2015	SSC
OPERATIONS			
Purchase or lease office equipment and furniture	Mar 2015	Jun 2015	P, DO
Install office equipment	Mar 2015	Aug 2015	DO
Create record-keeping systems	Mar 2015	Jul 2015	DO, MP
Establish FERPA protocols	Mar 2015	Jun 2015	DO
Secure transportation vendor	Mar 2015	Jun 2015	DO
Secure janitorial vendor	Mar 2015	Jun 2015	DO
Create reception protocols	Mar 2015	May 2015	DO
Draft and adopt school safety plan	Apr 2015	Jun 2015	P, DO
Establish food service procedures	Apr 2015	Aug 2015	DO, MP
Create attendance system	Jun 2015	Aug 2015	DO
Establish fire drill procedures	Jun 2015	Aug 2015	DO
Establish lock down procedures	Jun 2015	Aug 2015	DO

Key: Principal (P), Board of Trustees (BOT), Director of Operations (DO), Student Support Coordinator (SSC), Midtown Partners (MP)

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
  ***PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.
  Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of $100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in $100. If enrollment is 100 students then the total for that line will be $10,000 in Year 1.
  Option 2; Will generate a total based on a per staff basis. For example, if an estimation of $1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in $1,000. If the school's FTE count is 20 then the total for that line will be $20,000 in Year 1.
  Option 3; Will generate a total based on the school. For example, if the desired amount for that line is $25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in $25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
  *** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Cash Flow Tab

- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during **YEAR 1** in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Midtown Public Charter School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Kristie Hendrix
Contact Email:	kristihendrix@midtownpartners.org
Contact Phone:	(601) 354-5373
Year One:	2015-16
School Days:	190

Midtown Public Charter School

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	-	-	-	-	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-	-	-	-	-
5th Grade	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
6th Grade	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
7th Grade	-	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
8th Grade	-	-	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
9th Grade	-	-	-		-	-	-	-	-	-
10th Grade	-	-	-	-		-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**	**52.00**
Total Middle School Enrollment	**52.00**	**104.00**	**156.00**	**156.00**	**156.00**	**156.00**	**156.00**	**156.00**	**156.00**	**156.00**
Total High School Enrollment	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Enrollment	**104.00**	**156.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**
Change in Net Enrollment from Prior Year	**104.00**	**52.00**	**52.00**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

STUDENT POPULATION										
Average Daily Membership %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average Daily Membership (ADM)	**104.00**	**156.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**	**208.00**
Average Daily Attendance %	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Average Daily Attendance (ADA)	**98.80**	**148.20**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**
Special Education Students %	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Special Education Student Count (SPED)	**10.40**	**15.60**	**20.80**	**20.80**	**20.80**	**20.80**	**20.80**	**20.80**	**20.80**	**20.80**
English Language Learner %	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
English Language Learner Count (ELL)	**1.04**	**1.56**	**2.08**	**2.08**	**2.08**	**2.08**	**2.08**	**2.08**	**2.08**	**2.08**
% Student Qualifying for Free Lunch	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
Student Count Qualifying for Free Lunch	**72.80**	**109.20**	**145.60**	**145.60**	**145.60**	**145.60**	**145.60**	**145.60**	**145.60**	**145.60**
% Student Qualifying for Reduced Lunch	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
Student Count Qualifying for Reduced Lunch	26.00	39.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00	52.00
Free and Reduced Lunch Student %	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Student Count Qualifying for Free or Reduced Lunch	**98.80**	**148.20**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**	**197.60**
Alternative Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Alternative Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Gifted Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gifted Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Career and Technical Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Career and Technical Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Student Transportation	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Student Transportation Count	**52.00**	**78.00**	**104.00**	**104.00**	**104.00**	**104.00**	**104.00**	**104.00**	**104.00**	**104.00**

Midtown Public Charter School

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES	Salary Totals				
			Year 1	Year 2	Year 3	Year 4	Year 5		Year 1	Year 2	Year 3	Year 4	Year 5
			2015-16	2016-17	2017-18	2018-19	2019-20		2015-16	2016-17	2017-18	2018-19	2019-20
									Yearly Raise %				
									0.00%	2.00%	2.00%	2.00%	2.00%
Principal	Executive Management	$ 80,000	1.0	1.0	1.0	1.0	1.0		$ 80,000	$ 81,600	$ 83,232	$ 84,897	$ 86,595
Director of Operations	Operation / Business Manager	$ 75,000	1.0	1.0	1.0	1.0	1.0		$ 75,000	$ 76,500	$ 78,030	$ 79,591	$ 81,182
Student Support Coordinator	Deans, Directors & Coordinators	$ 50,000	1.0	1.0	1.0	1.0	1.0		$ 50,000	$ 51,000	$ 52,020	$ 53,060	$ 54,122
Dean of Students	Deans, Directors & Coordinators	$ 50,000	0.0	1.0	1.0	1.0	1.0		$ -	$ 50,000	$ 51,000	$ 52,020	$ 53,060
Teachers	Teachers - Regular	$ 43,000	8.0	12.0	16.0	16.0	16.0		$ 344,000	$ 522,880	$ 705,338	$ 719,444	$ 733,833
Specialty Teachers	Specialty Teachers	$ 43,000	1.0	1.0	1.0	1.0	1.0		$ 43,000	$ 43,860	$ 44,737	$ 45,632	$ 46,545
Student Support Teachers	Teachers - SPED	$ 43,000	1.0	1.0	2.0	2.0	2.0		$ 43,000	$ 43,860	$ 87,737	$ 89,492	$ 91,282
Office Manager	Administrative Staff	$ 24,000	1.0	1.0	1.0	1.0	1.0	#	$ 24,000	$ 24,480	$ 24,970	$ 25,469	$ 25,978
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
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			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Total			14.0	19.0	24.0	24.0	24.0		$ 659,000	$ 894,180	$ 1,127,064	$ 1,149,605	$ 1,172,597

Midtown Public Charter School

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

Enter the % increase below, except rows 22-26 (see note), for which the amount entered in column F should increase each year.

Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year budget. Details can be added on the 5 year budget tab under 'Description of Assumptions' column.

REVENUE			2015-16	2016-17	2017-18	2018-19	2019-20	NOTES
STATE REVENUES								
Mississippi Adequate Education Program (MAEP)	1	4,628.79	2.00%	2.00%	2.00%	2.00%	2.00%	
Base Student Allocation								
Special Education			40,713.83	54,285.11	54,285.11	54,285.11	54,285.11	
Alternative Education			-	-	-	-	-	
Gifted Education			-	-	-	-	-	
Career and Technical Education								
Student Transportation		69.50	100.00%	0.00%	0.00%	0.00%	0.00%	
Custom State Funding #1		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom State Funding #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom State Funding #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL STATE REVENUES								
FEDERAL REVENUES								
Free Breakfast Reimbursement	1	1.62	0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Breakfast Reimbursement	1	1.32	0.00%	0.00%	0.00%	0.00%	0.00%	
Paid Breakfast Reimbursement	1	0.28	0.00%	0.00%	0.00%	0.00%	0.00%	
Free Lunch Reimbursement	1	2.98	0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Lunch Reimbursement	1	2.58	0.00%	0.00%	0.00%	0.00%	0.00%	
Paid Lunch Reimbursement	1	0.28	0.00%	0.00%	0.00%	0.00%	0.00%	
Snack Reimbursement	1	0.80	0.00%	0.00%	0.00%	0.00%	0.00%	
Title I	1	475.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Title II	1	20.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Title III	1	220.00	0.00%	0.00%	0.00%	0.00%	0.00%	
IDEA Funding	1	1,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
CSP		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #1		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FEDERAL REVENUES								
LOCAL & OTHER REVENUES								
Contributions and Donations	3	200,000.00	0.00%	-90.00%	0.00%	0.00%	0.00%	
Fundraising (Rev.)			0.00%	0.00%	0.00%	0.00%	0.00%	
Erate Reimbursement	3	20,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Earnings on Investments		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Interest Income		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service (Income from meals)	3	7,416.00	0.00%	55.00%	35.00%	0.00%	0.00%	
Text Book		-	0.00%	0.00%	0.00%	0.00%	0.00%	
District local share	1	2,452.91	0.00%	0.00%	0.00%	0.00%	0.00%	
Surplus from previous year	3	860.00	0.00%	2636.10%	-93.82%	6334.75%	94.83%	
Custom Local & Other Funding #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES								
TOTAL REVENUE								

Midtown Public Charter School

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

			2015-16	2016-17	2017-18	2018-19	2019-20	NOTES
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management								
Instructional Management								
Deans, Directors & Coordinators								
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff								
Other - Administrative								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS								
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular								
Teachers - SPED								
Substitute Teachers								
Teaching Assistants								
Specialty Teachers								
Aides								
Therapists & Counselors								
Other - Instructional								
TOTAL INSTRUCTIONAL PERSONNEL COSTS								
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse								
Librarian								
Custodian								
Security								
Other - Non-Instructional								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS								
TOTAL PERSONNEL EXPENSES								
PAYROLL TAXES AND BENEFITS			For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
Social Security			6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare			1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment			0.40%	0.40%	0.44%	0.43%	0.44%	1.35% of first $14,000 of salary per FTE
Worker's Compensation Insurance			1.50%	1.50%	1.50%	1.50%	1.50%	
Custom Other Tax #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance			12.11%	12.11%	12.14%	11.90%	11.67%	$475 per month for health and dental per FTE;
Dental Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution			3.00%	3.00%	3.00%	3.00%	3.00%	3% contribution to retirement account
Custom Fringe #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES								
CONTRACTED SERVICES			Enter the % increase below for which the amount entered in column F should increase each year.					
Accounting / Audit	3	12,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Bookkeeping and annual audit
Legal	3	2,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Management Company Fee		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Nurse Services	3	20,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service / School Lunch	3	101,088.00	0.00%	50.00%	34.00%	0.00%	0.00%	
Payroll Services	2	50.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Special Ed Services	1	65.00	0.00%	0.00%	0.00%	0.00%	0.00%	$650 per student with IEP, assumes 10% of students
Titlement Services (i.e. Title I)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Contracted Services #1		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Contracted Services #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Contracted Services #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL CONTRACTED SERVICES								

Midtown Public Charter School

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

			2015-16	2016-17	2017-18	2018-19	2019-20	NOTES
SCHOOL OPERATIONS								
Board Expenses	3	500.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Classroom / Teaching Supplies & Materials	2	200.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Special Ed Supplies & Materials	1	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	$50 per student with IEP, assumes 10% of students have IEPs
Textbooks / Workbooks	1	50.00	0.00%	-50.00%	-33.00%	0.00%	0.00%	
Supplies & Materials other	1	50.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Equipment / Furniture	3	5,200.00	0.00%	-50.00%	0.00%	-100.00%	0.00%	$50 per student
Telephone	3	3,600.00	0.00%	5.00%	5.00%	5.00%	5.00%	
Technology	3	20,000.00	0.00%	-75.00%	0.00%	0.00%	0.00%	
Student Testing & Assessment	1	50.00	0.00%	0.00%	0.00%	0.00%	0.00%	annual DRA-2 administration
Field Trips		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Transportation (student)	1	273.00	0.00%	0.00%	0.00%	0.00%	0.00%	$546 per student, 50% of students utilize
Student Services - other		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Office Expense	3	12,000.00	0.00%	2.00%	2.00%	2.00%	2.00%	
Staff Development	2	400.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Staff Recruitment	3	2,500.00	0.00%	0.00%	-33.33%	0.00%	0.00%	
Student Recruitment / Marketing	3	2,500.00	0.00%	0.00%	-33.33%	0.00%	0.00%	
School Meals / Lunch			0.00%	50.00%	33.00%	0.00%	0.00%	
Travel (Staff)	2	500.00	0.00%	0.00%	0.00%	0.00%	0.00%	for visiting other schools and conferences
Fundraising		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #1		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	3	8,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Janitorial Services	3	17,000.00	0.00%	2.00%	2.00%	2.00%	2.00%	
Building and Land Rent / Lease	3	30,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Repairs & Maintenance	3	3,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Equipment / Furniture	3	8,000.00	0.00%	-50.00%	-50.00%	0.00%	0.00%	
Security Services	3	150.00	2.00%	2.00%	2.00%	2.00%	2.00%	
Utilities	3	13,000.00	2.00%	2.00%	2.00%	2.00%	2.00%	
Waste Removal	3	1,674.00	2.00%	2.00%	2.00%	2.00%	2.00%	
Yard Maintenance	3	1,200.00	2.00%	2.00%	2.00%	2.00%	2.00%	
Custom Facilities Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE								
RESERVES / CONTIGENCY		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL EXPENSES								
NET OPERATING INCOME (before Depreciation)								
DEPRECIATION & AMORTIZATION		-	0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (including Depreciation)								

Midtown Public Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	1,176,169	1,504,810	1,965,290	2,077,829	2,187,388
Total Expenses	1,152,639	1,503,356	1,871,732	1,895,554	1,922,701
Net Income	23,530	1,454	93,558	182,274	264,687
Revenue Per Pupil	11,309	9,646	9,449	9,990	10,516
Expenses Per Pupil	11,083	9,637	8,999	9,113	9,244

Description of Assumptions

	YEAR 1 2015-16	YEAR 2 2016-17	YEAR 3 2017-18	YEAR 4 2018-19	YEAR 5 2019-20
REVENUE					
STATE REVENUES					
Mississippi Adequate Education Program (MAEP) Base Student Allocation	491,022	751,264	1,021,719	1,042,153	1,062,996
Special Education	40,714	54,285	54,285	54,285	54,285
Alternative Education	-	-	-	-	-
Gifted Education	-	-	-	-	-
Career and Technical Education	-	-	-	-	-
Student Transportation	7,228	10,842	14,456	14,456	14,456
Custom State Funding #1	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-
TOTAL STATE REVENUES	**$ 538,964**	**$ 816,391**	**$ 1,090,460**	**$ 1,110,894**	**$ 1,131,737**
FEDERAL REVENUES					
Free Breakfast Reimbursement	21,287	31,931	42,575	42,575	42,575
Reduced Breakfast Reimbursement	6,195	9,292	12,390	12,390	12,390
Paid Breakfast Reimbursement	263	394	526	526	526
Free Lunch Reimbursement	39,158	58,738	78,317	78,317	78,317
Reduced Lunch Reimbursement	12,108	18,162	24,216	24,216	24,216
Paid Lunch Reimbursement	263	394	526	526	526
Snack Reimbursement	15,018	22,526	30,035	30,035	30,035
Title I	46,930	70,395	93,860	93,860	93,860
Title II	1,976	2,964	3,952	3,952	3,952
Title III	229	343	458	458	458
IDEA Funding	10,400	15,600	20,800	20,800	20,800
CSP	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-
TOTAL FEDERAL REVENUES	**$ 153,827**	**$ 230,740**	**$ 307,653**	**$ 307,653**	**$ 307,653**
LOCAL & OTHER REVENUES					
Contributions and Donations	200,000	20,000	20,000	20,000	20,000
Fundraising (Rev.)	-	-	-	-	-
Erate Reimbursement	20,000	20,000	20,000	20,000	20,000
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	7,416	11,495	15,518	15,518	15,518
Text Book	-	-	-	-	-
District local share	255,103	382,654	510,205	510,205	510,205
Surplus from previous year	860	23,530	1,454	93,558	182,274
Custom Local & Other Funding #3	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	**$ 483,379**	**$ 457,679**	**$ 567,177**	**$ 659,281**	**$ 747,997**
TOTAL REVENUE	**$ 1,176,169**	**$ 1,504,810**	**$ 1,965,290**	**$ 2,077,829**	**$ 2,187,388**

Midtown Public Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						
Total Revenue	1,176,169	1,504,810	1,965,290	2,077,829	2,187,388	**Description of Assumptions**
Total Expenses	1,152,639	1,503,356	1,871,732	1,895,554	1,922,701	
Net Income	23,530	1,454	93,558	182,274	264,687	
Revenue Per Pupil	11,309	9,646	9,449	9,990	10,516	
Expenses Per Pupil	11,083	9,637	8,999	9,113	9,244	

	YEAR 1 2015-16	YEAR 2 2016-17	YEAR 3 2017-18	YEAR 4 2018-19	YEAR 5 2019-20	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	80,000	81,600	83,232	84,897	86,595	Principal
Instructional Management	-	-	-	-	-	
Deans, Directors & Coordinators	50,000	101,000	103,020	105,080	107,182	Student Support Coordinator Year 1, Dean of Students Year 2
CFO / Director of Finance	-	-	-	-	-	
Operation / Business Manager	75,000	76,500	78,030	79,591	81,182	Director of Operations
Administrative Staff	24,000	24,480	24,970	25,469	25,978	Office Manager
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 229,000**	**$ 283,580**	**$ 289,252**	**$ 295,037**	**$ 300,937**	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	344,000	522,880	705,338	719,444	733,833	2 core teachers per class
Teachers - SPED	43,000	43,860	87,737	89,492	91,282	1 sped teacher Year 1-2, 2 sped teachers thereafter
Substitute Teachers	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	43,000	43,860	44,737	45,632	46,545	1 specialty teacher
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	-	-	-	-	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 430,000**	**$ 610,600**	**$ 837,812**	**$ 854,568**	**$ 871,660**	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
TOTAL PERSONNEL EXPENSES	**$ 659,000**	**$ 894,180**	**$ 1,127,064**	**$ 1,149,605**	**$ 1,172,597**	
PAYROLL TAXES AND BENEFITS						
Social Security	40,858	55,439	69,878	71,276	72,701	
Medicare	9,556	12,966	16,342	16,669	17,003	
State Unemployment	2,666	3,612	4,937	4,937	5,127	
Worker's Compensation Insurance	9,885	13,413	16,906	17,244	17,589	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	79,800	108,300	136,800	136,800	136,800	
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	19,770	26,825	33,812	34,488	35,178	
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 162,535**	**$ 220,554**	**$ 278,675**	**$ 281,414**	**$ 284,397**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 821,535**	**$ 1,114,734**	**$ 1,405,739**	**$ 1,431,019**	**$ 1,456,994**	
CONTRACTED SERVICES						
Accounting / Audit	12,000	12,000	12,000	12,000	12,000	
Legal	2,000	2,000	2,000	2,000	2,000	
Management Company Fee	-	-	-	-	-	
Nurse Services	20,000	20,000	20,000	20,000	20,000	
Food Service / School Lunch	101,088	151,632	203,187	203,187	203,187	
Payroll Services	700	950	1,200	1,200	1,200	
Special Ed Services	6,760	10,140	13,520	13,520	13,520	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Custom Contracted Services #1	-	-	-	-	-	
Custom Contracted Services #2	-	-	-	-	-	
Custom Contracted Services #3	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	**$ 142,548**	**$ 196,722**	**$ 251,907**	**$ 251,907**	**$ 251,907**	

Midtown Public Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY					
Total Revenue	1,176,169	1,504,810	1,965,290	2,077,829	2,187,388
Total Expenses	1,152,639	1,503,356	1,871,732	1,895,554	1,922,701
Net Income	23,530	1,454	93,558	182,274	264,687
Revenue Per Pupil	11,309	9,646	9,449	9,990	10,516
Expenses Per Pupil	11,083	9,637	8,999	9,113	9,244

Description of Assumptions

	YEAR 1 2015-16	YEAR 2 2016-17	YEAR 3 2017-18	YEAR 4 2018-19	YEAR 5 2019-20
SCHOOL OPERATIONS					
Board Expenses	500	500	500	500	500
Classroom / Teaching Supplies & Materials	2,800	3,800	4,800	4,800	4,800
Special Ed Supplies & Materials	520	780	1,040	1,040	1,040
Textbooks / Workbooks	5,200	3,900	3,484	3,484	3,484
Supplies & Materials other	5,200	7,800	10,400	10,400	10,400
Equipment / Furniture	5,200	2,600	2,600	-	-
Telephone	3,600	3,780	3,969	4,167	4,376
Technology	20,000	5,000	5,000	5,000	5,000
Student Testing & Assessment	5,200	7,800	10,400	10,400	10,400
Field Trips	-	-	-	-	-
Transportation (student)	28,392	42,588	56,784	56,784	56,784
Student Services - other	-	-	-	-	-
Office Expense	12,000	12,240	12,485	12,734	12,989
Staff Development	5,600	7,600	9,600	9,600	9,600
Staff Recruitment	2,500	2,500	1,667	1,667	1,667
Student Recruitment / Marketing	2,500	2,500	1,667	1,667	1,667
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	7,000	9,500	12,000	12,000	12,000
Fundraising	-	-	-	-	-
Custom Operations #1	-	-	-	-	-
Custom Operations #2	-	-	-	-	-
Custom Operations #3	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 106,212**	**$ 112,888**	**$ 136,395**	**$ 134,243**	**$ 134,707**
FACILITY OPERATION & MAINTENANCE					
Insurance	8,000	8,000	8,000	8,000	8,000
Janitorial Services	17,000	17,340	17,687	18,041	18,401
Building and Land Rent / Lease	30,000	30,000	30,000	30,000	30,000
Repairs & Maintenance	3,000	3,000	3,000	3,000	3,000
Equipment / Furniture	8,000	4,000	2,000	2,000	2,000
Security Services	153	156	159	162	166
Utilities	13,260	13,525	13,796	14,072	14,353
Waste Removal	1,707	1,742	1,776	1,812	1,848
Yard Maintenance	1,224	1,248	1,273	1,299	1,325
Custom Facilities Operations #3	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 82,344**	**$ 79,011**	**$ 77,692**	**$ 78,385**	**$ 79,093**
RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	**$ 1,152,639**	**$ 1,503,356**	**$ 1,871,732**	**$ 1,895,554**	**$ 1,922,701**
NET OPERATING INCOME (before Depreciation)	**$ 23,530**	**$ 1,454**	**$ 93,558**	**$ 182,274**	**$ 264,687**
DEPRECIATION & AMORTIZATION	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 23,530**	**$ 1,454**	**$ 93,558**	**$ 182,274**	**$ 264,687**

Midtown Public Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		
Total Revenue	100,000	**Description of Assumptions**
Total Expenses	99,140	
Net Income	860	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP)	-	
Base Student Allocation		
Special Education	-	
Alternative Education	-	
Gifted Education	-	
Career and Technical Education	-	
Student Transportation	-	
Custom State Funding #1	-	
Custom State Funding #2	-	
Custom State Funding #3	-	
TOTAL STATE REVENUES	**$ -**	
FEDERAL REVENUES		
Free Breakfast Reimbursement	-	
Reduced Breakfast Reimbursement	-	
Paid Breakfast Reimbursement	-	
Free Lunch Reimbursement	-	
Reduced Lunch Reimbursement	-	
Paid Lunch Reimbursement	-	
Snack Reimbursement	-	
Title I	-	
Title II	-	
Title III	-	
IDEA Funding	-	
CSP	-	
Custom Federal Funding #1	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	**$ -**	
LOCAL & OTHER REVENUES		
Contributions and Donations	100,000	Assumes ongoing support from the Walker Foundation and others
Fundraising (Rev.)	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
District local share	-	
Surplus from previous year	-	
Custom Local & Other Funding #3	-	
TOTAL LOCAL & OTHER REVENUES	**$ 100,000**	
TOTAL REVENUE	**$ 100,000**	

Midtown Public Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		
Total Revenue	100,000	**Description of Assumptions**
Total Expenses	99,140	
Net Income	860	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	40,000	half year: Principal
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	37,500	half-year: Director of Operations
Administrative Staff	-	
Other - Administrative	6,000	three months: office manager
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 83,500**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	
TOTAL PERSONNEL EXPENSES	**$ 83,500**	
PAYROLL TAXES AND BENEFITS		
Social Security	5,177	
Medicare	1,211	
State Unemployment	500	
Worker's Compensation Insurance	1,253	
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	-	
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	-	
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 8,140**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 91,640**	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Custom Contracted Services #1	-	
Custom Contracted Services #2	-	
Custom Contracted Services #3	-	
TOTAL CONTRACTED SERVICES	**$ -**	

Midtown Public Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	100,000
Total Expenses	99,140
Net Income	860
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

	Start-Up Period
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	1,500
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	3,000
Student Recruitment / Marketing	3,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
TOTAL SCHOOL OPERATIONS	**$ 7,500**
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security Services	-
Utilities	-
Waste Removal	-
Yard Maintenance	-
Custom Facilities Operations #3	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**
RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**$ 99,140**
NET OPERATING INCOME (before Depreciation)	**$ 860**
DEPRECIATION & AMORTIZATION	-
NET OPERATING INCOME (including Depreciation)	**$ 860**

Midtown Public Charter School

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)
Total Revenue	200,860	77,076	81,870	88,485	88,485	88,485	108,485	88,485	88,485	88,485	88,485	88,485	-	1,176,169	-
Total Expenses	47,376	128,876	94,216	94,216	94,216	94,216	104,676	95,216	95,216	95,216	95,216	94,216	-	1,152,639	-
Net Income	153,484	(51,800)	(12,346)	(5,731)	(5,731)	(5,731)	3,809	(6,731)	(6,731)	(6,731)	(6,731)	(5,731)	-	23,530	-
Cash Flow Adjustments	-		-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance		153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	-	
Ending Cash Balance	153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	43,300	23,530	

Description of Assumptions

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	
STATE REVENUES															
Mississippi Adequate Education Program (MAEP)	-	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38	44,638.38		491,022	-
Base Student Allocation															
Special Education	-	-	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38	4,071.38		40,714	-
Alternative Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Gifted Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Career and Technical Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Student Transportation	-		722.80	722.80	722.80	722.80	722.80	722.80	722.80	722.80	722.80	722.80		7,228	-
Custom State Funding #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom State Funding #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom State Funding #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL STATE REVENUES	**$ -**	**$ 44,638**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**	**$ 49,433**		**$ 538,964**	-
FEDERAL REVENUES															
Free Breakfast Reimbursement	-	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22	1,935.22		21,287	-
Reduced Breakfast Reimbursement	-	563.16	563.16	563.16	563.16	563.16	563.16	563.16	563.16	563.16	563.16	563.16		6,195	-
Paid Breakfast Reimbursement	-	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89		263	-
Free Lunch Reimbursement	-	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85	3,559.85		39,158	-
Reduced Lunch Reimbursement	-	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72	1,100.72		12,108	-
Paid Lunch Reimbursement	-	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89	23.89		263	-
Snack Reimbursement	-	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24	1,365.24		15,018	-
Title I	-	-	-	5,214.44	5,214.44	5,214.44	5,214.44	5,214.44	5,214.44	5,214.44	5,214.44	5,214.44		46,930	-
Title II	-	-	-	219.56	219.56	219.56	219.56	219.56	219.56	219.56	219.56	219.56		1,976	-
Title III	-	-	-	25.42	25.42	25.42	25.42	25.42	25.42	25.42	25.42	25.42		229	-
IDEA Funding	-	-	-	1,155.56	1,155.56	1,155.56	1,155.56	1,155.56	1,155.56	1,155.56	1,155.56	1,155.56		10,400	-
CSP	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Federal Funding #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL FEDERAL REVENUES	**$ -**	**$ 8,572**	**$ 8,572**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**	**$ 15,187**		**$ 153,827**	-
LOCAL & OTHER REVENUES															
Contributions and Donations	200,000	-	-	-	-	-	-	-	-	-	-	-		200,000	-
Fundraising (Rev.)	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Erate Reimbursement	-	-	-	-	-	-	20,000	-	-	-	-	-		20,000	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Food Service (Income from meals)	-	674.18	674.18	674.18	674.18	674.18	674.18	674.18	674.18	674.18	674.18	674.18		7,416	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-		-	-
District local share	-	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15	23,191.15		255,103	-
Surplus from previous year	860	-	-	-	-	-	-	-	-	-	-	-		860	-
Custom Local & Other Funding #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL LOCAL & OTHER REVENUES	**$ 200,860**	**$ 23,865**	**$ 23,865**	**$ 23,865**	**$ 23,865**	**$ 23,865**	**$ 43,865**	**$ 23,865**	**$ 23,865**	**$ 23,865**	**$ 23,865**	**$ 23,865**		**$ 483,379**	-
TOTAL REVENUE	**$ 200,860**	**$ 77,076**	**$ 81,870**	**$ 88,485**	**$ 88,485**	**$ 88,485**	**$ 108,485**	**$ 88,485**	**$ 88,485**	**$ 88,485**	**$ 88,485**	**$ 88,485**		**$ 1,176,169**	-

Midtown Public Charter School

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)
Total Revenue	200,860	77,076	81,870	88,485	88,485	88,485	108,485	88,485	88,485	88,485	88,485	88,485	-	1,176,169	-
Total Expenses	47,376	128,876	94,216	94,216	94,216	94,216	104,676	95,216	95,216	95,216	95,216	94,216	-	1,152,639	-
Net Income	153,484	(51,800)	(12,346)	(5,731)	(5,731)	(5,731)	3,809	(6,731)	(6,731)	(6,731)	(6,731)	(5,731)	-	23,530	-
Cash Flow Adjustments	-		-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance		153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	-	
Ending Cash Balance	153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	43,300	23,530	

Description of Assumptions

EXPENSES	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67		80,000	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Deans, Directors & Coordinators	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67		50,000	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Operation / Business Manager	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00		75,000	-
Administrative Staff	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00		24,000	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**	**$ 19,083**		**$ 229,000**	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73	31,272.73		344,000	-
Teachers - SPED	-	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09		43,000	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Specialty Teachers	-	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09	3,909.09		43,000	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Other - Instructional	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**	**$ 39,091**		**$ 430,000**	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Other - Non-Instructional	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**		**$ -**	-
TOTAL PERSONNEL EXPENSES	**$ 19,083**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**	**$ 58,174**		**$ 659,000**	-
PAYROLL TAXES AND BENEFITS															
Social Security	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83	3,404.83		40,858	-
Medicare	796.29	796.29	796.29	796.29	796.29	796.29	796.29	796.29	796.29	796.29	796.29	796.29		9,556	-
State Unemployment	222.19	222.19	222.19	222.19	222.19	222.19	222.19	222.19	222.19	222.19	222.19	222.19		2,666	-
Worker's Compensation Insurance	823.75	823.75	823.75	823.75	823.75	823.75	823.75	823.75	823.75	823.75	823.75	823.75		9,885	-
Custom Other Tax #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Health Insurance	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00	6,650.00		79,800	-
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Retirement Contribution	-	-	-	-	-	-	-	-	-	-	-	-	19,770	19,770	-
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**	**$ 11,897**		**$ 162,535**	-
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 30,980**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**	**$ 70,071**		**$ 821,535**	-

Midtown Public Charter School

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)
Total Revenue	200,860	77,076	81,870	88,485	88,485	88,485	108,485	88,485	88,485	88,485	88,485	88,485	-	1,176,169	-
Total Expenses	47,376	128,876	94,216	94,216	94,216	94,216	104,676	95,216	95,216	95,216	95,216	94,216	-	1,152,639	-
Net Income	153,484	(51,800)	(12,346)	(5,731)	(5,731)	(5,731)	3,809	(6,731)	(6,731)	(6,731)	(6,731)	(5,731)	-	23,530	-
Cash Flow Adjustments	-		-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance		153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	-	
Ending Cash Balance	153,484	101,684	89,338	83,607	77,876	72,146	75,955	69,224	62,493	55,762	49,031	43,300	43,300	23,530	

Description of Assumptions

	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	
CONTRACTED SERVICES															
Accounting / Audit	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00		12,000	-
Legal	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67		2,000	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Nurse Services	-	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18		20,000	-
Food Service / School Lunch	-	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82	9,189.82		101,088	-
Payroll Services	58.33	58.33	58.33	58.33	58.33	58.33	58.33	58.33	58.33	58.33	58.33	58.33		700	-
Special Ed Services	-	614.55	614.55	614.55	614.55	614.55	614.55	614.55	614.55	614.55	614.55	614.55		6,760	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Contracted Services #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Contracted Services #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Contracted Services #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL CONTRACTED SERVICES	**$ 1,225**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**	**$ 12,848**		**$ 142,548**	-
SCHOOL OPERATIONS															
Board Expenses	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67	41.67		500	-
Classroom / Teaching Supplies & Materials	-	1,400	-	-	-	-	1,400	-	-	-	-	-		2,800	-
Special Ed Supplies & Materials	-	260	-	-	-	-	260	-	-	-	-	-		520	-
Textbooks / Workbooks	-	2,600	-	-	-	-	2,600	-	-	-	-	-		5,200	-
Supplies & Materials other	-	2,600	-	-	-	-	2,600	-	-	-	-	-		5,200	-
Equipment / Furniture	-	5,200	-	-	-	-	-	-	-	-	-	-		5,200	-
Telephone	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00		3,600	-
Technology	-	20,000	-	-	-	-	-	-	-	-	-	-		20,000	-
Student Testing & Assessment	-	2,600	-	-	-	-	2,600	-	-	-	-	-		5,200	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Transportation (student)	-	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09	2,581.09		28,392	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Office Expense	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00		12,000	-
Staff Development	466.67	466.67	466.67	466.67	466.67	466.67	466.67	466.67	466.67	466.67	466.67	466.67		5,600	-
Staff Recruitment	-	-	-	-	-	-	500	500	500	500	500	-		2,500	-
Student Recruitment / Marketing	-	-	-	-	-	-	500	500	500	500	500	-		2,500	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Travel (Staff)	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33		7,000	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Operations #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Operations #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Operations #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL SCHOOL OPERATIONS	**$ 2,392**	**$ 39,633**	**$ 4,973**	**$ 4,973**	**$ 4,973**	**$ 4,973**	**$ 15,433**	**$ 5,973**	**$ 5,973**	**$ 5,973**	**$ 5,973**	**$ 4,973**		**$ 106,212**	-
FACILITY OPERATION & MAINTENANCE															
Insurance	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67	666.67		8,000	-
Janitorial Services	-	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45	1,545.45		17,000	-
Building and Land Rent / Lease	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00		30,000	-
Repairs & Maintenance	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00		3,000	-
Equipment / Furniture	8,000	-	-	-	-	-	-	-	-	-	-	-		8,000	-
Security Services	12.75	12.75	12.75	12.75	12.75	12.75	12.75	12.75	12.75	12.75	12.75	12.75		153	-
Utilities	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00	1,105.00		13,260	-
Waste Removal	142.29	142.29	142.29	142.29	142.29	142.29	142.29	142.29	142.29	142.29	142.29	142.29		1,707	-
Yard Maintenance	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00	102.00		1,224	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 12,779**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**	**$ 6,324**		**$ 82,344**	-
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL EXPENSES	**$ 47,376**	**$ 128,876**	**$ 94,216**	**$ 94,216**	**$ 94,216**	**$ 94,216**	**$ 104,676**	**$ 95,216**	**$ 95,216**	**$ 95,216**	**$ 95,216**	**$ 94,216**		**$ 1,152,639**	-
NET OPERATING INCOME (before Depreciation)	**$ 153,484**	**$ (51,800)**	**$ (12,346)**	**$ (5,731)**	**$ (5,731)**	**$ (5,731)**	**$ 3,809**	**$ (6,731)**	**$ (6,731)**	**$ (6,731)**	**$ (6,731)**	**$ (5,731)**		**$ 23,530**	-
DEPRECIATION & AMORTIZATION	-		-	-	-	-	-	-	-	-	-	-		-	-
NET OPERATING INCOME (including Depreciation)	**$ 153,484**	**$ (51,800)**	**$ (12,346)**	**$ (5,731)**	**$ (5,731)**	**$ (5,731)**	**$ 3,809**	**$ (6,731)**	**$ (6,731)**	**$ (6,731)**	**$ (6,731)**	**$ (5,731)**		**$ 23,530**	-

Attachment 21: Budget Narrative

The proposed Midtown Public Charter School budget is designed to allow the school to operate each year and provide for growth over time as the school adds grades. Each year net income is positive with a growing ending cash balance by the end of charter term. By Year 5 the school expects to have surplus of $264,687 with which to expand programing and use for capital expenses.

Start-Up Budget: This budget is designed to support planning activities from the time the charter is approved until the beginning of the first year of operation. We anticipate that Midtown Partners will provide the school with extensive pro bono support during this phase, including office space and back-end services.

Revenue: We expect the continuation of contributions from the Walker Foundation, which has already provided $150,000 in funds to support the development of this charter school.

Expenditures: The primary costs during the start-up phase are six months of salaries and benefits for our founding Principal and Director of Operations. They will come on in January and be joined in the spring by an Office Manager who will assist with the student and staff recruitment efforts. Some additional expenses are anticipated for computers and recruitment and marketing resources.

Net Income: We anticipate a small surplus of $860.

Five Year Budget: We have developed a proposed budget for the school that yields a positive net income each year and allows our school to grow to its full capacity by Year 3.

Revenue: Our revenue assumptions are based on enrollment of 52 students per grade, opening with two grades in Year 1, adding a grade in each of the subsequent two years, and then remaining at a consistent enrollment of 204 for the remainder of the charter term. We expect high demand for seats in our school and expect to backfill empty seats in all grades. Our total estimated revenue is:

Year 1	Year 2	Year 3	Year 4	Year 5
$1,176,169	$1,504,810	$1,965,290	$2,077,829	$2,187,388

- **MAEP**: Based on guidance from the Mississippi Charter School Authorizer Board (MCSAB) we set per pupil at $4,628.79, which was calculated by reducing the 2014 15 base student cost of $5259.99 by 12% with a 2% increase assumed per year. This was multiplied by an assumed 95% average daily attendance to calculate MAEP revenue, which is based on the experience of other successful charter schools with similar student populations and a focus on culture of high expectations. We estimate $491,022 in MAEP revenue in Year 1, rising to $1,062,996 in Year 5.
- **Transportation**: The average statewide per pupil transportation allocation of $139.00 per student was multiplied by 50% of enrollment. As a community-based school we expect the majority of students to be within walking distance, but set a

50% rate for busing to be conservative. We estimate $7,228 in Year 1, rising to $14,456 in Year 5.

- **Special Education**: We assume 10% of our students will qualify for special education based on district rates and 95% average daily attendance. Because we will be a middle school, we assumed 27 weighted units per teacher. We multiplied estimated teacher units by average teacher salary plus 15% to account for benefits. We estimate $40,714 in Year 1, rising to $54,285 in Year 5 from the state. We also assume $1000 per student with IEP from federal IDEA funds, which results in $10,400 in Year 1, rising to 20,800 in Year 5.
- **District Local Share**: This was calculated using $2,452.91 per pupil provided by the | MS Dept. of Education School Financial Services, which does not include district debt service. We estimate $255,103 in Year 1, rising to $510,205 in Year 5.
- **Free and Reduced Price Meals**: MPCS will participate in the federal program and anticipate revenues for breakfast, lunch and snacks. We used current reimbursement rates to be conservative, which may be higher by the time the school participates. We also assumed that 70% of our students will be eligible for free meals and 25% for reduced price meals. We anticipate $94,292 in Year 1, rising to $188,584 in Year 5. We also included an estimate of revenue from student who pay full or reduced costs for lunch. This amounts to $7,416 in Year 1, rising to $15,518 in Year 5.
- **Title I**: We assume 95% of our students will be low-income (eligible for free or reduced price lunch) and assume $475 per low-income student. This amounts to 46,930 in Year 1, rising to $93,860 in Year 5.
- **Contributions**: We expect to raise $200,000 in funds to support our start-up efforts in Year 1. As noted, the Walker Foundation has already committed to supporting the school development. We anticipate raising $20,000 per year after Year 1, but given Midtown Partners track record with grant writing, expect that is a very conservative estimate. In addition, we will apply directly to the U.S. Department of Education for the Charter School Program (CSP) funds.
- **Other**: We anticipate other small amounts of revenue from other federal title programs and e-rate and expect to roll over a surplus each year.

Expenditures: Our estimate expenditures are based on known costs in the community and assumptions based on other schools. Total expenditures are:

Year 1	Year 2	Year 3	Year 4	Year 5
$1,152,639	$1,503,356	$1,871,732	$1,895,554	$1,922,701

- **Staffing**: In Year 1 we expect to have the Principal, Director of Operations, Student Support Coordinator and Office Manager as administrative staff. The Dean of Students will join the school in Year 2. We will have two core teachers per class, four per grade, opening with eight teachers in Year 1 and 16 teachers when the

school reaches its grades 5-8 capacity. In addition, the school will open with one student support teacher, rising to two in Year 3. Finally, the school will have one specialty teacher beginning in Year 1. All salaries in our budget include base salary plus potential bonus, so are conservative in the sense that not all staff members will earn their full bonus. We assume 2% annual increase in base pay. Total budgeted for salary is:

Year 1	Year 2	Year 3	Year 4	Year 5
$659,000	$894,180	$1,127,064	$1,149,605	$1,172,597

- **Benefits**: In addition to mandatory costs such as social security, Medicare, unemployment and worker's compensation, the school has budgeted to spend $475 per month per employee for health and dental insurance. In addition, the school will match 3% of salary for a 403(b) retirement account.
- **Personnel Expenses**: Below are total personnel, tax and benefit costs:

Year 1	Year 2	Year 3	Year 4	Year 5
$821,535	$1,114,734	$1,405,739	$1,431,019	$1,456,994

- **Contracted Services**: As described in the application narrative, the school will be a lean organization that makes effective use of external expertise for many non-academic functions. These include accounting and audit ($12,000 per annum), legal ($2000 per annum), health services and counseling ($20,000 per annum), special education related services ($650 per IEP), food services (equal to revenue), payroll ($50 per FTE), janitorial ($17,000 per annum) and transportation ($546 per eligible student). The total budgeted for contracted services is:

Year 1	Year 2	Year 3	Year 4	Year 5
$187,940	$256,650	$326,378	$326,731	$327,092

Note that this does not align with the budget template because the template puts transportation under school operations and janitorial services under facility operations and maintenance.

- **School Operations**: Based on the Brooke Charter School model, we have invested heavily in staff and as a result do not spend as much as many traditional charter schools on commercial curriculum materials, external professional development providers, and technology. Given a volunteer board, board expenses are minimal at $500 per year. We estimate $100 per student for instructional materials, such as manipulatives, leveled texts and science labs. Another $50 per student with IEP is allocated for supplemental intervention resources. We also will spend $50 per student on assessments, including an annual administration of the DRA-2. We will open with $20,000 for technology in Year 1 to buy computers and digital projectors and then add and upgrade $5000 worth of technology thereafter (though this will be a primary area for grant writing). Because much of our professional development will be in-house, we allocated $400 per staff member in this area to support attendance at external workshops and conferences and professional memberships

and subscriptions. In addition, $500 is allocated per staff member for travel to support school visits (we intend for many of our staff to visit Brooke Charter Schools in Boston over the course of the charter term). We have allocated $2500 each for student and staff recruitment in the beginning years, but lower these expenses in Year 3 assuming we can rely more on reputation at that point. Total school operations expenses are:

Year 1	Year 2	Year 3	Year 4	Year 5
$106,212	$112,888	$136,395	$134,243	$134,707

- **Facility Operation and Management**: We anticipate an annual rent of $30,000 to Midtown Partners for use of their space. Facility costs such as utilities, waste removal, security services, and yard maintenance are based on Midtown Partners current costs. We have also budgeted for equipment and maintenance for the building. Insurance is based on estimates provided by Midtown Partner's insurance carrier. Our total costs for facility operations and management is:

Year 1	Year 2	Year 3	Year 4	Year 5
$82,344	$79,011	$77,692	$78,385	$79,093

Net Income: We generate a positive net income in each year with a surplus growing to $264,687 in Year 5.

Contingency Plans: The budget demonstrates a surplus in each year, which provides some cushion in the event of revenue shortfalls or cost overruns. The first two years are the tightest as the school is adding grades and staff but economies of scale are realized beginning in Year 3 that provides substantial surpluses. However, should expenditures exceed revenue at any time, we have a number of contingency plans in place:

- **Staffing**: The most unique aspect of our program is two core teachers per class. There are a number of ways this could be adjusted to realize savings, including hiring one senior and one junior teacher at a lower salary per class or moving to a more traditional model with two teachers per grade instead of class and hiring additional specialty teachers. We could also delay hiring the Dean of Students and rely on the Principal and Student Support Coordinator for developing the school culture and handling discipline.
- **Salaries and Benefits**: Given the school's extended and year, the school will work hard to maintain competitive salaries, but can slow the rate of automatic growth to base salaries each year if necessary. In addition, built into our model is the opportunity for teachers to earn $3000 bonus each year and senior administrators to earn $5000. These bonuses could be trimmed or even eliminated. In addition, the school will be matching 3% of salaries for retirement accounts. The Finance Committee will review the fiscal health of the school each year to determine

whether these bonuses and benefits are affordable and necessary to maintain the school's vision and achieve its mission.

- **Enrollment**: The school can consider increasing class and/or grade size to enhance revenue and will work hard to maintain a deep waiting list should this be necessary.
- **Staff Development and Travel**: The school is committed to providing staff with opportunity to learn off-site and has budgeted for professional development and travel to visit and learn from other schools. However, given the amount of professional development provide in-house through our summer training and weekly early release day, this could be cut without significant damage to the academic program.
- **Fundraising**: Midtown Partners has a substantial track record raising funds. It has experience with grant writing and management and will work with its network of community partners to identify additional sources of revenue.

September 10, 2014

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211-6453

Dear Board Members:

The Walker Foundation is pleased to submit this letter of support for the public charter school application submitted by Midtown Partners, Inc.

The Walker Foundation has been involved in the revitalization of the Jackson Midtown neighborhood beginning with the incorporation of the North Midtown Community Development Corporation, a precursor of Midtown Partners, Inc., since 1993. Since that time the Foundation has provided monetary and technical support valuing more than $3,000,000. The Foundation has always recognized that a substantial part of successful community development is dependent upon a well educated population. A major source of the educational opportunities are provided through the neighborhood public schools.

When Mississippi was afforded, through the charter school legislation passed in 2013, additional opportunities and alternatives for providing its children excellent educational options, the Foundation encouraged and financially supported the resident leaders in Midtown in exploring what this new opportunity could and should look like for their children. Walker Foundation grants specifically supporting Midtown school reform efforts at this point exceed $175,000.

The Midtown leadership has exhibited overwhelming interest and energy in developing a high quality charter public school deploying the highest qualified and experienced expertise they could find to advise them. It is the intention of the Walker Foundation to continue both financial and technical support of their efforts.

Sincerely yours,

Marcie Skelton

Marcie Skelton
Director

1020 Highland Colony Parkway Suite 802 Ridgeland, MS 39157 T (601) 939-3003 F (769) 300-0459

Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Midtown Partners, Inc.

Primary contact person: Dr. Kristi Hendrix

Mailing address:

[redacted]

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Monica Cannon	Director of Community Engagement; Midtown Partners, Inc.	N/A
Shmea Kelly	Director of Afterschool Programming; Midtown Partners, Inc.	N/A
Dr. Kristi Hendrix	Executive Director; Midtown Partners, Inc.	N/A
Marcie Skelton	Executive Director; Walker Foundation	N/A
Matthew McLaughlin	Attorney; Baker Donelson Bearman Caldwell & Berkowitz	N/A

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Midtown Public Charter School	5th & 6th	5th – 8th

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**Midtown Jackson**
Address of identified facility *if applicable*:	

Projected Demographic Information	%FRL: 90%	%SpEd: 10%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☒ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☒ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: _____

Current employment: _____

Phone Number: *Day:* _____ *Evening:* _____

Email: _____

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	100	100	5th – 6th
Year two	160	160	5th – 7th
Year three	220	220	5th – 8th
Year four	240	240	5th – 8th
Year five	240	240	5th – 8th
At Capacity	240	240	5th – 8th

LOI AND ELIGIBILITY DEMONSTRATION COMPLETENESS CHECKLIST

A complete LOI and eligibility demonstration submission must be assembled in this order:

- ☒ 1. Completed coversheet
- ☒ 2. Completed letter of intent
- ☒ 3. Articles of incorporation for the applicant entity
- ☒ 4. 501(c)(3) determination letter from the IRS for the applicant entity
  5. *(if applicable)* 501(c)(3) determination letter from the IRS for the ESP
- ☒ 6. Proof of US citizenship for:
  a. EVERY member of the applicant team listed below, including (but not limited to) EVERY member of the governing board and EVERY member of the school leadership team
  b. *(if applicable)* the leaders of the ESP, including both national staff AND proposed MS-based staff
- ☐ 7. *(if applicable)* demonstration of support for conversion of an existing public school, specifically:
  a. a petition signed by a majority of teachers in the existing non-charter public school; or
  b. a petition signed by a majority of parents of students in the existing non-charter public school; or
  c. evidence of a majority vote of the local school board; or
  d. (in the case of schools in districts under state conservatorship) evidence of a majority vote of the State Board of Education

LETTER OF INTENT

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board (MCSAB) regarding our intention to submit a proposal for opening a charter school.

Name of applicant organization: **Midtown Partners, Inc.**

[redacted]

We plan to apply as a:

☒ New operator ☐ Existing operator ☐ Conversion operator

Do any of the following describe your organization, or the school/campuses you will propose?

☐ Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

☐ Will contract or partner with an education service provider.

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

Provide the names of all members of the applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Monica Cannon	Director of Community Engagement; Midtown Partners, Inc.	N/A
Shmea Kelly	Director of After School Programming; Midtown Partners, Inc.	N/A
Dr. Kristi Hendrix	Executive Director; Midtown Partners, Inc.	N/A
Marcie Skelton	Executive Director; Walker Foundation	N/A
Matthew McLaughlin	Attorney; Baker Donelson Bearman Caldwell & Berkowitz	N/A

Provide the names of all members of the proposed governing board of the school (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Jason Dean	Vice President of Program Development; Tenax Aerospace, Inc.	Board Member

Dr. David Culpepper	**Chair of the ELSE School of Management ELSE *Works* Entrepreneurial Initiative; Professor of Accounting Millsaps College**	**Board Member**
Dr. Helen Soule	**Executive Director, The Partnership for 21st Century Skills**	**Board Member**
Dr. Mehri Fadavi	**Interim Chair, Department of Physics at Jackson State University**	**Board Member**
Mr. Tony Jeff	**Executive Director, Innovate Mississippi, Inc.**	**Board Member**
Dr. Eddie Fergus	**Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development at NYU**	**Board Member**
Mr. Mike Green	**National Journalist and Co-Founder of the America 21 Project**	**Board Member**

Provide the names of all members of the proposed leadership team of the school (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
TBD		

COMPLETE THIS PART FOR EACH SCHOOL/CAMPUS YOU INTEND TO PROPOSE. Duplicate as needed.

Proposed School/Campus Name	Opening year	Grades served year one	Grades served at capacity
Midtown Public Charter School	2015	5th & 6th	5th – 8th

Proposed Location

Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted school district*	**Midtown Jackson**

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☒ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☒ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed School Description

Provide the mission statement of the proposed school.	To build the next generation of 21st century thinkers and entrepreneurs in Midtown Jackson.
In 100 words or less, briefly describe the instructional focus of the proposed school.	The Midtown Public Charter School will develop 21st century skills with a strong focus on executive thinking, entrepreneurship and Science Technology Engineering Arts and Math (STEAM). Students and teachers will engage in holistic, collaborative, innovative, student-driven, differentiated learning that prepares students to be the creators of knowledge.

Certification

We understand that upon receipt of this letter and accompanying documentation, the MCSAB will evaluate our organization and applicant team against the legal eligibility requirements to determine whether we are eligible to hold a charter in the state of Mississippi.

We further understand that in order to be considered in this RFP cycle, we must submit a complete proposal by 3pm CST on September 15, 2014.

I certify that I have the authority to submit this LOI and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Dr. Keith Henderson, Executive Director

Name, Role with Applicant Organization

Keith Henderson

Signature

8/14/14

Date

MIDTOWN PARTNERS, INC.
ARTICLES OF INCORPORATION

FILED
APR 28 1993
Dick Molpus
SECRETARY
OF STATE

ARTICLES OF INCORPORATION OF

MIDTOWN COMMUNITY DEVELOPMENT CORPORATION

A MISSISSIPPI NON-PROFIT CORPORATION

ARTICLE I. The name of the corporation is Midtown Community Development Corporation.

ARTICLE II. The period of duration shall be perpetual.

ARTICLE III. The street address of the corporation's initial registered office and the name of its initial registered agent at that office is 633 North State Street, Jackson, Mississippi 39202, Thomas W. Crockett.

ARTICLE IV. The name and address of each incorporator is Thomas W. Crockett, 633 North State Street, Jackson, Mississippi 39202.

ARTICLE V. The corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VI. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in distributions in furtherance of the purposes set forth in Article V hereof. No substantial part of the activities of the

This page conforms with the original filed with Secretary of State.

corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE VII. Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the chancery court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Thomas W. Crockett

Thomas W. Crockett, Incorporator

This page conforms with the duplicate original filed with Secretary of State.

ATTACHMENT TO ARTICLES OF AMENDMENT

ARTICLE I. of the Articles of Incorporation of Midtown Community Development Corporation are hereby amended to read as follows:

"ARTICLE I. The name of the corporation is North Midtown Community Development Corporation."

This page conforms with the duplicate original filed with Secretary of State.

Secretary of State
State of Florida

Business ID: 614508
Date Filed: 10/06/2010 05:00 PM
C. Delbert Hosemann, Jr.
Secretary of State

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE

P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333

Articles of Amendment

The undersigned persons, pursuant to Section 79-4-10.06 (if a profit corporation) or Section 79-11-305 (if a nonprofit corporation) of the Mississippi Code of 1972, hereby execute the following document and set forth:

1. Type of Corporation

☐ Profit ☒ Nonprofit

2. Name of Corporation

North Midtown Community Development Corporation

3. The future effective date is (Complete if applicable)

4. Set forth the text of each amendment adopted. (Attach page)

5. If an amendment for a business corporation provides for an exchange, reclassification, or cancellation of issued shares, set forth the provisions for implementing the amendment if they are not contained in the amendment itself. (Attach page)

6. The amendment(s) was (were) adopted on

JUNE 1, 2010 Date(s)

FOR PROFIT CORPORATION (Check the appropriate box)

Adopted by ☐ the incorporators ☐ directors without shareholder action and shareholder action was not required.

FOR NONPROFIT CORPORATION (Check the appropriate box)

Adopted by ☐ the incorporators ☒ board of directors without member action and member action was not required.

FOR PROFIT CORPORATION

7. If the amendment was approved by shareholders

(a) The designation, number of outstanding shares, number of votes entitled to be cast by each voting group entitled to vote separately on the amendment, and the number of votes of each voting group indisputably represented at the meeting were

Designation	No. of outstanding shares	No. of votes entitled to be cast	No. of votes indisputably represented

240524

2010 OCT -6 PM 3:25

Rev. 01/96

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333
Articles of Amendment

(b) EITHER
(i) the total number of votes cast for and against the amendment by each voting group entitled to vote separately on the amendment was

Voting group	Total no. of votes cast FOR	Total no. of votes cast AGAINST

OR
(ii) the total number of undisputed votes cast for the amendment by each voting group was

Voting group	Total no. of undisputed votes cast FOR the plan

and the number of votes cast for the amendment by each voting group was sufficient for approval by that voting group.

FOR NONPROFIT CORPORATION

8. If the amendment was approved by the members
(a) The designation, number of memberships outstanding, number of votes entitled to be cast by each class entitled to vote separately on the amendment, and the number of votes of each class indisputably represented at the meeting were

Designation	No. of memberships outstanding	No. of votes entitled to be cast	No. of votes indisputably represented
n/a			

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2010 OCT -6 PM 3:25

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333
Articles of Amendment

(b) **EITHER**
(i) the total number of votes cast for and against the amendment by each class entitled to vote separately on the amendment was

Voting class	Total no. of votes cast FOR	Total no. of votes cast AGAINST

OR
(ii) the total number of undisputed votes cast for the amendment by each class was

Voting class	Total no. of undisputed votes cast FOR the amendment

and the number of votes cast for the amendment by each voting group was sufficient for approval by that voting group.

By: Signature Marcie Skelton (Please keep writing within blocks)

Printed Name MARCIE SKELTON Title BOARD CO-CHAIR

240524

2010 OCT -6 PM 3:26

Attachment to Articles of Amendment

4. The name of the Corporation is changed to Midtown Partners, Inc.

240524

2010 OCT -6 PM 3:26

MIDTOWN PARTNERS, INC.
501(c)(3) DETERMINATION LETTER

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077555433
Mar. 16, 2011 LTR 4168C 0
[redacted] 000000 00
00034085
BODC: TE

MIDTOWN PARTNERS INC
329 ADELLE ST
JACKSON MS 39202

13953

Employer Identification Number: [redacted]
Person to Contact: Michael Flammer
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 28, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 1997.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

4077555433
Mar. 16, 2011 LTR 4168C 0
[redacted] 000000 00
00034086

MIDTOWN PARTNERS INC
329 ADELLE ST
JACKSON MS 39202

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Cindy Thomas

Cindy Thomas
Manager, EO Determinations

MIDTOWN PUBLIC
GOVERNING BOARD & LEADERSHIP TEAM
CITIZENSHIP DOCUMENTS

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Midtown Partners, Inc.

Primary contact person: Kristi Hendrix

Mailing address:

[redacted]

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Jason Dean	Vice President of Program Development, Tenax Aerospace, Inc.	Board Member
Dr. David Culpepper	Chair, ELSE School of Management ELSE Works Initiative; Professor of Accounting, Millsaps College	Board Member
Dr. Helen Soule	Executive Director, The Partnership for 21st Century Skills	Board Member
Dr. Mehri Fadavi	Interim Chair, Department of Physics, Jackson State University	Board Member
Mr. Tony Jeff	Executive Director, Innovate Mississippi, Inc.	Board Member
Dr. Eddie Fergus	Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development, New York University	Board Member
Mr. Mike Green	National Journalist and Co-Founder of America 21 Project	Board Member
Mr. Jemar Tisby	Founder and CEO of Reformed African American Network, Jackson, MS; Former teacher and leader at KIPP: Delta Public Schools	Board Member
Dr. Kristi Hendrix	Executive Director, Midtown Partners, Inc.	Board Member
Rev. Dennis Barnes	Member, Midtown Education Council; Midtown Resident; Retired	Board Member
Ms. Yulonda Hutton	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Pamela Lampkin	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Karen Smith	Member, Midtown Education Council; Midtown Resident; Retired Jackson Public Schools Educator	Board Member
Ms. Doroty Jones	Member, Midtown Education Council; Midtown Resident	Board Member
Mr. Babak Mostaghimi	Director of Community, Family, and School Engagement at The Center for Education Innovation	Advisor

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.
☐ Already operates schools elsewhere in the US.
☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Midtown Public Charter School	5-6	5-8

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**Midtown Neighborhood of Jackson, MS**
Address of identified facility *if applicable*:	

Projected Demographic Information	%FRL: 95%	%SpEd: 10%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☐ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **TBD**

Current employment: _____

Phone Number: ***Day:*** _____ ***Evening:*** _____

Email: _____

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	104	112	5-6
Year two	156	168	5-7
Year three	208	224	5-8
Year four	208	224	5-8
Year five	208	224	5-8
At Capacity	208	224	5-8

School Overview

Executive Summary Narrative

LIMIT 2 PAGES

The Executive Summary should provide a concise overview of: the proposed plan for the school; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success will look like.
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe activities to date and summarize their results.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Mission: The Midtown Public Charter School (MPCS) will provide middle school students in Jackson with an academically rigorous education that develops 21st century skills and knowledge and prepares them to attend and succeed in high performing high schools and ultimately college and careers.

Vision: MPCS will build the next generation of entrepreneurs and citizens in Midtown Jackson by developing in our students the critical thinking skills and character necessary for college and career readiness. This will be accomplished by dedicated teachers with strong pedagogical expertise who establish in our students a solid foundation of literacy, computation and analysis. Proficiency and automaticity in basic skills will support development of higher order thinking strategies that allow them to evaluate ideas, synthesize information, and apply what they know to new contexts. A focus on STEM topics throughout our curriculum will engage students and prepare them for the 21st century workforce. Our education program will focus on clear and measurable standards and regularly evaluate student growth towards and achievement of those standards. Our assessment system will provide students with frequent and individualized feedback that they can use to identify areas for improvement and provide teachers with the information they need to target interventions and support so as to ensure that no student falls

through the cracks. Our school culture will support accelerated learning through high expectations for both academic learning and social emotional development. This culture will be grounded in our teachers' nurturing yet demanding relationships with their students and our school's relationships with parents and the larger community.

Educational Need and Anticipated Student Population: MPCS will be designed as a neighborhood school serving the community of Midtown, which is located in the heart of Jackson, MS and one of the oldest neighborhoods in the city. It is bounded by West St., Woodrow Wilson Ave., Mill St., and Fortification St. Midtown has experienced drastic population decline, resulting in high rates of unemployment and poverty. We expect the vast majority of our students to be low-income minorities.

The educational need in Midtown is dire. Overall the Jackson Public School District received a grade of "D" under the state accountability system for the last two years running. In 2012-13 the Rowan Middle School in Midtown earned a grade of "F" on its state education scorecard. Moreover, less than one-quarter of 8th grade students were proficient in Language Arts and only about half were proficient in Mathematics. More concerning, about one-quarter of 8th grade students in each subject scored at the lowest level (minimal proficiency). Our students need the skills and knowledge to pursue a rigorous high school education and succeed in college and careers.

Education Plan/School Design: MPCS will model its academic program on the Edward Brooke Charter Schools (BCS) in Boston, MA, which serve a similarly disadvantaged student population yet are consistently among the strongest performing schools in that state. A key feature of the BCS model is self-contained classes through the 8th grade. Two core teachers, one Language Arts/Social Studies and one Math/Science, work with a student case load of only 26 students, providing them core instruction as well as individualized feedback and support during daily independent work time (IWT) sessions. This allows teachers to develop nurturing yet demanding relationships with their students to drive academic growth and achievement. MPCS will devote significant resources to hiring, training and supporting its teaching staff, providing them with daily extended blocks of planning time and professional development during weekly early release days for students. An extended year and day allow both students and teachers the time they need to learn and grow. Explicit Learning Standards will define what students should know and be able to do by the end of each grade and clear Teaching Standards will foster continuous reflection and improvement among the faculty. Finally, our school culture is designed to promote professionalism among students and staff; character education is integrated into the curriculum and our school's core values—Focus, Integrity, Respect, Self-determination, and Teamwork—inform expectations, positive reinforcement and discipline.

Community Engagement: This application was born out of the work of the Midtown Education Council (MEC), which is comprised of community residents and stakeholders and was formed to explore options for bringing educational excellence to our community. MEC members researched and traveled to numerous high performing charter schools, including Brooke Charter Schools in Boston. The MEC recommended developing a school for Midtown with many of the BCS characteristics as well as a focus on STEM and parent involvement. MEC members have subsequently worked to secure over 400 signatures demonstrating community support for

our proposed school. In addition, our board structure includes five community representatives.

5. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation *Add lines to this table as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.*

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Jason Dean	Vice President of Program Development, Tenax Aerospace, Inc.	Board Member
Dr. David Culpepper	Chair, ELSE School of Management ELSE Works Initiative; Professor of Accounting, Millsaps College	Board Member
Dr. Helen Soule	Executive Director, The Partnership for 21st Century Skills	Board Member
Dr. Mehri Fadavi	Interim Chair, Department of Physics, Jackson State University	Board Member
Mr. Tony Jeff	Executive Director, Innovate Mississippi, Inc.	Board Member
Dr. Eddie Fergus	Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development, New York University	Board Member
Mr. Mike Green	National Journalist and Co-Founder of America 21 Project	Board Member
Mr. Jemar Tisby	Founder and CEO of Reformed African American Network, Jackson, MS; Former teacher and leader at KIPP: Delta Public Schools	Board Member
Dr. Kristi Hendrix	Executive Director, Midtown Partners, Inc.	Board Member
Rev. Dennis Barnes	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Yulonda Hutton	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Pamela Lampkin	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Karen Smith	Member, Midtown Education Council; Midtown Resident	Board Member
Ms. Doroty Jones	Member, Midtown Education Council; Midtown Resident	Board Member

Enrollment Summary

LIMIT 2 PAGES

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column

Grade Level	Number of Students					
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	Capacity 2018-19
5	52	52	52	52	52	52
6	52	52	52	52	52	52
7		52	52	52	52	52
8			52	52	52	52
TOTAL	104	156	208	208	208	208

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Based on our discussions with stakeholders and assessment of need, it is our belief that a high performing middle school would currently provide the most benefit to the Midtown community. Our research into successful urban charter middle schools found that students often enter significantly below grade level, so starting with a 5th grade provides four years to accelerate our students learning and prepare them for rigorous high school and college prep programs. In addition, 5th grade students can more readily adapt to a new culture of high expectations for learning and behavior, which allows teachers to focus more intensely on academic instruction.

We have chosen to open in Year 1 with a 5th and 6th grade for two reasons: a) to meet the community's demand for high performing school options in all grades and b) to allow us to open with an overall enrollment size that is financially viable while maintaining small grade sizes so we can offer more personalized attention and build a strong sense of community among students, parents and staff. Our ultimate goal is to provide two classes of 26 students each for a total of 52 students per grade.

While we will open enrollment to all students in Jackson, it is our goal to create a community-based school that draws heavily from Midtown. We believe there will be strong demand for both 5th and 6th grade seats in Year 1 and expect that we can recruit two classes for each grade in that initial year. We will bring in a new 5th grade class of 52 students each year and add an additional grade per year until reaching our grade 5-8 configuration serving a total of 208 students. Despite the traditional transition to middle school in 6th grade, community members have shown support for an earlier transition at the 5th grade mark where they see the greatest barriers to their children's performance. We believe parents will be willing to enroll their children in our school in 5th grade to ensure them a seat in a high quality middle school. While we anticipate some attrition due to family mobility, we will maintain a waitlist and backfill empty seats to ensure that as many students as possible can benefit from our school.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 1. Educational Program Design & Capacity

Program Overview

1. Summarize the education program, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

With support from Midtown Partners, the Midtown Education Council (MEC) formed in 2013 with the goal of achieving educational excellence and equity for Midtown students. Comprised of interested community stakeholders, MEC members researched a number of charter school models based on their academic success with similar student populations and MEC team members subsequently visited charter schools throughout the country. (See the Parent and Community Involvement section for a list of schools). A team of eight members toured the Brooke Charter Schools (BCS) in Boston, MA. After conversation with MEC about its findings and careful consideration, we decided to model our proposed education program on these extraordinary schools.

Brooke Charter Schools was selected because its program aligns with our community's educational philosophy and vision and its schools are extremely high performing. The original Brooke school was founded in 2002, a second school in 2011 and a third in 2012, testament to its authorizer's confidence in the Brooke model. Approximately 95% of Brooke students are Black and Latino and about 80% qualify for Free and Reduced Price Lunch. Nevertheless, in 2013 Brooke defied the odds: students at the original Brooke Roslindale Charter School had the highest proficiency rate (math and ELA combined) of any K-8 school in Massachusetts. And students at Brooke East Boston Charter School and Brooke Mattapan Charter School had the two highest growth rates in the state based on math and English language arts student growth percentiles. In addition, Brooke Charter Schools has a waitlist of 3,700 families hoping to enroll their children.

The Brooke model rejects demographics as destiny and focuses on what is within the control of a school: great teaching, strong relationships, extended instructional time, positive school culture. Below are the key design elements of the Brooke model that we intend to implement in Midtown Public Charter School:

- **Growth Mindset**: Educational success is the result of effort, not innate ability. Great teachers instill in their students the belief that intelligence is not something they are born with, but something they work for. Students are encouraged to work hard in order to experience the resulting rewards of such effort.
- **Self-contained Classes**: Rather than the traditionally departmentalized middle school, students enjoy self-contained classes all the way up through 8th grade so that each student is known and cared for and teachers have the opportunity to co-plan in a meaningful context. Each class has two dedicated teachers who provide instruction in core subjects and also provide their class with daily individualized tutoring and support.
- **Nurturing but Demanding Relationships**: Getting to know all aspects of our students is

the best way to successfully educate them. Teachers invest heavily in building strong relationships with students that allows them to be both nurturing and demanding in order to accelerate their learning to the highest levels.

- **Basic Skills AND Critical Thinking**: Both are necessary for academic success, but too many schools never get beyond the former. Great teachers engage and challenge students to think and conceptualize, while at the same time building proficiency and automaticity in foundational skills and knowledge. Explicit instruction, rigorous questioning and engaging learning activities develop critical thinking and basic skills simultaneously.
- **Individualized Feedback**: Assessment of, for and as learning provide robust information to help both teachers and students improve. Teachers assess their students frequently and follow-up with individualized feedback and support. Students learn to appreciate and use critical feedback to grow rather than fearing and avoiding it.
- **Staff Development**: The cornerstone of the program is professional development. Teachers will be relentlessly reflective about their practice, using weekly video analysis, peer observation, and collaborative lesson study to improve. The school ensures dedicated time each day, each week, and each school year to professional development to help teachers continually improve their practice.
- **Extended Day and Year**: We know our middle students will enter at a disadvantage compared to their suburban counterparts who have already received a solid elementary education. To make up for this, an extended day and year provides more time for learning as well as intervention and enrichment opportunities to ensure all students achieve high standards.

Besides the elements derived from the Brooke schools, additional unique components of our model include:

- **STEM:** Our community recognizes that, regardless of chosen field, the changing labor force and global inter-connectedness necessitates a strong background in science, technology, engineering and math. Students must be literate in both text and numbers, abstract concepts and applied methods.
- **Family Involvement:** As a school developed through an organic community-based process, the school will foster strong relationships with families as well as their children in order to bring the entire village to the project.

Research Base: In addition to the evidence of school success demonstrated by Brooke's academic performance on state tests, the academic research associated with our model components is compelling. Research has found that teacher quality is the most important in-school factor contributing to academic performance. For instance, economists have found between 8-20% of student achievement resulted from teacher quality. (Hanushek, et al, 1998) In one study, "teachers near the top of the quality distribution got an entire year's worth of

additional learning out of their students compared to those near the bottom." (Hanushek, 2014) This informs our understanding of the critical importance of teachers in developing a growth mindset. Stanford University psychologist Carol Dweck has spent decades researching mindsets and the association between a "growth" mindset and academic success. She has found that "There is *no* relation between students' abilities or intelligence and the development of mastery-oriented qualities." (Dweck, 2005) Her research has also found that praise for ability stifled students' motivation to learn while praise for effort increased their desire for more challenging tasks from which they could grow. (Dweck, 2007) This supports our contention that teachers must be both nurturing and demanding.

In addition, brain research has found that intellectual growth depends on learning both basic skills and critical thinking simultaneously. Great teachers engage and challenge students to think and conceptualize, while at the same time building proficiency and automaticity in basic skills (Bransford et al, 2001). Our model also draws on the work of Vygotsky and his conception of the zone of proximal development. Abundant research has found that challenge a student too little and she gets bored and loses focus; challenge a student too hard and he gets frustrated and shuts down. Based on this research, our teachers will identify the appropriate level of challenge that pushes students to develop conceptual understanding through deliberate choices of text, tasks, questions and assessments. In addition, research has found associations between academic performance and social-emotional development. The report *What Works In Character Education: A research-driven guide for educators* identified a number of strategies that will be employed at MPCS, including social skills development, personal improvement and self-management techniques, and problem-solving and decision-making skills. (Berkowitz and Bier, 2005)

Research also supports our proposed school structure. For example, our extended day schedule and longer school year are grounded in effective school research. Studies have found that "Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households" (ECONorthwest / The Chalkboard Project, 2008) Extended learning provides five primary benefits "1) more time on task; 2) greater depth and breadth of learning; 3) more time for planning and professional development; 4) more time for enrichment and experiential learning; and 5) stronger relationships between teachers and students." (Faberman and Kaplan, 2005) Research also supports the use of self-contained classrooms. "The self-contained model… appears to foster better teacher-student relationships and a more nurturing environment." (Pierson Yecke, 2006)

Curriculum and Instructional Design

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curriculum, addressing alignment with Mississippi's state standards, including the Common Core State Standards, as required by Mississippi Code 37-28-15.
   a. If the curriculum is fully developed, summarize curricular choices (e.g. text book or computer-based curricula selection) by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Provide, in **Attachment 1** a school-wide curriculum description table. *Prepare your summary using the template provided by MCSAB. Your curriculum summary table may be no longer than one page per grade level and must be*

prepared in 12 point font with 1 inch margins.

-OR-

If the curriculum is not already developed, instead explain the plan for how the curriculum will be developed between approval of the proposal and the opening of the school, and instead provide in **Attachment 1**, a curriculum development timeline, identifying milestones, individuals responsible for included tasks, and when key stages will be completed.

b. Provide, as **Attachment 2**, a summary of the scope and sequence of the curriculum for all grades you propose to serve, including core academic as well as non-academic classes. *See Exhibit B of the RFP for an exemplar. Regardless of the number of grades served, your summary scope and sequence may not be longer than two pages per grade and must be prepared in 12 point font with 1 inch margins.*

c. Provide, as **Attachment 3** a curriculum map for one core academic subject for one grade the school will serve in year one. The curriculum map should identify course outcomes and demonstrates a clear alignment with appropriate state standards. *See Exhibit C of the RFP for an exemplar. Your curriculum map must be prepared in 12 point font with 1 inch margins.*

3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

MPCS will adopt the BCS Teaching Standards, which describe in detail the expectations for great teaching. These standards are broken into five domains: 1) Growth Mindset, 2) Leadership and Relationships, 3) Individualization and Assessment, 4) Skills and Concepts, and 5) Responsibility to Team. The individual standards found under these domains express clear expectations for teaching and learning, which inform the design of the academic model.

Learning Environment: MPCS is deliberately structured to foster strong relationships between students and teachers, which is key to motivating and engaging our students. There will typically be two classes of 26 students for a total of 54 students per grade. In contrast to the traditionally departmentalized middle school model, MPCS will use a self-contained approach in which groups of students spend a considerable part of their day with just two teachers who will consequently know them and their learning needs well. Classes will be heterogeneous by skill level. Each class will have one teacher focused on Math and Science instruction and one focused on Language Arts and Social Studies. In addition to their four core subjects, students will also participate in daily Independent Work Time (IWT) sessions during which they will read and work on assignments and homework, while their teachers conference and tutor individually or in small groups. With a student to teacher ratio of 13:1, IWT is a critical component of our model that provides individualized attention to all students based on assessed needs.

The Leadership and Relationship standards for teachers emphasize the construction of a positive and productive learning environment, including the expectation that the teacher:

- Generates a high level of student engagement and participation.
- Is fair and respectful and builds positive relationships with all students.
- Teaches effective routines and maintains them all year.
- Conveys urgency through preparation, lesson momentum, and smooth transitions.

With these standards in place, the learning environment fosters effective independent learning, a critical aspect of college and career readiness, and which in turn allows teachers to provide targeted support to individual students.

Curriculum: Most relevant to curriculum are the Skills and Concepts standards, which set the following teacher expectations:

- Plans cohesive thoughtful unit plans that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.
- Plans cohesive and thoughtful lessons that align with unit plans.
- Demonstrates deep understanding of content and its place in the curriculum and awareness of curricular consistency.

We intend to build our own curriculum in order to ensure that it meets our students' needs and prepares them to meet state standards. We recognize that creating curriculum is far more complex than simply purchasing a commercial program and giving it to our teachers to implement. However, we believe that teaching is an intellectual pursuit and that student results surge when teachers have clear accountability for learning outcomes alongside the freedom to develop and modify the most effective curriculum for their students. Moreover, the shift to the Common Core requires a more rigorous and text-based curriculum and though many commercial programs claim to be "Common Core aligned" they are often merely repackaged versions of old products.

Based on the success of the Brooke model, school learning standards will drive our curriculum. The MPCS learning standards will be developed by instructional leaders and teachers based on Mississippi state standards, the Common Core standards and other rigorous standards that promote college and career readiness, as well as the content and skills assessed by the Mississippi Curriculum Test (MCT2). They will be adapted from the existing Brooke standards, which are already aligned to the Common Core, and define with precision what students should learn in each grade. Standards will exist for each subject area, including character education, and "power standards" will be identified that are deemed essential for student success and help prioritize instructional planning. Teachers will be provided with a standards book, standards-based assessments, and standards-based data trackers and report cards.

The MPCS standards will be regularly reviewed and revised based on the needs of students and teachers as determined by assessed student performance and classroom observations. Grade level teams will be responsible for recommending revisions and providing a clear rationale for the proposed changes. These suggestions are submitted to the Principal, who has ultimate responsibility for revising the standards and ensuring that they align with the Mississippi state standards and assessments.

A benefit of having teachers cover multiple subjects and work with only one grade is their ability to create interdisciplinary connections and theme-based units that answer big questions from multiple perspectives. STEM will be addressed across the curriculum, from using math to conduct science experiment, to writing about the history of innovation, to reading biographies of seminal inventors. Using our specific and measurable school standards, we will empower teachers to create year-long plans that serve to organize their unit and lesson plans. These annual scope and sequences will align to state assessments so that students have the opportunity to master all necessary content prior to test administration. Grade level teams will then use "backwards design" methodology popularized by Grant Wiggins and Jay McTighe in

Understanding by Design to create units and lessons that focus first on specific objectives aligned to school standards. They will determine what evidence can be used to demonstrate mastery and only then will teachers create the learning activities. The advantage of this process is that it keeps both students and teachers focused on the desired learning outcomes rather than activity completion and it encourages development of conceptual understanding rather than discrete facts and skills. (Buehl, 2000) Unit plans will include big ideas, standards, teaching points, activity overviews, materials and assessments. Aligned lessons will include standards, teaching points, class agenda, activity details (e.g., introduction, discussion, debate, independent practice, assessment tools, summary), and materials. Lessons will also identify explicit connections to our school's core values and character standards.

Curriculum development will be a collaborative process involving grade level teams and instructional leaders. They will create and revise plans and identify or developed curriculum resources such as texts, problem sets, PowerPoint presentations, labs and manipulatives. In the past this would be an enormous burden on teachers to create their own materials, but our school's relationship with Brooke Charter Schools will provide access to its already developed and proven resources. In addition, the advent of the Internet has provided a plethora of resources for teachers to adopt and adapt. Finally, the school will stress the use of primary sources, which aligns with the Common Core expectations for text-based analysis. While the school may use commercial curriculum materials as resources for instruction, teachers will never use a textbook's table of contents as their scope and sequence. All unit and lesson plans will be archived for future use; each year grade teams will review past plans and adapt them based on their students' needs.

Our professional development model will also enable teachers' success in creating, improving, and revising their curriculum each year. Training will be provided in the school standards and backwards design. Teachers will spend a minimum of seven professional development days at the beginning of the school year in co-planning sessions to refine past successful unit and lesson plans and to create new ones as needed. During the school year, teachers engage in three hours per week of collaborative professional development, which includes critique of each other's units and lessons. Furthermore, teachers will meet together to engage in data analysis and examine which students and classes are most successful in meeting the school standards to identify the attributes of effective curriculum and areas for improvement. School leaders will also examine the data to identify specific topics for professional development and individual teachers for targeted coaching around curriculum development.

Primary Instructional Strategies: In our teaching standards the instruction domain is intentionally labeled Individualization and Assessment to convey our pedagogical priorities. Elements of this domain indicate that an effective teacher:

- Scaffolds instruction and provide additional student attention to ensure the material is accessible and sufficiently challenging to all students.
- Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.
- Engages students in the process of monitoring their own understanding and

achievement and helps make goals or benchmarks clear, transparent, and achievable.

We believe great teaching employs a thoughtful combination of whole class instruction, group and class discussions, and significant amounts of individual conference and independent work time. A significant portion of each teacher's instructional time is spent on small group and individualized instruction. This targeted feedback allows teachers to follow up on what specific scholars are struggling with or need to be pushed on. For instance, teachers will employ a reading workshop method that provides scholars with large chunks of independent reading time. During this time, the teacher can pull an individual student or small group to work on a specific skill, push comprehension strategies deeper, or monitor students' text choice. During writing workshop, teachers will conference with students on their own writing and provide specific, individualized feedback on content or conventions in a written piece. Finally, IWT provide opportunities to target instruction and support where it is needed.

In general, teachers will present new information by having students grapple directly with new concepts, rather than learning passively by watching teacher demonstrations, listening to lectures, or learning "tricks" to get the right answer without fully understanding why. We reject the "I-we-you" teaching method in which students watch a teacher model and then imitate the teacher's approach. A teacher thinking aloud puts the burden of thinking on the teacher; effective lessons put the burden on the students. A key attribute of the Brooke instructional method is that students engage in the struggle, which is why instilling the growth mindset is so important. Students must use what they know to struggle with and logically attack a new question or problem that requires them to integrate text or other content, not focus on one strategy or skill in isolation. If students fail, then the teacher may provide more scaffolding through guided questions, but the class must have a chance to succeed through struggle.

Similarly, teachers must monitor student learning in real time and constantly check for understanding. Moreover, they must provide students with feedback mechanisms and metacognitive skills and empower them to evaluate their own learning. By the end of the lesson, students should be aware of what they should have mastered (what the point of the lesson was) and whether they mastered it. Critical elements of general instruction will include:

- Time for practicing and solidifying understanding/content (in groups, with partners, or independently). The teacher will vary levels of support during this time to maximize student learning and clarify misconceptions as effectively and efficiently as possible.
- Discussions progress logically, following a plan that demonstrates deep content knowledge and emphasizes connections between strategies / approaches and connections between content topics. Misconceptions are anticipated, addressed, and corrected.
- All students are engaged throughout the lesson; they are engaged in the work, engaged in learning from others, and engaged in monitoring, articulating, and refining their own thinking. Engagement doesn't mean every hand is up but it does mean every student is tracking the conversation and able to contribute at any moment. Students should be participating meaningfully at many times throughout the lesson; this could be achieved through cold calling, partner or group talks, quick writes, or other means.
- Students need to be pushed to consider their classmates' thoughts and opinions.

Students need to be challenged to consider the merit of their own and their teammates' thinking based on whether there is text evidence to support that interpretation.

- In order to evaluate the evidence used by their peers, students should track the evidence that their teammates are citing.
- At the end of effective lessons, everyone knows what the point of the lesson was. Lessons end with a summary; the teacher or a student should summarize what was learned from the lesson and reinforce connections between strategies and content.
- The teacher assesses mastery, which can be done with exit tickets, listening or other techniques. Determining mastery is not achieved by assessing whether they can do the same problem again, but whether they can apply that knowledge to another (and significantly different) problem.

Math and Science: Instruction in these subjects will commonly follow this sequence: give scholars a challenging problem, allow them to grapple with the challenge, and then facilitate classroom discussion in which scholars explain their approach to classmates and work as a team to solve the problem correctly and to understand deeply enough that they could transfer their learning to other related, but not identical, situations. Based on effective practices at Brooke schools, key attributes of math and science instruction will include:

- Problems must be crafted to encourage logical thinking and ideally to allow for a number of strategies. Effective problems are open ended.
- Instruction must encourage logic and flexibility. The goal is to develop deep content knowledge in our students. Any lesson that teaches students a list of steps instead of lasting and transferable understanding is a missed opportunity.
- Teachers plan lessons by considering all the strategies that students can use to attack a problem. While anticipating correct strategies to reach a solution, teachers consider how to explicitly draw connections between those strategies.
- Discussion is focused on students explaining their work. Teachers are intentional in structuring their discussions and adjust their structure based on student work.
- Connections between strategies are essential. Connections should help students move from more concrete or inefficient strategies to more sophisticated strategies.
- Connections between content topics must be made transparent. It is essential for students to know how a lesson connects to content taught before. Making connections transparent helps students see how they can use prior knowledge to attack new problems.

Literacy and Social Studies: Teachers will provide forums for students to grapple with difficult texts and skills. This approach leads to both deeper understanding (by putting the heavy thinking on scholars) and to stronger communication skills (by focusing on discussion). Key elements of literacy and social studies instruction include:

- Texts are carefully chosen are at the right level of rigor – the level at which students need to struggle to understand the full meaning but through struggle, can grasp the complete meaning. Texts must be chosen intentionally as individual texts and when considered cumulatively. Throughout the year, teachers must expose students to a variety of genres and subjects. Decisions are purposefully made about when and how

reading happens. For example, teachers must make purposefully decide whether the text should be read at home (encouraged in upper grades where decoding is not an issue), read by students at school, read in partnerships, or read aloud to students. Exposing students to overly advanced texts is not rigor because teachers scaffold these texts too much. For example, middle school students cannot fully grasp Hamlet, so reading it is not rigorous – it instead requires a teacher to reduce a rich text to a simplistic level.

- Students must engage with the text to answer a meaningful question that pushes students to think more deeply about the text than they would on their own. Good questions can force students to the macro level of understanding the structure or theme of the text as a whole. They can also force students to the micro level of understanding how a specific word or sentence is important in developing the text as a whole. Teachers should prompt thinking at all levels – the word, sentence, paragraph, section, and whole text level.
- Reading discussions progress logically, following a plan that demonstrates a deep understanding of the text.

Independent Work Time: Once or twice a day students will participate in IWT while their two core teachers conference with individual students or small groups. All students will meet individually with their teacher at least once per week.

- Students will be taught to use IWT productively by planning effective tasks tied to their learning needs. Student may work individually on assignments or homework or in small groups on projects with clear objectives.
- All students will be expected to do independent reading daily with texts of interest. Teachers will discuss book choices with students and encourage them to select challenging material that exposes them to new ideas.
- Students need to learn how to carry on a critical conversation among their peers without teacher direction. Book clubs will be designed to foster student-led peer learning.
- Conferencing will be driven by data. Initially teachers will facilitate conversations using data collected from their own assessments of student learning. Eventually students will learn to self-assess, reflect on their own progress and obstacles to growth, and develop their own action plans to achieve success.

Character Education: The Character Education standards and school core values will be integrated throughout the curriculum. They will be addressed through discussions and assignments in all subjects. In addition, an explicit character education lesson will be delivered on Wednesdays that involves students in conversations and debates about contemporary issues.

Specials: The curriculum will be enriched by opportunities to participate in classes such as physical education, the arts and technology. We believe these should reflect both student and faculty interests and expertise, so leave the selection of specific courses until the school opens.

Students will have at least one specials class per day, which will taught either by a dedicated specials teacher or a core teacher, though not necessarily one of their own class teacher.

We believe that teachers who master our adopted Teaching Standards will be proficient in delivering effective instruction. Teachers will receive significant professional development on how to meet these teaching standards and rubrics for each standard further clarify expectations for various levels of effective instruction. Before school starts each August, teachers will have professional development of at least seven days in which they meet to co-plan, develop goals for the year, and develop skills aligned to the standards. During this time and during the weekly three hour professional development sessions, teachers will study videos of effective instruction and examine their own practices. Teachers will also participate in regular observation by instructional leaders and peers and receive critical feedback with which to improve.

Pupil Performance Standards

1. Describe the pupil performance standards for the school as a whole.
2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. *If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice*.
3. If the school has, or will adopt or develop, additional academic standards beyond those mandated by the state, explain the types of standards (content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example, and explain how these additional standards exceed requirements.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
5. Provide, also in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Pupil Performance Standards: As described above in the curriculum description, MPCS will adapt the Brooke learning standards to develop a guiding set of MPCS standards against which student progress and achievement will be measured. These will be aligned to Mississippi state standards, including the Common Core, and describe in detail what students should know and be able to do in each grade. Attachment 4 contains Brooke's rigorous academic learning standards in four areas: Language Arts, Mathematics, Science and Social Studies for Kindergarten through 8th grade. The specificity of these standards goes well beyond state and Common Core standards. For example, in addition to breaking down the standards into sub-domains with indicators for each grade, the ELA standards also include by grade consonant blends, vowels, sight words, spelling words, prefixes and suffixes, and roots and morphology. Another example of how MPCS standards will exceed state requirements is the adoption of Character standards. Our teachers will devote significant time to character education that is informed by our core values: Focus, Integrity, Respect, Self-determination, and Teamwork (FIRST). Character education will align with our character standards and core values, will include direct instruction in character development, and will involve public recognitions and ceremonies to celebrate student demonstration of core values. Grades 5-8 character education

standards are included in Attachment 4.

Promotion: Promotion and graduation standards will be similar to the Brooke Charter Schools, which use standards-based grading for all grades. For each power standard (the most important standards), students are assessed on a scale of 0 – 4. The significance of these levels is as follows:

0 – The student has no mastery of the standard.
1 – The student has minimal mastery of the standard and needs continued support.
2 – The student has partial mastery of the standard and needs minimal support.
3 – The student has grade level mastery of the standard and is able to work independently.
4 – The student has above grade-level mastery and is able to apply this standard in new situations.

The scores for each taught standard within a subject area will be averaged together and translated into letter grades for each subject. The translation is as follows:

Grading Scale	A+: 3.4 or above	A: 3.3	A-: 3.2	B+: 3.1
	B: 3.0	B-: 2.9	C: 2.6 - 2.8	F: 2.5 or lower

This grading system will be clearly indicated on every report card, and parents will receive report card guides that explain each standard in more detail.

Three factors will be considered in promotion decisions: attendance, overall reading level, and grade-level standards mastery, as cited on the report card. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester. Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade level. Students who are reading more than half a year below grade level according to the DRA-2 test results will be automatically retained in their current grade level. Students receive standards-based report cards that reflect student progress toward mastering the assessed standards for each grade level. Students are expected to master all standards by the end of each grade level (thereby receiving a 3 in each area). Students who average below a 2.8 on any report card area at the end of the year are eligible for retention, and students who average below a 2.4 will be automatically retained. Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Principal. The school reserves the right to make exceptions to this policy given special circumstances.

Graduation: The graduation requirement for the school will be completion of the 8th grade; in other words, students who are promoted from 8th grade will be considered to have graduated from MPCS. There are no additional requirements for graduation. The Brooke 8th grade report card with the power standards that students are expected to master in order to graduate is included in Attachment 4.

High School Graduation Requirements

For schools serving grades 9-12 only.

1. Describe how the school will meet the graduation (exit) requirements described in Attachment 4. Explain how students will earn credit hours, how grade-point averages will be calculated, what

information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Not applicable, because MPCS will not serve grades 9-12.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school, including total number of days/hours of instruction. Explain how the calendar reflects the needs of the educational program. Provide, as **Attachment 5,** the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Calendar: MPCS intends to offer an extended school year to enhance our students' opportunity to achieve at high levels and ward off the detrimental effects of the "summer slump," which has a disproportionate effect on disadvantaged students who have limited learning opportunities when formal schooling is not in session. The academic calendar will include at least 190 days of instruction for students (with more days given to teacher professional development and conferences). The calendar will generally follow the holidays and vacations of the Jackson Public Schools to accommodate families that have children enrolled in both schools. The school will operate on a trimester system with progress reports sent home mid-trimester and report cards at the end of each trimester.

Schedules: MPCS will provide an extended school day to maximize learning and provide ample opportunities for intervention and enrichment. Four instructional days each week will last from 7:45 am until 4:30 pm, and on one early release day (typically Wednesdays), the academic day will end at 12:15 pm for students so that teachers can engage in weekly professional development sessions from 1:00 pm until 4:00 pm. Midtown Partners will also provide homework help and after-school tutoring for students from 4:30 until 5:30 pm on the four full days of each week. On full days core classes—Language Arts, Social Studies, Math and Science—will each be 75 minutes. Because there is only one teacher for Language Arts/Social Studies and one teacher for Math/Science, those subject blocks may be flexibly used to accommodate extended projects, labs and interdisciplinary activities. Students will also participate in one or two independent work time (IWT) sessions during which they will read, work on assignments or homework, and meet with teachers individually or in small groups for conferencing and targeted assistance. In addition, they will have one or two specialty classes, such as PE or one of the arts.

All students will have a 30 minute lunch period and two short breaks are also scheduled to

provide students with an opportunity to relax and rejuvenate before tackling their next subject. Finally a short homeroom and closing meeting bookend the day for character education and relationship building.

This schedule provides nine hours of instruction on full days and three hours and 45 minutes of instruction on early release days for a total of almost 40 hours of instruction per week. This is far and above what a student would receive in a traditional district school and critical to achieving our mission of college and career readiness in four years.

School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation.
5. Describe a typical day for a teacher of a grade that will be served in the first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Culture Vision: Our school culture is directly linked to our mission; we want to teach the behaviors essential to academic and career success. We believe students thrive in an environment where learning is taken seriously and the development of a growth mindset instills in students the understanding that hard work is a necessary and ultimately rewarding component of success. MPCS is committed to transferring ownership of learning so that all students believe in their own efficacy and feel motivated and responsible for their own achievement. In too many schools ensuring a safe and orderly learning environment conflicts with establishing a positive, achievement-focused school culture. This does not have to be the case and we believe that both elements are necessary to achieve success. We envision a safe and orderly, warm and strict culture that is the precondition for learning. Through modeling and structures, we also strive to create a strong culture of reflection and goal setting for both students and adults. As we noted in the academic program description above, critical to our model is the relationship between students and staff. Research tells us that great teachers are strong leaders who develop nurturing but demanding relationships with their students (Goodwin, 2010). MPCS students will feel known and cared for as a part of a small, tight-knit community that is committed to helping them become the best people that they can be.

Implementation Plan: We will establish this school culture by replicating many of the cultural norms at the original Brooke School. These will be communicated to staff through the hiring process and subsequent ongoing professional development. We will bring parents on board by explaining our culture in great detail during parent orientations and by asking parents to sign a Contract of Mutual Responsibilities. Students will receive extensive orientation to our school culture at the start of the year, including teaching them explicitly what the core values look like in our school, what behaviors will receive consequences, and what the consequences will be.

The culture will be genuinely instilled only though a relentless and consistent commitment to our core values as the year goes on.

Within the teaching standards that we intend to adopt are clear expectations for creating a productive learning environment, including that each teacher:

- Communicates that effort, not innate ability, is central to achievement.
- Demonstrates a continuous commitment to developing students' characters.
- Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.
- Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.

Teachers have a "total student load" of 26 students, in contrast to a typical middle school, where total student loads often exceed 150 (e.g., 6 classes a day, 25 students per class). As a result, community will be developed by self-contained classes that foster strong teacher/student relationships all the way up through the 8th grade, which will be further reinforced through small-group and individualized tutoring and conferencing built into the school day. Each class is viewed as a team with responsibility for each other's success. Teachers are expected to model behaviors and explicitly teach students the mindset, habits and values associated with success. Time is also allotted for community building, including a daily homeroom in the morning, closing meeting in the afternoon and character education period on Wednesdays.

The structural elements described above combined with our extensive professional development will create a positive classroom culture and foster the strong, positive relations critical for long term academic success. From the first day teachers arrive, school culture is a primary topic of professional development, which goes beyond mere behavior management practices to consider strategies for instilling the growth mindset in students, effective curriculum and lesson plan design to engage students in rigorous instruction, assessment and feedback techniques to empower student ownership of learning, and integration of character education and school values throughout the curriculum. Our instructional leaders will not only monitor the culture-related practices in classrooms, they will also model effective instruction and conference regularly with teachers to improve their own practice. The Dean of Students is a position designed to support teachers as well as students; through ongoing professional development and classroom observation and feedback he or she will assist teachers in honing their classroom management skills and using school culture systems with consistency.

In addition, our core values—Focus, Integrity, Respect, Self-determination, and Teamwork (FIRST)—are central to implementing our school culture; they will be both explicitly taught as part of character education and integrated throughout the curriculum. Our values will be prominently displayed throughout the school and referenced regularly by teachers. For instance, teachers will be expected to deliberately praise scholars for demonstrations of self-determination and teamwork. The core values will also inform the selection of texts, the planning of discussions and debates, the design of assignments and projects, and the

administration of assessments and subsequent feedback.

Finally, systems will be in place to reinforce positive behavior and assign consequences for misbehavior. School-wide meetings and celebrations as well as class morning meetings will be used to celebrate students who embody our school's core values and the growth mindset. Students will receive a professionalism rating at the end of each class and face consequences for demonstrating unprofessional behaviors. These practices will help student understand expectations and teachers enforce the school's rules and expectations with consistency. (See the section on discipline below.)

Serving Special Needs: Our school culture is based on the principle that we must challenge every student at the appropriate level to ensure his and her academic progress and success. In addition to using differentiated instructional strategies in core classes, all students participate in daily individual work time (IWT) sessions during which teachers can work with individuals and small groups based on assessed and observed needs. Our culture will reinforce in students the importance of developing independent work habits, which are crucial for college and career readiness, while at the same time the need to take advantage of feedback and support. Because all students will conference with their teachers at some point during the week, there is no stigma attached to students with special needs. Student support teachers will provide targeted assistance to students with disabilities and literacy supports to English language learners, which may occur within core classes or during IWT. Regular formative assessment and deliberate feedback practices provide students with clear information about their strengths and areas where more effort is required and allow teachers to target effective support. This includes advanced students who are at risk of boredom and disengagement without appropriate levels of challenge and acceleration. Finally, IWT provides an opportune time for teachers to build relationships with students who enter the school mid-year. They can conference with them regularly to help set expectations, assess skill levels, answer questions, monitor challenges, etc.

Typical Student Day: Ben arrives at 7:15 am and joins his teammates for breakfast. At 7:40 his two homeroom teachers come in, greet each team member, and collect their homework folders. Students and teachers participate in a school-wide song or pledge and share "shout-outs" for students who demonstrated core values the previous day. They head to class with their teachers and have a short morning meeting that includes announcements and a brief character education lesson on teamwork. His Math/Science teacher then begins the day's math lesson with a problem on the board that he and three teammates grapple with and try to come up with multiple ways to solve. The teacher then facilitates a discussion and Ben is asked to demonstrate one of his group's solutions on the board. They are then given a set of related problems to work on independently and then check their answers with a teammate. At the end of the math class they work on "fast math" skills, reviewing with flashcards basic information they are supposed to know automatically. The same teacher then transitions them to a science lesson where Ben works on observing, writing, and drawing about the tadpoles in the room and connecting that to their "big ideas" about life cycles. After a 10 minute break, Ben's class goes to the art room where they work on collages related to the Incan empire they are studying in social studies. Next is IWT with his two core teachers during which Ben identifies adjectives and

creates alternatives for his independent reading book. He meets with his Language Arts/Social Studies teacher to discuss the book and go over adjectives, which he struggled with on his last quiz. After a 30 minute lunch Ben listens to a read aloud in his Language Arts class and participates in a discussion with his teammates about the reasons the character in the story had made a bad decision and what she might do to fix it. Then the class breaks into small groups for reading workshop. Ben's group uses a leveled text and continues to explore how the reader knows who is talking and thinking in a story. Later during writers workshop they practice creating verbal and internal dialogues for stories they are crafting. The whole class comes back together with the same teacher for a social studies lesson on the architecture and living arrangements of the Incans and how archeologists figured this out. After a short break Ben works independently on math problems during a second IWT session. For about 10 minutes he meets with his Math/Science teacher and four other students to review one of the strategies they had learned in class. At the end of the day he joins the closing meeting where he gives a shout out to his classmate who showed great focus that day. Then he packs up his homework and heads home.

Typical Teacher Day: Mr. Foster is a 5th grade Math/Science teacher. He arrives at school at 7:15 am and heads to the teacher workroom where he is welcomed by the Principal who relates announcements for the day and reminds them of the character education focus this week. He spends some time with his class's Language Arts /Social Studies teacher reviewing some quiz data and planning the use of their IWT periods. At 7:40 am he heads to the cafeteria and greets his homeroom students. After the school-wide routine, they return to the classroom where Mr. Foster conducts morning meeting and then dives into his math and science lessons for the day. The Principal pops in to observe one of this lessons and later that day he gets a brief e-mail with a combination of praise and critique (he'll meet with the Principal later in the week to discuss the observation). At 10:40 am his core class heads to art and he teaches a specials class for 6th graders on computer programming, one of his personal interests. His students then return for IWT and he meets with five small groups to review skills that they had struggled with on a recent quiz. He also conferences with a couple of students individually to check-in with them about their academic progress and social-emotional issues. While the students go to lunch, Mr. Foster has his weekly department lunch with the other Math/Science teachers; they discuss spiraling some skills across the grades with which some older students are struggling. After lunch he has over two hours for planning while his class meets with their Language Arts/Social Studies teacher. Afterwards the two teachers hold another IWT session with their class. At the end of the day he facilitates closing meeting before dismissing his students. He stays after school for an hour to grade some papers and prep a lab for tomorrow before heading home himself.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how will they be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Summer School: Because we plan to offer an extended school year, at this time we do not intend to offer summer school.

Co-Curriculars: All students will participate in 45 minutes of co-curriculars every day, which will include physical education and arts, though specific offerings such as music, visual arts, dance, theater or technology, will depend on student interest, staff expertise and partnership opportunities. All students also participate in a weekly character education class on early release days. There will be one specialty teacher and core teachers will be expected to also teach specialty classes.

Extra-Curriculars: MPCS will partner with Midtown Partners, which will provide a free after-school program for our students from 4:30 to 5:30 pm four days per week. The program will be based on Midtown Partner's Project Innovation, which won the Governor's Award for Excellence in 2010. Project Innovation provides a quality afterschool experience in STEM and art education with a focus on creativity, critical thinking, and community service. Its components include Academic and Homework Assistance, Independent Study/Special Projects, and Enrichment Discovery, which has included Arts and Culture; Science, Technology, Engineering, Mathematics and Medicine (STEMM) Pathways; Greennovation (the "greening" of Midtown); Youth Leadership and Giving; Entrepreneurship; and Career. Students will be assisted by mentors, teachers or facilitators from the school, Midtown Partners and the community. Within the first few years, we also hope to form basketball, track, and/or soccer teams as optional extra-curricular activities.

Social Emotional Development: Key to the success of our model is strong relationships between teachers and students that allow all students to be known well by a caring adult and receive the support and guidance they need. Our self-contained classroom model means that two teachers will deeply know the students in each class and spend a considerable part of each day with them. Teachers are expected to use daily IWT sessions to conference with students about both academic and social emotional issues. For serious social emotional needs, a referral system and staff will be in place to ensure needs are met. The Dean of Students and Student Support Coordinator will liaison with parents to coordinate interventions and supports. The school will contract for counseling services and work closely with UNACARE (University Nursing Associates – Community Access to Health Resources and Education), which provides primary and episodic health care, and Mississippi Children's Home Services, which offers services and programs such as group and individualized counseling and therapy, the Comprehensive Family Support Services Program (CFSSP) and Mississippi Youth Programs Around the Clock (MYPAC). Midtown Partners has standing relationships with these and other community-based organizations that it will leverage to benefit our school's students and families. In addition, our school's focus on instilling the growth mindset reinforced by explicit character education standards and core values will teach students the behaviors and habits necessary for social emotional well-being. In particular, our focus on the values of Self-determination and

Teamwork will help students develop resiliency and problem-solving skills.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to: students with Individualized Education Programs or Section 504 plans; English Language Learners (ELLs); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Midtown Public Charter School is deliberately designed to individualize instruction and supports so that all students are equally well served. We know that many, if not most students, will enter below grade level. Looking at the primary feeder elementary school for our neighborhood middle school shows that 5th grade proficiency in Language Arts was 60% in 2012-13 and 35% in Math. We intend to accelerate their learning to the level of college and career readiness through an extended school year and day, self-contained classrooms, a teacher-developed curriculum that reflects student interests and needs, dedicated time in the schedule for conferencing with and tutoring students, and an assessment system focused on providing students with useful feedback. These all support the implementation of a response to intervention (RTI) system using tiered instruction to effectively target identified needs. Tier 1 will provide all students with effectively planned and differentiated instruction in their core classes. Tier 2 will provide identified students with targeted support within their IWT classes and Tier 3 will provide more intensive interventions within and outside IWT as needed.

Our staffing plan includes two experienced core subject teachers with whom students will spend most of their learning time and who will provide Tier 1 and some Tier 2 and 3 instruction. We believe that an inclusion model is most effective and a certified Student Support Coordinator will ensure that mandated supports are delivered by student support teachers and contracted service providers through both push-in and pull-out methods scheduled to minimize students missing important core instruction. Student support teachers will coordinate their work with classroom teachers and the Dean of Students will work with both teachers and students to address social emotional issues that inhibit learning. The Student Support Coordinator will meet regularly with grade level teams to establish student goals, monitor progress and initiate alternative interventions as determined by review of data.

Finally, professional development will be a critical factor in meeting the needs of all students. In addition to trainings on effective inclusion strategies for educating students with various types of disabilities and English language learners, professional development will focus on planning and delivering differentiated instruction and using data to identify deficits and target instruction for all students. Moreover, regular observation and feedback to teachers will address their individual areas for growth and support continuous improvement among our faculty. We describe below our systems for identifying and serving at-risk students, including students with disabilities, English language learners and students below or above grade level

who are at risk of not meeting their potential.

We will also leverage community partners to meet the needs of our students, which will provide our families with access to free and affordable physical and mental health services. Midtown Partners currently supports UNACARE, a nurse-based clinic located in Midtown since 1998, which provides nursing services to the neighborhood schools (Brown Elementary & Rowan Middle School). MS Children's Home is also located in Midtown five blocks from our proposed school site and has a team that includes therapists, case managers, psychiatrist, family therapist and family partnering.

2. Complete this table to demonstrate calculation of at-risk students the school anticipates serving.

	% FRL ONLY	% Students with Disabilities ONLY	Total % At-Risk
Anticipated school demographics	**95%**	**10%**	**95%**
Current school district demographics	**89%**	**10%**	**90%**
80% minimum calculation	71%	8%	72%

3. Explain more specifically how the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
   a. Methods for identifying students with special education needs (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
   c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
   d. Plans for promoting graduation for students with special education needs *(high schools only)*; and
   e. Plans to have qualified staffing adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of ELL, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.
5. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.
6. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience;
   b. Plans for monitoring and evaluating the progress and success of these students; and
   c. Means for providing qualified staffing for intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Education: We anticipate a student population that is representative of the district, which suggests about one in ten students will have a disability. Once a student is admitted

through our lottery process, our staff will immediately attempt to identify all students who have a pre-existing individualized education program (IEP) and contact their previous schools to retrieve their records. The Student Support Coordinator will meet with parents to review IEPs and determine how services will be provided at the school, modifying IEPs if necessary with parent approval. The school's RTI system will serve as our identification process for students without existing IEPs. Students who receive ongoing Tier 2 and 3 interventions without an appreciable positive response to those interventions will be considered for evaluation by the school's Child Study Team (CST), which will include the Student Support Coordinator, student support teachers, and the student's core teachers. Any faculty member or parent may refer a student to the CST, which will review existing academic and behavioral data and may collect additional information and/or conduct observations of the student to further understand his or her challenges. If the CST decides that an evaluation is warranted, the Student Support Coordinator will contact the student's parent and provide in writing an explanation of the proposed evaluation and the parent's rights. With the parent's approval, the Student Support Coordinator will either conduct the evaluation in-house or contract with an outside expert, depending on the evaluation requirements. Based on the results of those assessments, the CST will determine the child's eligibility for special education and, if positive, develop an IEP in consultation with the parent. We are cognizant of the over-identification of certain types of students, namely low-income, male students of color, and will ensure that no student is identified as a result of poor past education experiences.

Services for students with disabilities will depend on the requirements of IEPs. MPCS will employ certified student support teachers who can push in to support students during their core classes and provide targeted assistance during IWT periods and other classes. Core and student support teachers will meet regularly to review data and strategically coordinate the use of IWT. For instance, student support teachers may scaffold the general education curriculum, pre-teach vocabulary, and preview text, graphic organizers, and manipulatives. They may also deliver more intensive interventions, such as supplemental phonics instruction. The school will also contract for related services such as speech, occupational and physical therapy and counseling based on need.

Professional development for all faculty will include understanding IEP goals and developing effective inclusion practices and assessments as well as collaborative planning between general and special education teachers. The CST will regularly review IEP goals and services and work with parents to revise IEPs as needed or determine when a child might be discharged from special education. School leaders will evaluate the efficacy of the special education program based on achievement of IEP goals and progress of students with disabilities towards the learning standards of all students.

English Language Learners: Based on district and community demographics, we anticipate few English language learners (ELLs), but are prepared to meet the needs of any student challenged by language barriers. To identify ELLs, all students enrolled through the lottery or who subsequently enroll from the waitlist will be administered a Home Language Survey to determine if their home language is other than English. If so, they will take the WIDA ACCESS Placement Test (W-APT) to determine their English language proficiency level. Students who

score less than 5.0 on the W-APT will be deemed eligible for language assistance services and their parents notified.

Services for ELL students will depend on their needs and their level of English proficiency. For students who are at the lowest levels on the W-APT, student support teachers will provide small group or individualized English as a Second Language (ESL) classes each day to ensure rapid acquisition of speaking, listening, reading and writing skills. Students more proficient in English will receive predominantly mainstreamed instruction using a Sheltered English Immersion (SEI) approach with additional support scheduled during IWT. Teachers will use the WIDA English Language Proficiency (ELP) Standards to inform curriculum development and instructional planning. They will include specific language objectives in their lesson plans in addition to the content and skill objectives aligned to the MPCS learning standards for all students. Lesson designs will include frequent opportunities for interaction and discussion that encourage elaborated responses about lesson concepts; supplementary materials that contextualize learning, such as visuals, adapted text, manipulatives, and graphic organizers; explicit teaching of key vocabulary and content, and regular opportunities for students to practice and apply new language and content knowledge in English.

The Student Support Coordinator will arrange for screening and assessment of students, appropriate ELL services and communication with parents about assessment and placement. Given the anticipated literacy needs of most students, all faculty will participate in professional development that enhances their understanding of and skill in using SEI strategies, with additional ongoing training for student support teachers and core teachers who teach sheltered content. ELL students will take the WIDA ACCESS assessment each year until they are reclassified as English proficient and evaluation of our ELL program will be based on our ability to both develop students' English proficiency and help them attain our school learning standards.

Below Grade Level: As noted, we expect the majority of our students to be below grade level, especially in reading and writing, and intend to employ instructional strategies to promote accelerated literacy development for all students. Our ELA program employs reading and writing workshop methodology that includes small group instruction using differentiated texts, materials and activities. This allows all students to learn in their zone of proximal development and limits the frustration of below level students that often leads to disengagement and counter-productive behaviors. In addition, the use of at least daily IWT sessions with both core teachers allows them to regularly conference with and tutor all students based on assessed needs. Finally, having one teacher plan and deliver ELA and Social Studies and another Math and Science allows these teachers to develop a more integrated curriculum, which helps students build conceptual understanding and develop skills across subjects.

Above Grade Level: Central to our education model is the notion of an appropriate level of challenge for each student. Advanced students are as much at risk if they are not challenged with learning opportunities that motivate and engage them. The workshop model allows these students to encounter texts at higher lexile levels with more complicated themes. The expectation that teachers individualize instruction means these students can access more rigorous problems, assignments, and assessments. Teachers will conference with all students

during IWT sessions and use this opportunity to make sure higher level students are adequately challenged. These students will be taught to use feedback to self-monitor their work and take responsibility for maintaining a level of challenge that continues to push them. Finally, one of our school's core values is Teamwork, and research has shown that heterogeneous grouping benefits not only lower level students but also higher level students who must articulate and concretize their understanding in order to help others learn.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
2. Describe the timeline and individuals responsible for student recruitment/engagement and enrollment.
3. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
   a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
   b. Description of any enrollment preferences or priorities;
   c. Describe the school's lottery procedures and how they will comply with the statutory requirement in Mississippi Code §37-28-15 that lotteries be "equitable, randomized, transparent, and impartial";
   d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   e. Explanation of the purpose of any pre-admission activities for students or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Though open to all students in Jackson, MPCS is intended as a community school to serve the disadvantaged population of Midtown. Thus many of our recruitment efforts will utilize community assets connected to Midtown Partners, which has deep roots in this neighborhood. We will provide information to the counselors at local elementary schools to educate them about MPCS as a middle school option for their students. We will also disseminate information directly to parents and caregivers through Midtown Partners programs and affiliates, such as its Project Innovation afterschool program, Mid-Jackson Family Resource & Referral Center, Little Samaritan Montessori Center, and The Prosperity Center of Greater Jackson, as well as other community based organizations, such as Midtown Neighborhood Association, UNACARE Health Clinic, MS Children's Home and United Way of the Capital Area. Our marketing material will describe our mission, explain that MPCS is a free, public charter school, and clearly state that our school is open to all eligible students, including those with disabilities and English language learners. We will make deliberate efforts to recruit through organizations and agencies that serve these disadvantaged populations, such as local health clinics, advocacy organizations and public housing.

The Principal will be the face of the school and communicate with community organizations and potential parents. Recruitment will begin in January of each year with a lottery held in March. The Director of Operations (DO) will be responsible for development of marketing materials, including translations into other languages as needed. He or she will ensure that applications are widely available in paper and electronic form and easily submitted to the school. The DO

will coordinate open houses and meetings with prospective parents to inform them about our new public school option. The Principal and DO will together coordinate the lottery process and ensure an independent third party is involved the drawing. Once the lottery is conducted, the DO will immediately draft letters to admitted students and those on the waitlist and begin to collect forms and records. When admitted students choose not to enroll, the DO will contact the next family on the waitlist to offer them a seat.

Our Enrollment Policy is provided as Attachment 6.

Student Discipline

1. Describe in detail the school's approach to student discipline. Taken together, the narrative description and discipline policy should:
   a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
   b. List and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
   c. An explanation of how the school will take into account the rights of students with disabilities including students with Behavior Support Plans in disciplinary actions and proceedings; and
   d. Procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
2. If already developed, provide the proposed discipline policy as **Attachment 7.**
3. Discuss how students and parents will be informed of the school's discipline policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

As described in the school culture section above, we believe that an effective school must be both safe and orderly as well as positive and results-oriented. MPCS will explicitly teach students the behaviors and values necessary for academic and life success through character education, which will be reinforced by school culture and discipline practices. Teachers are expected to recognize and praise students for positive demonstrations of our FIRST values: Focus, Integrity, Respect, Self-determination, and Teamwork. This will occur daily at school-wide morning meetings and in classroom homework and closing meetings, where staff and students can give "shout outs" to students for demonstrations of professional behavior. In addition, the school will hold regular celebrations tied to tangible results, including academic progress and achievement, attendance and participation, and community service.

We also recognize that young adolescents will at times violate our community norms in ways both minor and serious. Students whose behavior does not meet the school community's clearly defined standards for behavior will not be permitted to disrupt the education of others and we have designed systems and consequences to teach students to recognize their misbehaviors and readjust in order to maintain a professional learning environment for all. We know students crave structure and fairness, so key to an effective discipline system is firmness and consistency designed to limit disruptions to learning. Students will be viewed as responsible for their choices and taught a code of conduct that makes explicit the consequences of their choices. Staff will be trained to use the practices and tools at their

disposal to foster positive behavior and administer consequences in a consistent and effective manner.

In order to make actions and their consequences tangible, the school will employ a system that reinforces our goals of developing students' character, non-cognitive skills, and embodiment of our core values. Students will earn a professionalism rating at the end of each class based on the choices that they made as well as a rating for the quality of their homework. They can earn the following ratings: highly professional, professional, neutral, or unprofessional. Behavior such as arriving late to school or class, speaking out of turn, inappropriate physical contact, not following directions, and inappropriate hallway conduct is considered unprofessional. Three unprofessional classes in one day result in a detention and serious disrespect and disruption of class will result in automatic detentions. A professionalism tracker will be used to document ratings in each class, which resets each day. For each detention, teachers will complete a brief referral form that is used as a reference by the Dean of Students in calling parents to schedule detentions. Families are notified at orientation that the school needs a primary telephone number or email contact so that parents can be contacted directly when their child is required to serve a detention. If a student earns four detentions in a week, he or she will be suspended.

Suspensions and Expulsions: Serious infractions may result in a suspension or expulsion. The former is warranted by the following:

- Gross disrespect of a fellow student, staff member, or school property, including a sustained tantrum
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class or detention
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from floor, building, or school-sponsored activity
- Unauthorized use of the building elevator
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work
- Repeated and fundamental disregard of school policies and procedures

Students can be expelled for extreme behaviors that include, but are not limited to:

- Possession of a weapon
- Possession of any controlled substance
- Assault on fellow students or school personnel (including not only harmful or offensive contact, but also threatening such contact)
- Repeated or excessive out-of-school suspensions

- Repeated and fundamental disregard of school policies and procedures
- Destruction or attempted destruction of school property including arson
- Repeated bullying

Due Process: All students are afforded due process rights that will be clearly communicated in the Student and Family Handbook that is distributed at the beginning of each school year and discussed during family orientation. Parents are also asked to sign a Contract of Mutual Responsibilities that expects that they:

- Make the school a safe and orderly environment by supporting the school as it enforces the school's code of conduct (as spelled out in the student handbook), including policies regarding immediate conferences and the issuance of suspension.
- Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend the following events at the school: August orientation, a fall open house, a minimum of two parent conferences, and any specifically requested conferences.

Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The Principal, Dean of Students or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

- **Detention**: If a student earns a detention a teacher or the Dean of Students will notify that family and students will be expected to serve detentions on the day on which their family has been notified, provided that the family receives notification by 3:00 pm. A student who fails to attend a detention within this allowed time-frame may face suspension.
- **Suspensions**: When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school.

  Short-Term Suspensions: A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. The Principal may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts

to verify facts and statements prior to recommending suspension. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. The informal conference and subsequent written notice shall be in the parent/guardian's dominant language or a translation will be made.

Long-Term Suspension: A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

- **Expulsion**: An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

Alternative Instruction: MPCS will provide alternative instruction to students who are suspended. Arrangements will be made between the school and each individual family on a case-by-case basis with alternative instruction offered by qualified staff within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also

seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence.

Discipline for Students with Disabilities: A student with or suspected of having a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards will be in place to ensure that the student's behavior was not tied to or a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, will be considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Student Support Coordinator for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will conduct a review of the student's educational placement. The school will hold a meeting within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than 10 days is proposed, the school will conduct a hearing to determine whether the conduct was a manifestation of the student's disability. In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities and also provide relevant information about the manifestation hearing. The school will review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the school finds that the behavior was not a manifestation of the disability, the student may be disciplined in a manner similar to other students. On the other hand, if the school concludes that the child's behavior resulted from his or her disability, it must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to

the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the school may consider a change in the guidelines. Moreover, the student will also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless the parent agrees to another placement as part of the newly created or revised BIP.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Discipline Policy: Though MPCS has not yet adopted its discipline policy, we include the Brooke Student and Family Handbook as Attachment 7, which will serve as a model for our Code of Conduct. The MPCS Handbook will be disseminated to all families during orientation meetings and be posted on the school website.

Parent and Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.
3. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described below). Describe the plan for building family-school partnerships to strengthen support for learning and encourage parental involvement. Describe any opportunities and/or expectations for ongoing parent involvement.
4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
5. Provide, as **Attachment 8,** existing evidence of demand for the school (e.g. petitions or intent to apply forms) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts). *DO NOT ATTACH CONVERSION SCHOOL PETITIONS.*

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Role of Parents/Community Members: For more than 20 years, partners of Midtown have worked to improve social and economic conditions in the Midtown community. The partnership has achieved success in several housing and economic ventures, but has been able to achieve less progress in the educational conditions facing young people. Concerned citizens in Midtown have historically advocated for quality education and course features experienced in other high performing schools but many residents continue to send their children to schools outside of the neighborhood for special programs. In response, the concerned residents

formed the Midtown Education Council (MEC) in 2013 with the goal of achieving educational excellence and equity for Midtown students. Since the establishment of MEC, the members (including Midtown Partners staff) have traveled to many charter schools across the states searching for a model that would best fit the Midtown community. MEC visited the following locations:

- KIPP Academy, West Helena, AR (13 members, 1/29/13)
- Gestalt Schools, Memphis, TN (25 members, 9/19/13)
- Nashville Prep, Nashville, TN (10/8/13_
- Democracy Prep Endurance, New York City (2 members, 3/3/14)
- Harlem Prep, Elementary, New York City (2 members, 3/3/14)
- Brooke Roslindale: K-8, Boston, MA (8 members, 6/12/14)

Based on the trip to Boston, MEC expressed an interest in pursuing a Brooke model with a couple of modifications representing the areas of STEM and parent involvement. MEC has played an active role in identifying the elements the community would like to see in a new charter school, including location, extended school day/hours and school culture. The Board of Trustees is made up of 15 individuals in which MEC representatives hold five of those slots to ensure consistent collaboration with the community members.

Community Demand and Support: This application grew out of a grassroots effort to come up with solutions to meet our community's needs. It would not have been possible without the the Midtown Education Council's work in evaluating the charter school options and its fit for our community. Beyond advisement of program preferences, MEC has played an instrumental role in soliciting community support for the charter school. To date, members have collected over 400 signatures of Jackson residents in support of this proposal (see Attachment 8). In addition, we have obtained letters of support from:

- MS Children's Home
- UNACARE
- Brooke Charter Schools

Parent Engagement: Continued parent and community involvement will be essential to the overall success of the school. Decades of research shows when parents are involved students progress better both academically and socially. The MPCS founders believe an authentic partnership must be established between the school and family and has a parent involvement plan that goes well beyond attending monthly PTA meetings and selling raffle tickets. We will initiate home visitation modeled on research-based programs such as The Parent Teacher Home Visitation Project. The families of all students will receive at least one home visit by a teacher and/or administrator to build strong school-family relationships, establish two-way communication, and share information about how families can help their child succeed. There will be three student-parent-teacher conferences scheduled during the year to coincide with release of report cards. The school will support the formation of a Family Council and its representatives will be encourage to communicate issues and concerns freely with the Principal and report regularly to the board. Finally, with a caseload of only 26 students, we expect our

teachers to develop strong relationships with their students' families through regular calls, meetings and events.

Community Resources: The school will leverage its partnership with Midtown Partners, which is designed to provide a holistic approach to serving the families in Midtown. The following are a few of the resources that will be available to students and their families:

- **Prosperity Center of Greater Jackson**: The Prosperity Center is a comprehensive social service center that provides TANF supportive services and financial counseling.
- **UNACARE Health Clinic**: Affiliated with the University of Mississippi Medical Center, the health clinic is a full service, nurse-run, urban family practice clinic located in the Midtown neighborhood. It currently operates two school-based clinics, which are supported through medical billing. The same services would be available to Midtown Public but will not be onsite.
- **Mississippi Children's Home**: A comprehensive mental health, behavioral health and social services non-profit with operations located throughout the state of Mississippi including a site in the Midtown neighborhood. Services are billable to Medicaid and private insurance. Other fees will be negotiated.
- **The Hatch/The Hanger – Creative Arts Incubator**: Designated as a pilot site for testing the Creative Economy, Midtown has created the first creative arts incubator in the area. The incubator is home to several local artists as well as a technology lab, which currently includes a 3D printer and computer stations. The facility and technology can be integrated into the curriculum at no cost.
- **Affordable Housing Development**: Midtown Partners has established a stock of affordable housing in Midtown and is currently in the pre-development stage for an additional 31 units, which are scheduled to begin construction in the fall of 2014. The school will be able to make referrals for families as needed and there is no charge.
- **Community Leadership Institute**: A community-based leadership program designed to build capacity and provide community members with opportunity to develop knowledge around citizenship. The Institute provides an annual program in which 40 members thus far have participated. Modules include local government, leadership, conflict resolution, team building/community organizing, mapping, and education. The Institute will work closely with MP parents for future enrollment or specific projects. There will be no fee for service.
- **Project Innovation Afterschool**: A child-centered and community-based learning experience based on intellectual exploration. Project Innovation provides afterschool services to the children living in the Midtown community. PI will be available for students afterschool and through the summer months. There is no charge for these services.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
3. Describe the group's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in, and provide analogous data for all classrooms the teacher has led. Also provide, as **Attachment 9**, the qualifications, resume, professional biography, and proof of US Citizenship for this individual.

   -OR-

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 9** a complete job description and required qualifications.
6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school.
   a. If known, identify the individuals who will fill these positions, explain why each is well qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 10**, the qualifications, resumes, professional biographies, and proof of US citizenship for each identified individual.

   -AND/OR-

   b. If any of these positions are not yet filled, discuss the process and timeline for recruiting, selecting, and hiring these team members. Describe the criteria to be used in selecting each, and instead provide in **Attachment 10** a complete job description and required qualifications for each unfilled role.
7. Explain who is currently leading the school development process, and who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school. Describe the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Founding Team: While the school's administrative staff has not yet been appointed, the members of the proposed board of trustees, founding group and partner organizations together have the relevant skills and expertise to ensure the organizational viability and academic success of Midtown Public Charter School.

- **Board of Trustees**: Our proposed founding Board of Trustees has deep skills in education with which to carry out its duties. The board includes members with relevant experience in education delivery and administration, at-risk students, standards and skills development, higher education, education non-profit management, and community development. Collectively this group will support the Principal in implementing the school vision and holding him or her accountable for achieving its mission. Individual members include:
    - **Jemar Tisby** (Founder and CEO of Reformed African American Network; former teacher and leader at KIPP: Delta Public Schools): Experience with organizational start-up and adult development.
    - **Dr. Mehri Fadavi** (Interim Chair of Department of Physics at Jackson State University): As Director of Project MAST is responsible for implementation of five year $8 million partnership with the National Science Foundation.
    - **Dr. Eddie Fergus** (Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development at NYU): Has worked with schools and districts around the country on improvement efforts.
    - **Dr. Helen Soule** (Executive Director, the Partnership for 21st Century Skills): Has extensive expertise in non-profit management.
- **Midtown Partners**: Formerly North Midtown Community Development Corporation, Midtown Partners was formed in 1995 for the social and economic revitalization of the Midtown neighborhood. In 2010, it merged with Good Samaritan Midtown, which was founded to provide quality day care and other services to the Midtown community. Midtown Partners brings an array of established services and committed personnel to the founding of the school, including programs in education, health/wellness, housing and community engagement. Midtown Partners employs 40 staff members and has successfully secured major grants from MS Department of Human Services, Walker Foundation, Kresge Foundation, United Way of the Capital Area, and the City of Jackson. Once the school is operational, Midtown Partners will provide backend operational support, e.g., HR, technology, accounting, as well as afterschool services to the school's students. Key staff include:
    - **Kristi Hendrix:** Executive Director, Midtown Partners. Extensive knowledge and experience working with high-risk populations, community development, educational programming, management, etc.
    - **Monica Cannon:** Director of Community Engagement, Midtown Partners. Extensive knowledge and experience work in community and parent development. Works closely with parents on IEP development and management. Also, a Midtown resident.
    - **Shmea Kelly:** Director of Afterschool Programming, Midtown Partners. Expertise includes elementary and middle school student performance, parent development. Works closely with parents on IEP development and

management. Also, a Midtown resident.

- **Brooke Charter Schools**: One of the highest performing school networks in Massachusetts, Brooke Schools has welcomed members of the Midtown Public Charter School founding group to tour its schools and shared its resources and experiences to inform this application. Moreover, BCS will provide ongoing access to the expertise of its staff as well as its curriculum and professional development resources and documents, which have been honed over years and adapted to meet the college and career readiness standards embodied in the Common Core.
- **Babak Mostaghimi:** An expert on community development, Babak Mostaghimi is the Director of Community, Family and School Engagement at The Center for Education Innovation (CEI) and has lent his expertise to the development of the school model and organizational plan with an emphasis on the feedback and desires of Midtown community members. His work at CEI has involved incubating community-led projects and programming that enhance academic achievement and life outcomes for vulnerable children and families as well as developing resources for authentic community engagement, STEM, and afterschool programming in Mississippi. He has a background in management consulting and provides technical assistance to communities, non-profits, and other entities in support of community engagement, afterschool program development, grant writing, project development and completion, and education reform initiatives.

Planning and Start-Up Partners: The Walker Foundation has provided support to the Midtown neighborhood since 1993 with an overall investment thus far totaling more than $3 million dollars. To date, the foundation has invested over $150,000 into the charter school exploration and development process for the Midtown neighborhood, including visiting model charter schools and bringing in experts in areas such as STEM and 21st Century Skills to help inform their vision. The foundation is expected to support start-up costs during the pre-opening and growth phases. In addition, the Center for Education Innovation (CEI), which supports the building and enhancing of a culture of education in Mississippi has continued to advice on this proposal. Babak Mostaghimi, CEI's Director of Community, Family and School Engagement, has provided in invaluable research and expertise in selecting and refining the school model.

School Leader: The school leader will hold the title of Principal and has not yet been selected, but the founding team has developed specific criteria for his or her selection. Based on the experiences of highly performing charter schools, the MPCS principal will first and foremost be an instructional leader who will maintain a laser focus on the development and success of the academic program. That said, the board will delegate all day-to-day management responsibilities to this person and as such the Principal will oversee the operational and financial functions of the school as well. A complete job description is provided in Attachment 9 but a summary of the Principal's key responsibilities includes:

- Implementing school policies and procedures as directed by the Board of Trustees and in accordance with the charter and law

- Hiring, supervising and evaluating staff and terminating when necessary
- Observing teachers weekly (more frequently for some) and providing in-person feedback
- Coordinating a cohesive professional development program
- Monitoring and providing input on curriculum scope and sequences, unit plans, and lesson plans
- Conducting data meetings on the basis of interim test results
- Establishing a strong school culture and providing a safe learning environment
- Ensure proper budgeting and financial oversight
- Evaluating school programs and recommending policy changes and resource allocation
- Responding to grievances by parents and staff
- Managing serious discipline issues, including suspensions and expulsions

We will seek a Principal with the following qualifications:

- Commitment to MPCS mission, goals, culture and virtues
- Demonstrable success in raising the achievement of urban middle school students.
- Experience leading and growing adults and the ability to provide instructional feedback to teachers across a range of grade levels and subject areas.
- High expectations for themselves, staff and students
- Teaching and leadership experience, especially in an urban setting
- Experience with STEM and 21st Century skills preferred
- Commitment to the use of data and evidence in instructional planning and staff evaluation
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary communication skills and sophisticated analytic skills
- Strong recommendations from prior employers, colleagues and employees

Recruitment of the school's founding principal will begin as soon as the charter is approved. The job description will be finalized and disseminated to a national audience through traditional education media as well as the founders' broad network of contacts. A hiring committee including board members, staff from Midtown Partners and community members will be formed to review resumes and identify candidates for screening interviews by phone and recommend a slate for in-person interviews with community and board members. A group of finalists will be winnowed for interviews by the board and reference checks. At this point the board may vote to extend an offer to one of the candidates or re-open the search for a more suitable candidate. We intend to have the Principal on board no later than February 2015 and he or she will be responsible for hiring a Director of Operations and remaining school staff during the planning year.

Leadership Team: In addition to the Principal, the leadership team will include the Director of Operations (DO), the Student Support Coordinator (SSC), and the Dean of Students (who will be hired in Year 2). The DO will be responsible for managing all non-instructional aspects of the school, including day-to-day operations and finances. He or she will ensure that the school has

a clean and welcoming facility, that students have the transportation, nutrition and health services they need, and faculty have the equipment, materials and technology they need. The DO will also coordinate with Midtown Partners to ensure the school has the back-end services required to maintain a viable organization, such as bookkeeping, HR and audits. Finally, he or she will be responsible for the myriad local, state and federal reporting requirements placed on public schools. The Student Support Coordinator will be responsible for managing the special education and ELL programs, including identification procedures for students with disabilities and ELL students; coordination of IEP development, review and modification; facilitation of the Child Study Team; supervision of student support teachers and contract service providers; and professional development for staff in the RTI process and sheltered English immersion, among other things. The Dean will work with staff to implement a warm yet structured school culture through observation and feedback of instructional practices, coordination of character education and recognition activities, contact with parents regarding behavioral issues, and handling all but the most serious discipline cases.

The hiring criteria for these positions are very similar:

- Clear commitment to the school's mission, goals, culture and values
- Demonstrated success in previous jobs requiring applicable skills and expertise
- A growth mindset and focus on continuous improvement
- Personality that will thrive in a start-up organization
- Ability to work effectively in a collaborative professional environment
- Strong references who can speak to a candidate's work ethic and inter-personal skills

The school will seek leadership staff who have relevant experiences in related fields and clearly understand the demands of the job. The timeline for recruiting and hiring the Director of Operations will parallel that of the Principal. The job will be posted and resumes reviewed by the hiring committee; one of the first duties of the Principal will be to interview finalists for the DO position and makes the final decision with input from board members and the hiring committee. The Principal and DO will be responsible for managing the hiring process for the remainder of the school staff, with the search for a high quality faculty beginning in the early spring of 2015.

School Development Process: Once the charter is approved, the board will immediately execute an implementation plan, including adoption of the by-laws, appointment of board officers and assignment to committees. Staff from Midtown Partners and other community members will take responsibility for moving the ball forward until school staff is hired, including relations with the Mississippi Charter School Authorizer Board and Mississippi Department of Education (MDE). For example, Executive Director Kristi Hendrix will initiate communication with the authorizer on behalf of the school and coordinate work on the facility renovation. Monica Cannon will initiate communication with the neighborhood regarding student recruitment and enrollment. Shmea Kelly will assist developing community support. The school's board and Midtown Partners will initiate a development plan to ensure the school has ample resources for start-up that will focus on both financial and in-kind contributions. The school will bring on the Principal and the Director of Operations full time during the winter of the planning year. They will be supported by a full-time Office Manager who will join in the

spring and assist with the enrollment and admissions process and preparing the school to open. All other staff will join the school in June 2015, though some teachers may be hired part-time earlier to assist with curriculum development.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan & Capacity

Organization Charts

1. Submit, as **Attachment 11**, organization charts that show the school governance, management, and staffing structure in
   a. The first year of school operations;
   b. At the end of the charter term; and
   c. When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Provide, as **Attachment 12:**
   a. The bylaws of the board, including any amendments;
   b. The code of ethics and conflict of interest policies for the board;
   c. Any additional governing documents already adopted, including other board policies; and
   d. The completed and signed statement of assurances (prepared using the template provided by MCSAB).

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Midtown Partners, Inc. (MPI) is the applicant pursuing the school charter. It was established in 1993 pursuant to Section 72-11-305 of the Mississippi Code of 1972 as a 501(c)3 for the purpose of helping families and individuals to overcome economic and social disadvantage by providing nurture, support and empowerment; including the focus on four major areas: the provision of decent housing that is affordable to low and moderate income people, economic and business development, job training and employment procurement; high quality education, youth development and out of school time development; and resident leadership development and community engagement, especially, but not limited to the specific neighborhood of Midtown, Jackson. Midtown Partners was recognized as exempt in October 1997.

Midtown Partners will establish MPCS pursuant to the charter school law and has designated a Board of Trustees that will be responsible for governance both in the planning and operating phases.

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with the principal/head of school and any advisory bodies.
3. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.
4. Explain how this structure and composition will ensure that:

a. The school will be an educational and operational success;
b. The board will evaluate the success of the school and school leader; and
c. There will be active and effective representation of key stakeholders, including parents.

5. List all current and prospective board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Provide, as **Attachment 13,** the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).
6. If the current applicant team does not include the initial board, explain how and when the transition to the formal governing board will take place.
7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate. *NOTE: If a single board will govern multiple schools, or there will be a network-level or CMO-level board, you may reference responses to Addendum 3, providing a sub section and page note.*
8. If this proposal is being submitted by a pre-existing non-profit organization respond to the following:
   a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.
   b. Will the pre-existing non-profit board govern the new school, or will the charter be held by a new non-profit corporation governed by a separate board?
   c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
   d. If a new board has been or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Governing Philosophy: The founding board has been strategically selected to offer expertise and guidance in building the next generation of critical thinkers and to uphold the high educational expectations as set forth by the earlier work of the Midtown Education Council. We believe that effective governing is about establishing a clear mission and creating concrete measurable goals with which to set the direction for the organization. The board is then responsible for ensuring adequate resources to accomplish the mission and providing ongoing oversight to monitor progress towards and ultimately achievement of its goals. While the board is designed to lend its expertise to the school, an effective board delegates responsibility for day-to-day operations to the school leader and does not micro-manage the school's staff.

Roles and Responsibilities: The MPCS Board of Trustees will support the success of the school

by performing the following core functions:

- Provide leadership to establish and engage an innovative high quality charter school culture resulting in legal compliance, board performance and academic excellence.
- Approve an annual organizational plan that includes concrete measurable goals consistent with the charter and Midtown Partners developed ENDS statement.
- Set the annual budget, monitor financial health and conduct long term financial planning
- Hire, evaluate and if necessary terminate the Principal.
- Identify and integrate research-based practices and innovations from the local, state, national and international levels into strategic planning.
- Provide expertise and professional advice in areas such as organizational leadership, education, accounting, business, finance, marketing and HR.
- Believe in and be an active advocate and ambassador for the mission and vision of the school.
- Provide for the dissemination of information.

Structure: The Midtown Partners Board of Directors has approved the establishment of the Midtown Public Charter School Board of Trustees, which will be charged with governing the school. The MPCS Board of Trustees will operate through guidelines set forth by an "operating agreement" developed and approved by the Midtown Partners Board of Directors. The MPCS Board of Trustees will adhere to and conduct business accordingly to the philosophy of Policy Governance. In doing so, they will also incorporate a committee structure to include the following:

- **Governance Committee**: Sets agendas for board meetings, monitors board performance, identifies new members for consideration.
- **Development Committee**: Creates a development plan, monitors its implementation, facilitates introductions to potential donors.
- **Finance Committee**: Recommends the annual budget to the full board, monitors the financial health of the school, selects an independent auditor, recommends changes to the budget as needed.
- **Facilities Committee**: Creates a facility plan to ensure safe and adequate space for the school, reviews renovation bids and makes recommendations, monitors ongoing facility needs, works with the Finance Committee to ensure a long-term strategy for school facility.

The Board will meet monthly no less than ten months per year to conduct business. A quorum (one half of membership plus one) will be required for any action by the board. Monthly business will include consideration of policy reports, operational reports and public comments. The annual calendar of meetings will be released upon the start of the new school board year. Pursuant Mississippi Code of 1972 "The Open Meetings Act" §25-41-1, MPCS Board of Trustees

will adhere to the requirements set forth on the conduct of public business in a public manner. MPCS Board of Trustees will post information regarding meeting dates, times and locations on the school's website. Meeting minutes will be provided publically on the school website no later than thirty (30) days after recess or adjournment.

The board structure has been designed in a manner to generate as much collective expertise as possible and provide the framework for which success will be measured. Roles and responsibilities are designated using the Policy Governance standards that will be highly reflective of the Midtown Partners mission statement.

School Leader Interaction: The Board of Trustees will be responsible for recruiting and hiring a high performing leader who demonstrates high expectations for academic excellence. The board will be responsible for outlying the leader's performance framework both annually and long term, evaluating the leader and making decisions about the leader's retention. The leader will be responsible for implementing the mission, vision and policies established by the board and providing monthly policy, operational and financial reports that demonstrate progress towards designated goals.

Board Composition: The founding Board of Trustees will be comprised of fifteen members (15), one-third of whom will be representatives from the local neighborhood of Midtown. The board includes members from the Midtown neighborhood, greater Jackson area and across the nation with expertise essential to governing a highly successful educational entity. Such proven expertise includes finance, law, management, education, community outreach/engagement, fundraising, policy, etc. Thus far, 14 members of the board have been selected and approved by the applying non-profit.

Board Membership:

- **Dr. David Culpepper**, Chair of Else School of Management's ELSE Works: Entrepreneurs – Leading, Stewarding, Excelling and Professor of Accounting
- **Dr. Jason Dean**, Vice President of Program Development, Tenax Aerospace, Inc.; former education advisor to Governor Haley Barbour
- **Dr. Mehri Fadavi**, Interim Chair of Department of Physics at Jackson State University, Director of Project MAST – five year 8 million dollar partnership with the National Science Foundation, a middle school STEM education initiative that included teacher professional development and lab experiences for students
- **Dr. Eddie Fergus** – Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development at NYU. School Board Trustee on the Yonkers City School District, National Advisory Committee for the National Center on Race
- **Mr. Mike Green** – National journalist and co-founder of The America 21 Project – a national collaborative to bring African Americans into the growing technology economy.
- **Dr. Tony Jeff** – President, Innovate Mississippi, Inc., a non profit organization with the mission to drive innovation & technology-based economic development for the State of

Mississippi

- **Dr. Helen Soule** – Executive Director, The Partnership for 21st Century Skills, a nonprofit organization in Washington, D.C. that serves as a catalyst to position 21st century readiness at the center of US K12 education by building collaborative partnerships among education, business, community and government leaders
- **Mr. Jemar Tisby** – Founder and CEO of Reformed African American Network, Jackson, MS; former teacher and leader at KIPP: Delta Public Schools
- **Dr. Kristi Hendrix** – Executive Director, Midtown Partners, sponsoring nonprofit
- **Ms. Doroty Jones** – Member of the Midtown Education Council; resident of the Midtown Neighborhood
- **Ms. Karen Smith** – Member of the Midtown Education Council; Retired Jackson Public Schools K-12 teacher; resident of the Midtown Neighborhood
- **Rev. Dennis Barnes** – Member of the Midtown Education Council; Retired USN; resident of the Midtown Neighborhood
- **Yulonda Hutton** – Member of the Midtown Education Council; resident of the Midtown Neighborhood
- **Pamela Lampkin** – Member of the Midtown Education Council; resident of the Midtown Neighborhood.

Expanding Capacity: The Board will operate under the belief that the duties set forth are not solely about management and compliance but also about setting the direction for 21st century learning. The Governance Committee will work to ensure that the board possesses a comprehensive set of skills with which to govern a high performing charter school. It will be responsible for monitoring the composition of the board, including skills, demographics and community representation. When deficits are identified, the board will seek out new members to expand and enhance its skill sets. The Governance will also be responsible for evaluating individual and overall performance. Members will conduct self-assessments annually to evaluate their participation and value-added and the Governance Committee will assess the overall board's achievement of internal operational goals. The board will participate in development activities to ensure high performance. These will include orientation for new members that includes a review of the school's mission and vision, board policies, school performance to date, and board structure and operations. All members will get a board handbook containing the school's charter, board policies, agendas and minutes from previous board meetings, Principal reports and information on effective charter school governance. The board may also attend conferences for the sake of its own development, e.g., the National Alliance for Public Charter Schools, and/or contract for additional governance training and evaluation.

Midtown Partners Relationship: Midtown Partners was established for the purpose of assisting families in overcoming economic and social disadvantages by focusing on education, housing, community leadership/engagement and economic/business development. The mission is to build a vibrant, healthy, sustainable community in which to live, work and raise

families by working in partnership with residents, businesses and other stakeholders. Midtown Partners works to transform the lives of Midtown residents by building resident capacity, expanding opportunities and serving as a catalyst for improving the quality of life. Exceptional education opportunities for residents are an essential piece in the transformation process and have thus far continued to be the missing link.

The Midtown Partners board approved on September 9th the initial members who will serve on the MPCS Board of Trustees. The MPCS Board of Trustees will serve as the founding Board and will have the legal responsibility for guiding the school through the application process, start up and then the operational period. Reporting mechanisms will be designated in the "Operating Agreement" which will help to ensure the nonprofit remains in good standing with the State of Mississippi as well as the Internal Revenue Service. The following structure will be created to ensure the missions are consistent and continuity exists between the Midtown Partners, Board of Directors and MP's Board of Trustees:

- Similar by-laws
- Common orientation and training
- Formal liaisons between boards
- Regular communication mechanisms between boards
- Common executive support

Midtown Partners Board has established a Conflict of Interest Policy, which will also be adopted by the MPCS Board of Trustees. The policy articulates guiding principles for preventing and recognizing potential conflicts of interest and outlines actions for handling such conflict (see Conflict of Interest Policy). Board members will be required to sign a "Conflict of Interest Statement" upon being approved for board seating. At this time, no Board of Trustee members have been found to possess a conflict of interest that would prevent them from serving on the board. MPCS board members affiliated with Midtown Partners will not vote on any issue specifically involving the relationship between the two organizations, including the facilities agreement and fee for services.

Advisory Bodies

1. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
   a. Its current and/or planned composition and the strategy for achieving that composition;
   b. The role of parents, students, and teachers, as applicable; and
   c. The reporting structure relative to the school's governing board and leadership.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

MPCS will support the creation of a Family Council, which will be organized to represent the interests of parents, guardians, and community members and facilitate communication with the school's staff and governing board. We envision the Family Council as more than the typical parent organization that focuses on fundraising and events and will work to empower families to participate actively in our school to ensure the best outcomes possible for children. MPCS will assist the Family Council in its formation and the creation of policies and procedures, including membership, the selection of officers, and structure. The school will also provide

space for regular meetings and facilitate communication among families. The MPCS Board of Trustees will invite Family Council representatives to provide a report at each board meeting and will solicit input from Family Council members on pertinent policy issues. The Principal and/or Director of Operations will attend Family Council meetings to provide information to families as well as receive their feedback and concerns.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

MPCS will be a community-based school with many opportunities for input into school management and governance. The community can raise concerns in a variety of forums, including tri-annual student-parent-teacher conferences, Family Council meetings, and the public comment period at board meetings. A criterion for hiring the Principal will be strong communication skills and an open-door policy. Teachers will be expected to build strong relationships not only with students and with their families as well, which includes regular written and oral communication as well are occasional home visits. As a result, we expect that many of the concerns of students or their families will be resolved informally. However, should that not be sufficient, MPCS will adopt a formal grievance process that will be communicated via the student and family handbook, the staff handbook, and the school's website.

We will encourage students and families to try to resolve problems with the person most closely associated with their objection, but if the result is not satisfactory, the aggrieved will be directed to submit a complaint in writing to the person's immediate supervisor. For concerns about teachers, this would be the Principal and for issues related to non-academic matters, this would be the Director of Operations. If the grievance is directly related to the Principal or Director of Operations, the complaint may be addressed directly to the school's Board of Trustees. The Principal or Director of Operations must provide a response to the complaint within five business days and may conduct an investigation prior to producing the response. If the aggrieved is unsatisfied with the response, a written complaint can be submitted to the Board of Trustees that should include a description of the grievance, any responses from school staff, copies of correspondence between the aggrieved and school staff and what action the aggrieved is seeking. The Board will respond to the complaint in a timely manner, not to exceed 30 business days. The Board may, at its discretion, appoint an ad hoc committee comprised of board members to investigate and recommend a response. If the aggrieved is unsatisfied with the response of the Board of Trustees and alleges a violation of law or a provision of the school's charter, he or she may submit the complaint in writing to the school's authorizer.

Staff Structure

1. Summarize the staffing structure and growth plan for the school, describing:
    a. Year 1 positions, as well as positions to be added in future years;
    b. Administrative, instructional, and operational and support staff; and
    c. The teacher-student ratio, as well as the ratio of total adults to students for the school.

2. Provide, as **Attachment 14**, a complete staffing chart for the school (prepared using the template provided by MCSAB).
3. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

In addition to these staff members, in Year 1 the school will open with 5th and 6th grades and employ a Student Support Coordinator and ten teachers. There will be one ELA/Social Studies and one Math/Science teacher for each class plus a Specialty Teacher and a Student Support Teacher. As the school adds another grade in Year 2 and 3 it will add another two teachers per class as well as additional Specialty and Student Support teachers. In Year 1 the Principal and Student Support Coordinator will manage the development of school culture; in Year 2 a Dean of Students will be hired to take on those responsibilities, including professional development around classroom management and community building, liaison with parents, and discipline.

For the sake of efficiency and to maintain a laser focus on the education program, the school will outsource a number of duties, including custodial and health services. In addition, the school will benefit from its relationship with Midtown Partners, which will provide food services. The school will also leverage Midtown Partners relationships with other community organizations and agencies to provide counseling and other services to students and their families.

The school's administrative team will include the Principal, Director of Operations and Student Coordinator, who will formally meet weekly to review the school's goals and allocation of responsibilities. The Principal will be the school's instructional leader and directly supervise the general education teaching staff while the Student Support Coordinator will supervise the student support teachers and related service providers, e.g., speech, counseling, physical therapy. The Director of Operations will manage all non-instructional functions and supervise the Office Manager and contracted services, such as custodial, accounting and audit. Given the small size of the school we anticipate a free flow of information among the administrative staff, but believe that clear job descriptions are essential to a highly-functioning organization.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. If developed, provide, as **Attachment 15**, any personnel policies or employee manual.
2. Outline compensation structure for all employees, including salary ranges and employment benefits, as well as any incentives or reward structures, if applicable. Explain the staff retention plan.
3. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff, including the school's plan for hiring highly qualified staff in accordance with the ESEA. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how teachers will be supported, developed, and evaluated. Will the school use the MSTAR framework? If you intend to supplement or use an alternative to MSTAR, outline the tools and key

inputs. If already developed, provide, in **Attachment 16,** any supplemental teacher evaluation tool(s). *If you intend to use only MSTAR, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*

6. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the MPES framework? If you intend to supplement or use an alternative to MPES, outline the tools and key inputs. Provide, in **Attachment 17,** any supplemental leadership evaluation tool(s) that you have developed already. *If you intend to use only MPES, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Employment: In order to maintain the flexibility necessary to hire and retain an exceptional staff, all staff members will be at-will employees who may be released with or without cause at any time. Staff members will receive an offer letter explicating their start date, at-will status, starting salary and benefits that they will sign and return should they accept the position. The school will develop a staff handbook that will reiterate employees' at-will employment, as well as include professional expectations and evaluation procedures. MPCS will base its handbook on the Brooke Charter Schools Staff Handbook, which is provided for reference as Attachment 15.

Salary and Benefits: We intend to offer competitive salaries that attract and retain exceptional teachers. While there is limited evidence that pay for performance elicits great teaching, at the same time the traditional step and ladder pay systems used by districts sends the wrong message to teachers about the value of their effort and impact on student performance. MPCS will therefore opt for a solid starting salary for all teachers plus the potential for earning a cash bonus based on a combination of school-wide performance and individual performance as measured by student achievement and observed growth and contributions to the school community. Our average starting salary of $40,000 will be approximately the same as that of a JPS teacher with 15 years of experience and a BA degree or 5 years of experience and an MA degree based on the JPS 2014-15 District Salary Scale. We have budgeted $43,000 per each faculty member to ensure adequate funds for the bonus, though all teachers may not necessarily earn the full bonus. In addition, our budget assumes a 2% annual salary increase. Research has found that a teacher's level of education is not associated with effectiveness, so we will not base our salaries on degree accumulation. (All teachers must have at least a bachelor's degree.) Based on research on teacher effectiveness, we will typically hire teachers with 3-5 years of experience and, while we will generally not hire inexperienced teachers, in some circumstances we may hire a novice teacher at a slightly lower starting salary. All of our full-time staff will receive health and dental insurance and the school will match up to 3% of salary for retirement after one year of employment.

Years of Experience	JPS w/ BA	JPS w/MA	MPCS Starting
0	$34,861	$37,426	$40,000
5	$36,832	$39,881	$43,000
10	$39,773	$43,657	$43,000
15	$39,825	$47,432	$43,000

Our retention plan is based on providing an innovative professional environment characterized by the freedom to create rigorous and engaging curriculum that meets students' needs, opportunities for building strong relationships with students, frequent observation and constructive feedback, ample time for professional development and planning, and the satisfaction of seeing underprivileged students soar academically.

Our Principal and Director of Operations will essentially split instructional and non-instructional duties, with the former receiving slightly higher salary ($75,000 versus $65,000) to compensate for being the school leader with external responsibilities and accountability for all aspects of the organization. In addition, each may earn an annual $5,000 bonus based on achievement of goals established each year by the board. We believe these are extremely competitive salaries as the local middle school principal's salary is $68,150.

Hiring: Our students' success will depend on great teaching and our hiring process will be designed to identify and recruit candidates with the following characteristics:

- Bachelor's Degree
- Minimum 2 years of previous teaching experience, preferably in an urban setting
- Deep knowledge of and passion for the subjects to be taught
- Evidence of intelligence and personal academic achievement
- A commitment to improvement and to actively seeking out constructive feedback and collaboration, i.e., coachability
- A self-motivated individual with a strong internal locus of control

The Director of Operations will be responsible for the logistics of marketing and recruitment, including posting job descriptions on the school's website and relevant online job search sites, which will be commence in January of 2015. Instructional leaders will tap their professional networks and build relationships with teacher preparation programs such as Jackson State University, Mississippi State University, and the University of Southern Mississippi. Resumes will be collected and initial phone screen interviews conducted to identify candidates of interest who will be invited for in-person interviews and lesson demonstrations beginning in March 2015. Before the school opens, demo lessons will be conducted during Midtown Partners afterschool programs; in subsequent years candidates will deliver lessons to MPCS students. All candidates will be required to submit a formal application, writing sample and references. The Principal will make the final decision on all hiring, but may delegate searches to other members of the leadership team. No offers will be made until references are checked and an online background check is conducted (e.g., Google search). We intend to have all of our faculty members hired by April of each year with new teachers officially joining the school in August. No staff member may start their job at the school without having a criminal background check on file. We recognize that 25% of our faculty may be exempt from state teacher licensure requirements, so long as alternative licensure is obtained within three years of charter approval.

Dismissal: All employees are at-will and may be dismissed with or without cause at any time. That said, in order to maintain a professional work environment all staff will be provided with ample warning of underperformance and provided the opportunity to improve before a

termination decision is made by the Principal. Instructional leaders will be in teachers' classrooms on a regular basis and meet at least weekly to discuss their observations and provide feedback. As a result, all faculty members should know whether they are meeting the MPCS teaching standards and where they need to improve. If serious deficiencies are identified, staff will be place on a professional improvement plan that clearly delineates areas for growth, measurable goals, resources and support to be provided, and a time table for reviewing and assessing progress. These plans will clearly articulate to staff that failure to improve in a timely manner may result in termination. If a staff member does not demonstrate adequate growth in a reasonable amount of time he or she will be dismissed.

Teacher Evaluation: MPCS will use an alternative to MSTAR. As described previously, the school will adopt a clear set of its own teaching standards that establish clear expectations for teacher performance. A copy of the Brooke Charter Schools Teaching Standards that will form the basis of the MPCS standards is provided as Attachment 16. A detailed rubric describes the five levels of performance for each domain and indicator: exemplary, highly effective, effective, area for improvement and unacceptable. At the beginning of the year teachers will work with their supervisor to set individual goals. Teachers will then meet weekly with instructional leaders during the school year and receive continuous informal feedback regarding their standing against select teaching standards and progress towards goals. Evaluation will be an evidence-based process using artifacts such as video, unit and lesson plans and student work. The cumulative evidence collected from observation of classroom practice, planning meetings and other professional interactions, as well as student performance data will all be considered as part of a mid-year review in which teachers will receive a formal rating on each Teaching Standard domain and indicator. Each teacher will prepare a self-evaluation of their performance against the standards and then meet to compare his or her ratings with those of their supervisor. Based on this conversation, the supervisor will finalize a written evaluation document that will be signed by the teacher and placed in his or her personnel file. These evaluations will then inform the Principal's decisions regarding staff retention and dismissal. Teachers will be informed in late spring about whether they are invited to return the following year.

Leadership Support: The MPCS Principal will be support by two primary entities: the school's board of trustees and Midtown Partners. The board will be deliberately comprised of members with the diverse skills sets necessary to govern a public charter school, including expertise in education, organizational development and management, business and finance, and community engagement. Board members are expected to lend their expertise to the school and will serve as advisors and thought-partners for the Principal and other leadership team members. However, board members will not micro-manage the school leader nor will they individually speak for the board on policy matters, which only the board as a whole may address. The Principal will also attend board meetings and sit on most board committees to maintain a constant flow of information and solicit guidance as needed. In addition, the Principal will have resources to participate in pertinent professional development activities, such as conferences and school visits. In particular, we look forward to a mentoring relationship with Brooke Charter Schools and opportunities to visit and see their model in practice.

Midtown Partners is a long-established, high functioning non-profit organization with deep ties in the community. The Principal will rely on Midtown Partners for back-end support and guidance in navigating the start-up process, particularly with respect to community relations and student recruitment. In addition to the school's board, Midtown Partners' own Board of Directors possesses valuable skills and expertise that can be shared with the Principal.

Leader Evaluation: The school will not use the MPES framework. Instead, the board will use the Brooke Charter School Instructional Leadership Standards to set high expectations for the school leader. These standards in rubric form are provided as Attachment 17. The Board will establish an evaluation committee that will meet with the Principal to set annual goals and then subsequently collect evidence and rate the Principal on a four point scale in the following domains: Hiring and Firing, Achievement, Setting Expectations and Holding Staff Accountable, School Culture and Professionalism. Each summer the Principal will conduct a self-evaluation using the same standards and meet with the evaluation to discuss their findings. A formal written evaluation will then be produced, which will inform the board's decision to retain or replace the Principal.

Professional Development

1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which professional development will be individualized or uniform. Who will be responsive for administering PD programs (e.g. a staff member, consultant, etc.)?
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Professional development in support of continuous improvement is the foundation of our program. Our teachers will relentlessly reflect on their practice using weekly feedback, video analysis, peer observation, and collaborative lesson study to improve. When analyzing data to provide targeted feedback to students, teachers will simultaneously use that data to evaluate their own performance, analyzing the extent of their own effectiveness in helping students master our rigorous learning standards.

PD Responsibility: The Principal will be ultimately responsible for developing a coherent professional development plan to meets the needs of both the school and individual teachers. This will include formal training sessions in the summer before school opens and on weekly early release days. The Principal will also ensure that a schedule is in place so that every teacher receives at least weekly observation and feedback from an instructional leader, with those demonstrating more significant need receiving even more frequent support. The Student

Support Coordinator will work with all teachers on techniques to assess student learning and individualize instruction as well as specifically with student support teachers to develop their skills in serving students with special needs, including those with disabilities and English language learners. The Dean of Students will work with all teachers to develop their classroom management skills and to ensure the consistent implementation of school culture and discipline practices. Finally, as the school grows to its full grade 5-8 capacity, teacher leaders will be identified in each subject who will be given responsibility for peer support and curriculum development in their respective discipline.

PD Plan: All staff will participate in two weeks of intensive training in August prior to the start of school for students. The purpose of this training will be to create a common understanding of the school's mission, values and modus operandi and how these will be consistently realized through staff actions. The key components of this training will include:

- **Core Beliefs**: research and theory supporting the growth mindset and the simultaneous development of basic skills and conceptual understanding
- **Core Values**: how the school's values are reflected in structures, systems and practices and strategies for modeling and teaching the values and instilling them in students
- **Relationships**: strategies for building nurturing but demanding relationships with students and their families
- **MPCS Learning Standards**: expectations for student learning, alignment to Common Core and state standards, and use of the standards to inform unit and lesson planning
- **Assessment and Feedback**: techniques for effectively gauging student understanding and strategies for providing them with actionable feedback
- **MPCS Teaching Standards**: the expectations for great teaching and different levels of mastery in the domains and their indicators
- **Culture and Discipline**: expectations for positive reinforcement of desired behaviors and consistent delivery of consequences for infraction

The summer training will include school-wide sessions as well as grade team and subject specific meetings to target appropriate information. After the first year the Principal will differentiate the training for veteran and new staff, providing more advanced training for staff members who already understand the basic school model. Time will also be allocated for staff to practice what they have learned, i.e., use curriculum design principles to develop unit and lesson plans.

Once the school year begins, there will be weekly early release days for students to allow teachers to participate in three hours of uninterrupted professional development. The Principal will establish the agenda each week based on staff input and data from student assessment and classroom observation. The agenda will focus on specific elements of the school's Teaching Standards. The organization of these sessions will vary. In some cases school-wide training will be scheduled throughout the year to reinforce and refine basic practices or address specific needs that have emerged. Training will also align with key events in the calendar, such as the dates of assessments, progress reports and report cards. Training will also be differentiated based on grade, discipline or specific need. For example, the Dean of Students may pull a group of teachers who need to review the use of professionalism ratings to ensure consistency while

the Student Support Coordinator may work with another group on strategies for maintaining student motivation while giving critical feedback. Instructional leaders will also work with grades and subject teachers on curriculum and assessment development, reviewing and critiquing unit and lesson plans. Finally, considerable time will be devoted to examining data at the school, grade and class level. Protocols will be used for disaggregating student assessment data by standards, demographics and special needs and designing action plans to inform ongoing lesson planning.

Professional development will be further differentiated by clinical supervision practices and protocols. The Principal, Student Support Coordinator and Dean of Students will be a regular presence in classrooms and planning meetings. All teachers will be observed at least once per week and have an in-person meeting with an instructional leader to discuss actionable feedback. The school will emphasize the use of video to support evidence-based analysis of teacher practices and expect biweekly peer observations as well.

Finally, MPCS will be a learning organization focused on continuous improvement and will regularly send staff to other schools to observe and learn effective practices. We hope to send a regular cohort of faculty members to the Brooke Charter Schools in Boston as well as other high performing schools in Mississippi and other states.

PD Schedule: The school year for staff will start two weeks before students arrive to allow ample time for planning and professional development. During the school year, students will be released at 12:15 pm one day per week, typically Wednesdays, so that teachers can participate in professional development and planning from 1 to 4 pm. In addition, grade level teams are expected to meet regularly to coordinate curriculum. Finally, each teacher will meet with an instructional leader at least once a week to discuss classroom practice and student performance.

Performance Management

1. Explain the plan for using internal and external assessments to measure and report progress against the MCSAB performance framework. Specifically, how will this plan address the following key areas on which charter schools will be evaluated:
   a. student academic proficiency and growth;
   b. achievement gaps in both proficiency and growth between major student subgroups;
   c. attendance;
   d. recurrent enrollment from year to year;
   e. in-school and out-of-school suspension rates and expulsion rates;
   f. *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment;
   g. financial performance and sustainability; and
   h. governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.
2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and

report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

MCSAB Performance Framework: Results matter and MPCS believes that, given the freedom it is afforded as a public charter school, it should be held accountable for measurable outcomes. Our approach to data collection and analysis is very much in line with the MCSAB Performance Framework in that we believe in multiple measures of absolute, comparative and growth performance.

- Large percentages of students should be performing at proficiency or above.
- MPCS students should be outperforming demographically similar students in other public schools.
- Our students should demonstrate rates of growth that will results in college and career readiness within four years.
- Not only should targets be established for our overall student population, but also for subgroups, including low-income students, students with disabilities and English language learners.

While academic outcomes should be the primary consideration for accountability, MPCS is also committed to demonstrating fiduciary responsibility for managing public funds. As a results, the school will set measurable goals for indicators of organizational viability and financial soundness, including enrollment recruitment and retention targets, attendance rates, cash balances, and compliance.

Assessment Plan: We believe in the concept of assessment <u>of</u>, <u>for</u> and <u>as</u> learning. Assessment <u>of</u> learning is typically summative and provides evidence of achievement at the end of a task, unit or course. Assessment <u>for</u> learning is typically formative and conducted during learning to inform the teacher's instruction and provide students with feedback to help them understand the lesson objectives. Finally, assessment <u>as</u> learning uses results and feedback to develop students' metacognitive skills and help them become more effective learners. According to our teaching standards, quality instruction "Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable." Reflective skills become routine when there is an iterative cycle of feedback and practice.

Based on this conceptual framework, MPCS will implement a robust assessment system that includes the administration of diagnostic, formative, interim and summative assessments; protocols to ensure rigorous analysis of data; and procedures for using results to inform instructional planning, feedback to students, program evaluation and accountability. We intend

to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

MPCS will use a combination of standardized and teacher-developed assessment instruments. The Principal will guide the faculty in developing valid and reliable assessments that align with the school's learning standards and curriculum scope and sequences. These will include diagnostic tools for the beginning of the year and units, interim assessments, and unit and lesson assessments. Our curriculum development process will require a deep understanding of what students are to learn and how this learning can be demonstrated before lesson activities are created. Thus unit and lesson plans will include explicit descriptions of assessment strategies and the student outcomes they are designed to surface. Teachers will be expected to use observation, questioning, assignments, projects, presentations and homework as well as traditional written and oral tests and quizzes to continuously assess student learning. Regular conferencing with students during reading and writing workshops and IWT sessions will be a key opportunity to check understanding.

Interim Assessments: Based on an effective practice at Brooke Charter Schools, a key component of the school's assessment system will be the administration of common interim assessments (IAs) developed by the faculty in each subject area. IAs will administered quarterly by classroom teachers during a set assessment window. After each IA, an early release day is dedicated to collaboratively scoring and analyzing the data. Teachers tally the results (scoring written responses in teams and based on sample answers) and enter them into a data tracking system. Customized spreadsheets will provide teachers with actionable, real-time information; they will calculate student results, compare those results for each student with that student's prior performance, disaggregate the data by standard, demographics, special needs, and class, and compare class, item, and school results with the results from prior years.

Standardized Testing: MPCS will administer the Developmental Reading Assessment, Second Edition (DRA-2) at the beginning of each school year as a diagnostic tool to evaluate skill levels and to measure growth from year to year. The DRA-2 utilizes multiple methods of data collection, including observation of student reading habits, recording and analyzing oral reading, and comprehension questions that require students to demonstrate their understanding of text. In addition, word analysis assesses skills related to "phonological awareness, meta-language, letter/word recognition, phonics and structural analysis/syllabication." (Pearson) In addition to results within sub-areas, the DRA produces a reading level for students that can be used by teachers to select appropriately challenging texts. The DRA-2 was selected because it is a national assessment that has been extensively field tested and it is effectively used by the Brooke Charter Schools.

State Testing: MPCS students will participate in all required state testing with the understanding that school accountability will be based in large part on our students' demonstration of achievement and growth on these tests. From day one the school will set goals that align with our mission as well as the level of performance required for the school charter to be renewed at the end of the charter term.

Data Collection and Analysis: MPCS will adopt the data tracking system employed by Brooke Charter Schools, which allows for the quick and efficient entry of assessment data and

customizable spreadsheets that facilitate analysis. These tools will allow teachers to conduct item and error analysis in order to quickly identify skill deficits and misconceptions. In addition, the system can disaggregate results by student demographics and at-risk factors to compare the performance of subgroups. Instructional leaders can also use the system to compare performance across classes and look at school-wide performance.

Use of Data: Our teaching standards expect that a teacher "Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction." Studies have found that the most difficult part of using data is "linking it to an appropriate intervention. The challenge is not to provide more of the same…" (Armstrong & Anthes, 2001). Consequently, data is meaningless unless it is actionable and tied to change. We expect all MPCS stakeholders to use data in a variety of ways to foster continuous improvement:

Teachers use data to…

- Identify students' specific learning challenges and skill and knowledge deficit early by assessing mastery of specific standards and objectives
- Create unit and lesson plans designed specifically to remedy identified areas of need and accelerate learning.
- Organize targeted interventions during core classes and IWT to help individual and small groups of students.
- Conference with students and provide them with actionable feedback.
- Facilitate communication between teachers, students and parents about teaching and learning.
- Monitor progress of struggling students through the RTI process, review and revise intervention strategies and refer students for formal evaluations when necessary.
- Enhance collaboration among colleagues and foster vertical and horizontal alignment of the curriculum.

Students use data to…

- Identify their own strengths and weaknesses and develop plans for improvement.
- Select appropriate levels of challenge, e.g., just right books for independent reading.
- Demonstrate growth over time and ultimately their college and career readiness.

Instructional Leaders use data to…

- Evaluate teachers and other staff and hold them accountable for student and school performance.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, intervention staff, administrators and parents.
- Monitor the RTI process and ensure students receive appropriate interventions.
- Enable the CST to identify students for evaluation for disabilities and develop appropriate IEPs that address student needs.
- Monitor the efficacy of services and interventions for students with disabilities and

English language learners.

- Identify school and individual teacher's needs and guide implementation of a cohesive professional development program.
- Facilitate communication with parents, the board and the public.
- Monitor and report on progress towards achieving the school mission and meeting accountability goals.

Board of Trustees use data to…

- Evaluate the performance of the school leader.
- Monitor and report on progress towards achieving the school mission and meeting accountability goals.
- Monitor effective implementation of key policies and board decisions.
- Review and approve the budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Facilitate communication with the school leader and authorizer.

Parents use data to…

- Monitor child's performance using progress reports and standards-based report cards and conferences.
- Review grades and performance to monitor student performance.
- Identify area in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.

MPCS faculty will receive ongoing professional development in assessment and data aligned with our teaching standard's domain Individualization and Assessment. This will include explicit training in development and refinement of assessments, including the IAs, as well as the administration of standardized assessment instruments and the use of data collection and analysis tools. Instructional leaders will work with individual teachers, class teams and grade teams on data analysis and action planning to ensure that the results translate into effective classroom practice. Finally, on data days devoted to scoring and analyzing IA results, teachers will present their findings to their peers and participate in critical discussions and feedback.

Reporting: MPCS will operate on a trimester system and teachers will produce for parents three progress reports and three end of term report card each year. These will be aligned with the school's learning standards so parents can see exactly what their child has mastered and where they need to grow. Student-Parent-Teacher conferences will be held after each trimester to discuss the results of the report card and parents may schedule additional meetings with teachers to review the data and discuss next steps.

The school leader will regularly present data to the board regarding academic performance as measured by IAs and the DRA-2 as well as the results of state testing. In addition, the Principal and Director of Operations will produce a comprehensive monthly dashboard for the board containing key data for monitoring school progress and health. The dashboard will include data across a range of function areas, including enrollment and attendance rates, indicators of

school culture such as professionalism and discipline data, personnel data such as positions filled and qualifications, compliance data such as the rate of meeting reporting requirements, and financial information such as budget to actuals. Key data will be disaggregated to ensure no students are falling through the cracks; for example, attendance will be broken out by grade, student demographics and at-risk factors. During certain times of year special reports will be generated, such as the number of applications leading up to the lottery and the number and type of applicants during the hiring season. Finally, the school will generate an annual report that documents progress towards and achievement of academic, organizational and financial goals that will be presented to the community.

Corrective Action: MPCS is committed to continuous improvement at the student, class, grade and organizational level, which has different implications for corrective action. For students who are identified as not mastering grade level learning and character standards in a reasonable time period, teachers will analyze performance and observation data to try to understand the obstacles to learning and target interventions through differentiated instruction during core courses, e.g., leveled reading groups, and individualized tutoring during IWT sessions. Grade teams will discuss students of concern to identify strategies that might be used across subjects, such as graphic organizers or seating changes. As noted previously, the school will employ a tiered RTI system; should students fail to adequately improve after a series of increasingly intensive interventions, they will be considered for evaluation and special education services. For students already participating in special education who are not achieving their IEP goals, the CST will review their IEPs and consider modifications. When data reveals differences across classes, the Principal will observe and consider differences in instructional practices that might need adjustment. In classes where low student performance is attributable to instructional practices, the Principal will intensify observation, feedback and coaching and ultimately put teachers on improvement plans. Teachers who fail to improve will be released. For entire grades that are not making adequate progress, the Principal will consider the effectiveness of the teaching partnership and may consider moving teachers to other grades or releasing one or both teachers. Finally, the board will hold the Principal accountable for school-wide performance. Should leading indicators, e.g., interim assessment results, suggest that the school is not on track to achieve its goals, the board will request an analysis of the situation and an action plan from the school leader followed by regular updates on progress. Should the school not meet its goals for reasons associated with leadership, the board may put the Principal on an improvement plan and/or replace the Principal.

Facilities

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following: science labs, art room, computer labs, library/media center, performance/dance room, auditorium, etc.
3. List your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supplies/storage, teacher work rooms, etc.

4. List which, if any, of the following are essential to fulfillment of the core athletic program: gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, etc.
5. Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, other special considerations (identify and explain).
6. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.
7. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 18**. Briefly describe the facility including location, size, and amenities. You may provide, also in **Attachment 18**, up to 10 pages of supporting documents providing details about the facility.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Facility Requirements: At scale in Year 3, MPCS will need eight designated classrooms plus one classroom for specialty subjects (to be determined by student interest and teacher expertise) and small meeting rooms or offices for intensive interventions. In addition, it will require administrative space for leadership, reception and faculty work room and common space for meals, school meetings and special events.

Designated School Site: MPCS will be located in a 10,000 square foot building at 301 Adelle St., Jackson, which is the heart of the Midtown neighborhood. The space has previously been used by Midtown Partners for educational purposes, e.g., early childhood resource center and afterschool programming, since 2009. This facility will provide ample room to house eight middle school classrooms upon full enrollment. Each classroom will be approximately 700 sf per 26 students with a designated common area of 2,100 sf, which will be used for entry/exit periods, lunch and special programming. The remaining space will be designated for bathroom facilities and administrative/support space. The main school office will be located in the facility, with the option for additional administrative/support space at a neighboring property, 329 Adelle St., which is currently being used for Midtown Partners administrative offices. There will also be one work room/copy room onsite at 301 Adelle St. along with an area designated for supplies. While MPCS will not be providing a core competitive athletic program it will be supporting recreational/activity time through the use of the adjoining property as indicated on the site plan. This adjoining property will also serve as the location for the playground. The need for large assembly space will be accommodated through an available facility space in Midtown or other available facilities in the city of Jackson.

MPCS will secure an agreement with Midtown Partners to lease this space for $30,000 per year. The school will also be responsible for utilities, waste removal, security, yard maintenance, and janitorial services, which have been anticipated in our proposed budget.

Site Status: Midtown Partners currently holds the lease on the 301 Adelle facility, which was initiated in November of 2009 (see lease in Attachment 18). Upon approval of the charter, Midtown Partners will complete negotiations with the owner for purchasing the property (see Norfleet letter in Attachment 18). The owner has agreed to finance the purchase. 301 Adelle currently serves as Midtown Partners afterschool programming site and is in good standing

with local and state health and safety requirements. The site has a current license from the Mississippi Department of Health Childcare Licensing, which also governs afterschool programming. Upon confirmation of the charter designation Midtown Partners will engage an architectural firm to update and complete the proposed drawings and prepare them for site review through the city of Jackson. The estimated completion of the acquisition and pre-development phase will be February 2015. Construction will begin the first of March with an anticipated completion date being the end of April. The renovations include the construction of walls, update of bathroom facilities and update to mechanical services.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 19**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. List the types of insurance coverage the school will secure, including a description of the levels of coverage and estimated costs. Explain the basis for these assumptions.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Transportation: MPCS has conservatively budgeted for transportation for 50% of its students, but as a community-based school expects a majority of students will be within walking distance. For those outside 1.5 miles, the school will contract with First Student to provide busing. After the lottery each spring, the school will analyze the addresses of students to determine transportation needs and work with parents and the bus company to design efficient and safe bus routes. We have not budgeted for field trips, though this is one area that we will target for fundraising. Midtown is conveniently located in the center of the city in proximity to many community resources, such as the zoo and museums, which would cost little to visit.

Safety: One of the first tasks of the newly hired Principal will be the development of a safety plan for the school that details responses to a variety of scenarios. It will lay out a chain of command in situations where leaders are absent or incapacitated, and establish locations for external command posts should the building be compromised. In addition, a clear policy will be established and training provided on building lockdown procedures. Safety and security policies will be articulated in both student and staff handbooks, explaining topics such as emergency procedures and privacy rights. While the school will not employ security personnel, the building will be secure and not open to the public. Visitors will be required to enter through a single entrance, sign in with the office manager, provide identification, and wear a badge/sticker. The school will generally follow JPS policies for school closure due to inclement weather. The school will consider a range of technology options for security, including video cameras and remote door locking systems, with final decisions contingent on building configuration and risk assessment. We do not intend to install metal detectors.

Insurance: Midtown Partners has a current relationship with Ross & Yerger to secure insurance coverage and will do so for the inclusion of the charter school within our current policy.

Insurance Coverage Summary	
$1,000,000	Bodily Injury & Property Damage - Per Occurance
$2,000,000	Products & Completed Operations Aggregate
$1,000,000	Personal Injury & Advertising Injury
$20,000	Medical Payments - Each Person
$1,000,000	Damage to Premises Rented
$2,000,000	General Aggregate
$1,000,000; $2,000,000	Abuse & Molestation - Each Occurance; Aggregate Limit
$100,000	Employee Theft
$1,000,000; $250,000; $5,000	Automobile Liability & Physical Damage - Bodily Injury & Property; Uninsured Motorist, Medical Payment
$1,000,000; $1,000,000	Commercial Excess Liability - Per Occurance; Aggregate Limit of Liability
$1,000,000; $2,000,000	Directors & Officers - Each Occurrence; Aggregate Limit

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: staffing; professional development; performance management; general operations; and facilities management.
   Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Operational Leadership: MPCS is deliberately designed to bifurcate leadership in order to insulate the Principal from non-academic issues so s/he can focus on building the academic program and school culture necessary for achievement. While the Principal is the school leader and accountable for all aspects of the school, s/he will delegate much of the operational responsibilities to the Director of Operations (DO) for the sake of efficiency. For example, the DO will manage functions such as transportation, food services, facility, HR and budget/finance. They will work closely together to coordinate their efforts and ensure a smooth and coherent operation exists to serve both students and adults. Below are some distinctions between their responsibilities that get at the heart of what will make MPCS operate productively.

Function	Principal	Director of Operations
Facility	Identify needs for classrooms and intervention programs, community space	Manage facility construction and maintenance, coordinate waste management and yard services, pay utilities and insurance
Safety and Security	Ensure teachers are training on emergency procedures	Create and regularly update safety plan, establish visitor protocols, monitor building safety
HR	Design hiring process, make final	Manage and schedule the hiring

	hiring and termination decisions	process, onboard staff, ensure background checks and credentials, ensure timely pay of salary and benefits
Evaluation	Conduct evaluations of teachers and sign off on all formal evaluations	Evaluate operations staff, e.g., office manager
Budget	Identify needs and recommend annual budget to board	Analyze needs and draft annual budget, monitor revenues and expenditures and propose changes to budget to as needed.
Data	Train faculty on use of academic data, monitor indicators of progress towards goals	Maintain data systems, e.g., student information, finance, asset management
Reporting	Report school performance at board meetings	Collect and analyze data, produce regular dashboards, maintain compliance reporting calendar

Founder Roles: The Principal and DO will work closely with Midtown Partners to leverage its existing systems and staff. Using its existing infrastructure, Midtown Partners will provide backend operational support to the school in areas such as HR, food services, technology, procurement and finance. For example, Midtown Partners will support offering students breakfast, lunch and snack every day. Snack will be provided to all students free of charge. Students will have the option to purchase breakfast and lunch, with free and reduced price meals available to eligible students. Midtown Partners currently holds a contract with the Mississippi Department of Education for USDA reimbursement through the Child and Adult Care Food Program (CACFP). The contract was initiated in May 2011. The food will be prepared offsite at 162 Millsaps (Little Samaritan Montessori Center) and will be transported appropriately to 301 Adelle, which is approximately four blocks away. The kitchen has the appropriate catering license as required by the CACFP program for offsite services.

Founder Capacity: Midtown Partners has a storied history of developing and funding successful programs in the Midtown neighborhood of Jackson. It currently operates under five cornerstones (health, education, economic security, housing and community engagement) representing five signature programs, Prosperity Center of Greater Jackson, Little Samaritan Montessori Center, Community Leadership Institute, Creative Economy and Project Innovation among many other outreach efforts. It employs 40 staff members and nine program directors have collectively 35 years of experience with the organization. Midtown Partners has successfully secured and managed major grants from the MS Department of Human Services, Walker Foundation, Kresge Foundation, United Way of the Capital Area, and the City of Jackson. Midtown Partners also has extensive experience with facilities management; it oversees eight facilities in the Jackson area and in addition to these program facilities owns and manages seven rental properties in the Midtown neighborhood. Midtown Partners has acquired five properties in the last fiscal year and has managed renovation construction in excess of $300,000 this fiscal year. Management of rental property in the neighborhood includes rent collection, maintenance requests, safety inspections and an efficient record keeping system.

Midtown Partners is a financial sound non-profit organization; It has experienced clean audits annually.

The applicant team, including members of Midtown Partners' Board of Directors and the MPCS proposed Board of Trustees, possesses significant collective experience in the operations field. Those greatly involved in the current operations as well as those who will be involved in the school operations include:

- **Dr. Kristi Hendrix** (Executive Director, Midtown Partners): Served as Midtown Partners leadership for seven years.
- **Marcie Skelton** (Board of Directors, Midtown Partners): Serves as Executive Director of the Walker Foundation. The foundation has invested more than $3 million into program operations.
- **Dr. Mehri Fadavi** (Board of Trustees, MPCS; Interim Chair of Department of Physics at Jackson State University): as Director of Project MAST is responsible for implementation of five year $8 million partnership with the National Science Foundation.
- **Matthew McLaughlin** (Midtown Partners legal council; Baker, Donalson): Matthew concentrates a significant portion of his practice on representing small business start-ups and investors on a wide variety of organizational issues, corporate transactions, corporate financings, securities laws and corporate compliance matters.
- **Dr. Jason Dean** (Board of Trustees, MPCS; Vice President of Program Development, Tenax Aerospace, Inc.): Extensive administrative and strategic planning experience; former Education Advisor to Governor Haley Barbour.
- **Dr. Eddie Fergus** (Board of Trustees, MPCS, Assistant Professor, Educational Leadership Program, Steinhardt School of Culture, Education and Human Development at NYU): Has worked with schools and districts around the country on improvement efforts.
- **Mike Green** (Board of Trustees, MPCS, Journalist and co-founder of The America 21 Project)
- **Dr. Helen Soule** (Board of Trustees, MPCS; Executive Director, the Partnership for 21st Century Skills): Has extensive expertise in non-profit management.
- **Jemar Tisby** (Board of Trustees, MPCS; Founder and CEO of Reformed African American Network; former teacher and leader at KIPP: Delta Public Schools): Experience with organizational start-up and adult development.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as transportation, business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Systems, Policies and Procedures: The Board will also adopt Financial Policies and Procedures (FPP) and regularly review and revise an FPP manual. Procedural best practices will include closing books each month on a timely basis, posting transactions to a general ledger, internal spot audits, monthly budget reports with budget-to-actual reconciliations, inventory of assets, including technology and equipment, and hiring an independent accountant or firm to conduct annual audits. The school's books, records, and accounts will follow generally accepted accounting principles. The FPP will also establish internal controls, which will address control environment, risk assessment, control activities, information and communication, and monitoring. To segregate duties, the Board Chair, Board Treasurer and Principal will be the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks of a non-recurring nature greater than $5,000 will require dual signatures prior to check issuance. The board will adhere to a strict conflict of interest policy; no board members affiliated with Midtown Partners will vote on matters concerning financial dealings between the two organizations (e.g., building lease).

Budget: The MPCS Board of Trustees will adopt an annual budget each spring that will serve as the blueprint for school spending during the next fiscal year (July 1 through June 30). Each winter the Principal will coordinate a needs assessment through the school's leadership team, soliciting input from staff regarding desired academic and operational resources for the coming school year. They will take into account past revenues and expenditures, paying close attention to large line item variances in budget to actuals, as well as projections that consider anticipated growth of student enrollment, personnel, programs and facility space. Each grade team and department will submit to school leadership a list of its needs and priorities for the coming year. The Principal and Director of Operations will then produce a preliminary budget for consideration by the board's Finance Committee, which will review and if necessary revise it to ensure that it aligns with the school's mission and vision and provides for the long-term financial stability of the school. The Finance Committee will present its budget to the full board for approval prior to the next school year. The school will also maintain a five year budget

projection and revise it each year based on current information and long-term strategic plans.

Investment and Debt: With Board approval, the Director of Operations will identify excess funds available for investment and invest them in stable vehicles, such as money market and interest bearing savings accounts, to be used by the school at a later date. Formal approvals and transfer will follow guidelines described in the schools Financial Policies and Procedures (FPP) Manual. In the event of unexpected expenses the school may establish credit lines with borrowing limits established by the Board. All borrowed funds and the revenues to repay them will be reflected in the school's budget.

Accounting/Purchasing: The Director of Operations will be responsible for managing and approving the purchasing process to include both credit card purchases and invoices. Invoices received will be allocated to the appropriate program/line item and will be forwarded on to the Midtown Partners bookkeeper for payment processing. Once the check is processed it will be returned to the Director of Operations for appropriate signatures. Bank statements will be reconciled monthly by the Midtown Partners bookkeeper and then forwarded with the transaction detail of monthly program income/expenses to the Director of Operations for review. The Director of Operations will work collaboratively with the Midtown Partners bookkeeper to prepare monthly financial reports for the Board of Trustees.

The Director of Operations will oversee all credit card purchasing. The appropriate request will be made to the Director of Operations for usage and will be logged. The Director of Operations will sign out the credit card indicating the date, name of individual purchasing and reason. The credit card will need to be returned within 24 hours along with the receipt and a completed expense report which details the date of purchase, what was purchased, reason, amount and allocation. A copy of the expense report and the credit card receipt will be forwarded to the Midtown Partners bookkeeper for entry.

The Midtown Partners bookkeeper will work collaboratively with the Director of Operations and Matthews, Cutrer, Lindsay, P.A. to ensure the fixed asset schedule is maintained and items are depreciated accordingly.

Payroll: The Director of Operations will be responsible for processing new employee paperwork, which will include:

- Signed Application
- W- 4 Federal Tax Withholding
- MS State Tax Withholding
- Release for Background Check
- Certifications/Licenses
- Form I-9 for employment eligibility
- Signed Direct Deposit Authorization

Once the Director of Operations has completed the E-Verify process for employment the following documents will be forwarded to the Midtown Partners bookkeeper for payroll set up:

- Personnel Action (includes employee's name, address, social security number, date of

birth, position with organization, rate of pay, effective date, except/non-exempt status and signature of the school leader)

- W-4 – Federal Tax Withholdings
- MS State Tax Withholding form
- Additional withholding requests
- Signed Direct Deposit Authorization

The Director of Operations will also be responsible for processing timesheets and leave request forms. Completed timesheets (signed by employee and school leader) with the accompanying signed leave forms will be forwarded to the Midtown Partners bookkeeper for payroll processing. Payroll paperwork is processed bi-weekly with the needed paperwork being due on Monday following the end of the payroll period. Leave availability will be calculated and reported through the payroll module of the accounting software.

Financial Management: The MPCS Board of Trustees will have ultimate responsibility for approving fiscal policies and financial oversight. The Director Operations will be responsible for tracking all revenues and expenditures, and will report to the Principal on these issues, particularly those that may need to be escalated to the Board for possible budget modification. Budgets are monitored on a monthly basis. The Director of Operations will work with Midtown Partners to generate reports, including budget to actual, cash flow and balance statements, that will be reviewed each month by the Board Treasurer and Finance Committee. The Finance Committee will present a report to the full Board at each meeting on the financial health of the school. Should projected expenses in any domain significantly exceed budgeted amounts, the Principal and Director of Operations will work with the Finance Committee to develop recommendations for budget modifications to ensure a balanced budget and adequate cash flow. The Board has sole power to make changes to the annual budget.

On a day-to-day basis, the Director of Operations will work with Midtown Partners to manage accounts payable, accounts receivable, payroll, benefits administration, and cash management for the school. The school will maintain a personnel file for each school employee, including current salary, benefits, and tax withholding information. The Director of Operations will also manage all grants, including reporting requirements. Midtown Partners will be contracting with Matthews, Cutrer & Lindsay to assist the Midtown Partners bookkeeper in preparing monthly financial statements to be used for interpretation by the school leader and Board of Trustees. The consultations will also include assistance to ensure compliance with general accounting practices. All payroll and related services will be provided in house using systems and processes consistent with the current operations of Midtown Partners (see agreement letter).

Audits: Fiscal audits will be performed on an annual basis by an independent certified public accountant or accounting firm that is licensed in Mississippi. The proposed budget includes annual funds for this purpose. The Board's Finance Committee will be responsible for identifying and soliciting bids from eligible audit firms and making a recommendation for a proposed audit firm to the full Board of Trustees for its approval. The audit will meet all applicable federal and state auditing requirements and will be conducted in accordance with auditing standards generally accepted in the United States of America and Government

Auditing Standards issued by the Comptroller General of the United States. The Director of Operations will work with Midtown Partners to coordinate all pre-audit activities during the year and throughout the audit process the Principal and Director of Operations will ensure that the audit firm has access to all necessary information and records maintained by the school. The audit will be presented directly to the Board. Should the audit find any material weaknesses or significant deficiencies, the school will create a formal action plan detailing how the issues will be resolved. Our final audit report will be shared with the Mississippi Charter School Authorizer Board and made available to the public via the school's website.

Reporting: The school will comply with all financial reporting required by its authorizer, federal and state government, and grant providers. The Midtown Partners bookkeeper will be responsible for required reporting to the state and federal agencies as well as processing any garnishment requests. In addition, the school will produce and disseminate an annual report that describes the school's progress towards its accountability goals with clear data regarding academic, organizational and fiscal performance.

Contracted Services: The school intends to pursue the following contracted services:

- **Transportation**: We have been in talks with First Student and for budget purposes estimate half of our students will require busing. Based on district costs, we assume $546 per student.
- **Food Services**: We will contract with Midtown Partners existing food service department for meal preparation and food handling.
- **Health Services**: For services not covered under Medicaid, the school will contract with local organizations for nursing, counseling and occupational/physical therapy. We budget $20,000 per year for nursing in addition to $650 per student with IEP.
- **Janitorial Services**: We budget $17,000 to contract janitorial services.
- **Payroll**: The school will pay Midtown Partners its cost for managing payroll duties.
- **Legal**: We may need legal assistance with contracts and HR issues and have budgeted $2000 per year, though we will seek pro bono support in this area.
- **Audit**: The school will select an independent certified public account or firm based on price and reputation. The proposed budget includes $12,000 per annum.

Insurance: See Start-Up and Operations section above.

7. Submit the completed Financial Plan Workbook as **Attachment 20**. In developing your budget, use the information provided by MCSAB to calculate your per-pupil revenue projection. Prepare your submission using the template provided by MCSAB. Complete ALL sheets in the workbook. ***NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.***
8. Budget Narrative: As **Attachment 21**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
    a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks,

lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 21** evidence of commitment for any funds on which the school's core operation depends.

b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: Financial management; Fundraising and development; and Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The applicant team possesses significant experience related to financial management and reporting. Midtown Partners has been in operation for almost 20 years and managed large, complex grants from multiple agencies and foundations, including the MS Department of Human Services, City of Jackson, Walker Foundation, Kresge Foundation, and United Way of the Capital Area. Midtown Partners managed in excess of $1.5 million dollars of federal, state and local contributions during the 2013/2014 fiscal year, which included monthly narratives and financial reporting in addition to year end closeout reporting. Additionally, Midtown Partners is currently serving as developer for a HOME Fund housing project in excess of $1 million and a co-developer in a Low Income Housing Tax Credit Project (LIHTC) with a budget in excess of $7 million. To maintain the integrity of its books the organization employees a full-time bookkeeper and works with Matthews, Cutrer, Lindsay, P.A., an accounting firm that serves start-up companies, small businesses and non-profit organizations as well as, multi-million dollar operations throughout the United States. Midtown Partners has consistently had clean audits.

The staff and Board of Directors of Midtown Partners as well as proposed members of MPCS Board of Trustees individually and collectively possess significant expertise in financial management and oversight and will be greatly involved in the fiscal management of the charter school:

- **Dr. Kristi Hendrix** (Executive Director, Midtown Partners): Served as Midtown Partners leadership for seven years.
- **Marcie Skelton** (Board of Directors, Midtown Partners): Serves as Executive Director of the Walker Foundation. The foundation has invested more than $3 million into the Midtown neighborhood.
- **Tony Jeff** (President, Innovate Mississippi; proposed Board of Trustees, MPCS): Administers a nonprofit with the mission to drive innovation & technology based economic development.
- **Dr. David Culpepper** (Board of Directors, Midtown Partners; proposed Board of Trustees, MPCS): Chair of Else School of Management's ELSE Works, Profession of

Management, Millsaps College

- **Matthew McLaughlin** (Midtown Partners legal council; Baker, Donalson): Advises clients on federal, state and local economic development incentives and non-traditional sources of capital, namely in the areas of energy, technology, manufacturing, affordable housing, historic preservation, and community development. He has experience representing parties in transactions that leverage new markets tax credits, low-income housing tax credits, historic tax credits, and energy production tax credits. Matthew also concentrates a significant portion of his practice on representing small business start-ups and investors on a wide variety of organizational issues, corporate transactions, corporate financings, securities laws and corporate compliance matters.
- **Jason Dean** (Vice President of Program Development, Tenax Aerospace, Inc.; former Education Advisor to Governor Haley Barbour; proposed Board of Trustees, MPCS)

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK