APPLICATION FOR A MASSACHUSETTS COMMONWEALTH PUBLIC CHARTER SCHOOL

FINAL APPLICATION

Paulo Freire Social Justice Charter School

Contact Person:

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PUBLIC STATEMENT:

The Paulo Freire Social Justice Charter School (PFSJCS) located in Holyoke focuses on academic excellence and social justice awareness, and will provide a strong intellectual and ethical foundation to: prepare students to attend and succeed in college, increase community and global understanding and involvement, and inspire future leaders for our society. PFSJCS will serve the public school sending districts of Holyoke, West Springfield, Chicopee, Westfield, South Hadley and Northampton. At full enrollment the school will offer grades 9-12 and have a maximum enrollment of 500.

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EXECUTIVE SUMMARY

Mission Statement

. The Paulo Freire Social Justice Charter School (PFSJCS) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong intellectual and ethical foundations necessary for future leaders of a global society.

Vision Statement

At Paulo Freire Social Justice Charter School we believe in:

Equal Opportunity: There is no greater need in public education then to give every student the opportunity and resources to succeed. This was the vision of Paulo Freire, our namesake. He identified quality education for all individuals as the primary way to create a more socially just society.

Achievement: Paulo Freire espoused the importance of literacy and academic achievement. We join in the belief that personal literacy becomes a path to realizing full human potential. PFSJCS graduates will be: literate, active, self-aware, prepared to succeed in higher education, able to determine and attain their personal goals, and capable in serving as inspirational leaders and positive role models.

Diversity: By enrolling students from communities that represent different racial, cultural, and economic backgrounds, as well as encompassing urban and rural settings, we will be able to provide an enriched educational environment for sharing a wide range of personal experiences and perspectives while modeling social justice. PFSJCS will honor and celebrate the diversity of our students, teachers, parents, and surrounding communities, and equally value their contributions to the educational process.

Social Justice: At PFSJCS we model social justice values and norms, and provide information, encouragement and educational programs to build a collective awareness that fosters excellence, equity, and respect for all individuals. At PFSJCS social justice means that all students, regardless of race, culture, income, abilities, or sexual preference, have equal access to a quality education, necessary resources, and the opportunity to live productive and successful lives.

Full Service: The Paulo Freire Social Justice Charter School founders understand that education doesn't just occur Monday to Friday, 8 hours a day, for 180 days a year. Learning is a continuous program of growth and development for students, family members, and the entire school community. PFSJCS's full-service programming will include a preparatory summer academy; programs throughout the school year; an extended day; evening and Saturday classes for skill building and enrichment opportunities; virtual learning programs; evening adult literacy classes; and community building activities on evenings and weekends.

Communities to be served

Our proposed region is comprised of six communities located in the Pioneer Valley along the Connecticut River, surrounded by the foothills of the Berkshire Mountains, and includes factories, farms and many colleges. The six cities and towns are truly diverse and include both urban highly concentrated populations and rural isolated areas. The region includes large numbers of low-income, Title I eligible families; many middle income, blue-collar families; and some more affluent individuals. There are high concentrations of Hispanic families as well. Out of the six communities two perform in the bottom ten percent on State-wide standardized tests of academic achievement; one has the highest teen pregnancy rate as well as the highest dropout rate in the state; and bullying has been a major focus for another. To

combat these concerns these communities would greatly benefit from a high school that sets high expectations, achieves excellent academic performance, offers successful community engagement, and a strong social justice mission and vision.

Educational Philosophy

We believe that every student is capable of excellence in education if given the right educational environment and support systems. The following values successfully served our students and community at PVPA and are documented as key components in creating successful schools: High Expectations, Active Community Membership, Excellent Teaching, Clear Goals and Expectations, Specific Data and Feedback Systems, and Individualized Support. The focus of our educational program, incorporating all the above values, will be centered on the following three areas: Personal Excellence, Supportive Communities, and Social Responsibility.

School Characteristics

PFSJCS is committed to high academic and social expectations for all of our students and we are willing to do whatever it takes to challenge, motivate, and support each student in attaining his/her highest levels of achievement. We challenge students to be engaged, persistent, thoughtful, and successful at setting and reaching personal goals.

PFSJCPS will be a true participatory community, where each member is valued as an individual, and supported in his or her growth. Students, parents, teachers, administrators and board members will all be expected to engage fully in the process of actively constructing the school as a learning community and a vehicle for positive social change.

Organizational Viability

The challenge for a school based on the concepts of social justice and Freirean pedagogy is to create a governance model which supports and mirrors these concepts and allows for strong, clear leadership for those duties required by Massachusetts regulations and dictated by common business sense. Consequently, we are proposing a "true" representative form of governance where faculty and staff, parents, and students each have designated seats on the board of trustees. Such a form requires time and support to be effective. The school will provide time during all school meeting for faculty to discuss school governance. Faculty advisors will work with students to insure that students get the educational support they need to be knowledgeable and effective leaders and to play a positive, integral part in governance. One evening per month the school will provide a meeting for parents, at which the Executive Director will present topics from the upcoming Board agenda and support parents in formulating additional items they want brought before the Board. It will be the responsibility of the Board of Trustees to insure that these three constituent groups (faculty, students, and parents) are meeting effectively and receiving necessary support.

Academic Success Research

In order to insure that the outcome of our school's approach is academic excellence for all students we have affiliated with the University of Massachusetts, Boston, Department of Applied Linguistics, whose chairperson is Donaldo Macedo. For decades, Dr. Macedo collaborated with Paulo Freire, by: publishing with him, translating and editing his work, and coordinating lectures internationally. The Department has agreed to conduct a long-term research project. As a graduate program with a master's thesis component and future developments of a doctoral program, they will coordinate a multi-methods research relationship to document the conceptualization and implementation of the *Paulo Freire Social Justice Charter School* and its academic outcomes.

Commonwealth Charter Applicant Information Sheet

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

Name of Proposed Charter School: _Paulo Freire Social Justice Charter School_____

School Address (if known):_____

School Location (City/Town REQUIRED):
_____HOLYOKE_____

Primary Contact Person: BOB BRICK

Address: 67 Woodlawn Avenue

City: Northampton **State:** Massachusetts **Zip:** 01060

Daytime Tel: (413) 584-9099 **Fax:** (413) 586-2088

Email: kentbrick@aol.com or bbrick@pvpa.org

1. The proposed school will open in the fall of school year: X 2012-2013

School Year	Grade Levels	Total Student Enrollment	BY GRADE
First Year	9	145	9-145
Second Year	9 and 10	255	9-145,10-110
Third Year	9, 10, 11	355	9-145,10-110, 11-100
Fourth Year	9, 10, 11, 12	455	9-145, 10-110, 11-100, 12-100
Fifth Year	9, 10, 11, 12	500	9-145, 10-130, 11-115, 12-110

2. Grade span at full enrollment: ___Grades 9-12_____

3. Total student enrollment when fully expanded: 500_____

4. Age at entry for kindergarten, if applicable:
_____N/A_____

5. Will this school be a regional charter school? YES

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

_____Holyoke_____ ___West Springfield _____Chicopee___

_____Westfield___ __South Hadley_____ _____Northampton_____

If no, please specify the district's population as reported in the most recent United States census estimate for the community the school intends to serve: _____. *The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).*

6. For all proposed charter schools, list the districts that are contiguous with the proposed school's district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

Agawam, Amherst Pelham,
Easthampton, Gateway
Regional, Granby, Hadley,
Hampshire Regional, Hatfield,
Ludlow, Springfield,
Southwick/Tolland

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? YES

8. Will the proposed school be located in a district or districts in which the 9 percent net school-spending cap is, or could be, exceeded by 2011-12 applications? YES

9. Is the applicant group currently the board of trustees of an existing charter school? NO

10. Is the applicant group/board of trustees intending to create a network of schools? NO

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2011-12 application cycle? N/A

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? NO

I. Charter School Mission, Vision, and Description of the Communities to be Served

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."
— Paulo Freire (Pedagogy of the Oppressed)

A. Mission Statement

The Paulo Freire Social Justice Charter School (PFSJCS) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong intellectual and ethical foundations necessary for future leaders of a global society.

B. Vision Statement

At Paulo Freire Social Justice Charter School we believe in:

Equal Opportunity: There is no greater need in public education then to give every student the opportunity and resources to succeed. This was the vision of Paulo Freire, our namesake. He identified quality education for all individuals as the primary way to create a more socially just society.

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C. Description of the Communities to be served

Our proposed region is comprised of six communities located in the Pioneer Valley along the Connecticut River, surrounded by the foothills of the Berkshire Mountains, and includes factories, farms and many colleges. The six cities and towns are truly diverse and include both urban highly concentrated populations and rural isolated areas. The region includes large numbers of low-income, Title I eligible families; many middle income, blue-collar families; and some more affluent individuals. There are high concentrations of Hispanic families as well. Out of the six communities, two perform in the bottom ten percent on statewide-standardized tests of academic achievement; one has the highest teen pregnancy rate as well as the highest dropout rate in the state; and bullying has been a major focus for another. The

majority of students in this area have limited resources and little or no access to quality education. PFSJCS is a desperately needed and sought-after option for these communities. Over time, thousands of students would greatly benefit from a public high school that sets high expectations and achieves excellent academic performance. PFSJCS's success with these students can inspire local school districts to increase their expectations and student supports, and the impact of our school could change the educational goals and future lives of high school students in our region.

The current educational programs in the communities we will serve are underperforming. Schools, students and parents are not setting high enough expectations.

Holyoke, Chicopee, West Springfield, Westfield, South Hadley and Northampton need an alternative high school dedicated to academic excellence and social justice. Holyoke, where our school will be located, is one of the lowest performing districts in the Commonwealth. Over 75% of the school population is Hispanic, the graduation rate is only 52% and over 80% of the students qualify for free and reduced lunch. High school MCAS scores in the proficient or higher range are well below state averages. Chicopee has a Hispanic population of 27%, has a graduation rate of only 68%, and 59% of the student body qualifies for free and reduced lunch. In Chicopee, high school students likewise perform poorly compared to state averages on MCAS. West Springfield presents a similar statistical picture on academic achievement as measured by high school MCAS scores and a graduation rate of 71%. Westfield also performs well below the state average on high school MCAS scores. South Hadley and Northampton slightly exceed state averages in most important statistical indicators.

In addition, in these communities students have access to only one district high school per town and two charter schools. Since Hampden Charter is a 6-12 school and PVPA is a 7-12 school, there are very few openings available to rising 9th graders. Currently, once most students complete 8th grade their only option is to attend their traditional district high school, none of which has the high expectations and extensive support systems of PFSJCS. The following table demonstrates how the sending districts compare to state averages in terms of demographics and achievement, with the majority of districts underperforming the state CPI averages for math and ELA.

Community	% Low Income	% Hispanic	% Graduate	CPI Math/Gr.10	CPI ELA/Gr.10
Chicopee	58.4	27	68.2	78.1	87.8
Holyoke	82.5	77.2	52.5	75.6	83.9
Northampton	28.7	14.5	88.4	93.3	96.8
South Hadley	28.1	6.5	83.3	92.4	95.4
Westfield	31.3	10.5	80.3	84.4	89.6
West Springfield	46.4	14.6	71.1	84	88.9
State Average	34.2	15.4	82.1	89.4	93.9

Community engagement drives achievement and community engagement in not happening in these districts.

Our proposed school region has a unique set of needs that PFSJCS will serve. Among the educational needs of these students are: strong preparation for academic achievement, expert support for English Language Learners, and the creation of an environment where students are prepared and motivated for college. Lessons from other former industrial centers similar to Holyoke and Chicopee show that educational revitalization requires commitment of outside resources from the entire community. Enrolling students from our proposed region will create this community and provide an opportunity for these students to make a commitment to the school's vision, creating a school community that has cultural, racial and economic diversity to provide an educational environment for modeling social justice values and norms.

Social justice also drives educational awareness and attainment, and the diversity of these communities lend themselves to a social justice mission and vision.

Students representing minority cultures and languages within the United States also have a unique need for their cultures to be respected, their home languages to be valued, and their cultural institutions to be connected with the school. A school that is committed to social justice in curriculum and governance will be inherently responsive to the needs of the communities that it serves. Providing explicit opportunities for parents and students to be heard and their ideas to be valued will allow for stronger connections between school and home.

PFSJCS will not only provide educational options to those who have few, it will also serve as a locus for social change and societal improvement in communities that are disaffected and disenfranchised. Public school is the only institution in the United States that, by its nature, serves whole communities. Hence it is the institution best poised to bring about positive social change. A school that is dedicated to empowering communities through education will undoubtedly reverberate positively throughout the cities and towns that it serves.

PFSJCS will create a secondary school option for students and parents/guardians that invests in students, families, and communities. Contact with many existing community groups in our proposed area makes clear a need and desire among parents/guardians for a new and different high school option. The founding group has held over one dozen meetings to listen to the needs of parents/guardians, students, and community members and to involve them in the process of developing the school. These meetings attracted over 300 interested individuals. Last year, just our community meetings alone produced over 100 potential applicants for our 9th grade class, all eager to enroll. These initial efforts indicate that students, parents/guardians, businesses, educators, and community organizations in the area are demanding another public high school option, and more specifically, the opportunities this school will provide.

In order to create a community that listens to and respects all of its members, the school must start small and remain small. A Commonwealth Charter will allow the school to remain a size that is congruent with creating real community, ensuring the participation of all members; a small school size will also benefit learning. Furthermore, a Commonwealth Charter will allow the school to involve the whole school community in the processes of hiring, development of a code of conduct, and overall governance. There are no other sending district high schools in our proposed region that offer this opportunity or include these important ideals in their mission. Ninth and tenth grade are a critical and pivotal last chance for college preparation. If we do not change our expectations and educational approaches, we will continue to fail the students in these communities. There is no time to waste and so much work to be done. PFSJCS is a way to change the future of our region and demonstrate that students in diverse communities, with limited resources, can consistently achieve both academic excellence and social responsibility.

II. How Will The School Demonstrate Academic Success?

A. Educational Philosophy

We believe that every student is capable of personal academic excellence if provided with the right educational environment, excellent teachers, and comprehensive support systems. The following values successfully served our students and community at PVPA and are documented as key components in creating successful schools.
(McREL 2009) and (Bill and Melinda Gates Foundation 2002)

1-High Expectations- PFSJCS promotes a rigorous academic and social curriculum with high expectations for student performance and behavior. All students are expected to master a college preparatory curriculum so they can successfully complete college. Research has shown that student grades improve when schools establish and maintain high expectations. (Tauber, Robert T. 1998)

2-Active Community Membership-PFSJCS intentionally brings students, parents, teachers, administrators, and board members together as a supportive community for communication, collaboration, to uphold the mission, and share a common vision of achievement. Having a shared vision has been proven to help with community development and school success. (Walsh, J. 2000)

3-Excellent Teaching-PFSJCS recognizes the importance of hiring and supporting highly qualified teachers, who are: passionate about their subject, skilled at establishing a positive and productive classroom environment, committed to differentiating instruction to meet individual needs, able to provide meaningful feedback, willing to communicate regularly with parents, and committed to student success.
4-Clear Goals and Expectations-PFSJCS provides clear standards and rubrics for academic and social performance, so that all community members know expectations and have a clear and consistent understanding of what constitutes mastery and success.
5-Specific Data and Feedback Systems-PFSJCS uses meaningful and supportive assessments systems to determine student/school needs, make appropriate adjustments, and meet or exceed student/school performance goals.
6-Individualized Support-PFSJCS will address the individual needs of each student through: identification of strengths, abilities, and areas of concern; creating and monitoring student success plans; utilizing differentiated instruction; providing classroom and afterschool support systems; and assuring college preparation and support.

The focus of our educational program, incorporating all the above values, will be centered on the following three principles: Personal Excellence, Supportive Communities, and Social Responsibility.

I-Personal Excellence-PFSJCS students will be encouraged and supported to reach their highest levels of achievement from enrollment to graduation and beyond, through the following programs and supports:

A- Success Plans- In order to create and implement individual success plans, students will be given a variety of assessments to determine their skills, strengths, and areas of need. Whenever possible, initial assessments will take place prior to our summer program, so that we can utilize the summer session to maximize preparation and skill building for the first day of class. Initial assessments will include: interviews of students and parents, self-assessment forms, home language survey (when appropriate the use of the Language Assessment Scale-O, LAS-Reading and LAS-Writing to determine English language proficiency), review of student records, multiple learning style labs, and ELA and Math assessments. The initial assessments will identify strengths, personal history and goals, language acquisition skills, and will address immediate needs for support systems. Success plans will be reviewed and updated at least twice each school year, so that they clearly reflect the growth and development of the student.

B- Organizational Skills-During the summer orientation, all incoming students will take part in an organizational skills workshop that will help prepare them for academic success. Students will learn to: use a daily planner, organize materials and supplies, develop effective note-taking skills, learn productive study habits, and know how to be prepared for class. Teachers will consistently reinforce organization skills in their classrooms.

C- Excellence in Literacy: reading, speaking, and writing Proficiency and fluency in reading, writing and speaking are essential for success in all areas of learning. Students will have daily practice in vocabulary, reading and writing, and every subject will provide opportunities to advance literacy skills. Frequent oral presentations will strengthen communication skills and semester assessments will chart and set new individual literacy goals. Students will become fluent in reading comprehension, writing, public speaking, foreign language skills, and technological communications. For students identified as Limited English Proficient (LEP) or English Language Development (ELD) we will focus on (1) the critical role of vocabulary in language development, (2) the critical role that oral language plays in the development of academic English language proficiency, and (3) the critical relationship between English language acquisition and instruction in other academic subjects (p.4 of English Language Proficiency Benchmarks and Outcomes for English Language Learners)

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D- Clear Standards and Benchmarks- We know that student learning is enhanced when students are explicitly aware of expectations. Students and parents will be given the standards and

benchmarks for each class prior to the beginning of each semester, so that there are clear expectations for each subject. Teachers identify, in each class, the standards and benchmarks that are being addressed, so that students can easily articulate the skills they are focusing on and know when they have mastered those skills.

PFSJCPS will use the English Language Proficiency Benchmarks and Outcomes for English Language Learners developed by the DESE to provide teachers, parents and ELL students with standards that address vocabulary, promote oral interaction in the acquisition of academic English, and the instruction of reading and writing within rigorous instruction in mathematics, science, technology/engineering, history and social science along with other content areas.

E- Formative Assessments- Teachers will utilize a variety of formative assessment tools to provide specific and immediate feedback during the learning process. Formative assessments will help direct students in their learning and help teachers adjust lessons to meet individual student needs. (CCSRI 2006)

F- Challenging and Energizing Classroom Activities. Teachers will provide thought-provoking and stimulating information and activities to bring focus and engagement to the learning process. Initial information will be relevant to students' lives and interests and will bridge to other areas of knowledge. Students will find common linkages and comparisons, as well as develop understanding of historical patterns and current trends. Classes will be student centered, holistic, and collaborative.

G- High Levels of Accomplishment- PFSJCS graduation requirements will meet standard college entrance requisites, so that every graduate is prepared to attend the college of their choice. Students will be required to complete all assignments at a minimum 70%, in order to receive course credit. Students not meeting the 70% goal will need to do additional work and revise or retest to bring their grade up to the minimum standard. This will assure that all students have a solid foundation for higher levels of study. Students will be encouraged and supported in continuing with their work in order to reach higher levels of completion. Students showing mastery of grade level standards and benchmarks will be allowed to take upper grade level and dual-enrollment college courses.

H- Support Systems- PFSJCS will assure that all necessary resources are available to students. Students needing additional support will receive small group and/or individual tutoring to help with understanding, skill development, and completion of assignments. Support will be available in after school, evenings, summer, and Saturday sessions. Schedules will be developed based on individual needs and availability of tutors. PFSJCS will assure that all necessary resources are available to students.

I- College Preparation and Support- Students and parents will receive their college-planning package at their very first orientation meeting. The package outlines a program to assist students in meeting academic and extra-curricular goals, planning their courses, determining their course of study, identifying appropriate schools, preparing for PSATs and SATs, preparing materials for acceptance, applying for scholarships and grants, and college freshman year support. Starting in 9th grade, students will formulate a 4-year college plan, with specific action steps, that will be reviewed and updated at least annually.

II-Supportive Communities-PFSJCS will establish a safe, active, and responsive community that understands and practices social justice values and supports positive community membership. (See research and support in attachment pages 83-86)

A- Excellent Communication- PFSJCS will create and maintain dependable communication systems to assure that all community members have current and accurate information on school

policies and expectations, health concerns, schedules, events, class descriptions and expectations, student assignments and progress reports, and available support systems. All written communication will be translated into native languages for non-English speaking family members.

B- Active Participation- All PFSJCS school community members will be encouraged to take an active role in the school. Monthly evening meetings will be held to present information, review the monthly Board agenda, and address issues and concerns. Evening and weekend programs and activities will bring our school community together, and formal and informal feedback systems, including discussion groups, surveys, evaluations, and a suggestion box will identify and address needs and concerns. The Principal and Executive Director will post regularly scheduled open hours for any community member to sign up and meet.

C- Appreciation of Diversity-PFSJCS will honor and celebrate the diversity of the entire school community, equally valuing the contributions of all to the educational process. Native languages, customs, and cultures will be represented throughout the curriculum, demonstrating and enumerating the valuable contributions each culture has made to our society.

D- Social Emotional Curriculum- PFSJCS will provide educational standards and activities that help students to: build positive community relationships, appropriately address their individual needs, make good personal decisions, and successfully handle social situations. Teachers, administrators, and school personnel will model standards, and parents will receive materials and training to incorporate this learning at home.

E- Code of Conduct- Students, teachers, school personnel and administrators will develop, sign, and implement a code of conduct that will focus on individual rights and responsibilities, respect, and cooperation. Working in partnership with PFSJCS, parents/guardians will review and sign the Code of Conduct to affirm our Bullying Prevention and Intervention Plan, support clear consequences for all violations, and assure that our school is a safe and respectful environment for all community members.

F- Community Partnerships-At PFSJCS we believe community extends beyond our school. We will assure that all possible opportunities and resources are available to our students and that the school actively partners with community organizations. The following are several of the partnerships we have identified:

1- PVPA will be a supportive partner joining us in sharing resources, curriculum development, best practices, teacher trainings, and student support groups. (See letter in attachment pages 93-94).

2- UMASS Boston will provide a long-term research project, advise us on literacy and social justice curriculum, and help with identifying scholarships. (See letter in attachment pages 95-96).

3- Springfield College and Amherst College will work with us on the placement of both undergraduate and graduate students at PFSJCS as tutors, teaching aides and research assistants. (See letters of support in the attachment pages 91-93).

III-Social Responsibility

A- Social Justice Awareness - During summer orientation and throughout the school year, students will be instructed in philosophical, historical, and cultural social justice values. They will build an understanding of oppression and privilege as well as a respect for diversity. They will learn about non-violence and conflict resolution. Linkages will be made throughout the year in every subject and class.

Students will examine and discuss local, national, and global issues of social justice. Students will use site visits, interviews, internships, and work experiences to gain first-hand knowledge of social justice issues. Students will present findings through written and oral reports,

web pages, blogs, podcasts, articles, radio and video presentations, to the school community, the surrounding communities, and to a global audience.

B- Democratic Process - Students, parents, teachers, administrators and Board Members of PFSJCS will work collectively. Representatives from each constituent group will serve as members on: The Board of Trustees, Board Committees, School Council, Special Education Parent Advisory Council, Hiring Committees, and Strategic Planning Committees, so that representative voices are heard and considered.

C- Student Leadership- Students will have many opportunities to take a leadership role. Students will learn mediation, self-governance, and will work collaboratively to create and uphold a safe and supportive school culture. Students will participate in peer mediation and a restorative justice council (International Institute for Restorative Practices 2009). Students will be given on-going opportunities to both teach and lead. Older students will become mentors for incoming students and will share their understandings and values.

D- Social Justice Themes- PFSJCS will incorporate social justice themes to explore historical, social, and political issues, examine and debate opposing viewpoints, generate lively and meaningful discussions, and integrate a variety of information and perspectives into classroom assignments, project-based learning, interdisciplinary programs, and all school events.

E- Participation and Action- The curriculum will be designed to help students see themselves as integral and active members of their surrounding community and will guide students to form relationships and participate in community development projects (a graduate requirement), internships, leadership initiatives, and community dialogues and interactions. Along the way, students will learn social change strategies for impacting local, regional, national and global arenas.

B. Curriculum and Instruction

PFSJCS recognizes that there is no one-curriculum system that meets the requirements of all subjects and/or all students. It is important to have a variety of excellent resources to meet the needs of specific subjects and individual students. We believe that whenever possible, teachers and students should help to develop their own materials and lesson plans, so that they are personally and meaningfully connected to classroom learning.

In 1995, with the Massachusetts Curriculum Frameworks still being developed, PVPA founders researched to find exceptional curriculum standards for all academics subjects, as well as structure for our performing arts programs. We felt it was essential to have standards that identified clear goals and expectations and, at the same time, allowed flexibility for a teacher's creative input and for differentiated instruction. We were pleased to find exactly what we were looking for with McREL (Mid-continental Regional Educational Laboratory). We found that McREL's standards exceeded Massachusetts Frameworks, and provided clear, consistent, and meaningful structure for most subjects. We used McREL in coordination with Massachusetts Frameworks to formulate a Scope and Sequence that would provide specific standards and benchmarks for each subject and grade. PFSJCS will update this Scope and Sequence to be in alignment with the Common Core Standards. McRELS also will provide our school with excellent administrator/teacher resources through their publications and training programs.

Prior to the start of each semester, all teachers will distribute course descriptions, materials, reading lists, timelines, as well as standards and benchmarks for each class. This will provide students and parents/guardians with a clear understanding of what will be covered and what students are expected to master.

Each day in class, teachers will post and verbally review the standards and benchmarks that the class is currently working on, the class agendas, and assignments. Students will be able to clearly articulate the specific skills they are in the process of mastering. Teachers will also distribute in advance well-defined rubrics and study guides for all graded assignments to assure that all students know what

specifically is expected for minimum completion and higher levels of work. Students and parents receive regular checklists, updating standards and benchmarks that have been completed and work that is still in progress.

There is no social promotion at PFSJCS, only skills-based completion of work. Students are promoted to the next grade when they have completed all the required standards for their current grade. Along the way, there is no failure at PFSJCS; students are constantly in process of completing work, and will receive course credit when all class standards and benchmarks are mastered at a minimum 70% level. Students will receive continuous encouragement and support, not only to meet, but also to exceed the minimum 70% passing grade through additional studies, skill building, and assessments. A standards-based assessment system builds the important skill of persistence, pride in accomplishment, and mastery of solid skills.

Curriculum Overview

9th Grade	**10th Grade**
ELA I	ELA II
MATHEMATICS I	MATHEMATICS II
BIOLOGY	PHYSICS
AMERICAN HISTORY I	AMERICAN HISTORY II
WORLD LANGUAGE I	WORLD LANGUAGE II
ELECTIVES	ELECTIVES

11th Grade	**12th Grade**
HUMANITIES- Integration ELA/S.S.	HUMANITIES- Integration ELA/S.S.
MATHEMATICS III	MATHEMATICS IV
CHEMISTRY	OPTIONAL LAB SCIENCE
WORLD LANGUAGE III	OPTIONAL WORLD LANUGAGE IV
INTERNSHIP	INTERNSHIP
ELECTIVES	ELECTIVES

1. English Language Arts (4 years)- It is of vital importance that each PFSJCS graduate is highly competent in literacy skills, including: writing, reading comprehension, discussion, debate, and public speaking. Students will be able to formulate and communicate ideas and values through expository, persuasive, narrative, and expressive formats. Reading materials will cover a variety of cultures, genres, and periods, to help students identify personal interests and compare stylistic differences. Students will have daily reading and writing sessions to help develop their skills and increase their experience of a variety of written forms. Molly Welch, PVPA's Department Head of ELA, will provide us with syllabi, lesson plans, materials, rubrics, and assessments tools for grades 9-12, and will help mentor our ELA teachers. Molly has had over fifteen years of experience providing outstanding education. This year, Molly's high school students continued their achievements by placing first in statewide ELA MCAS scores. Using these materials, the Principal will work with ELA teachers to craft curriculum maps.

Social Justice Literacy: Students will engage in critical literacy and will actively examine the levels of power and injustice that exists in written formats. They will understand the codes and descriptions that undermine minority groups and marginalize members of society, and will read in a reflective manner, in order to deconstruct the intent and meaning of texts. They will read to understand the power relationship in language and the social inequities that exist. They will look at writing from a variety of perspectives and identify the voices of different classes and cultures. Readings will include works that reflect the values, interests and ideals of the surrounding community, and will contrast with portrayals of race, gender, and socio-economic stereotypes. (Freire, 1970) (Blackledge, 2000). Students will use their own experiences and observations in writing and will be empowered to develop their own voice, in order to affect change.

9th Grade-ELA I- Reading Comprehension and Writing Skills I-Students will learn the important fundamentals of reading comprehension and writing skills, and will develop an appreciation for a variety of written genres, including novels, short stories, plays, expository writing, and poetry. Students will identify important literary themes and begin to deconstruct the author's intent. Students will keep vocabulary lists, daily journals and take part in class discussions, debates and presentations. Students needing additional support in demonstrating competencies will be required to attend skill building extended day and year programs. 9th grade reading choices will include: The Acorn People, Jones; Animal Farm, Orwell; Antigone, Sophocles; As You Like It, Shakespeare; The Color Purple, Walker; Flowers for Algernon, Keyes; Gulliver's Travels and Other Writings, Swift; I Know Why the Caged Bird Sings, Angelou; Into Thin Air, Krakauer; The Martian Chronicles, Bradbury; Selected Poems, Neruda

10th Grade-ELA II-Reading Comprehension and Writing Skills II- Students will achieve higher levels of competency in their writing, reading comprehension and oral skills and deepen their understanding of literature. They will be able to analyze and critique a variety of written forms, and successfully frame and express their thoughts and ideas. Continued extended day and year support will be offered for students who are unable to demonstrate the required levels of skill development. 10th grade reading choices will include: Another Country, Baldwin; The Bridge of San Luis Rey, Wilder; The Dream Keeper, Hughes; The Kite Runner, Hosseini; Love in the Time of Cholera, Marquez, Medea, Euripides; The Metamorphosis, Kafka; Native Speaker, Lee; Night, Wiesel; One Flew Over the Cuckoos' Nest, Kesey; Romeo and Juliet, Shakespeare

11th and 12th Grade ELA Humanities Classes- Once students successfully complete the required ELA courses, they will have an opportunity to choose from a variety of integrated humanities classes. The offerings will change from semester to semester, but certain standard courses will be available every two years, so that all students have the opportunity to take them. Classes may include: Playwriting, Modern American Literature, Shakespeare, World Poetry, Literature from Spanish Speaking Countries. All humanities classes will include: textual analysis, research papers, and reflective essays. All students will be required to take one semester of Public Speaking during their junior or senior year. Students will become facile at developing ways to reach audiences, and use their voices and ideals to build awareness and initiate change.

"My role as a "progressive" teacher is not only that of teaching mathematics or biology but also of helping the students to recognize *themselves as the architects of their own cognition process.*" **-Paulo Freire**

2. Mathematics (4 years) - All students will be expected to be proficient in critical thinking, deductive reasoning, and problem solving. Students will learn to: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools and formulas strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning. Students will learn through real-world applications of abstract concepts. The study and successful completion of a four year required program of mathematics will provide students with the skills to move into any higher field of study, and negotiate any future challenge with sound reasoning and skillful management.

Because our students and families need to have clear and understandable materials, we will use Houghton Mifflin Harcourt's Saxon Math texts. The Saxon Math series addresses all the 9th through 12th grade math standards and benchmarks, Mass Frameworks and Common Core Standards, and presents the information in familiar, easy to understand and follow formats, that can serve as clear instruction for all students and families. We will add problem solving activities and labs to each unit, which the series does not regularly include.

Social Justice Mathematics: Math is an instrument for detailing social justice issues and developing critical consciousness. Math can be used as a tool to examine and compare the inequities that exist by examining: population rates, corporate salaries, economic concerns, infant mortality rates, defense

budgets, and demonstrate, in graphic terms, the way people are oppressed and marginalized. Math becomes an analytic tool to bring awareness to important world issues. Students will learn how to use critical math to dispel myths and misinformation. Critical math will be a powerful tool to measure, predict and provide evidence. Students will use critical math skills to study important current economic, political, and social issues, which may include: United States bank fraud; comparison of income rates in First, Second, and Third World countries; the current recession's impact on different income groups; how political races are financed. Math will have real world applications that will connect to a wide range of subjects including: science, history, political science, sociology, and language arts.

9th Grade-Mathematics I-Based on a student's prior experience and demonstrated skills, 9th Grade math will be, for most students, Algebra I and/or Geometry. Any student with the ability to demonstrate full competencies in both Algebra I and Geometry will be moved into higher levels of learning. At a minimum, students will complete Algebra I studies in 9th grade, covering: Algebraic Foundations; Functions and Relationships; Equations; Linear Equations and Functions; Polynomials; Rational Expressions and Functions; Inequalities; Systems of Equations and Inequalities; Radical Expressions and Functions; Quadratic Equations and Functions; Exponential Models; Absolute Value Equations and Inequalities; and Probability, Statistics and Data Analysis.

10th Grade-Mathematics II-Based on a student's prior experience and demonstrated skills, 10th Grade math will be, for most students, Geometry and/or Algebra II. Any student with the ability to demonstrate full competencies in both Geometry and Algebra II will be moved into higher levels of learning. At a minimum, students will complete Geometry in 10th grade, covering: Geometric Foundations; Logic and Reasoning; Construction; Coordinate Geometry; Triangles-Congruence and Similarity; Polygons; Quadrilaterals; Geometric Properties with Equations; Measurement and Dimension; Right Triangles and Trigonometry; Circles; Solids; Transformations, and Modeling with Geometry.

11th Grade-Mathematics III Based on a student's prior experience and demonstrated skills, 11th Grade math will be, for most students, Algebra II and/or higher levels of study. At a minimum, students will complete Algebra II in 11th grade, covering: review of Algebraic Foundations; Linear Functions; Matrices; Sequences, Series, and Logic; Polynomials and Polynomial Functions; Rational and Radical Functions; Linear Systems; Probability and Statistics; Quadratic Functions; and Exponential and Logarithmic Functions

12th Grade- Higher Level Mathematics Studies- Based on a student's prior experience and demonstrated skills, 12th grade students will be challenged to reach their highest levels of mathematics achievement. 12th grade advanced studies include: Pre-Calculus, Calculus, Advanced Statistics, Discrete Mathematics, or other courses that would serve their future studies.

3. Science (3 years with a 4th year option) Students will experience the importance of scientific studies for the development of critical thinking skills, habits of mind, and methodical analysis and diagnosis. Students will be provided with authentic learning experiences that will widen their understanding of themselves and the world around them. They will learn to value important discoveries and formulate their own goals for productive and ethical scientific practices and activities. Students will be required to take part in a global initiative that will put into practice their scientific skills and abilities.

Social Justice Science: Science is a rich field for examining social justice issues. There are many documented scientific studies that have isolated a limited sub-group of our population. For example, examining the belief systems, misinformation, and racism involved in the study of: Eugenics, Phrenology, and Genetics, will expose students to the potential use and abuse of data. Students will also examine current scientific experimentation, and consider the potential misuse of data in relationship to: cloning, stem cell research, and other recent trends. Students will be involved in determining ways for a more equitable use of science, and examining organizations and research that supports social justice practices.

9th Grade- Biology- Students will study human biology, genetics, cell structure, bio-diversity, evolution and ecology. Students will take part in regular laboratory sessions and will use the scientific method to understand concepts and present their findings. We will use the Prentice Hall Biology Textbook that provides complete, clear information and excellent illustrations and diagrams.

10th Grade- Physics-Students will take a Conceptual Physics Lab Science Course in the 10th grade program. Physics will cover the investigations of motion and sound, including: velocity, acceleration, momentum, inertia, force, vectors, energy, wave theory, electricity, magnetism and sound. The Textbook *Conceptual Physics* by Paul Hewitt provides excellent information and relates concepts to everyday experiences.

11th Grade-Chemistry-Students will take Chemistry for the completion of their three-year mandatory science program. Chemistry will include: atomic structure, periodic table, chemical bonding, balancing equations, chemical reactions, thermodynamics, and moles. Modern Chemistry from Holt Rinehart, and Winston Publishers is clearly detailed and provides excellent worksheets for practice.

12th Grade- Elective Science Program- Students have a choice for their senior year science program, including yearlong courses in: Ecology, Astronomy, Anatomy and Physiology, as well as advanced levels of Biology, Physics, and Chemistry.

4. **Social Studies-**This program of study provides an opportunity for students to examine the course of history, compare different civilizations, and understand that history is not a linear progression from primitive to advanced. Students will learn to discern and utilize information, research using both primary and secondary sources, and make connections and identify trends. Students will study the rule of law and our judicial system, and work to uphold human dignity, freedom, equal rights, as well as personal and civic responsibility. All students will be required to complete at least two years of American History and two years of integrated humanities studies. We have never identified one outstanding text for social studies; instead, we have gathered a variety of primary and secondary source materials. Gary Huggett, PVPA's Social Studies Department Head and award-winning teacher, will share with us his extensive collection of reading materials, artifacts, activities, lesson plans, rubrics and assessment tools. He will also provide training and mentoring for our new social studies teachers. Using these materials, the Principal will work with Social Studies teachers to craft curriculum maps.

"All history is the history of the struggle for production, then class struggle. Relationships can never be understood except in the light of class analysis" **Paulo Freire**

Social Justice Social Studies: Students will develop a critical understanding of the world they live in, examination of structures of power and privilege, and learn to perceive social, political, and economic contradictions. Beginning with their own experiences and insights, students will examine current societal issues, such as: hunger, homelessness, racism, prejudice, and violence, and identify how their understandings relate to other cultures, governments, and periods of time. Students will learn to read responsibly, analyze sources, and determine intention. Students will examine the full scope of power and oppression, will learn democratic principles of equality, justice, and freedom, and will be active participants in creating those opportunities in class, our school, the surrounding community, and in the world.

9th Grade American History I- Students will study the origins of the United States during the Revolutionary and Constitutional eras and will continue with the study of the development of the United States through the Civil War and into Reconstruction.

10th Grade-American History II-Students will continue their study from Reconstruction to the present day. Areas of focus will be: the Industrial Revolution, the Progressive Movement and the New Deal, World War II, the Cold War, the Civil Rights Movement, the Korean and Vietnam Wars, and current issues.

11th and 12th Grade Humanities-After completing two years of American Studies, students will select four semesters of humanities courses that integrate ELA and Social Studies Standards. The selections will vary with each semester, and may include: History and The Media, Latin American Studies, African American Studies, History of the Oppressed, The Rise and Fall of European Powers, Power and Class in the 21st Century, International Affairs, and Economics.

5. World Language (3 years with a 4th year option) - Students are required to complete three years of one world language and are encouraged to take a fourth year optional course. Students will develop reading, speaking and listening skills as well as an understanding of the culture. Students will have a choice of the following languages: Spanish, Mandarin, and American Sign Language. We will also offer a Native Spanish Speakers program for students who have fluency in speaking Spanish and would like to improve their reading and writing skills. We selected these three languages because they offer a variety of learning options and support diverse student abilities, including linguistic, tonal, and kinesthetic skills. They also represent three unique cultural experiences and will build an understanding of diversity in communication. For Spanish we will use the textbook series En Espanol by Houghton Mifflin with Fluenz recorded materials for labs; for Mandarin, Living Language Starting Out in Chinese; and Talking with your Hands, Listening with your Eyes by Gabriel Grayson for American Sign Language classes.

"Because we are "programmed to learn," we live, or experience, or we find ourselves open to experience the relationship between what we inherit and what we acquire. We become genetic-cultural beings. We are not only nature, nor are we only culture, education, and thinking".
Paulo Freire

Social Justice World Language- The 21st century provides access to a global community and creates a vital need to help students learn to build relationships and develop communication skills. There is no greater way to connect with people and have sensitivity and insight into their culture, than to speak with someone in his/her own language. Language acquisition is much more than learning words; it is building an understanding of the history, culture, customs, needs, fears, and desires of the people. PFSJCS will provide a world language program that will support students in appreciating diversity, understanding different perspectives, having first-hand experiences of other cultures, and listening and understanding the heart and intention of language.

9th Grade: World Language I- Students will select and begin the study of one language for at least a three-year period. World Language I will provide a solid foundation for continuing studies, as it familiarizes the students with both communication skills and cultural understandings. Students will learn basic ways to provide and receive information, express their feelings and emotions, and exchange thoughts and ideas. Students will begin to understand the cultural background and norms, historical, and geographical representation of the language.

10th Grade: World Language II- Students will continue their studies and gain more confidence in communication and expression. They will be able to understand patterns in communication and be able to construct sentences and have the ability to better represent their thoughts, feelings and ideas. Cultural studies continue with more in-depth examination and understanding of issues of daily life and expressions through the arts.

11th Grade: World Language III- Students develop proficiency with their chosen language and have more fluency in communication and expression. Students are given opportunities for using their skills both inside and outside of the classroom, and have more first-hand knowledge of the culture through research projects, classroom visitors, and field trips.

12th Grade: World Language IV- Students are encouraged to take a fourth year of world language study, to increase their level of fluency and establish confidence in communication and expression. Students will have more opportunities for interpersonal activities and events that will allow them to utilize their skills, and engage with the culture.

6. Electives (4 years) - Students are able to take four electives each year. They will be required to select (1) Physical Education Elective, (1) Technology Elective (1) Arts Elective and (1) Community Development Elective each year.

Physical Education Electives- all students will take part in physical activities for at least one semester each year. Students will have a variety of choices that may include: Competitive Sports, Tai Kwon Do, Tai Chi, Yoga, Funk/Hip-Hop, Mime, Fencing, Track, African Drumming/Dance, and Capoeira.

Technology Electives- All students will have at least one semester each year of technology classes, and they will be expected to be fluent in the use of technology. Students will learn word processing, PowerPoint presentations, web-design, computer graphics, flash animation, data visualization, and on-line resources.

Arts Electives- All students will have at least one semester each year of an arts class. All art classes will focus on developing skills that would be helpful in building vision, communication and leadership skills. Electives will vary by semester and will include the following selection of classes: Photography, Filmmaking, Radio Station, Television Studio, Graphic Skills, Boal- Theater of the Oppressed, Arts for Social Change, Arts as Expression, Community Murals, Sculpture with a Statement, and Speaker's Corner.

Community Development Elective-Students will have one elective each year to work on positive initiatives for the school and surrounding community. Electives will change each semester and may include: Peer Mediation, Leadership Skills, Resource Development, Neighborhood Support, Mentoring, and Creating Equality**.**

7. Internships- Prior to graduation, every student will be required to participate in at least one internship program. Internships are scheduled for junior and senior years, and may happen during the weekends, evenings, or summers. Students will select an internship aligned with their future goals. Internships must be at least 50hrs in length and will need to be approved in advance. Internship sites might be: state office, not-for profit program, law firm, television studio, social justice organization, environmental program, literacy program, or healthcare program.

8-**Social Curriculum-** PFSJCS will teach a social curriculum that outlines: rights and responsibilities, appreciation of diversity, self-awareness and self-management, interpersonal skills, decision-making, and integrity of rewards and consequences. Regular social curriculum programs and events will be scheduled throughout the year, to build community and to continue the educational process.

Students, along with teachers, will be active members in formulating, adopting, and monitoring a code of conduct for the school. The code will be reexamined and ratified every year to include new perspectives, and to affirm what is important to our school community. All students, teachers, staff, and parents will receive a copy of the current code of conduct. A teacher and student review panel will examine appropriate code of conduct infractions and make recommendations. The student in question will review recommendations and make amendments to conduct and behavior, and perform a school service project. The Dean of Students, along with parents, will review any second infraction, or major issue, adhering to clear rules and consequences, which are posted and distributed to the entire school community.

<u>Educational Planning, Assessing and Aligning</u>

Grade Level Teachers-Prior to the school year, grade level teachers will work together to examine and update curriculum maps and determine opportunities for integrative activities. During the school year,

grade level teachers will meet weekly to discuss student needs, strategize interventions, and plan cross-curriculum activities.

Departments: Prior to the end of each school year, teachers in each department will meet with the Department Head to examine student progress in relation to the school's accountability plan and departmental annual goals. (In year one the Principal will facilitate this process.) The department members will determine any necessary curriculum changes, additional teaching materials and tools, staff development needs, and department goals for the following year. Department Heads will meet individually with the Principal to review departmental needs and goals.

During the school year, members in each department will meet weekly to monitor goals, examine progress, discuss concerns, review student work and test results, and share best practices. The Department Heads will meet weekly with the Principal for supervision.

Educational Leadership Team- Department Heads will meet weekly with the Principal and Dean of Students as an Educational Leadership Team to determine school-wide educational issues, interdisciplinary strategies, review budgetary considerations, review test results, create a priority list, plan staff development activities, and set school-wide goals for the following year. During the school year, the Educational Leadership Team will meet weekly to examine progress, discuss concerns and plan strategies.

Teaching Approach and Strategies

Paulo Freire's Critical Pedagogy demands that we move from a banking concept of education, in which students are passive recipients, required to memorize and repeat, to a Constructivist approach that encourages student participation in meaningful learning experiences. PFSJCS' founders believe that education must be an active process that provides students with first-hand experiences to engage, stimulate, and inspire learning. Students who have a direct relationship to their education are able to experience personal ownership for learning, become active participants in the development, teaching and evaluation of their studies, and grow in both ethical and intellectual development.

PFSJCS is committed to the following instructional approaches:

1.**Intentional Teaching:** Education needs to be clear in its intention, purpose and meaning. Teachers, in preparing lessons, will consider: what is worthy of understanding; what will be accepted as evidence of learning; what skills will the students need to effectively achieve the desired results; and, what materials and activities will be needed to reach the desired goals. Students will be provided with a clear understanding of what is being studied: the standard and skill areas that are the focal points, the goals and objectives of the lesson, and the relevance of this study. It is important for students to ask the "essential questions" related to the learning, and identify the core ideas. It is also important to identify what will be expected as end results, what the students should know, understand, and be able to achieve with this learning experience. Finally, students will review the evidence that will be used to determine competency and success. Students will have the full scope of the study at the beginning of a unit. (Wiggins, Grant, and McTighe, 2005)

2-Active Engagement-Engagement is an essential key to learning. It is important to build on value-based, meaningful experiences that are relevant to the student. Brainstorming, dialogues, debates, projects, interviews, investigations, events, internships, visits, and travel give students an opportunity for personal input and experience. They are encouraged to question and work towards positive change. A students' view of education is directed beyond the confines of the classroom, into the community and the world. Students learn to view everyone and everything as a personal resource to their education.

Students as Teachers- Students become leaders and collaborators in education, as they are able to develop curriculum, teach to their understanding, instruct younger students, become mentors, peer mediators, and tutors. Students become producers and directors of lessons and are able to see themselves as innovators and contributors. (Werder and Otis, 2009)

Service Learning- Students become responsible members of their community as they initiate and facilitate projects that provide support for the surrounding area. Students hone their leadership skills in democratic, and productive ways that have meaning to them and the people they work with and serve. Students create tangible results from their efforts and their influence and involvement has direct impact on their learning. (Komives and Wagner, 2009) (Cipolle, 2010)

3-**Relevant Information and Activities-** Education is about making connections, finding personal meaning, and building a relationship with what is being studied. The learning process must support the student in forming a connection with the subject, which goes beyond the standards and benchmarks into the personal life, culture, community and environment. In building a relationship to learning, associations are made and new access points and bridges to understanding are available. Personal history, belief systems, emotional landscapes, and cultural norms are an integral part of the process.

Relationship to Knowledge Base- Using scaffolding techniques to activate prior knowledge provides an immediate relationship with what is being studied. These initial connections create safety, meaning, and focus for the student. They also create a level of familiarity that demystifies new studies. (Beyer, 1991)

Relationship to Self- Seeing the connection, impact and relevance of information in relation to self, family, and surrounding community, encourages a personalized experience of learning. Examining the relationship provides a vehicle for an integration of cognition and emotion, and increases meaning. One can deepen an understanding by comparing and contrasting information to what is familiar and known. The questions that need to be asked are: "What meaning does this have for me?" and "How will I personally use this information?" (Gonzalez, Moll, and Amanti, 2005)

Relationship Across Disciplines- Examining ways that information integrates across the curriculum, in both vertical and horizontal ways, grade-to-grade, and subject-to-subject helps to bridge knowledge and forms unique and meaningful associations. Through the connection of ideas and values from different grades, courses, and departments, students experience learning that breaks down conventional barriers and establishes a nexus of ideas. (McNeil, 2009)

PFSJCS will utilize a wide range of teaching strategies and tools to help support individual student success. The following three modalities share common attributes, are consistent with our pedagogical approach, and will be utilized in all classrooms. Ljuba Marsh, our educational leader, has been a trainer and graduate school instructor, helping teachers across the state to use these specific teaching techniques. She will provide in-house teacher training and supervision.

1-Multiple Learning Styles- A multiple learning style approach demonstrates that every student has inherent capabilities that can be identified and utilized to support student success. It helps teachers and students develop a more holistic approach to learning and helps students to become more reflective and self-aware of how they learn best. Teachers learn how to incorporate a full spectrum of learning styles into their curriculum and assessment systems. During orientation, all students will take part in a multiple learning style lab in order to build a conceptual understand of multiple learning styles and experience ways to support their individual needs. Teachers will complete a self-assessment of their primary learning styles, so that they can affirm what is most natural for them, and build an awareness of what they need to work on and include in the classroom to support all learners. (Campbell, L., & Campbell, B., 2000).

2-**Differentiated Instruction**-This approach increases a teacher's ability to address the individual learning needs of students by differentiating, not only through learning styles, but also by identifying an individual's readiness and interests. Through differentiated instruction teachers build a positive and cooperative relationship with students, and create a safe and supportive classroom environment. Differentiated instruction incorporates a variety of strategies and groupings to engage, challenge, and support all students in reaching high-level achievements. Teachers will emphasize both linear and lateral thinking, connective and linking factors, scaffolding and mapping techniques, and integrative programs. Students will learn to use inquiry, assessment, and reflection as regular patterns of thought. (Tomlinson 2001)

3- **Brain-based Learning**-This approach focuses on understanding how the brain functions and how memory and learning are enhanced. Brain-based strategies create safe, flexible, and cooperative educational environments that support students reaching their highest levels of achievement. Teachers and students learn to use instructional strategies that address natural memory, learner constructed meaning, mind-body connection, and non-conscious processing. This system establishes learning as the primary priority and creates understanding and structures for providing clarity and unity of purpose. (Jensen 1998)

PFSJCS will also incorporate the following tools to support classroom instruction:

1-Curriculum Maps- These are tools for organizing content, skills, assessments, and resources over the course of each semester and are helpful for cross-curricula planning. Curriculum maps can also be used in coordination with assessments to provide specific data and determine modifications of instruction.
2-Understanding By Design- This provides a framework for curriculum development though a "backward design" process that first identifies the goals and essential questions; next, determines the means of assessment; and finally, plans the appropriate activities. Teachers and students will be active partners in the design process.
3-Graphic Organizers-Teachers will use a variety of graphic organizers and thinking maps to help provide students with visual structures to convey ideas and see patterns and relationships.

Hiring Excellent Teachers
There is nothing more important to the quality of education than the hiring of excellent teachers. PFSJCS takes this task very seriously, and will use a comprehensive hiring process, developed by Ljuba Marsh and used successful at PVPA and other charter schools. The process includes: a thorough review of applications, initial screening interviews, candidate's demonstrations of teaching and classroom management skills, and a day-long visit to our school. (See attachment pages 97-99)

Teacher Training, Supervision and Evaluation- PFSJCS believes that hiring excellent teachers is only the first step in creating quality education. We have a deep commitment to our teachers to provide ongoing communication, supervision, feedback, support systems, training, and a dynamic and responsive school community. We invest the time and resources necessary to have teachers make a long-term commitment to our school, and provide the consistency and collaboration necessary for achieving excellence in education. Prior to the start of the school year, new teachers will receive two weeks of orientation and training. The Principal and Department Heads will provide support, supervision, feedback, and evaluations, as outlined in a complete document. (See attachment pages 87-90)

C. Performance Promotion and Graduation Standards

High performance work habits are important to develop for college preparation and individual student success. PFSJCS uses a standards based assessment system with clear and consistent rubrics that help provide a structure for identifying areas for improvement and working towards excellence. The repetition of specific rubrics creates a familiar pattern for increasing levels of performance.

The following are: a 9th Grade Problem Solving Rubric that addressing mathematical problems; a 9th Grade ELA Rubric for writing essays, with a lesson plan included; and a 9th Grade Biology Lab Report Rubric. All three rubrics will be used consistently during the freshman year, so that students can build the skills necessary for higher levels of learning.

9th Grade Mathematics
Problem Solving Rubric

1- **Statement of Problem**
- ☐ 10pts-Able to give a complete detailed statement of the problem to be addressed
- ☐ 8pts-Able to give a clear statement of the problem to be addressed
- ☐ 6pts-Statement demonstrates some understanding of the problem to be addressed
- ☐ 4pts- Statement is made but doesn't really identify the problem to be addressed
- ☐ 0pts-Does not include a statement of the problem to be addressed

2- **Strategies**
   - ☐ 10pts-Provides analysis of the problem and describes specific strategies to use in order to solve the problem
   - ☐ 8pts- Clearly describes strategies to use in solving the problem
   - ☐ 6pts-A correct strategy is used for part of the problem, but does not address all parts of the problem
   - ☐ 4pts-A strategy is stated but it will not address this problem
   - ☐ 0pts-There is no strategy identified

3- **Reasoning**
   - ☐ 10pts-Deductive arguments are used in making appropriate decisions
   - ☐ 8pts- Arguments have correct mathematical base
   - ☐ 6pts-Some correct reasoning is present
   - ☐ 4pts-There is some reasoning but it is not correct
   - ☐ 0pts-There is no use of reasoning

4- **Proof**
   - ☐ 10pts-Clear and appropriate evidence is used to justify and support both decisions and conclusions reached
   - ☐ 8pts- Appropriate evidence is used to justify decisions
   - ☐ 6pts-Evidence has some mathematical basis for justifying decisions
   - ☐ 4pts-Evidence is used but it does not address the problem
   - ☐ 0pts-There is no statement of evidence

5- **Communication**
   - ☐ 10pts-Precise mathematical language and symbols are used to effectively communicate ideas
   - ☐ 8pts- Correct mathematical language and symbols are used to communicate
   - ☐ 6pts-Some correct mathematical language and symbols are used to communicate
   - ☐ 4pts-Mathematatical language and symbols are used but are not correct or helpful with communication
   - ☐ 0pts-There is no attempt to use language and symbols to communicated

6- **Organization of Work**
   - ☐ 10pts-The work is highly organized, correctly sequenced, and clearly labeled
   - ☐ 8pts- The work is correctly sequenced and labeled
   - ☐ 6pts-There is some correct sequencing and labeling
   - ☐ 4pts-Sequencing and labeling are in evidence but are not correct
   - ☐ 0pts-There is no sequencing or labeling

7- **Connections**
   - ☐ 10pts-Mathematical connections are articulated and used in advancing the solution
   - ☐ 8pts- Mathematical connections are recognized and listed
   - ☐ 6pts-Some non-math connections are made and listed
   - ☐ 4pts-A item is listed but the connection is not clear
   - ☐ 0pts-There are no connections listed

8- **Reflection**
   - ☐ 10pts-Student provides detailed reflection of personal observations and thoughts at each stage in this process
   - ☐ 8pts- Student clearly reflects thought process
   - ☐ 6pts-Student provides some reflection of process
   - ☐ 4pts-Reflections are included but are vague and unclear
   - ☐ 0pts-There are no reflections listed

9- **Writing Across the Curriculum**
   - ☐ 10pts- Writing has been thoroughly checked and all spelling and grammar are correct.
   - ☐ 8pts- Writing has been checked and there are only one or two minor errors in spelling/grammar
   - ☐ 6pts- Writing may have been checked but there are still several errors in spelling/grammar

- ☐ 4pts-Writing has not been sufficiently checked and there are many errors in spelling and grammar
- ☐ 0pts-Writing does not show any evidence of checking for spelling and grammar

10- Appearance of Work

- ☐ 10pts- Work is carefully and neatly written and labeled providing visual organization and clarity
- ☐ 8pts- Work is neat, clearly written, and labeled
- ☐ 6pts- Work is somewhat neat and uses some labels
- ☐ 4pts-Work is written but is not neat or labeled
- ☐ 0pts-Work is very difficult to read

ELA-9th Grade

College and Career Readiness

Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Benchmarks

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Topic: Stereotyping People

1-Standards: Class reviews standards and benchmarks for this lesson

2- Activity: Students view twenty photographs of individuals representing different age, racial, and cultural groups. There is no additional information, only the image. Students complete a questionnaire for each photographed individual, including a determination of income level, education, and profession.

3- Small Group Discussion: Students meet in small groups to review their responses and see if there were common answers in the group. Each group reports their findings back to the class. Students receive real information on each individual and determine how accurate their group was in determining correct information.

4-Definition: Class defines the term "stereotyping"

Groups have to decide if there was any stereotyping in their responses to the images. The class charts the number of times each image was stereotyped by students.

5-Class Discussion: Class discusses results and determines essential questions to be considered, examines personal experiences in being stereotyped, and develops essential questions to be considered.

Sample Essential Questions: Why do we stereotype? How does stereotyping affect the way we view the world? What people may be stereotyped in the United States?

6-Writing Assignment: Write a 3 page expository essay on stereotyping in the United States. The instruction sheet for this assignment as well as all other reference materials are available on our class website.

7-References: Instruction Sheet for Assignment- Today's handout
Handout on Expository Writing-Distributed on the first day of this unit
Guide for Checking Spelling and Grammatical Errors-Distributed on the first day of class
Rules for Formatting Papers- Distributed on the first day of class

8-Essay Grading Rubric: You must score at least 70% in order to complete this assignment. You may revise your essay in order to improve your grade

1- **Thesis Statement**
   - ☐ 10pts- Makes a strong perceptive statement that directly addresses the topic, goes beyond a predictable choice and demonstrates an in-depth understanding
   - ☐ 8pts-The thesis statement is clear, relevant to topic, and shows some insight
   - ☐ 6pts-The thesis statement is somewhat clear and/or relevant, and is predictable or merely reflects ideas discussed in class
   - ☐ 4pts-The thesis statement is not clear and/or relevant
   - ☐ 0pts-There is no thesis statement
2- **Organization**
   - ☐ 10pts- The essay is clearly organized, with paragraphs that follow in a logical order, and make the reading easy and interesting to follow
   - ☐ 8pts-The essay is organized, with paragraphs that follow in a reasonably logical order, and reading is fairly easy
   - ☐ 6pts-The essay is somewhat organized, but paragraphs do not completely follow a logical order, which makes some of the reading difficult
   - ☐ 4pts-The essay is not well organized, has a very limited sense of order, and is difficult to read
   - ☐ 0pts-There is no sense of order and reading is very difficult
3- **Paragraphs**
   - ☐ 10pts- Each paragraph has a well-written and appropriate topic sentence and concluding sentence.
   - ☐ 8pts-Each paragraph has an appropriate topic sentence and concluding sentence.
   - ☐ 6pts-Most paragraphs have a topic sentence and concluding sentence
   - ☐ 4pts-Several paragraphs do not have a topic sentence or concluding sentence
   - ☐ 0pts-Most paragraphs do not have a topic sentence or concluding sentence
4- **Transitions**
   - ☐ 10pts-Uses thoughtful and varied transitions to link paragraphs, and creates a smooth progression of ideas
   - ☐ 8pts- Uses variety in transitions and links paragraphs into a progression of ideas
   - ☐ 6pts-Uses transitions to link paragraphs
   - ☐ 4pts-Does not consistently use transitions to link paragraphs
   - ☐ 0pts-Does not use transitions to link paragraphs
5- **Supportive Information**
   - ☐ 10pts- Uses important and relevant information and has at least three major ideas in support of thesis
   - ☐ 8pts- Contains at least three clear ideas in support of thesis
   - ☐ 6pts-Contains some ideas but not all are clearly related to the thesis
   - ☐ 4pts-Contains limited ideas that do not readily relate to the thesis
   - ☐ 0pts-Does not provide supportive information
6- **Conclusion**
   - ☐ 10pts-Has a strong conclusion that clearly supports the writer's position and smoothly restates the thesis
   - ☐ 8pts- Has a clearly recognizable conclusion that restates the thesis
   - ☐ 6pts-There is a conclusion and reference to the thesis statement but it is not clearly written
   - ☐ 4pts-The conclusion is not clear and there is no reference to the thesis statement
   - ☐ 0pts-Does not provide a conclusion
7- **Quotations**
   - ☐ 10pts-Uses at least three quotations to support the thesis and clearly explains their significance.
   - ☐ 8pts- Uses three quotations and explains why they were included
   - ☐ 6pts- Uses fewer than three quotations and has some reference as to why they were included
   - ☐ 4pts-Uses a quotation but does not explain why it was included

- ☐ 0pts-Does not use quotations

8- Spelling

- ☐ 10pts-All spelling is checked and correct
- ☐ 8pts- There are one or two spelling errors but most spelling is checked and correct
- ☐ 6pts-There are more than two spelling errors that were not checked and corrected
- ☐ 4pts-There are many spelling errors and limited effort in checking and correcting spelling
- ☐ 0pts-There is no demonstrated effort in checking and correcting spelling

9- Grammar

- ☐ 10pts- Proofreading is clearly present and there are no obvious grammatical errors
- ☐ 8pts- Proofreading is present and there are only one or two minor grammatical errors
- ☐ 6pts- Proofreading is somewhat limited and there are several grammatical errors
- ☐ 4pts-Proofreading is very limited and there are many grammatical errors
- ☐ 0pts-Does not show evidence of proofreading

10- Formatting

- ☐ 10pts- Clearly and cleanly follows all formatting guidelines
- ☐ 8pts- Most formatting guidelines are followed
- ☐ 6pts-Some formatting guideline are followed
- ☐ 4pts-Few formatting guidelines are followed
- ☐ 0pts-Does not demonstrate use of formatting guidelines

9th Grade Biology Lab Report Rubric- grading guideline for lab reports

1- Introduction-Purpose of Study

- ☐ 10pts- Provides detailed information as to the purpose of this lab and provides several reasons why the lab findings may be of interest to the general population and to our class
- ☐ 8pts-Clearly states the purpose of this lab and gives reason why the lab findings may be of interest to the general population and to our class
- ☐ 6pts-Provides some understanding for the purpose of this lab and why this may be of interest
- ☐ 4pts-Gives brief statement of purpose of lab
- ☐ 0pts-Does not state the purpose of the lab

2- Question(s) To Be Answered

- ☐ 10pts- Provides an in-depth understanding of the question(s) to be answered by this lab
- ☐ 8pts- Clearly and accurately states the question(s) to be answered by this lab
- ☐ 6pts- States part of the question(s) to be answered
- ☐ 4pts-States inaccurate question(s) to be answered
- ☐ 0pts-Does not state question(s) to be answered

3- Hypotheses

- ☐ 10pts- A comprehensive set of testable hypotheses is stated
- ☐ 8pts- At least two relevant hypotheses are stated
- ☐ 6pts- A single relevant hypothesis is stated
- ☐ 4pts-A hypothesis is stated but it is not relevant
- ☐ 0pts-Does not state hypothesis

4- Materials

- ☐ 10pts- Clearly and accurately lists and describes all materials and set up for this lab
- ☐ 8pts- Accurately lists all materials and set up for this lab
- ☐ 6pts- Lists several of the materials and set up for this lab but the list is not complete
- ☐ 4pts-Lists some materials and set up for this lab but the information is limited and not accurate
- ☐ 0pts-Does not list materials and set up for this lab

5- Procedures

- ☐ 10pts- Clearly and accurately lists in order and describes in-depth the procedures used for this lab
- ☐ 8pts- Accurately lists in order all procedures for this lab
- ☐ 6pts- Lists the procedures for this lab, but not in correct order and/or list is not complete

- ☐ 4pts-Makes a beginning attempt to list procedures
- ☐ 0pts-Does not list procedures

6- Data Collection

- ☐ 10pts- Data is relevant, accurate, and comprehensive, going beyond lab requirements
- ☐ 8pts- Data is accurate and completes all lab requirements
- ☐ 6pts- Data is listed but does not meet all lab requirements
- ☐ 4pts-Lists some data
- ☐ 0pts-Does not list data

7- Data Analysis

- ☐ 10pts- Clearly and accurately describes the relationship between variables, logically identifies trends/patterns, and tables/graphs are detailed and specifically labeled
- ☐ 8pts- Clearly describes relationship between variables, identifies trends/patterns and tables/graphs are accurately labeled
- ☐ 6pts- Mentions relationship between variables, trends/patterns, and includes tables/graphs but information is not complete
- ☐ 4pts-Provides some information on data analysis
- ☐ 0pts-Does not provide information on data analysis

8- Conclusion

- ☐ 10pts- The conclusion clearly and explicitly indicates if the findings supported the hypotheses, the possible sources of error, and what specifically was learned from this lab
- ☐ 8pts- The conclusion accurately states if findings supported the hypothesis, and what was learned from this lab
- ☐ 6pts- The conclusion states what was learned from this lab
- ☐ 4pts- Makes some reference as to what was learned from this lab, but the information is not conclusive and/or accurate
- ☐ 0pts-Does not provide a conclusion

9- Writing Across the Curriculum

- ☐ 10pts- Writing has been thoroughly checked and all spelling and grammar are correct.
- ☐ 8pts- Writing has been checked and there are only one or two minor errors in spelling/grammar
- ☐ 6pts- Writing may have been checked, but there are still several errors in spelling/grammar
- ☐ 4pts-Writing has not been sufficiently checked and there are many errors in spelling and grammar
- ☐ 0pts-Writing does not show any evidence of checking for spelling and grammar

10- Appearance of Work

- ☐ 10pts- Lab report is carefully and neatly written, with headings, subheadings, labels, and notations providing visual organization and clarity
- ☐ 8pts- Lab report is neat and clearly written with headings, subheadings and labels providing visual organization
- ☐ 6pts- Lab report is neat and uses some headings, subheadings, and labels
- ☐ 4pts-Lab report is written but is not neat or visually organized
- ☐ 0pts-Lab report does not have enough written material to be accepted

PFSJCS Promotion Policy

Proficiency: In order for students to be successful in a four-year college, they need a high level of skill development and competency. Students will need to demonstrate proficiency, at a minimum of 70% in all defined standards, in order to receive credit for a course of study. Promotion to the next level in any subject is predicated on successful grade level course completion. Although 70% is the minimum, all students will be encouraged to strive for higher levels of accomplishment.

Promotion: In order to be promoted to the next grade, students must complete all academic grade-level requirements. Students will have the full year including: school support, afterschool, evening, weekend, and summer programs to work towards completion in all their core curriculum subjects. Students may receive academic support during the school day, small group instruction in afterschool programs, one-to-

one tutoring in evening and weekend sessions, and remedial and skill building programs during the summer sessions.

Students, who have not completed all academic course requirements for promotion to the next grade, will be placed in classes according to demonstrated skills. Example: John is still working on completing his 9th grade ELA work and has not been promoted to the 10th grade. He has demonstrated proficiency in 9th grade Algebra and Biology and will be placed in 10th grade Geometry and Physics courses. Once he has completed all his ELA work he will be officially promoted to the 10th Grade.

Advancement: PFSJCS is interested in challenging all students to their highest level of achievement; therefore, any student who demonstrates proficiency in all defined standards of a specific course may advance to the next grade level. Our initial assessment will allow us to identify students ready for higher levels of achievement. Example: 9th grade students who enter with Algebra I skills will be placed in 10th Grade Geometry.

Graduation Requirements:

Students receiving a diploma from PFSJCS will be fully prepared to enroll in college, and will have successfully completed the following courses at a minimum grade of 70%.

ELA-4 year requirement (2) years of language arts courses: 9th grade ELA and 10th grade ELA- focusing on reading comprehension and writing proficiency, (4) semesters of language arts humanities: focusing on theme driven courses, many with social justice subject matter. In addition, (1) semester of public speaking is required.

At graduation, students will have mastered the following ELA skills: critical and analytical skills in their exposure to a wide range of multicultural literature and expository writing; competency and fluidity in communicating to a variety of audiences through mastery of an array of writing genres; confidence, clarity and communication in public speaking; expertise in accessing resources, capability of deconstructing information, and self-assurance and precision in presenting views; personal voice and style in communication of ideals and values.

Mathematics- 4-year requirement (3) years of required courses, with a minimum completion of Algebra I, Geometry, and Algebra II (Students will be working at their highest level of competency and may exceed baseline courses) (1) year requirement of math electives ranging from Business Math to AP Calculus, based on pre-requisite ability and interest.

At graduation, students will have mastery of: competency in understanding and communicating mathematical concepts; fluency in procedural knowledge; critical problem-solving skills to recognize patterns and present proofs; flexible thinking in both linear and lateral understanding; recognition of the value of math as a tool for communication and validation; capable of utilizing math as an instrument of empowerment.

Science- 3 year requirement with a 4th year option (1) year of Biology (1) year of Physics (1) year of Chemistry Students will be encouraged to take an elective lab science program, based on pre-requisite ability and interest.

At graduation, students will have mastery of: competency in critical thinking skills and habits of mind; refined observation skills; ability to formulate, test, and defend an hypothesis; capability of analyzing complex data and drawing relevant conclusions; skill in clear communication of deductions; creative thinking that brings in new ideas and elements; identification and utilization of objective and subjective reasoning; capacity to deconstruct scientific evidence; capable of recognizing and utilizing science as a instrument for creating an ethical and just world.

Social Studies-3 year requirement with a 4th year option, including: 2 years of American Studies, 2 semesters of integrated ELA/social studies based humanities electives.

World Language- 3-year requirement of one world language (Spanish, Mandarin, ASL) with a 4th year option

Electives- at least 8 semesters of elective programs including: physical education (at least one each year) arts education, technology (at least two semesters), and social responsibility.

Internship- 1-year requirement of at least 50 hours

At graduation, students will have mastery of: career-related skills and abilities; relevant hands-on work experience; experience and understanding of a professional work environment; development of networking skills; and increase in self-confidence, organization and motivation skills.

D**. Assessment Systems**

Research has shown that assessment systems are crucial factors in helping students reach their highest levels of achievement, in determining the effectiveness of curriculum components, and in providing accountability for teaching, educational leadership, and school-wide practices and standards. (Stiggins, R. J. 1998) (Diez, Mary E. 1997) Having regular accurate assessments will help students who need more support, as well as, students who need more advanced learning. The Principal will be responsible for the oversight of all assessment systems, will assure targeted professional development for teachers, oversee lesson planning, provide ongoing classroom observations and feedback, regularly examine student work, review assessment data, and formulate and monitor action plans to meet and exceed our accountability plan goals and objectives. The Executive Director will review assessment data and at least twice a year will provide written updates and planning to the Board of Trustees. The Board of Trustees will monitor how the school is meeting the goals of our accountability plan, and will use this information in their assessment of school leadership.

1-**Initial Assessments-** starting with a 9th grade program necessitates that every second counts in building skills and preparing our students for college. In order to establish a baseline for identifying individual student needs, our assessments, whenever possible, will begin immediately after a student is admitted into our school. Prior to our summer academy, all students will complete initial assessments on ELA reading comprehension and writing skills (see Special Student Population for additional assessments for ELL and special needs students), mathematics proficiency, organizational skills, and develop a list of personal strengths and areas of need. Every student will have a success plan to set individualized goals, identify necessary support systems, and work towards the highest level of proficiency. Prior to completion, students and parents will receive a draft of the Initial Student Success Plan to review and comment on. Teachers, counselors, and advisors will review the plans prior to the start of school.

2-**Charting Regular Progress**- We will utilize assessment systems, such as: Group Reading Assessment and Diagnostic Evaluation (GRADE) and Group Math Assessment and Diagnostic Evaluation (GMADE) pre- and post testing tools in the fall and spring of each year show progress over time. Students, parents, counselors, advisors, teachers, department heads, and administration will review testing results. Department heads and administration will review trends and adjust curriculum and instruction to address needs.

3- Formative Assessments- One of the most important assessment tools are formative assessments implemented in class, so that the student and teacher can both get specific and immediate feedback and make appropriate adjustments. Formative assessments will be a regular part of instruction, will emphasize thinking processes, and be in alignment with the standards and benchmarks being mastered. Research has shown that formative assessments have great impact on improvement in student learning and motivation. (CCSRI 2006). During summer orientation, teachers will receive training in formative assessments tools, will receive feedback through regular classroom observations from the Principal, and have opportunities to share best practices in weekly grade and department meetings.

4-Standards Based Assessments - PFSJCS will use a standards based assessment system that requires students to have all their work for a course at a minimum of 70%. If a test, paper, report or project does not meet the minimal standard, students are given feedback, time, support, and materials to help them reach the desired goal. Students can work to higher levels of achievement in any subject by improving their initial grades. This standards based system assures that students have a solid foundation in any subject before moving to the next level of study. It also allows students who take longer to complete work the ability to work at their own pace, and allows students to practice quality work. (Marzano, R., Pickering, D., & Pollock, J. 2001) Students who are not able to meet the 70% requirement will be given extended day/year programs to support their efforts.

5-Social Curriculum Standards will also be part of student expectations, with clear measurable goals relating to the school code of conduct and our bullying prevention program. Students, who do not meet the required behavior goals, will receive feedback, support, and targeted work toward improving their

social skills. The support may include: discussion, redirection, self-assessment, after-school completion programs, mediation, counseling, restorative programs, and/or parent meeting.

6-Writing Portfolio- Students will keep a writing portfolio, storing written work across the curriculum for each semester. The examples of work will include the outline, initial draft, succeeding drafts, and the final work. Students will be able to view their efforts and plot their progress. Seniors will share their portfolios with parents, community members, and incoming students.

7-MCAS Test Data-All teachers will make sure they are covering Massachusetts Framework materials and are preparing students to take the MCAS test. Teachers will be responsible for providing practice sessions and test-taking strategies. Students and parents will receive results. Teachers, department heads, and administration will review test scores to identify any gaps. Annual plans will be implemented and supervised by department heads and administration. Visible charts will be kept on display to view progress.

8-SAT Data-PFSJCS will train teachers in SAT preparation, through a program such as Summit Educational Group, which provides both training and materials for schools. Having our own teachers able to do the SAT prep during summer and evening sessions, will allow all our students to participate with teachers who can target the training to meet individual student needs. Practice test scores will be shared with students, parents, classroom teachers, department heads, and administration.

E. School Characteristics

Core Values

Commitment to Excellence: PFSJCS is committed to high academic and social expectations for all of our students and we are willing to do whatever it takes to challenge, motivate, and support each student in attaining his/her highest levels of achievement. We challenge students to be engaged, persistent, thoughtful, and successful at setting and reaching personal goals.

Students will be focused on college preparation from the first orientation meeting until they attend the college of their choice. PFSJCS graduates will have excellent academic, community, and leadership skills. PFSJCS will provide preparation for PSAT and SAT testing, visits to college fairs and campuses, help navigating the college application process, identifying and applying for scholarships, and pre-college readiness programs. As added insurance for our graduates to successfully transition to a college environment, PFSJCS college counselors will provide support to our students during their freshman year of college.

Our community will regularly acknowledge and celebrate achievement by visibly charting school progress and accomplishments in our classrooms, halls, school website, newsletters, local press, radio, television stations, and video/film. Students, through their academic and elective courses, will become proficient at public speaking, reporting, photography, graphic design and video and film production. PFSJCS will hold regularly scheduled acknowledgement events, including: Student Leaders of the Month Luncheon, High Honors and Honors award ceremonies, and a public forum for student presentation of academic, leadership, and social justice successes.

Additionally, students in 10^{th} through 12^{th} grades demonstrating appropriate skills will be able to take honors, AP, and dual-enrollment courses. Finally, PFSJCS juniors and seniors who have demonstrated excellence may serve (along with students from Amherst, Hampshire and other area colleges) as mentors and tutors for students who need additional support.

Community Development: PFSJCPS will be a true participatory community, where each member is valued as an individual, and supported in reaching his/her highest levels of achievement. Students, parents, teachers, administrators and board members will share in the process of actively constructing the school as a high performance learning community and a vehicle for positive social change. This means that the school will change over time to reflect its population of staff and families while retaining its underlying values.

The process of building this culture will begin long before the first day of school. Our hiring practice will ensure that all staff shares the values of the school. Additionally, all teachers new to the school will be trained in the educational and disciplinary approaches. Newly hired teachers will have a two-week orientation program and new students will attend a ten-day summer academy, part of which

will be devoted to modeling participatory democracy and understanding our social values. The school culture will also be explained and modeled to students and parents during orientation meetings in the late spring and prior to the summer academy.

Participation: The school will function largely as a safe, supportive, and participatory democracy. The board of trustees will include representatives from student, staff/ teachers, and parent constituent groups, all of whom will be full voting members if they are at least 18 years of age. Representatives from these constituent groups will also be encouraged to take part in the hiring, assessment, and strategic planning committees.

The week preceding a Board of Trustees meeting each month, the Executive Director will hold an open meeting to discuss the Board notes from the previous meeting and review the upcoming agenda.

Communication: Regular communication with parents/ guardians will be integral to students' success. Advisors will be in regular (at least monthly) contact with adults at home, and parents/guardians will be expected to meet with teachers and advisors at the school at least twice a year.

Students will be expected to keep up with their academic studies, as well as uphold our Code of Conduct. Parents will be immediately notified of any academic or behavioral concerns, and, more often, teachers will notify parents of academic successes and demonstrations of positive leadership skills.

Parent/guardian satisfaction will be gauged by multi-lingual surveys and the results of these surveys will be made available in several languages on the school website.

Weekly evening adult literacy classes and monthly community and social justice events will provide ways to support a positive community sense.

Empowerment: One important method of instilling the values of the school will be through empowerment circles, which are facilitated meetings in which participants share experiences, process problems, and plan for the future. These empowerment circles will be a regular feature of orientations, classes, advisories, faculty meetings, student and parent congress meetings, and school community meetings. Empowerment circles will help develop leadership capacity, contribute to planning social activism, and empower students to be actors in their own lives, communities and world. Restorative justice circles (International Institute for Restorative Practices, 2009) will also be used as an integral part of the discipline process for serious offences, and restorative practices will determine responses to minor infractions.

Structure for Success

The regular school year will be comprised of 180 days. Monday through Thursday, students will attend school from 8:30 to 4:00. On Friday students will attend school from 8:30 to 3, except for once a month when they will attend school from 8:30 to 1 to allow extended time for teacher planning and professional development. Academic classes, and academic support (SPED) studies occur between 8:30 and 2:30. Elective blocks are scheduled from 2:30 to 4:00 Monday through Thursday. Each elective class meets twice a week for 90-minute sessions. Part-time adjunct teachers will teach elective classes. On Fridays, instead of electives, students will participate in advisory meetings and or student government (all-school meetings). Regular classroom teachers will report to school at 7:30 and stay until 3:00. Many students will stay after 4:00 on Mondays through Thursdays for one-on-one tutoring programs, followed by a light dinner program (which parents are invited to). All entering students will be required to attend a 10-day summer academy for academic enrichment and orientation to school culture. Students who do not meet academic standards during the school year will be required to attend a 10-20 day summer academy for skill building. Other students may choose to attend summer academy for enrichment. The school year for teachers will start 5 days before that of the students and end 5 days after that of the students in order to facilitate planning, development, and documentation of curriculum and best practices. There will be a focus on teacher development via professional development opportunities and regular and targeted observations and feedback. The administration will support and encourage a culture of growth for teachers and an environment of openness to observing each other and discussing best practices, teaching concerns and student work.

Typical Student Day for a Ninth Grader:

School starts at 8:30AM and ends at 4PM, except Friday when dismissal is at 3PM. Main classes and skill support end at 2:30PM, and from 2:30PM to 4PM there are electives. A typical 9th grade student would take: ELA I, Mathematics I, American History I, Biology, and a World Language in (3) 45-minute blocks and (1) 90 minute block each week. The whole school experiences lunch together at approximately noon. During electives a student might choose "African Drumming and Dance" and "Radio Station" or two other exciting choices that build student skills, awareness and support the mission and vision of the school. Also, most 9th grade students will have a teacher-supported study during the regular day. School officially dismisses at 4PM, but many students will stay on for one-on-one and small group academic tutoring. They might also stay past 5PM for more skills support (when a light dinner will be served to them and parents who have chosen to attend Adult Education classes, or who are meeting on school governance committees in the early evening). During the evening and on weekends students will often work on a community initiative. An example might be a community garden that will be used to supplement food at the school and donate food to the neighborhood.

Typical Teacher Experience:

There is a two weeklong orientation for new teachers in August, which includes community building, information, workshop programs, and readiness activities. Just before school starts, they meet their mentor, a highly experienced teacher. There is a scheduled weekly mentor meeting time. They also meet with a new teacher support group one morning each week and discuss their successes and areas of need.

Prior to working with students, adjunct teachers and tutors will be required to attend an orientation program that prepares them for the values, teaching methods and disciplinary practices of our school.

Every morning, from 7:30AM to 8:20AM, before school starts, there are staff meetings and preparation time. Monday's meeting is with grade-level teachers, when they plan cross-discipline, theme driven, and integrated units. Tuesday is a department meeting. Wednesday is an all school meeting with announcements and opportunities to bring up important topics including listing students needing additional support. Thursday is student support day. Teachers come prepared to discuss specific students who are having difficulty and work together to brainstorm ways to support those students. Friday is new staff and teacher support groups.

Once a month, there is a half-day for professional development. There are a variety of activities including: workshop programs, reading and discussion groups, team building exercises, best practice sharing, examination of student work, and all-school activity planning.

Academic teachers are scheduled for four academic classes and one period of supported study Monday through Thursday. On Friday, there is one period set for advisory and all teachers meet weekly with their advisory groups (10-15 students). All academic teachers have one full planning period each day. The Department head and/or Principal are in classrooms almost every day, do observations at least twice a month, and more often for first year teachers.

The classes are small, approximately 18 students to a class, and there is a clear code of conduct that everyone has agreed to and is expected to fully support.

F. Special Student Populations and Student Services

An integral part of the philosophy of Paulo Freire and PFSJCS is to honor the gifts of all members of the community. Consequently, the general education classroom will be designed to welcome and support all learners. Whenever possible, every student will be placed in the general education setting 100% of the time. When necessary, additional supports will be provided in the general education classroom and, when indicated or required, in a separate setting. These supports will include, but not be limited to aides specializing in language acquisition/development or special education.

English Language Learners

All limited English proficient (LEP) students will participate in the same general education curriculum as other students at PFSJCS. The curriculum will be based upon Massachusetts Curriculum Frameworks and accompanying standards. All students will be required to demonstrate mastery of the standards. However, due to their limited English proficiency, LEP students will be provided with additional supports as described below. In doing this the PFSJCS will refer to 603CMR14.00 and applicable DESE memoranda in meeting the educational needs of English Language Learners.

Identification of LEP students:

At enrollment, students and their parents will be asked to complete a home language survey. This will be reviewed by the English Language Learner (ELL) Coordinator (an individual who must hold English as a Second Language certification) to determine if the student is a possible LEP student.

Based on the home language survey and using the LAS-O, and LAS R and W, and the MELA-O, PFSJCS will assess any suspected Limited English Proficient (LEP) student in reading, writing, speaking and listening. Using the results of these assessments, the ELL Coordinator will determine whether or not a student is an LEP student.

Students who are found to be LEP students will be identified in the Student Information Management System and reported to the DESE. Those who are found to be LEP will be evaluated at specified intervals as required by the DESE using the MEPA-R and W and the MELA-O. The determination as to whether or not a student will be determined to be a formerly limited English proficient (FLEP) will include the results of these evaluations and performance in regular classes.

Assessing LEP students:

Qualified MELA-O assessors on an annual basis will assess all LEP students. In addition, LEP students will be expected to participate in MCAS testing (see below) as well as the annual MEPA. PFSJCS will use the Language Assessment Scales, Oral, Reading and Writing (LAS-O, LAS-R and W), as a way of generating more immediate data on a student's English abilities as a speaker, listener, reader and writer.

Ongoing annual assessment will additionally be done by the ESL teacher comparing student performance to the English Language Proficiency Benchmarks and Outcomes (ELPBO). These standards provide a measure of what needs to be accomplished according to whether a student is beginning to early intermediate, early intermediate to intermediate, and intermediate to transitioning. The standards are linked to English Language Arts Curriculum Frameworks and skills needed in each of the academic content areas. Like all students at PFSJCS, LEP students will receive the same kind of standards based reports as other students. This will be achieved by linking class standards to ELPBO so that progress in learning English is assessed simultaneously with progress in academic content areas.

Waiver policy:

Upon identification of an LEP student, the PFSJCS will mail a notification to the parents in their native language. The school has developed a basic format for notifying parents and informing them of the required elements. School staff fluent in the native language or contracted translators will translate the actual notice into the parents' native language when the parents are not fluent in English. The notice will state: The reasons for identification of the student as LEP, the student's level of English proficiency, the program placement and method of instruction, and the parents' right to apply for a waiver or decline enrollment in an ELL program.

The school will consider a waiver based on parent request, providing the parent annually visits the school and provides written informed consent. Parents will be informed of their right to apply for a waiver and program descriptions in their native language.

Students whose parents have declined entry into the ESL program will be continuously monitored with respect to the standards based curriculum. PFSJCS will provide these students with modified materials and classroom assistance including summer programming and after school help. Should a student fail to meet expected standards, PFSJCS will take whatever action it deems necessary to seek the student's inclusion in a more comprehensive ELD program.

Parent Involvement:

Report cards and progress reports of LEP students will be sent to parents in the same manner and with the same frequency as for students in the general education program. The report cards will be translated to the maximum extent possible. Because PFSJCS will use standards based assessment, all students will receive reports in the same format.

Parents will be partners in their child's educational program. This will start with the Individual Success Plan developed in the primary language of the home. Because the parents of LEP students are often limited English proficient themselves, PFSJCS will seek to provide parents with opportunities to learn English themselves, and community events, such as dinners, will serve to welcome parents in to the school in a non-threatening way. Likewise, PFSJCS will work to develop a culture that focuses on the success of students so that both parents and staff can celebrate the progress of individual students rather than focus on the failure. This is an important aspect of the school culture, that it be welcoming and non-threatening to both students and parents. Students who enjoy school, and parents who see their child looking forward to the school day, are much more likely to experience progress and success.

MCAS participation:

In accordance with Federal Guidelines the Paulo Freire Social Justice Charter School will allow LEP students the option in their first year of enrollment in U.S. public schools to take the MCAS English Language Arts test. All LEP students will participate in the MCAS mathematics and science and technology/engineering tests. The school will permit the use of bilingual dictionaries and electronic translators that provide word-to-word translations (but not definitions) for any student currently or formerly an LEP student when taking the MCAS tests or other Paulo Freire Social Justice Charter School tests.

ELL program description:

Services to ELL students during the school day will consist of direct ESL instruction and Sheltered English Immersion (SEI) based on a review of the student's MEPA results, LAS-O, LAS R and W, and other data by a school-based team consisting of at least a regular educator, an ESL teacher and a school administrator, all familiar with the student's English proficiency in a classroom setting. In determining the level of Limited English Proficiency (LEP) status, the school-based team will determine and consider English language proficiency in *four* areas: speaking, listening, reading and writing in both social and academic settings using criteria set by the school's ESL staff in consultation with administration and using guidance provided by the DESE (refer to Massachusetts Department of Elementary and Secondary Education Guidance on Using MEPA Results to Plan Instructional Programming for LEP Students--September 2009).

Program based on level of English proficiency:

Students classified as Beginning and Beginning Intermediate will receive English language development instruction for a substantial portion of their day. This instruction will be for 2.5 hours/day to a full day of direct ESL instruction delivered by a licensed ESL teacher. Content instruction outside of the ESL instruction will be delivered by a teacher qualified to teach Limited English Proficient (LEP) students by virtue of training in the four categories of SEI and licensed in the appropriate content area. The four categories are:

Category 1: Second Language Learning and Teaching. Category 2: Sheltering Content Instruction. Category 3: Assessment of Speaking and Listening. Category 4: Teaching Reading and Writing to Limited English Proficient Students. All content standards will be linked to English Language Proficiency Benchmarks and Outcomes so that there is a measure for determining a student's progress in learning English as well as mastering subject matter content.

Subjects such as physical education, art, music will be the same as for other students at that grade level.

Students classified as Beginning Intermediate and Intermediate will receive 1 to 2 hours of direct ESL instruction per day delivered by a licensed ESL teacher. In addition, the students will receive ELA or reading instruction 1 to 2 hours per day by a teacher qualified to teach LEP students and licensed in

ELA or reading. Content instruction outside of the ESL instruction and ELA/reading instruction will be delivered by a teacher qualified in the appropriate content area and who has received training in the four categories of SEI. All content standards will be linked to English Language Proficiency Benchmarks and Outcomes so that there is a measure for determining a student's progress in learning English as well as mastering subject matter content.

Subjects such as physical education, art, and music will be the same as for other students at that grade level.

Students classified as Intermediate and Transitioning (not yet reclassified as "Formerly Limited English Proficient"-FLEP) will receive English as a Second Language (ESL) instruction for a minimum of 2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher. Content instruction will be delivered by a teacher qualified in the appropriate content area and who has received training in the four categories of SEI. All content standards will be linked to English Language Proficiency Benchmarks and Outcomes so that there is a measure for determining a student's progress in learning English as well as mastering subject matter content.

Subjects such as physical education, art, and music will be the same as for other students at that grade level.

Students classified as Formerly Limited English Proficient (FLEP): Students are not designated as FLEP until such time that he or she is determined to be English proficient and can participate meaningfully in all aspects of PFSJCS general education program without the use of adapted or simplified English materials. In accordance with 603 CMR 14.02, the decision to make this determination will be made by the ESL teacher, a classroom teacher who has the student, and a school administrator. This team will consider MEPA results, teacher comments and observations, and standards based assessment in the classroom. PFSJCS through the aforementioned team will continue to monitor exited students for two years and provide language support as needed to ensure the student's continued progress through the standards based curriculum. This monitoring will consist of class teachers' assessment of progress in meeting course standards at a 70% level or better.

Content: Each academic course at the school will be based on the standards in the Massachusetts Curriculum Frameworks. All students, including ELL students will be expected to meet these standards in order to receive credit. There will be no difference in the materials, facilities, or services available to ELL students and their peers. The English Language Development program will use the standards, benchmarks, and outcomes of the English Language Proficiency Benchmarks and Outcomes (which are linked to ELA standards and applicable to course content standards) as a means gauging progress in the acquisition of English language skills.

Like all other students ELL students will have an individual success plan. They will be expected to show a 70% level of accomplishment in meeting the standards in order to receive credit. No student will "fail" a course. Instead, each student will have the opportunity to redo work, receive appropriate accommodations, and participate in tutorials with teachers and tutors.

Supplementary support: Language is the basis for how individuals connect socially, and school is, at a foundational level, a social experience. Students who are LEP may experience difficulty connecting with others who do not share their language and cultural background. PFSJCS will employ two approaches intended to bridge this potential social gap. The first is mandatory participation in a summer session for those students who are having difficulty meeting the standards because of their LEP status. The intent is to address the issue of regression that occurs over the summer period, but it is also an opportunity to continue and build upon the social engagement that occurs throughout the school year. The second is to provide afterschool tutoring to students by college students from the many local colleges in this region. As PFSJCS acquires upper classmen, successful older students will be paid to tutor and mentor younger, newer students. This will serve as an incentive for all students to do well, and it will provide these students with the opportunity to work for pay that can go towards their college education. While the pay will be minimal, the symbolism will be powerful message that with success in school comes increasing rewards.

In accordance with 603 CMR 26.07(8) and 26.06(2) PFSJCS will provide access to counseling through the use of bilingual staff or by means of translators. Access to extra- curricular activities will be open to

all students by virtue of the extended day and an expectation that all students will participate with their peers.

Staffing for services to LEP students and provision of ELD program:

Staffing levels by year for ESL:

The first year we will start with 145 students at grade 9. The second, third, and fourth year will add an additional 110 students per year. Assuming attrition, the ideal will be to have 115 students per grade level from grades 9 to 12 by the end of the first 4-year period, or approximately 460 students total. The 5th year will be a consolidation year in which enrollment is stabilized at 500.

This staffing pattern for ESL is based upon the assumption that up to 20% of students could be identified as LEP (the DESE statistics for Holyoke, the most likely source of students, indicate that 23% of the student body is LEP). The majority of those students will most likely be at levels Beginning Intermediate through Transitioning.

In the first year: We would employ 1.0 full time equivalent ESL teacher. The emphasis in the first year will be on establishing a supportive ESL program in which there is both separate ESL instruction and content instruction using SEI. Ideally, making use of DESE training opportunities, we would want our ESL teacher to become an SEI trainer so as to develop our in-house capacity to continuously train content teachers in SEI methods and approaches. In addition we estimate we would employ translators in the ESL and SEI classes for up to 30 hours a week in targeted languages.

In the second through fifth year: We will look at our enrollment patterns to determine further ESL and translator staffing. A rough estimation would be a 1.0 full time equivalent ESL teacher for every 20 to 25 LEP students. Likewise, a rough estimation would be 20 to 30 hours of translation services per every 20 to 25 students. In the event that there are significant numbers of Beginning and Beginning Intermediate ESL learners we would adjust our estimates upwards to account for the increased amount of time needed for direct ESL instruction. Because English is best learned when there is frequent opportunity to use it interactively, we would use community volunteers whenever possible to supplement formal instruction by providing individual tutoring and practice in English.

Evaluation of Program and Professional Development:

PFSJCS will evaluate the following elements of the ELL program annually:

- Initial identification, including use of the home language survey and the LAS-O, LAS R and W
- The development of a plan for LEP students
- The notification of the parents
- The ESL instruction
- The presence of SEI in the general academic program
- The annual, required testing by the DOE using MEPA-R and W and the MELA-and reporting of LEP students on the SIMS

Because PFSJCS will be a standards based school, evaluation of the ELD program will be based on student performance on each of the Massachusetts Curriculum academic standards and ELPBO. When students experience difficulty with a particular standard or set of standards, PFSJCS will work with staff to develop trainings around methods and materials for addressing weaknesses in student performance. This will be part of the expected staff culture, not only to be critical of issues, but also to participate positively in resolving them.

Proposed Special Education Policies and Procedures for Paulo Freire Social Justice Charter School

The Paulo Freire Social Justice Charter School recognizes its responsibility as a Local Education Agency (LEA) to provide a free and appropriate public education (FAPE) in the Least Restrictive Environment (LRE) such that a student can make effective progress academically, socially and emotionally. This responsibility includes providing and implementing an Individual Education Plan (IEP) to students with qualifying disabilities. Upon approval, Paulo Freire Social Justice Charter School will submit a Special Education Program Plan Statement to demonstrate compliance with IDEA-2004 at the local level. The applicable regulations, which Paulo Freire Social Justice Charter School will follow, include: 603 CMR 28.00, Individuals with Disabilities Education Act (IDEA) http://idea.ed.gov, No Child

Left Behind Act (NCLB) http://www.ed.gov/nclb, Section 504 of the Rehabilitation Act of 1973 (Section 504) http://www.hhs.gov/ocr/504.html, Americans with Disabilities Act (ADA) http://www.ada.gov, Family Education Rights and Privacy Act (FERPA) http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Paulo Freire Social Justice Charter School evaluation standards and procedures for identification, evaluation of, and development of an appropriate educational plan for students with special needs:

The enrollment process will identify all students who have a current Individual Education Plan or 504 plans. Parents will be informed that Paulo Freire Social Justice Charter School has the responsibility to provide a full range of special education and related services.

Students who are suspected of having a disability but who have no plan will be addressed by a pre-referral process in which there is an emphasis on using a Response To Intervention (RTI) model. When and if a student continues to have difficulty, the student will be referred for an evaluation by qualified staff and/or service providers. Parents also have the right to refer their child for evaluation at any time. In addition, students may self refer. Physicians, social workers and other professionals may also refer a child for evaluation. Evaluations will only be done with the informed and signed consent of the parent/guardian using the evaluation consent form (N1) and after receiving the Parent's Notice of Procedural Safeguards.

When students are referred for an initial evaluation or re-evaluation, multiple tests or assessments will be administered as the basis for determining whether a student should have an IEP. Determinations of needs and methods to address those needs will be made by a team as defined by regulation. The team will consist of a chairperson who is authorized to commit school resources, a special educator, a regular educator who works with the child, the parents, the student if age 14 or older, and individuals who performed assessments and are qualified to interpret the assessment results. The parent or student may invite other individuals who have knowledge of the child to participate in the team meeting. Each person doing an assessment must be licensed, certified or otherwise qualified as defined by regulation. When a child is identified as Beginning and Beginning Intermediate, evaluations will be conducted in the child's home language.

In determining eligibility for an IEP or 504 plans the team must follow the definitions of handicapping conditions in the regulations. The educators and related service providers on the team must use their professional judgment based upon the assessments done in determining whether a student is eligible for an IEP or 504 plan. When doing an initial evaluation or re-evaluation, the team chairperson will use the flow chart identified as the eligibility determination form, ED1. If the student does not qualify for special education, he or she may still be eligible for accommodations and modifications under section 504 of the Rehabilitation Act (a 504 plan).

The team has a responsibility to follow the intent of the law. The Individuals with Disabilities Education Act (IDEA) requires that ***no child should be removed from the general education classroom just because of needed modifications in the curriculum***.

Students who are identified as having special needs will be provided with a range of services that address academics, social and emotional functioning, and behavior, physical and sensory disabilities. Services will include consultations, direct services in the classroom, and when needed, separate services outside the regular classroom setting. The school will employ special education teachers who are highly qualified under NCLB for in class and out of class special education instruction. Licensed and credentialed related service providers such as Occupational Therapists, Psychologists, Physical Therapists, Teachers of the Visually Impaired, Orientation and Mobility Specialists, Translators for the Deaf, Speech and Language Pathologists, etc. will be hired or contracted with as needed. Service coordination and regulatory compliance will be the responsibility of an individual qualified to act as an Administrator of Special Education.

Evaluation of services provided to students with special needs will include periodic review of how the Paulo Freire Social Justice Charter School is in compliance with the standards identified in the current Coordinated Program Review document for Special Education. In addition, because each IEP contains goals, the evaluation will include the types of goals set for students and the rate at which those goals are being achieved, in process, or discontinued. Where possible, the MCAS results of special needs students will be disaggregated and evaluated with respect to the general education needs of this sub-group. To

ensure the highest quality of services to students with special needs, each special educator will be expected to participate in an annual professional development plan.

Services for students in need of special education will be delivered as follows:

Inclusion in regular classes:

As a school, we will emphasize the inclusion of special education students in regular education classes. This is to ensure that there are high expectations for all students to participate in the curriculum. All students, including special needs students, are most likely to be successful when expectations are clear in that they know what will be taught and how they will demonstrate their learning.

The following are standard accommodations that will be provided for all learners:

- Class agendas and assignments written on the board and verbally reviewed each day
- Students will be provided study guides that clearly identify the important information.
- Students will have the opportunity to retake tests and quizzes or rewrite or perform assignments—the emphasis will be on demonstrating knowledge, comprehension, application, analysis, synthesis and evaluation at an acceptable level.
- When students have impairments that interfere with the ability to write, read or otherwise obtain or demonstrate their learning, they will be given the opportunity to display their learning through alternative means, for example: orally explain rather than write, doing an artistic performance, relating it to an interest of theirs, etc.
- On longer term projects the steps will be "chunked" in to manageable pieces with due dates.
- When possible, students will be provided with exemplars of the work that is expected so that they have a model to guide their efforts.

Special needs students will additionally have the individual accommodations called for in their IEPs. These may include readers, books on CD, scribes, voice to print technology, use of graphic organizers, calculating devices, etc.

In addition to accommodations, special needs students may require modifications to the classroom curriculum as part of their specialized instruction. In making modifications, we would use resource materials developed by the DESE. The Resource Guide to the Massachusetts Curriculum Frameworks lays out a scheme for addressing curriculum frameworks on a continuum of less complex to more complex.

Modifications in the classroom would be done by having the special needs teacher demonstrate strategies to regular classroom teachers.

Academic Support (Resource Room) Separate Setting:

In addition to in-class accommodations and modifications, we will have an academic support (resource room). The purpose of the academic support room is to educate students in a more individualized setting on how to be effective learners through the use of strategies and assistive technology. The first step is identifying with the student the IEP goals that he or she needs to be working on. Generally, those goals will address areas of literacy including oral language, reading for comprehension, reading fluency, and composition; mathematics problem solving; and organization and planning. Additionally, but less frequently, we anticipate there will be goals around motor issues, speech issues including dissiliency, voice and articulation, social pragmatics, and emotional regulation.

A basic principle of the support room instruction is that we are seeking to help students become more independent. This is key, but often overlooked, concept. When proposing strategies and interventions, we must evaluate our recommendations in light of the question, "How will this help the student become more independent?" Many times school staff will make recommendations that they consider to be helpful, but that have the unintended consequence of teaching a student that the only way he or she can accomplish anything is by being dependent upon adults. When students are asked to do tasks that are beyond their capability, we inadvertently teach them that they lack competence, and thus undermine self-confidence. This leads to two further principles: students must be taught at the level just beyond where they are comfortable and that instructional practice should allow for the student to independently be successful 75% to 95% of the time. (When students can achieve 95% accuracy or better, they can be considered to be independent.)

Instructional methodologies in the academic support room will include:

- Graphic organizers such as thinking maps or story grammar marker-these tools are effective in teaching students different forms of thinking such as compare and contrast, sequential, cause and effect, attributes, etc. and can be applied to English Language Arts reading comprehension and composition.
- Individually based computer programs, such as the math programs found at http://www.khanacademy.org/. This program provides video based lessons that are followed by practice. The presentation is sequential, allows easy tracking and intervention by the teacher if there are difficulties.
- Teaching organizational strategies for organizing work. We would use a Preview/Review methodology that would consist of a student maintaining a planner. Preview would consist of 3 main elements: writing down what you need to do, explaining verbally why your teacher is asking you to do this, and estimating how much time it will take to complete. Review occurs after the work is complete and asks the student how much time did it actually take you? Do you have any questions for your teacher? (Students with a diagnosis of learning disabilities often have difficulty with time estimation and appropriately asking for help.)
- Use of response journals when daily or regular practice in writing is required. Students would work with the special needs teacher to identify areas of improvement and what that improvement would look like in future drafts.
- Use of rubrics and checklists so that students can begin to self evaluate the adequacy of their work.
- Instruction in assistive technologies will include:
    - Use of keyboard devices with and without grammar and spell checking
    - Use of text readers such as Kurzweil.
    - Use of voice to print technology such as Dragonspeak
    - Use of mp3 or CD players from Recording for the Blind and Dyslexic
    - Use of reading fluency programs such as Read Naturally

Additional approaches:

Urban students who experience difficulties in school often experience significant regression over the summer. Students with educational plans will be expected to participate in summer programs each summer as a way to maintain skills.

In addition, we would use a weekly report format that would encourage weekly feedback passing from the teacher to the student to the home. Special education staff would use this weekly report format to collect data on the classes a student is having difficulty with and from that develop more specific interventions.

School based service providers for special education by title, qualification and salary:

Director of Special Education: An individual knowledgeable in special education regulations, federal grants and alternative instructional practices. The individual must be capable of working successfully with parents, teachers and students to craft educational plans that are compliant, understandable, and meaningfully include the student in the process. Additionally the individual should be knowledgeable in providing educational interpretations of assessments. Salary: $60,000 for a full time equivalent.

Special Needs Teacher: The ideal individual would be certified as a Teacher of Moderate Special Needs or meet the requirements of being highly qualified. The individual should have experience in reading instruction, literacy skills including writing, mathematics, and instructional strategies with a diverse population. Additionally, the ability to form positive, supportive relationships with students is extremely important. Salary: $40,000 to $50,000 for a full time equivalent.

Apprentice Teacher: The purpose of this position, which a person could hold for a maximum of 3 years, would be to provide a steady stream of individuals who are trained to gradually assume increasing instructional responsibility for special needs students. This position would work directly under the supervision of the Special Needs Teacher. These individuals would be recruited from recent college graduates or from individuals who are seeking to make a career change into teaching. Minimum

qualifications would be possession of a bachelor's degree and demonstrated evidence of potential to be a teacher. Salary: $18,500 to $20,000 for a full time equivalent.

School Adjustment Counselor: The ideal individual would be qualified as a counselor or therapist. Students in an urban setting will have a variety of non-school issues that affect their ability to be successful. This individual should be knowledgeable in social services, medical services, and community resources. Salary: $40,000 to $50,000 for a full time equivalent.

Staffing levels by year for special education:

In the first year:

Administrator of Special Education: .20 full time equivalent, Special Needs Teacher: 1.0 full time equivalent, Apprentice Teacher: 2.0 full time equivalent, School Adjustment Counselor: 1.0 full time equivalent

In the second year:

Administrator of Special Education: .40 full time equivalent, Special Needs Teacher: 2.0 full time equivalent, Apprentice Teacher: 2.0 full time equivalent, School Adjustment Counselor: 1.0 full time equivalent

In the third year:

Administrator of Special Education: .60 full time equivalent, Special Needs Teacher: 3.0 full time equivalent, Apprentice Teacher: 3.0 full time equivalent, School Adjustment Counselor: 2.0 full time equivalent

In the fourth year:

Administrator of Special Education: 1.0 full time equivalent, Special Needs Teacher: 3.0 full time equivalent, Apprentice Teacher: 4.0 full time equivalent, School Adjustment Counselor: 2.0 full time equivalent

In the fifth year (a year of stabilized enrollment):

Administrator of Special Education: 1.0 full time equivalent, Special Needs Teacher: 3.0 full time equivalent, Apprentice Teacher: 4.0 full time equivalent, School Adjustment Counselor: 2.0 full time equivalent

For low incidence services such as speech therapy, occupational therapy, physical therapy, and autism consultation, the Administrator of Special Education will outsource psychological services for evaluations and specialized interventions, vision and hearing impairments.

Options for outsourcing include:

- Speech, Audiology, Occupational, and Physical Therapy: Skinner Clinic at Holyoke Hospital
- Speech, Low vision, Orientation and Mobility, Occupational, Physical Therapy, Psychological evaluations and interventions: Hampshire Educational Collaborative, Northampton
- Audiology and services for hearing impaired: Clarke School for the Deaf, Northampton
- Low vision, blindness, instruction in Braille, Orientation and Mobility: Perkins School for the Blind, Hatfield
- Psychological services including evaluations and interventions: James Levine and Associates, So. Hadley
- Autism consultation: Independent providers

In addition, the Administrator of Special Education would maintain a list of providers who can perform independent evaluations subject to rates set by the Division of Purchased Services.

Nutritional Programs

Good nutrition is a key component of any successful school especially in a community with limited resources. Consequently, nutrition is a key component of support for student success at Paulo Freire. Food and nutritional support will be a cornerstone of the "full-service" model we propose. We will fully participate in and comply with the federal nutritional program. The school plans to contract with a local school system (we are currently discussing such a contract with South Hadley who we worked with at

PVPA) for the provision of federally supported breakfast and lunch programs. PFSJCS also intends to supplement these programs with nutritious choices in coordination with other local food programs, and work with Nuestras Raices, a Holyoke based agency, which is part of the Holyoke Food and Fitness Policy Council. The Council "has a vision for a comprehensive, unified community-based systems-change initiative that creates access for families and children to healthy foods and fitness opportunities and confronts underlying conditions of poverty, blight and social injustice." Working with the Council and Nuestras Raices we plan to focus on the provision of healthy food for students throughout the school day. As part of our regular after school program for students and parents Paulo Freire intends to frequently offer a light dinner program during the early evening as a welcome to our ancillary service programs.

Ancillary Services

Paulo Freire SJCS is designed as a "full-service" school that will offer many non-traditional supports within the school environment. Most of these services already exist through a strong continuum of social service support agencies within our catchment area. We have been working closely with many of these agencies to plan their involvement in our after school programming. In order to be successful, PFSJCS intends to offer a number of support services on-site after school. These services include: **one-on-one and small group student tutoring**, staffed through our developing relationships with Hampshire College (the Educational Outreach Coordinator, the Community Engaged Learning Program, the Community Partnerships for Social Change), Amherst College (the Center for Community Engagement), University of Massachusetts (Masters Program of Study in Social Justice and the Legal Studies Program), Springfield College, (Education Department); **adult education and literacy services,** staffed by our developing relationship with the System for Adult Basic Education Support –West at Holyoke Community College and the HCC/ Adult Learning Center and other adult literacy programs in Holyoke; **counseling, support, leadership training and sexual education** staffed by Girls, Inc and other providers; **job training services and support** in conjunction with CareerPoint; **nutritional workshops** in conjunction with Nuestras Raices; and **other family support services** in conjunction with Enlace de Familias, El Arco Iris, Nueva Esperanza. All of these services and others speak to our commitment to "wrap-around" the support needed to make our academic program successful. In addition we propose to hire a half-time nurse the first year of our operation and hire a full time nurse for Paulo Freire in the second year to provide in-school health and screening services, including: oversee health records, dispense medication, monitor vaccinations and communicate any health issues with appropriate individuals.

III HOW WILL THE SCHOOL DEMONSTRATE ORGNIZATIONAL VIABILITY

A. ENROLLMENT AND RECRUITMENT

Paulo Freire Social Justice Charter School is requesting a total enrollment of 500 students in grades 9-12 according to the following schedule: (This chart demonstrates the expected attrition rate per grade).

YEAR	Grade(s) Served	Number of Students	By Grade
Year One	9	145	9-145
Year Two	9-10	255	9-145,10-110
Year Three	9-11	355	9-145,10-110,11-100
Year Four	9-12	455	9-145,10-110,11-100,12-100
Year Five	9-12	500	9-145, 10-130, 11-115,12-110

The founding board has chosen this enrollment pattern and growth in order support the needs of our sending district(s) and provide a successful academic program. Based on our previous experience as the founders of the Pioneer Valley Performing Arts Charter Public School it is best to start small. A small beginning allows for careful development of the culture of the school, the creation of important traditions, the recruitment and training of a core group of teacher-leaders, and an ability to respond quickly and effectively to any miscalculations in the start-up plan. We have chosen to start with the 9th grade, as feedback from over two dozen community meetings and interviews with potential parents indicate that this is, by far, the greatest need in our defined catchment area. As mentioned elsewhere in this proposal, the public high school options in most of our proposed sending districts are not performing at an adequate level academically, nor do they offer a high expectations school with a strong social justice component. The Holyoke Charter School currently ends at the 8th grade, and many of these parents are specifically looking for a school with these features rather than Holyoke High School or Dean Vocational. It is our intention to add one grade per year during the first four years until we celebrate our first graduating class. This model will allow us to "grow" the culture of the school, test the curriculum, and make necessary modifications. During year five, we will carefully review our successes and determine if we have the need for further modification. This model of growth will also allow us to have upper classmen who can serve as mentors to the younger students.

We are already working closely with potential parents and students in Holyoke, Chicopee, West Springfield, South Hadley, Northampton and Westfield. Our founding Board has appointed community captains in each town to distribute and collect pre-applications. We have already distributed over 100 applications to interested families. We are distributing these applications to 8th grade students at schools that end before high school (such as the Holyoke Charter School), and to waiting list students at PVPA and Hampden Charter School who are unlikely to get into those schools. We are also working with many social agencies that work with adolescents. (These pre-applications are to express interest in obtaining an actual application if we are awarded a charter and do not promise that a charter is forthcoming.) As described in other portions of this document, parents and students will be important components of our governance model and will be assisting us with enrollment and recruitment efforts. Our surveys of the communities indicate a great need for this model (high academic expectations and social responsibility). Based on this support and desire we believe our recruitment and retention plan will result in solid and viable enrollment.

We have attached our recruitment and retention plan in the appendix to this document. It identifies Limited English Language Students, Students Eligible for Free and Reduced Lunch, and Students Who Are Academically Sub-Proficient. The plan specifically describes how we will publicize our unique school to a broad cross section of prospective students, including those less likely to be informed. These efforts will include: notice, brochures and flyers distributed to schools libraries and other community centers in both English and Spanish; bilingual information sessions in central locations throughout the catchment area; bilingual media releases for newspapers, television and radio ads; posting on our website and blog; bilingual information distributed throughout the social service partners we are already working with; and information booths at community events. Our recruitment plan in the attachment pages 62-67 describes further efforts to insure full accessibility.

Our complete draft enrollment policy is included in the attachment pages 71-73. Key features in the policy include an informational meeting about our school (to be presented at multiple locations throughout the catchment area), which we strongly suggest potential parents and students attend; and a public lottery to be held in early March of 2012. As described above, we are already collecting "Pre-applications" from interested individuals. As soon as we are granted our charter we will contact these individuals, as well as institute all of the steps described in our recruitment plan. We will collect applications and conduct a public lottery in time for submission to the Department by mid-March.

B. CAPACITY

The founding members of the Paulo Freire Social Justice Charter School each have long-term commitments to the proposed area, social justice and the Charter School movement in Massachusetts (see resumes in attachments). The group united after long discussion about the lack of current options for

academic success for high school students within our proposed region. (A region centered in a city that has the lowest MCAS results, the highest dropout rate, the lowest graduation rate and the highest teen pregnancy rate in the Commonwealth.) After much research and discussion the founders realized that a "cookie-cutter" approach to turning these statistics around for this region was not the answer. Rather, an approach based on the long-term experience of the founders, supported by members of the communities to be served and confirmed by research was the right answer.

The founders group meets regularly to discuss the proposal and to distribute tasks for the development of the school (such as meeting with area-based agencies, developing affiliation agreements with local colleges and universities, setting-up parent and student input and information sessions). In addition, local press coverage of the proposed school has led to a broad-based interest throughout western Massachusetts. As of October 2010, this interest translated into the creation of an advisory group comprised of over 120 individuals (These individuals have many diverse skills that we may draw upon during the start-up phase of the school). True to the mission and vision for the school, those advisors were invited to be part of the creation process. A number of meetings of the advisory group held at CareerPoint in Holyoke attracted a large turnout and significant commitment from those attending. Meetings are planned throughout the school development phase with the advisory group, and it is the intention of PFSJCS to maintain this group as our assessment group throughout the early years of the school to insure our faithfulness to the charter proposal.

The eleven founders have strong experience and are well-qualified to found and sustain an excellent charter school; have decades of combined experience managing public funds; represent all of the key areas of skills required for a new school start-up and have broad and tangible ties to the proposed communities. (See complete information in attachment pages 106-140).

- Ljuba Marsh is one of the co-founders of the Pioneer Valley Performing Arts Charter Public School and served as its Education Director for 11 years.
- Bob Brick is the other co-founder of PVPACPS and served as its Administrative Director/Executive Director for 14 years. Before starting PVPA, Mr. Brick was administratively responsible for the oversight of all Outpatient Mental Health programming in Holyoke and Hampden County.
- Heyda Martinez has 30 years of experience as an educator, with a Masters in Social Justice Education and current experience working with students in grades K-8 in Holyoke.
- Ingrid Askew is one of the founding board members of PVPA Charter Public School.
- Rhonda Soto, a former resident of Holyoke is also a former Charter School parent and teacher. She serves on the Board of the Care Center in Holyoke and the Holyoke Community College Alumni Council.
- Elaine Reall is currently the City Solicitor in Northampton and has decades of experience in Employment Law and Human Resources.
- Keith Purcell is a CPA and Principal at the Accounting firm of Downey, Sweeney and Fitzgerald.
- Charles Hopkins is currently the Director of Special Education at PVPA and has 25 years of experience as a top administrator in the South Hadley public school system.
- Dan Zukergood, a resident of Holyoke, is a Professor at Springfield College, Department of Education with a long term, documented commitment to social justice, literacy and civic education.
- Ruben Supulveda lives in Holyoke, and is a recent transfer from Holyoke Community College to Amherst College.
- Vivian Pappas Aickelin is a resident of Chicopee and teaches in its public school system.

Bob Brick and Ljuba Marsh are the primary authors of this final proposal.

The proposed school leaders are Bob Brick as Executive Director and Ljuba Marsh as Principal. The Board determined this based on a list of key criteria for charter school leadership and that they were ideally suited for these positions. The founders understand the importance of the first few years in building a strong foundation for the school. They recognize that a start-up period is a pivotal time for a

new enterprise and felt that Bob Brick and Ljuba Marsh would be an excellent choice as leaders. Bob and Ljuba have worked successfully together in executive management and school leadership positions for over 20 years and know how to start up and manage a new charter school. Bob and Ljuba served as the leaders that founded and managed PVPA through its start-up and growth. Many of the systems and social justice programs identified in this proposal were developed by Bob and Ljuba and successfully implemented at PVPA. Together they produced academic success for students, as evidenced by high MCAS scores, and impressive college admissions data.

Many of the Board members have also worked with Bob and Ljuba and there is a positive team spirit and excellent communication already established. Knowing that we already have a solid working relationship is a great advantage for the school, as we go through the first few years of building our foundation.

Finally, in order to insure our approach is successful in increasing the academic skills of our students; we have entered into a long-term partnership with the University of Massachusetts (Boston) Applied Linguistics Department. They have agreed to:

1) **A Long-term Research Project:** As a graduate program with a masters thesis component and future development of a doctoral program, they will coordinate a multi-methods research relationship where they will document the conceptualization and implementation of the *Paulo Freire Social Justice Charter School*, as well as the outcomes of the school.
2) **Scholarships:** The Department of Applied Linguistics has a long history of obtaining federal grants from the DESE (the Department of Elementary and Secondary Education) with over 20 million dollars since 1988. They are currently reapplying for Title III monies. If they are successful, they will develop a relationship where PFSJCS graduates will be eligible for scholarships to attend the University.
3) **Advisory Board:** Faculty from the UMASS Boston, ALD will participate on the PFSJCS advisory board. (See complete letter of affiliation in attachment pages 95-96).

C. SCHOOL GOVERNANCE:

STRUCTURE

The challenge for a school based on the concepts of social justice is to create a governance model which supports and mirrors these concepts and allows for strong, clear leadership for those duties required by Massachusetts regulations and dictated by common business sense.

One of the most important concepts in social justice is a clear picture of the power structure and clear access to that power. At the same time, an absolute democracy is not an effective way to oversee all of the complex duties of a Massachusetts Charter School Board. Consequently, at Paulo Freire Social Justice Charter School the Board of Trustees will, on first glance, appear traditional. We propose a Board of Trustees of 12-15 members, including the 11 founding members. In order to be an effective Board member, those selected need training, development, and support. Each year the Governance Committee of the Board will identify the skills the board requires and will interview and recommend to the full Board those appropriate for membership. This committee will also determine the skills and training members' need and will arrange for appropriate support. The first meeting of every year will be a Board retreat with the main goal of all new members receiving the necessary orientation to the school and to the responsibilities as a Charter School Board Member.

The other members will represent the other key constituencies of the school: teachers and staff, parents, and students. Their constituency group will select each of these representatives. It is our proposal that each constituency group will meet monthly two weeks before the Board of Trustees meeting. At those constituency meetings, the business to come before the next Board meeting will be discussed and the elected representative will be directed by their constituency on how to represent them at the upcoming Board meeting. Consequently, we are proposing a "true" representative form of governance. Such a form requires time and support to be effective. The school will provide time on Friday afternoons for the teachers and staff to meet on governance as necessary. Once a month, time will be provided during all school meeting for school governance. A faculty advisor will be appointed to work with the students to insure governance stays on track and that students get the educational support they need to be knowledgeable and effective leaders (this is a key component of our social justice curriculum

and will be supported throughout the academic day). One evening per month the school will provide a dinner meeting for parents and the Executive Director will be there to present the topics from the upcoming Board agenda and support the parents in formulating additional items they want brought before the Board. It will be the responsibility of the Board of Trustees to insure that these three constituent groups are meeting effectively and receiving the support necessary.

The Board of Trustees will directly hire, supervise and evaluate the Executive Director, who will be responsible for the day-to-day management of the school. The Executive Director will hire, supervise and evaluate his direct reports including the Development Director, the Business Manager, and the Principal. The Executive Director will oversee the process for hiring, supervision and evaluation for all other employees, which will be carried out by the Principal, Business Manager and Development Director. The Principal, under the supervision of the Executive Director will be responsible for hiring, supervision and evaluation of all teaching staff, aides, and specialists. The Business Manager, under the supervision of the Executive Director, will be responsible for the hiring, supervision and evaluation of the business staff, maintenance and janitorial staff and administrative support staff.

ROLES AND RESPONSIBILITIES

The Board of Trustees will be special state employees and will be responsible to make sure that all school and board members comply with all applicable laws and regulations, and that the school is faithful to the terms of its charter, is organizationally viable and academically successful. The Board will primarily achieve this through the supervision and evaluation of the Executive Director. However, there are other important tasks that remain solely with the Board. These include: establish the bylaws, determine the general school policies in compliance with state and federal law, oversee the financial affairs of the school and approve the annual budget. The Board will not directly control decisions concerning curriculum, personnel, budget allocation and vendor selection except through its supervision of the Executive Director and through participation on the finance committee, and other ad hoc committees in support of the administration of the school.

As described above, the Board of Trustees will be comprised of all key stakeholders.. This composition is designed to assure that the Board is reflective of the school community and consistent with its mission and vision.

The Founding Board has determined that Bob Brick will serve as the Executive Director during the school's start-up years. Bob Brick has served as the Executive Director of a successful charter school for the past 15 years and the founding Board agreed to his initial tenure during the early stages of planning for the school. The Board of Trustees will hire future Executive Directors with full participation by all stakeholders as is required by the initial vision of the school. A sub-committee of the Board comprised of all stakeholders will evaluate Mr. Brick in an ongoing and annual fashion. The evaluation process will be positive, offering constructive criticism as much as possible in real time to allow for correction and improvement. The evaluation process will be based on the categories listed in the Executive Director's job description which shall include: Academic Achievement, Leadership, Professional Conduct, Organizational Management, Policy and Governance, Human Resources Management, Facilities and Equipment, Safety, Communication and Community. The Board in conjunction with the Executive Director will set the exact process for this ongoing evaluation format during the start-up phase of the school.

The Board President makes sure that the process for ongoing evaluation of the Executive Director is in place; that all seats called for in the charter on the Board of Trustees are filled; that all officers on the Board carry out their duties as described in the bylaws for the school; that the Board carries out all of its legal and financial responsibilities without crossing over into the day-to-day management of the school; that an agenda is legally posted in advance of each meeting and that the agenda represents the desires of all key constituencies; that term limits as described in the bylaws are adhered to; and that the succession plan for officers of the Board occurs. It is the expectation of the PFSJCS that after the initial start-up phase of the school is complete; the Vice President of the Board will be trained and prepared to take over the Presidency.

The President of the Board will also be responsible to oversee the voting rights of each constituent Board member, including those times when members may not vote (Ex: teacher members when salary votes as part of the budget process are to be taken).

POLICY DEVELOPMENT

Draft copies of our complete bylaws are in attachment pages 74-82.

Because we are a socially just community that invites equal access to power from all stakeholder groups (parents, students, faculty and staff, community) policy development at PFSJCS will follow the path as determined by the constituent group bringing the matter forward to the Board. Each stakeholder group may propose policy additions or changes after discussion and consideration with the group they represent. This includes policy recommendations that come initially from the administration of the school. In each instance, after an initial policy discussion occurs in the stakeholder (or administrative group), recommendations from that discussion are shared with all the other stakeholder groups. Recommendations for amendments or changes to the proposed policy will move between the groups until there is general input and, when possible, agreement. The administrative leadership should and will be involved in these discussions before they are brought before the full Board. Once presented to the full Board there should already be general agreement about the matter. It remains the Board's purview to accept, reject or amend the policy proposal. As all stakeholders will be represented in the Boardroom, this final approval process still supports the mission and vision of the school.

An example of this type of process (although less formal) by the founding group would be the decision to locate our school in downtown Holyoke. Many possible sites were reviewed and discussed. During those discussions the input of potential parents, students, employees as well as the current founding Board members has been included. Some sites were dismissed because of the input of particular stakeholders (an empty school building located near Interstate 91 was dismissed because of input from potential families that it was not located in a neighborhood needing revitalization, a key component of our vision). All stakeholders represented agreed that downtown Holyoke within walking distance of public transportation was the best for all and best supported our full mission and vision for the school.

Although there is an Attorney on our founding Board, we have arranged with Attorney Ed Etheridge to represent the school as legal counsel. Attorney Etheridge has represented the Northampton School System for years as well as the Pioneer Valley Performing Arts Charter Public School. We are arranging with Lester Halpern, a CPA located in Holyoke to work with the school and conduct our first audit.

BOARD DEVELOPMENT

As described above the first meeting of each year will be a Board retreat for the purpose of training and orienting new Board members. This orientation session will include all the usual components of such an orientation, such as: the Bylaws, the administrative structure of the school, the programs of the school, the appropriate roles for a Board member, meeting rules and behavior expectations, Board committees and their tasks, expectations from Board members. The retreat will also include special orientation and training as determined by the Governance Committee. The Governance Committee is further charged with designing an evaluation tool to measure the effectiveness of the Board and any further training needs. The results of this evaluation will help determine other agenda items for the Board orientation session and it might as well determine other skills needed on the Board. The Board can then go about the identification process for these members to fill the "community seats" on the Board. The Board will recruit new community members first from within its sub-committee structure and then through other key outside constituencies that work with the school. Other Board members are identified and selected by their constituent group as described above.

D. MANAGEMENT

STRUCTURE

The Founding Board arrived at the proposed management structure design based on the experience of the two founders proposed as "Proven Providers": Bob Brick and Ljuba Marsh. Brick served as the interim director at the Hilltown Cooperative Charter School during its founding year and then as Administrative Director, and finally as Executive Director at PVPA for 14 years. Marsh served as the Educational Director for PVPA for 11 years and then served as the Principal of the Global Learning Charter Public School in New Bedford. These experiences, as well as working with the leadership of

many other charter schools gave Brick and Marsh significant insight into a number of management models and their strengths and weaknesses. Based on this analysis the proposed model was recommended to the full founding group. The key element of the structure is the separation of the day-to-day educational leadership from the day-to-day administrative leadership while still maintaining one organizational leader who serves as the "face" of the organization and is responsible for being the liaison with the Board of Trustees.

ROLES AND RESPONSIBILITIES

The **Executive Director** is the "Face" of Paulo Freire Social Justice Charter School and oversees its entire operation. He reports directly to the Board of Trustees, and is hired, supervised and evaluated by the same. Consequently, he serves as the key liaison to the Board of Trustees for all matters. The Executive Director, in turn, supervises all other key administrative personnel. The Executive Director has direct responsibility for: **Leadership** (vision and mission of the school, accountability plan implementation, models and supports qualities indicated by school's vision, resolves conflicts, institutes organizational change as needed), **Professional Conduct** (sets and enforces all ethical standards, assures adherence to all state and federal law, demonstrates and implements an atmosphere concurrent with the school's mission), **Organizational Management** (Implements strategic plan, Oversees operation of the school, oversees budget planning and implementation in support of mission and vision, documents and communicates goals and progress to Board and community), **Policy and Governance** (differentiates administrative procedure from Board policy matters, interprets federal and state regulation for implementation, responsible for use of legal counsel when needed, liaison to the DESE and other state organizations), **Human Resources Management** (responsible for implementation of all personnel policies, oversees staff evaluations and feedback, responsible for contracts with all staff, compensation and benefits planning), **Facilities and Equipment** (Oversight of location of facility, renovation, adherence to safety, health and construction codes, implementation of multi-year maintenance planning), **Safety** (Articulates and implements policy regarding severe weather, threats to school, trauma, crises planning, responsible for day-to-day safety of staff and students in building and out during school activities), **Communication and Community** (Communicates with Staff, Parents, Students, Community Members, Media, responsible for webpage, newsletter and other digital communication). The Executive Director, through his supervision of the Principal has oversight of the educational program and the day-to-day operation of the school. Through his supervision of the Business Manager, the Executive Director has oversight and the day-to-day implementation of fiscal policy and procedures. Finally, the Executive Director guides the development efforts of the school through the supervision of the Development Director.

The **Principal** is the Educational Leader of the school. She is hired by and reports to the Executive Director but is primarily responsible for the academic program and student achievement. She has direct responsibility for Program Development and Assessment, Curriculum Development and Assessment, Scheduling, Staff Development, Student Record Keeping, student achievement reporting, Testing (MCAS and AYP), student intake and orientation, off-campus programs, learning standards and benchmarks, supervision of all teachers (including academic department leadership), the guidance office, student discipline, nutrition services, and health services.

The **Business Manager** is responsible for the oversight of all financial and resource issues within the school. He/she is hired and supervised by the Executive Director. His/her duties include: the budget planning and implementation process, payroll, purchasing, bookkeeping, adherence to all state and federal laws regarding payroll, taxes, purchase and acquisition, oversight of building maintenance and janitorial contracts, procurement of an independent audit, implementation of all human resources policies and procedures including all employee benefits.

The **Development Director** is hired and supervised by the Executive Director. Working with the ED and the Board of Trustees and the Board of "Igualdad" the not-for-profit 501(c) 3 associated with the school, the Development Director is responsible for grant-writing and fund-raising activities necessary to supplement the federal and state budget allocated to the school.

POLICY DEVELOPMENT AND IMPLEMENTATION

The Draft Student Enrollment Policy is attached at pages 71-73.

EDUCATIONAL LEADERSHIP

The Principal will be charged with the planning and implementation of the educational content and pedagogical approach for Paulo Freire. Ljuba Marsh has strong knowledge and experience with the work of Paulo Freire; strong knowledge and experience with the concepts of social justice, especially in an educational setting, over 30 years as an educator, over 20 years as an educational trainer, 14 years experience as a charter school Principal, and shares the vision and mission of our school.

The Principal, Ljuba Marsh will set out to hire the other educational leadership of our school. In the first year she hopes to hire teacher-leaders who will go on to be department directors as the school grows. In concert with these teacher leaders, the Principal will fine tune and implement the proposed curriculum, and develop the tools to supervise, coordinate and continually assess the educational content and pedagogical approach of the school. Because of the Founding Board's strong experience in this area we are able to provide the school with a number of proven policies, procedures and operational tools.

HUMAN RESOURCES

As presented elsewhere in this application the Paulo Freire Social Justice Charter School will begin with the 9th grade and add one grade per year through the first four years until we have a complete high school program (grades 9-12). Consequently we will be growing our staff over the first four years as our budget growth allows.

Year One: (See chart below for detail) 2.2 Administration, 10 Teachers, and 7 other staff.

Year Two: (See chart below for detail) 4.4 Administration, 20 Teachers, and 11 other staff.

Year Three: (See chart below for detail) 6.6 Administration, 30 Teachers, and 23 other staff.

Year Four and Five: (See chart below for detail) 6.8 Administration, 40 Teachers, and 25.5 other staff.

Job Title	**Year 1 FTE**	**Year 2 FTE**	**Year 3 FTE**	**Year 4 FTE**	**Year 5 FTE**
Administrators:					
Executive	1.0	1.0	1.0	1.0	1.0
Principal	1.0	1.0	1.0	1.0	1.0
Business		.50	1.0	1.0	1.0
Development			1.0	1.0	1.0
Dean of Students	0	1.0	1.0	1.0	1.0
Director SPED	.20	.40	.60	.80	.80
Student Services	1.0	1.0	1.0	1.0	1.0
Subtotal	**3.2**	**4.9**	**6.6**	**6.8**	**6.8**
Teachers:					
9th grade	10.0	10.0	10.0	10.0	10.0
10th grade	0	10.0	10.0	10.0	10.0
11th Grade	0	0	10.0	10.0	10.0
12th grade	0	0	0	10.0	10.0
Subtotal	**10.0**	**20.0**	**30.0**	**40.0**	**40.0**
SPED	1.0	2.0	3.0	3.0	3.0
Apprentice	2.0	2.0	3.0	4.0	4.0
Maintenance	0	0	1	1	1
Adjustment	1.0	1.0	2.0	3.0	3.0
Nurse	.5	1.0	1.0	1.0	1.0
Clerical	1.5	3.0	4.0	4.0	4.0
ESL Teacher	1.0	2.0	3.0	3.0	3.0
Technology	0	0	1.0	1.0	1.0
Department	0	0	2.0	2.5	2.5

Librarian	0	0	1.0	1.0	1.0
Volunteer	0	0	1.0	1.0	1.0
Internship	0	0	1.0	1.0	1.0
Subtotal	**7**	**11**	**23**	**25.5**	**25.5**
Grand Total	**20.2**	**35.9**	**59.6**	**72.3**	**72.3**

We have based the above staffing pattern on our experience opening and successfully operating the PVPA Charter Public School on a similar start-up model (starting with the 9th grade and adding one grade per year). We have tailored that experience to reflect the lessons we learned about administrative leadership, our real life experience providing high quality SPED services to a larger than state average cohort of IEP students, and to reflect the projections cited in the "special student populations" section of this document (especially for services to English Language Learners).

Nothing is more important to the academic success of students, and consequently the overall success of a school, than the recruitment and retention of excellent teachers. During the founders tenure at PVPA we always put more time and effort into this task than any other. Our recruitment efforts will include all of the usual print media and web based job search sites, as well as all the methods proven successful for the recruitment of a diverse teaching staff that will represent the study body we expect to attract. Through press coverage of our application process we already find ourselves with a large number of qualified prospects for our first year slots (highly qualified and diverse teachers and administrators with training and experience in social justice curriculum, and a solid knowledge of the work of Freire).. Once hired, teachers will be invited to participate in the development and creation of a teacher-training program that will lead to clear steps for advancement. We have discovered in our combined 28 years of charter school leadership that retention is a complex matter that relates to training, advancement, salary and benefit increases, and a number of factors not normally highlighted in other schools. Pioneer Valley Performing Arts was able to attract and retain a highly qualified staff of teachers mostly because of the strong sense of "community" that was created and thrived at the school. Teachers were supported in being passionate about what they were teaching and they were supported by their peers, mentors and supervisors to take risks, to learn, to grow. Teachers were invited to help to write the curriculum, and were actively invested in their teaching. We intend to duplicate this environment at Paulo Freire.

As described above, working at Paulo Freire will be challenging and fun. Teachers will always feel supported and always feel they have the resources to get the job done. The physical facility planned will be beautiful and spacious and designed to support the mission and vision of the school and support the day-to-day needs of individual teachers. We also plan to offer a competitive salary and benefits package to support and maintain a highly qualified and motivated teaching staff. We will use the salary step plan developed at PVPA and propose to duplicate the benefit structure as well. Both were developed through a careful analysis of salary and benefits at other charter schools and in surrounding school districts. The salary scale aims to fall at or above the 50th percentile for similar positions in other comparable charter schools. The scale and benefits package has aided in the recruitment and retention of a remarkable staff at PVPA and we believe we can duplicate that feat at Paulo Freire. At this time the scale raises 4% per step (at this time one step equal one year). This percentage can be raised or lowered depending on the economic climate, and teacher performance related to academic achievement.

Evaluations of staff are ongoing and positive in nature. The Board of Trustees evaluates the Executive Director; the ED evaluates the Principal, Business Manager and Development Director. The Principal evaluates all teaching staff and other administrators that report to them. As the school grows, department directors will be added who will be responsible for the evaluations of their teachers (the Principal will still evaluate these directors).

Highly qualified and trained staff must continue to grow in order to remain at their best as teachers and administrators. During the start-up year we plan a full-time two-week training session to orient all new staff to our school. In succeeding years, all new staff will participate in the same orientation and training program. A portion of the budget will be set aside for professional training for all staff at the school. Access to this budget will be through the individual's supervisor. Much training on topics germane to all teachers will be provided in-house as part of our weekly staff meetings (using data

to increase student performance, differentiated instruction, multiple learning styles, critical and creative thinking). Teachers and other staff will be able to access outside training activities upon request. We are looking for a particular kind of teacher who will be able to support the mission and vision of our school. We are looking for teachers who are energetic, highly-qualified, if possible trained in a social justice teacher training program (such as the program at UMASS), familiar with critical pedagogy, comfortable with restorative justice as our discipline approach, and open to learning about differentiated instruction, multiple learning styles and creative and critical thinking. When possible, we would also like to hire bi-lingual (English- Spanish) teachers, educators who are interested in working within a supportive community and committed to dedicating the extra hours it will take to start-up a new school. Once hired, these teachers will be expected to teach four academic courses and facilitate one supported study period. They will be expected to rotate lunch coverage (at least one assignment every week), to lead a student advisory group, and one day a week to be responsible for meeting with after school tutors to coordinate academic work for students.

E. FACILITIES AND TRANSPORTATION

The Paulo Freire Social Justice Charter School has explored a number of possible facilities, which would support the mission and vision for the school. After discussion with owners, developers and various community stakeholders (including parents, students, Holyoke based social service agencies, the business community and our advisory board) the Founding Board has decided to focus on downtown Holyoke. We have restricted our search to the neighborhoods we hope to site the school, just south of the City Hall, near the Children's Museum, close to the new Cisco Systems data center, and in the middle of a neighborhood poised for renewal. One of our important social justice goals is for our school to be at the center of a downtown neighborhood, serving as an important catalyst (along with other important efforts) for its revitalization. This area provides easy access through public transportation for parents and students and will be contiguous with the new canal walk currently under construction.

The PFSJCS is talking with a number of developers. This includes developer, Joseph Marois (who was the developer for the current site of the Pioneer Valley Performing Arts Charter Public School). During last year's unsuccessful application for a charter, Mr. Marois was chosen to house the Paulo Freire School. As part of our discussions developers understand that they are to provide all financing for the purchase of space and its appropriate renovation to our school's needs. We are looking for leased space only, 31,000 square feet the first year and an additional 31,000 square feet for the second year. All applicable procurement laws are currently under review by our Founding Board attorneys, and all appropriate legal steps will be followed once we receive our charter. Also, as part of our planning, all building code requirements and accessibility requirements will be met.

The following table describes the general space requirements for the school:

ROOM DESCRIPTION	Number	Size	Total Square Footage	First Year Needs	F
Standard Classroom	26	900	23400	7	
Science Classroom with Lab	4	1000	4000	1	
Computer Lab	1	900	900	1	
Library	1	2500	2500		
Large Movement Classrooms	6	1800	10800	2	
Main Office	1	1000	1000	1	
Executive Director	1	200	200	1	
Principal	1	200	200	1	
Business Manager and Acct.	1	200	200	1	
Dean of Students	1	200	200	0	
Registrar and Clerk	1	200	200	1	
Guidance & Waiting Area	5	150	750	1	
Staff Lounge	1	500	500		

Staff Bathrooms	2	250	500	1	
Student Bathrooms	4	400	1600	2	
Great Room (entry, meeting space, eating space, includes caterer's kitchen, performance space)	1	10000	10000	1	
Nurses Office	1	300	300	1	
Janitorial Office and Storage	1	800	800	1	
School Storage	1	1000	1000	1	
Art Room	1	1000	1000	1	
TV Studio	1	750	750	0	
Academic Support suite	1	1250	1250	1	
Conference Room	1	750	750	0	
TOTAL			62800		

Last year we worked with the design staff housed at the office of the winning bidder concerning the layout of the space. A critical feature of the school is the "Great Room", essentially a large entry hall and meeting space, which will be located at the main entrance of the school. The space will serve as the place where the school "meets" the outside community. The main office and other important office spaces and services, for easy accessibility to all parents and students, will surround the "Great Room". The space will also house the kitchen and serve as the eating space for our breakfast, lunch and dinner programs. School assemblies will take place in the great room, as will school performances. At the end of the school day parents will meet their students in the great room, perhaps to join with them at our dinner program, perhaps to then continue on to an adult literacy class, as their students moves on, to after school one-on-one tutoring. During evenings and weekends, the surrounding community will be welcomed to use our "great room" space for other community functions. We hope this design will further allow our school's activities and community activities to interface.

Because PFSJCS will draw students from 6 school districts, widely geographically dispersed we do not plan to provide a school bus service in conjunction with the City of Holyoke. The facility location will be right next to a public bus stop, as required by our bid process, and within walking distance of Veteran's Park where the new Holyoke Transportation Center is located. All six communities are located on a PVTA bus route, and a majority of our students will be able to use these services to get to and from school. For those without access to public transportation we will coordinate ride sharing for families willing to participate. We will also contract with the Five Star Bus Company (or another appropriate low bidder) to operate appropriate routes for our families willing to pay a fee. Fees will be set on a sliding scale with very nominal fees set for those families that meet the guidelines for free and reduced lunch. Students who require additional support will receive bus passes.

We will contract with the appropriate low bidder to provide transportation services for physically challenged students (as required by their IEP). The PVTA currently operates such a service for physically challenged staff and parents.

F. SCHOOL FINANCES

Fiscal Management

The Paulo Freire Social Justice Charter School plans to have a solid system of financial management and controls in order to guarantee the organizational viability of the school.

First, the Founding Board of Trustees includes a strong financial leader, Keith Purcell (please see resume in the attachments to this document), who is a CPA at Downey, Sweeney, Fitzgerald & Co., a firm whose primary business is conducting audits of not-for-profit corporations (including charter schools). Mr. Purcell is negotiating with Lester Halpern, (a Holyoke-based CPA firm with significant experience auditing charter schools) to conduct the initial audits for PFSJCS. Mr. Purcell will serve as the Treasurer

for the founding Board and will be the Chairperson of the Finance Committee. The committee will include other financial experts including a representative from People's Bank and Bob Brick the school's Executive Director and the Business Manager (not identified at this time). During the 15 years of administrative and financial leadership at Pioneer Valley Performing Arts Charter Public School, Mr. Brick succeeded in completing every year with a surplus and an audit without provision. Enough surplus was accrued over the years for PVPA to finance and purchase its own building and generate reserves to guide the school through the current economic downturn.

Paulo Freire's financial policies will be set by the Board of Trustees, as recommended by the finance committee under the leadership of the Founding Board Treasurer. Recommendation for policy and fiscal controls will emanate from the committee with assistance from the audit firm of Lester Halpern and will follow national and state standards including: policies and procedures in accordance with "Generally Accepted Auditing Standards in the United States", and "Government Auditing Standards" as well as the "Charter School Audit Guide - 2010. PFSJCS financial policies and procedures will be closely aligned with the "Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide"- 2005. A written fiscal policy manual will be completed during the start-up phase of the project as indicated in the action plan elsewhere in this document.

The Executive Director will supervise the Business Manager and will meet with that person weekly to ensure adherence to all fiscal policies and procedures. Monthly financial reports including the balance sheet and income and expense statements will be reviewed by the Executive Director and Business Manager and then reported to the Finance Committee. The Finance Committee will report to the Board at each monthly Trustee meeting concerning all financial data and any recommendations for policy or procedure changes needed. This close supervision of data will guarantee adherence to the budget and an adequate cash flow. The Treasurer will work closely with our representative from Peoples Bank to assure that the school has an adequate credit line.

BUDGET:

Budget spreadsheet is in the attachment pages 68-70.

Operating Budget Narrative

Major Assumptions:

Enrollment and Per Pupil Allocation:

The Budget assumes an enrollment of 145 in year one, 255 in year two and 355 in year three. For projection purposes we have assumed a per pupil allocation based on 60% of the student body coming from Holyoke and the other 40% blended from the surrounding communities. We have averaged the per pupil allocation to $12,257 with a 4% increase each year.

Facility Size and Cost per Square Foot:

The Square Footage is an approximate figure based on the facilities we are in current negotiation to lease. In year one there will be one floor of 31,000 square feet. In year two and three we will add a second floor of an additional 31,000 square feet. The cost per square foot is estimated at this time.

Revenue:

As noted in the major assumptions we are assuming an average $12,257 per pupil allocation for 145 students in year one, an average $12,625 allocation for 255 students in year two and an average $13,003 allocation for 355 pupils in year three. We are assuming state grants of $16,000 for year one, $32,000 for year two, and $48,000 for year three for special education. We cannot project more accurately on this grant amount until we see our actual enrollment, the income status of these families and the number of students with IEPs. We have projected Federal Grant revenue in year one of $10,000, and $75,000 in year two and $125,000 in year three. This includes entitlement grants. Should Federal Start-up money be available Paulo Freire is eligible for the baseline amount as well as additional funding for expanded learning time, target area funding and secondary school funding. We have also projected a modest amount of fund raising: $20,000 in year one, $50,000 in year two and $100,000 in year three. This is based on the Development Director position, which will be full-time in year three.

Staffing:

Pre-operational and Year One

Staffing FTE's are outlined in the Management Portion of this document. Administrative Staff in the pre-operational period includes the Executive Director, Principal and a support clerk for the period March to June 2010. Without the availability of Federal Start-up grants we are assuming this to be in-kind at this time. During the first year there is an Executive Director at $105,000 a Principal at $100,000, a .2 SPED Director at a FTE salary of $75,000, and a combined Student Services Director/Intern and Volunteer Coordinator at a FTE salary of $50,000.

There will be ten 9th grade teachers at an average salary of $40,000, a FTE SPED Teacher at a salary of $45,000, two apprentice teachers (aides) at a FTE salary of $20,000, a FTE ESL teacher at a salary of $45,000, an adjustment counselor at a FTE salary of $45,000 (these staffing amounts concur with our analysis of IEP students and ELL students as described in the Special Student Populations section of this application) and 1.5 clerical staff to support both the administrative and teaching staff at average FTE salary of $32,500. There will also be a .5 nursing position. There will also be hourly special rate teachers totaling $75,000.

Year Two:

Year Two changes include an addition of a Business Manager at .50. It also includes doubling the time of the SPED Director from .2 to .4 FTE and the addition of a FTE Dean of Student Position at $62,400. Clerical staff is increased to 3FTE from 1.5 FTE. All administrative positions reflect a 4% base salary increase. The budget for hourly special rate teachers increases to $120,000.

Teaching Staff FTEs increase from 10 to 20 based on the addition of a new full grade 10. As reflected in the Special Student Populations section the SPED teachers increase from 1 FTE to 2 FTEs, and the ESL Teacher from 1 FTE to 2.0 FTE. The Nurse position increases from .5 to 1 FTE at a rate of $36,400. All staff and faculty positions assume an increase of 4% over year one.

Year Three:

Changes from year two include: the Business Manager position becoming a full FTE, and a new 1 FTE position for the Development Director. The SPED Director position continues its growth from .4 to .6 FTE.

Teaching Staff increase to 30 FTE due to the addition of the new 11th grade. SPED staff increases from 2 FTE to 3 FTE, and Apprentice Teachers (aides) increase from 2 FTE to 3 FTE. Clerical Staff increase from 3 FTE to 4 FTE and the ESL teachers from 2 FTE to 3 FTE. There is a new FTE Technology Coordinator in year three as well as a new Internship Coordinator (1 FTE) and a new Tutor and Volunteer Coordinator (1 FTE). Adjustment Counselors increase from 1 FTE to 2 FTE in year three. In year three the school adds 2 FTE Department Directors. Also, in year three the school hires a FTE maintenance supervisor. Finally in year three, the school will hire a Librarian. Funding for hourly teaching specials will increase to $150,000.

Administration, Non-Staff Expenditures:

The budget assumes a nominal amount for legal expenses in year one with an increase concurrent with the growth of the school in years two and three (5k, 10k, 15k). Audit cost projections for the three years are based on the experience of PVPA and do not include the cost of audits for the 501(c) 3. Payroll costs are assumed for all three years based on hiring an outside firm.

IMT costs include the purchase and licensing of a data base management program for the school and the annual licensing of same (approx. $7500) with additional funds for the software purchase and licensing of other office operations. Office supplies and materials costs are based on the start-up experience at PVPA with current pricing.

Professional Development Costs for the Administration and Board ($2500) again reflect the experience gathered at PVPA and includes $250 per person per year.

Dues, licenses and subscriptions are nominal and allow for minimal subscriptions and one or two professional organization dues as well as membership in the Massachusetts Charter School Organization.

Fundraising Costs are nominal and represent the schools costs for events (and do not include the costs of major events, the annual fund and a capital campaign, which will be planned, funded and carried out by the 501(c) (3).

Recruitment and advertising represent the costs of print media ads for the hiring of teachers and are designed to allow for the growth of the school over the first three years.

Travel expenses are minimal and allow for attendance at in-state meetings and conferences.

Bank Charges represent interest costs on the operational line of credit.

Instructional Services, Non-staff Expenditures:

Contracted Services includes the cost of substitutes based on a formula of $75/day for the total number of teaching staff times 15 days. Contracted services also include the costs of specialists as included in the Special Student Population section of this application (psychologists, hearing specialists, etc).

Instructional Supplies and Materials are based on $250 per pupil plus an additional amount for IEP and ELL students for specialized materials including books on tape and software.

Instructional Professional Development is based on an average of $250 per staff with an additional amount for SPED staff.

Staff stipends are planned to cover staff training and orientation costs in the summer outside of the normal teacher contract period.

Costs for the summer academy reflect a two-week academy the first year (shortened because of the start-up schedule), a four-week academy the second summer, and a full academy the third summer.

Other Student Services:

Salaries represent the cost of nursing.

Food services represent the difference between the cost of our food and nutritional program and the revenue collected (breakfast and lunch program only).

Transportation (to and from school) represents the cost of reduced fees for school contracted buses and the cost of bus passes for the PVTA bus line.

The evening dinner program makes food available to students staying after school for one-on-one tutoring and other outside school support and for their parents attending GED and other adult education services offered.

Operation and Maintenance of Plant

Utilities are estimation at this time and are based on the formula of $2.50 per square foot in year one, $2.75 per square foot in year two and $3.00 per square foot in year three.

Lease cost is based on a square foot cost of $9 -$10 per square foot.

Rental and lease of equipment costs are for copy machines and a postage machine.

Acquisition of Capital Equipment represents the start-up and costs each successive year of adding a full other grade. Costs include office furniture and equipment (non-leased), classroom furniture (desks, chairs, computers, smart boards), specialized classroom equipment (science and technology furniture and equipment), and the furnishing of the "Great Room" (the greeting, eating and assembly hall).

Fixed Charges:

Payroll Taxes are computed on required payroll taxes, formulated on whether employees are MTRS eligible. Fringe Benefits are computed on 12% of payroll for eligible employees. Our proposed insurance provider bases non-employee insurance on an analysis.

Cash Flow Projections:

Paulo Freire Social Justice Charter School will need to obtain a short-term note form the People's Bank to operate during the pre-operational phase if no Federal start-up funding is available. We have also had preliminary discussions with People's concerning a line of credit equal to 30% of our projected revenue for each year. This line will allow us to operate on the state 90-day reimbursement system from the opening of our school. Based on our budget projections for an operational surplus, we should be able to operate without the need for an external credit line sometime during the third year of operation.

Fundraising Projections:

PFSJCS plans to institute an aggressive fundraising program. Never the less, in order to be conservative we have projected very manageable numbers in our budget to not over-reflect this assertive plan. We have only projected $20,000 in our first year as we get started. Increased amounts in years two

and three represent the work of the (by then) full-time Development Director and the fundraising committee (which is already formed and ready to begin as soon as the charter is granted).

G. ACTION PLAN

Task	Task Detail	Start Date	Responsible Person	Completion
Governance	Board Recruitment	Pre-Submission	Founders	Nov. 1, 2011
	Submit Bylaws	Mar 1, 2012	Founding Board	April 1, 2012
	Organizational Chart	Pre-Submission	Executive Director/ w/Board approval	Nov. 2011
	Financial Disclosures	March 1, 2012	Board Members	April 1, 2012
	Organization Policies & Procedures	March 1, 2012	Executive Director/w Board approval	July 1, 2012
	Staff Handbook	April 1, 2012	Executive Director / Principal /w Board approval	July 1, 2012
Enrollment	Enrollment Policy Final Enrollment Policy	Pre-Submission Feb. 15, 2012	Founders w/Board Approval	Nov. 7, 2011 Mar. 1, 2012
	Application for Admission	Charter Issued	Executive Director	March 1, 2012
	Recruitment	Pre-Submission	Executive Dir. / Principal	Nov. - Feb.
	Lottery	First week of March	Administration	Mar. 7, 2012
	File Pre-enrollment report	Mar. 15, 2012	Executive Director	Mar. 15, 2012
Recruitment & Hiring	Principal	Pre-submission	Executive Director / Board President	November, 2011
	SPED Director Student Services Director	Charter Issued	Executive Director / Principal	June 30, 2012
	Teachers	Charter Issued	Principal	June 30, 2012
	Special Ed Teachers	Charter Issued	Principal	June 30, 2012
	ESL Teachers	Charter Issued	Principal	June 30, 1012

Task	Task Detail	Start Date	Responsible Person	Completion
	Train ESL and other teachers as required	July 2012	Principal/SPED Director	August 2012
	Paraprofessionals	Charter Issued	Principal	June 30, 2012
	Clerical	Charter Issued	Executive Director	April 1, 2012
	Nurse	Charter Issued	Executive Director	June 30, 2012
	Substitutes	July 1, 2012	Principal	Ongoing
	CORI	Upon hiring offer	Executive Director	July 1, 2012, Ongoing
Facilities & Safety	Building (submit contract)	Pre-Submission	Executive Director	April 1, 2012
	Accessibility for handicapped	Pre-Submission	Executive Director	Aug. 15, 2012
	Multi-Hazard Evacuation Plan			
	Certificate of Occupancy			
	Fire Inspection			
	Asbestos Inspection report			
	Lead Paint Assessment Report			
	Insurance Policy	Pre-Submission		July 1, 2012
	Utilities	With lease	Included in lease	April 1, 2012
	Office and Classrooms Set-up	Pre-Submission	Executive Director	July 1, 2012
	Capital Equipment & Installation	June 1, 2012		Aug. 15, 2012
	Contact information sheet	July 1, 2012		Aug. 1, 2012
Student Learning	School Calendar	April 1, 2012	Executive Director w/ Board approval	August 1, 2012
	Student Schedule		Principal	
	Code of Conduct (preliminary)	April 1, 2012	Executive Director / Principal	
	Special Services		SPED Director	

Task	Task Detail	Start Date	Responsible Person	Completion
	Curriculum Accommodation Plan		SPED Director	
	Special Education Program Plan		SPED Director	
	Title I		SPED Director	
Technology	Hardware	April 1, 2012	Executive Director / Principal/ Student Services Director	Aug. 1, 2012
	Software			
	Set-up			
Finance	Operational Budget (updated and revised)	May 1, 2012	Executive Director / w/Board Approval	Aug. 1, 2012
	Cash flow projections			
	Fiscal Policies & Procedures Manual			
	Grants (entitlement)	May 1, 2012	Executive Director	July 1, 2012
	Other Grants	May 1, 2012	Executive Director and Principal	
	Other Funds	Pre-Submission	Fundraising Committee	On going
	Payroll	July 1, 2012	Executive Director	First payroll
	MTRS contributions			
	Audit (Jan 1)			Jan. 1, 2012
Instruction	Curriculum	Pre-Submission	Principal/Board President	Aug. 1, 2012
	Purchase materials	July 1, 2012	Principal	Aug. 15, 2012
	Classroom set-up	July 1, 2012	Principal	Aug. 15, 2012
Admin-Systems Students	Attendance	July 1, 2012	Student Services Director	Aug. 1, 2012
	Enrollment			
	Assessment			
	Health plan		Nurse	
	Transportation Services		Executive Director	
	Nutrition Services – July 1			
	Wellness Policy			

Task	Task Detail	Start Date	Responsible Person	Completion
Admin-Systems Staff	Performance evaluation criteria for Administrators, teachers, staff	July 1, 2012	Board/Executive Director/Principal	Aug. 1, 2012
	Professional Development plan		Principal	
Final Recruitment & Retention Plan		Pre-Submission	Founding Board	Mar. 1, 2012

IV. How Will The School Demonstrate That It Is Faithfull To The Terms Of Its Charter?

A. PROCESS

The accountability plan is a key document for any charter school as it will drive the performance of that school internally, and will be a critical tool that is used to judge its success during DESE site visits and re-charter visits. Furthermore, it will be the main tool used by the Board of Trustees to oversee the successful functioning of the school and its management team. Consequently, the process used to develop the first accountability plan for the school must be carefully planned, inclusive of all school stakeholders, and produce a product which is embraced by all members of the school community.

The founders of Paulo Freire had a very positive process and experience in developing the original accountability plan for the Pioneer Valley Performing Arts Charter Public School. Although, expectations and guidelines for the accountability plan have changed during the past 15 years, we believe that the general process makes sense and propose to repeat it.

During the summer of 2012 Paulo Freire Social Justice will hire a consultant who will assist the Executive Director in developing a specific action plan for the development of an accountability plan. The consultant will continue to work with the school during the first year in the completion of the action steps and in the production of the plan. The action plan will describe how every school constituency will be involved in the development of the Accountability Plan. Part of the plan will be to form an Assessment Committee, whose charge will be to develop and recommend an accountability plan to the full Board of Trustees. The Executive Director in concert with the Board President will be responsible for the final design of the process and its implementation. In tandem, they will be responsible for the collection of data and the reporting of it to the community to assure that the school is making progress towards its accountability plan measures.

B. ACCOUNTABILITY PLAN OBJECTIVES (EXAMPLES)

The School Is Faithful to the Terms of its Charter

Criteria	Objective	Measure
Mission, Vision and Educational Philosophy	The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).	1. The Board of Trustees will do a thorough annual review of assessment data, i.e.: college acceptances, graduation rate, drop-out rate, MCAS results to determine faithfulness to the charter and the mission of the school. 2. 100% of all PFSJCS graduates have completed requirements for entry into a four-year college program. 3. 100% of all PFSJCS graduates will have completed all elective classes and internships in addition to full academic requirements.
Governance/ leadership	The board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).	The Board of Trustees will conduct an annual evaluation of the school administrators to determine effectiveness of governance and organizational structure.
Academic program	The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).	1. 100% of PFSJCS students will participate in a code of conduct review and ratification each year as part of a social curriculum. 2. 100% of all PFSJCS students will participate in at least one community service project each year. 3-100% of all PFSJCS graduates will complete a program of public speaking.

The School's Academic Program is a Success

Criteria	Objective	Measure
MCAS - performance	1. Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.	1. The school shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups. 2. The school shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups.
MCAS - growth	2. The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.	1. Each year, the median student growth percentile is 40 or higher in the aggregate and in all statistically significant sub-groups in all subject areas tested for accountability purposes.
External assessments of student achievement	3. If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.	1.Twice each year, all PFSJCS students are given external assessments (GMADE and GATES) and show improvement over time. 2. Individual scores on external assessment are distributed to students, parents, subject teachers, Department Heads, and collective data is shared with the Educational Leadership Team and the Board of Trustees and used in planning.

The School is a Viable Organization

Criteria	Objective	Measure
Solvency and stability	1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 2. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. 3. The school's annual independent audit is free of material or repeated findings.	1. The school's annual budget is sustained by its enrollment. 2. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. 3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor
Fiscal oversight	The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school. The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.	1.The Board of Trustees has a Finance Committee, which oversees the structures and systems on a monthly basis. The Board of Trustees approves the monthly expenditures/receipts and receives a monthly budget report. An annual budget audit is conducted to determine that all federal and state regulations are met.
Enrollment	The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plans, and as defined by statute and regulations.	1.The Executive Director does an annual review of the recruitment, retention and enrollment processes to assure they meet the intention of the charter, as well as all statues and regulations.

C. NARRATIVE

The site visit team to Paulo Freire in year five will meet students who are prepared to succeed in college, and are excited about their future prospects. They will experience students who are literate, active, and energized by learning. Post graduation data will demonstrate that the graduates of Paulo Freire Social Justice Charter School have successfully completed their college education, are prepared for their future goals, and feel that they benefitted greatly from their high school experience. They will see a school where all members of the community (teachers, administrators, staff, students, parents, board members) are respected, welcomed and involved in the ongoing creation of the school community. This will be evidenced by the experience the reviewers themselves feel, as well as data on involvement in committees, all school meetings and other community traditions by all stakeholders. Paulo Freire will look, feel and be able to be measured as a socially just community. Reviewers will see students who are leaders, who understand how to obtain access to resources, and how to use this access to change their communities and the world.

D. DISSEMINATION

Paulo Freire Social Justice Charter School intends to network and provide support to all sending districts. The founders of PVPA had great success with dissemination and we plan to develop similar partnerships and programs with our sending districts, region, and statewide schools. As with PVPA, we propose to offer summer teacher training workshops in best practices to staff from the surrounding districts. We hope to obtain funding from DESE to support these trainings. Another important element of our "dissemination" activity will be our senior year community placements. In the senior year, all students will be required to complete a community placement (internship) of 50 hours. Our students will be available as mentors to sending district students. This would allow our students to share what they have learned about individual excellence, access to resources, governance and social justice directly with other students in other schools.

PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL

FINAL APPLICATION

IV. REQUIRED ATTACHMENTS

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Appendix H: Template for Recruitment and Retention Plan

Commonwealth of Massachusetts

Charter School Recruitment and Retention Plan

Name of School _____Paulo Freire Social Justice Charter School_____

As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department of Elementary and Secondary Education for a Recruitment and Retention Plan which is updated annually. "The student recruitment and retention plan shall be updated annually and shall include annual goals for: (i) recruitment activities; (ii) student retention activities; and (iii) student retention" (Chapter 71, § 89(f)). The plan must list deliberate, specific strategies the school will use to attract, enroll, and retain a student population that, when compared to students in similar grades in schools from which the charter school enrolls students, contains a comparable demographic profile, including limited English proficient, special education, free lunch, and reduced-price lunch students, as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed its recruitment and retention plan as one of the factors in making a renewal decision.

Use of Third Party Mail House

Use of a third party mail house is required if the proposed school is a lowest 10 percent district for MCAS performance in two consecutive years, or if a lowest 10 percent district is included in the school's proposed region (603 CMR 1.06 (4)(vi)).

Limited English Proficient Students in Lowest 10 Percent

If the school is located in a district with 10 percent or more of students who are limited English proficient, the efforts must be in the most prevalent language of the district. Data on the percentage of limited English students can be obtained from the Department of Elementary and Secondary Education website: http://www.doe.mass.edu/.

I. Recruitment Plan

List the strategies the school will use during the upcoming school year to attract and enroll a student population that reflects the demographics of the school's sending district(s), using comparison data provided by the Department. Include plans for a minimum of three specific subgroups.

1. Choose one group from the following list:
    A. Special education students
    B. Limited English-proficient students
2. Choose a minimum of two groups from the following list:
    C. Students eligible for free lunch
    D. Students eligible for reduced price lunch

E. Students who are sub-proficient (as determined by a previous score of "needs improvement", "warning", or "failing" categories on the mathematics or English language arts examinations of the MCAS for the previous two years)
F. Students at risk of dropping out of school
G. Students who have dropped out of school
Other subgroups of students who should be targeted to eliminate the achievement gap.

Student Recruitment Plan	**List recruitment activities for each demographic group.**
Demographic Group # 1 **Choose A or B from the list above:** _____ Limited English Language Students	1. Written information including: notices, brochures, flyers, and applications will be distributed to all schools, libraries, post offices, and community centers in the districts served. All written information will be translated into Spanish. 2. Information sessions will be held in central locations in the region. Bilingual sessions will held in Spanish speaking cities and towns. 3. Notices will be distributed to all local newspapers, radio and television stations. Direct contact will be made to Spanish language newspapers, radio stations and television studios to assure that we can effectively reach their audience. 4. Radio interviews, with school leaders, will provide school and enrollment information. Interviews will clearly identify our school as serving Spanish-speaking students. 5. School Website will list information, provide information and enrollment forms in both English and Spanish, offer a bilingual blog and sign-up options to be on a mailing list. 6. Bi-lingual information will be distributed to community support networks, service agencies, cultural groups, and religious organizations. 7. Information booths will be set up at local fairs and community events in Spanish speaking cities and towns to met potential families, distribute information, and to develop a mailing list.

Demographic Group # 2 **Choose C through G from the list above:** _____ Students Eligible for Free Lunch, Students Eligible for Reduced Price Lunch	In addition to all the above recruitment strategies: 1. Bilingual information about free and reduced lunches, including sample menus, will be distributed at all meetings and information tables. 2. Our website will post information and sample menus 3. School information packets will be available at soup kitchens, food distribution centers, local groceries shops, health clinics, and doctor's offices. 4. Our school will sponsor community programs on health and nutrition.
Demographic Group # 3 **Choose C through G from the list above:** _____ Students who are academically sub-proficient	In addition to all the above recruitment strategies: 1- Bilingual information about our school will detail academic supports for students, including: ISSPs, summer academy, after-school support, focus groups, tutoring, differentiated instruction, homework support, and individualized education. 2- On-site workshops will be held for the community, on: multiple-learning styles, differentiated instruction, standards-based assessments, home and school partnerships, nutrition and learning. 3- On-site literacy programs will be available to parents and community members to strengthen reading and writing skills and build an awareness of the importance of education.

II. Retention Plan

List the strategies the school will use during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out.

Student Retention Plan	

Goal for student retention.	*Goal #1- Identify individual student needs*
Retention Activity 1	Interviews with student and parent/guardian, prior to the start of school, will provide information concerning previous school experiences, and identify areas of strengths and need.
Retention Activity 2	Full review of student's school records to provide a understanding of academic, behavioral, and health needs.
Retention Activity 3	Examine student MCAS testing results to identify specific skill areas of proficiency and need.
Retention Activity 4	Provide initial testing in Math and ELA, prior to start of school, to identify skills and deficiencies. Provide semester post-tests to measure skill growth and development.
Retention Activity 5	Provide a multiple-learning style lab in which students can identify their individual learning needs, and share information with parents and teachers.
Goal for Student Retention	*Goal #2 – Create and Individualized Student Success Plan*
Retention Activity 1	Compile Information from Goal #1 to create an understanding of student's specific skills and needs.
Retention Activity 2	Meet with student's teachers to review information and identify skill areas that will be addressed in each class.
Retention Activity 3	Create an ISSP that identifies areas of strength, need, and specific ways to support student success.
Retention Activity 4	Have student and parent review ISSP for additional feedback.

Goal for Student Retention	*Goal #3 – Provide Student Support Programs*
Retention Activity 1	Establish a summer academy to: provide orientation, remediation, and skill development.
Retention Activity 2	Schedule daily focus/study period for in-school support.
Retention Activity 3	Provide after-school academic review, remediation, skill development, and homework help through small group programs and one-to-one tutoring as appropriate.
Retention Activity 4	Provide evening programs for use of computers and library resources.
Retention Activity 5	Use standards based assessments that allow a student to retest and revise work until he/she reaches competency.
Retention Activity 6	Use multiple learning styles approaches and differentiated instruction to individualize the learning process.
Retention Activity 7	Provide mentors to offer support and encouragement.
Goal for Student Retention	*Goal #4 – Develop competency in Organizational Skills*
Retention Activity 1	Provide students with an orientation program on organizational skills and study habits.
Retention Activity 2	Provide students with organizers and planners to manage assignments, class work and notes.
Retention Activity 3	Teach students how to have effective note-taking and study skills.
Retention Activity 4	Create a daily/weekly study plan that is reviewed with parent/guardian.
Retention Activity 5	Provide whole brain exercises and activities to support organizational readiness.
Goal for Student Retention	*Goal #5 – Provide Timely and Accurate Communication*

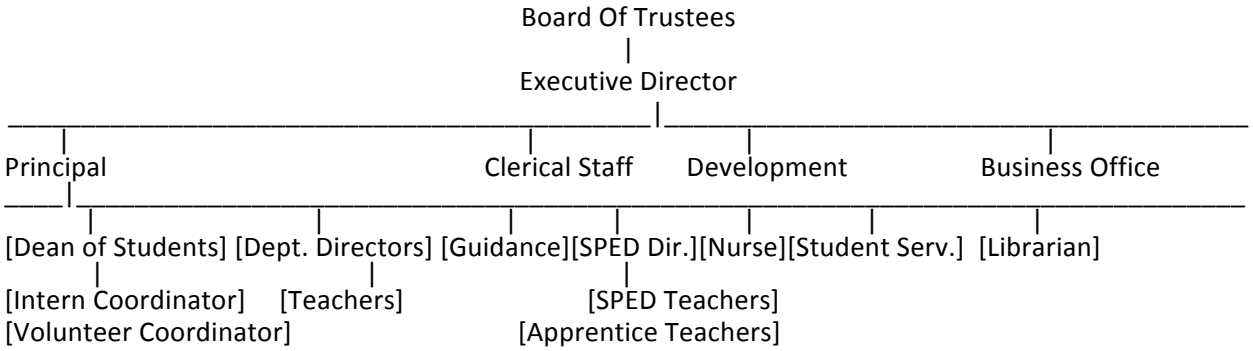
Retention Activity 1	Provide written documentation of ISSP to all teachers, aides and mentors working with student.
Retention Activity 2	Identify and communicate specific skills student is working on in each subject area, through weekly online reports that are accessed by student, parent/guardian, and study and after school staff, and mentor.
Retention Activity 3	Chart individual skill development in relation to scope and sequence and related standards and benchmarks.
Retention Activity 4	Provide four reporting periods for each semester to update student progress.
Retention Activity 5	Have weekly teacher team meetings to review student progress and identify any concerns.
Retention Activity 6	Distribute retest information to teachers to confirm progress.
Retention Activity 7	Teachers meet each semester with student and parent/guardian to review progress.

		Pre-	Year 1	Year 2	Year 3
		FY20XX	FY20XX	FY20XX	FY20XX
	MAJOR ASSUMPTIONS				
A	Per Pupil Tuition		12,257	12,625	13,003
B	Student Enrollment		145	255	355
C	Facility Size (square		31,000	62,000	62,000
D	Cost per square foot		9	10	10
E	*Staff* **(1.0 40**				
	E1. Administrative	2	3	5	7
	E2. Administrative		2	2	4
	E3. Instructional:		11	22	33
	E4. Instructional: Other		1	3	8
	E5. Instructional:		2	2	3
	E6. Instructional: Salaries -		0	0	0
	E7. Other Student		1	1	2
	E8. Operation and Maintenance of		0	0	1
F	Staff FTE: Subtotal	2	19	35	58
	OPERATING				
1	Tuition		1,777,265	3,219,301	4,616,225
2	Grants - State		16,000	32,000	48,000
3	Grants - Federal		10,000	75,000	125,000
4	Grants - Private				
5	Nutrition Funding - State				
6	Program Fees				
7	Contributions, in-kind	70,000			
8	Contributions, in-cash		20,000	50,000	100,000
9	Investment Income				
10	Transportation				
11	Other:				
12	Other:				
13	**TOTAL OPERATING**	70,000	1,823,265	3,376,301	4,889,225
	OPERATING				
	Administration				
14	Salaries - Administrative	60,000	270,000	395,200	508,632
15	Salaries - Administrative	10,000	48,750	99,450	135,928
16	Accounting-Audit		7,500	10,000	12,500
17	Legal		5,000	10,000	15,000
18	Payroll		7,500	10,000	10,000
19	Other Professional		0	0	0
20	Information Management and		10,000	12,500	15,000
21	Office Supplies and		10,000	15,000	20,000
22	Professional Development,		2,500	2,500	2,500
23	Dues, Licenses, and		7,500	10,000	15,000
24	Fundraising		2,500	5,000	7,500
25	Recruitment/Advertising		5,000	7,500	7,500
26	Travel expenses for		1,500	2,000	2,000
27	Bank Charges - Current		15,000	30,000	30,000
28	Purchased Management		0	0	0
29	Other:				
30	Other:				
31	Subtotal	70,000	392,750	609,150	781,560

		Instructional Services					**General**	**Special**	**General**	**Special**	**General**	**Special**
32		Salaries - Teachers					445,000	45,000	923,800	91,800	1,421,680	140,472
33		Salaries - Other					120,000		166,800		516,200	
34		Salaries -						40,000		41,600		63,264
35		Salaries -										
36		Contracted Services,					30,000	25,000	50,000	50,000	75,000	100,000
37		Instructional Technology										
38		Instructional Supplies &					27,500	7,500	50,000	10,000	82,500	15,000
39		Testing & Assessment					10,000	5,000	20,000	10,000	25,000	15,000
40		Professional					4,250	500	7,000	1,500	11,000	2,000
41		Dues, Licenses, and							2,500		5,000	
42		Staff Stipends in addition					4,500	750	10,800	1,800	16,200	2,700
43		Purchased Management										
44		Other:	Summer				30,000	10,000	35,000	15,000	100,000	50,000
45		Other:										
46					Subtotal	0	671,250	133,750	1,265,900	221,700	2,252,580	388,436
		Other Student Services										
47		Salaries - Other Student					0		0		0	
48		Health Services					17,500		36,400		37,856	
49		Student Transportation (to and from					18,000		36,000		54,000	
50		Food Services					10,000		20,000		30,000	
51		Athletic Services										
52		Purchased Management										
53		Other:	Evening Dinner				15,000		30,000		45,000	
54		Other:										
55					Subtotal	0	60,500		122,400		166,856	
		Operation and										
56		Salaries - Operation and									50,000	
57		Utilities					77,500		170,500		186,000	
58		Maintenance of Buildings					50,000		75,000			
59		Maintenance of									30,000	
60		Rental/Lease of Buildings					279,000		620,000		620,000	
61		Rental/Lease of					5,000		7,500		15,000	
62		Capital Debt Service										
63		Renovation/Construction										
64		Acquisition of Capital					50,000		50,000		50,000	
68		Purchased Management					0		0		0	
66		Other:										
67		Other:										
68					Subtotal	0	461,500		923,000		951,000	
		Fixed Charges										
69		Payroll taxes					24,668		44,273		71,749	
70		Fringe Benefits					134,850		237,870		394,269	
71		Insurance (non-					11,500		16,500		22,000	
72		Purchased Management										
73		Other:										
74		Other:										
75					Subtotal	0	171,018		298,083		488,018	
		Community Services										
76		Dissemination Activities					2,500		5,000		7,500	
77		Civic Activities										
78					Subtotal	0	2,500		5,000		7,500	
79		**Contingency**							50,000		50,000	
80		**TOTAL OPERATING**				70,000	1,759,518		3,274,093		4,697,514	
81		**SURPLUS/(DEFICIT)**				0	63,748		102,208		191,711	

ORGANIZATIONAL CHART

Proposed Organizational Chart



Enrollment Policy and Procedures

ADMISSIONS CRITERIA

Charter schools are public schools and are therefore open to all Massachusetts students on a space available basis. This means that PFSJCS may not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Moreover, PFSJCS may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics. M.G.L. c. 71, § 89(l); 603 CMR 1.06(1).

Paulo Freire Social Justice Charter School has an interest in making sure that all prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community.

Paulo Freire Social Justice Charter School requires:

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete that grade to be admitted.
2. Students to be residents of Massachusetts at the time that they are offered admission.
3. That primary preference for admission be given to siblings of students "currently attending" the school in accordance with Massachusetts Department of Education regulations.
4. That secondary preference for admission is given to students who are residents (as defined in 603 1.06(4)) at the time that they are offered admission to the school.
5. Parents/guardians of all new applicants and the applicants are strongly recommended to attend information sessions.
6. Parents/guardians and students sign contracts that demonstrate their agreement with and understanding of the school's mission.

Paulo Freire Social Justice Charter School will not:

1. Give preferences to children of staff members or Board members;
2. Make statements in meetings intended to discourage, or that have the effect of discouraging, parents/guardians of students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the school. See M.G.L. c. 71 § 89(1).

OUTREACH

Paulo Freire Social Justice Charter School provides information about the school to those who are interested throughout the year. Paulo Freire Social Justice Charter School provides applications at an Information Session, which is held in November of each year for interested applicants and additional information at Orientation Sessions for incoming students in the spring and summer before the school year begins.

The recruitment and enrollment process is an extensive, Hampden and Hampshire County outreach effort that includes advertisement and formal, public information sessions. Paulo Freire Social Justice Charter School does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity,

sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or prior academic achievement. Attendance at Orientation Sessions is recommended for students and their families. PFSJCS will strive to make accommodations for families with individual hardships.

ENROLLMENT PROCESS

1. For a given school year beginning in November, PFSJCS will accept applications forms from all new applicants. For the start-up year of 2011-2012 applications will be available in late February.
2. PFSJCS will accept application forms until a date set in early January. For the start-up year application will be due March 10, 2011.
3. PFSJCS will schedule recommended parent meetings and student meetings for new applicants following receipt of applications.
4. Parents and students meeting application requirements will be entered into the lottery.
5. PFSJCS will publicize all lottery enrollment deadlines and the fact that there will be a lottery if there are more eligible applicants than there are available spaces within a given application process, with reasonable public notice of at least one week.

After the application deadline passes, Paulo Freire Social Justice Charter School will divide all applications into three categories under 603 CMR 1.06(4)

- *Siblings* – Students who share a common parent, either biologically or legally through adoption. Whether the children reside in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference.
- *Residents* - Students who live in a city or town in Chicopee, Holyoke, Northampton, South Hadley, Westfield, and West Springfield.
- *Non-residents* - Students who live outside the six communities. Non-Residents enrolled in district, charter, private or parochial schools or enrolling in schools in the district get equal preference.

Preference for admission is given first to applicants in the "Siblings" category followed by applicants in the "Residents" category and then by applicants in the "Non-Residents" category without regard to when their application was submitted as long as it was prior to the application deadline. Schools must either extend an offer of admission to all applicants within a group, Siblings, Residents or Non-Residents that meet the application deadline or select applicants randomly using a lottery. Paulo Freire Social Justice Charter School will not offer admission to applicants on a first come first serve basis.

LOTTERY

If there are more eligible applicants in any of the categories ("Siblings", "Residents" or "Non-Residents") than there are spaces available, Paulo Freire Social Justice Charter School must hold a lottery to determine which applicants will receive an offer of admission. 603 CMR 1.06(3)(a). As previously mentioned, the school must give reasonable public notice of the lottery at least one week before the lottery date. Charter schools must have an individual, without any connection to the school, randomly draw the names of all students who submitted applications before the deadline. After the available slots are filled, the individual shall keep drawing the names of the remaining applicants in each category and place them on a waiting list in the order they are drawn.

If the school does not reach capacity after admitting all eligible "Siblings" and "Residents," then it may admit non-resident applicants. In this case, the school must hold a lottery, under the same rules as outlined above, to select non-resident students for the remaining spaces if there are more non-resident applicants than spaces available. 603 CMR 1.06(4)(b).

WAITING LIST

Paulo Freire Social Justice Charter School will maintain waiting lists for "Siblings", "Residents" and "Non-Residents". These lists will roll over from one year to the next providing applicants reapply meeting all required deadlines of new applicants. PFSJCS must always accept "Resident" students before accepting "Non-Resident" students unless the "Non-Resident" student is also a "Sibling".

SECONDARY LOTTERY

Paulo Freire Social Justice Charter School may hold a second lottery under the following conditions:

1. If by the lottery date the school has received fewer application forms than it has spaces available; or

2. If after this date, the school receives a large number of additional application forms for the upcoming school year.

ENROLLMENT CONFIRMATION

Families will be notified at the lottery and by mail of their admission status (accepted or placement on waiting list). All families will receive an enrollment packet with all of the forms necessary to enroll in PFSJCS. (Proof of Residency, Student Information, and Records Release Form). If a student is accepted in the lottery, that family must confirm that the student will attend the school by March 15th. During the start-up year this day will be March 10th.

OTHER CONSIDERATIONS:

During the start-up year PFSJCS will only accept students in 9th Grade. The applicant student must have successfully completed (or is expected to complete) the grade preceding the grade to which the student seeks admission.

All commonwealth charter schools must ensure that they do not enroll a number of students from a sending district that would cause the district to exceed the 12% cap on net school spending. M.G.L. c. 71 (89)(i).

PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL
ORGANIZATIONAL BYLAWS

ARTICLE 1

Section 1.1 Name

The name of the organization shall be Paulo Freire Social Justice Charter School (hereinafter the School). All references in these bylaws to the "Charter" shall be construed to mean the Organizational Charter and Charter Renewals of the School; subject to the amendment of M.G.L. C. 71 §89.

Section 1.2 School Purpose and Legal Status

The Paulo Freire Social Justice Charter School offers its students a Social Justice curriculum within the context of an excellent college preparatory curriculum. The School is chartered by the Commonwealth of Massachusetts pursuant to MGL Chapter 71, Section 89

Section 1.3 Fiscal Year

Except as from time to time as otherwise determined by the Board of Trustees, the fiscal year of the school shall begin on July 1 and end on June 30.

ARTICLE 2

Board of Trustees

Section 2.1.1 Powers & Duties

The Board of Trustees is a public entity under MGL Chapter 71 Section 89 and each individual Board Member is considered a "Special State Employee" for all purposes under Massachusetts Law. The Board of Trustees holds the Charter from the State of Massachusetts and are therefore responsible for ensuring that the School and fellow Board Members:

1. Comply with all applicable laws and regulations;
2. Ensure that the School is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal;
3. Ensuring that the Board of Trustees do not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition;
4. Shall be responsible for the general management, control and responsibility for all the property, affairs, and funds of the Charter School and shall exercise all the powers given to them under these by-laws:
5. Shall be responsible for
    a. Adopting amending, or repealing the bylaws, contingent upon the approval of the Massachusetts Department of Elementary & Secondary Education (DESE);
    b. Amending the material terms of the school's charter, with the approval of the Massachusetts Department of Elementary and Secondary Education (DESE);
    c. Submitting charter amendments to the Massachusetts Department of Elementary and Secondary Education (DESE);
    d. Determining general school policies in compliance with state and Federal laws and
    e. Managing the financial affairs of the school and approval of the annual budget.

In addition, specific duties of the Board of Trustees shall also include:

a. Serving the school with duty, loyalty, and care;
b. Abiding by the school's Code of Conduct, Conflict of Interest, and Confidentiality policy statements;
c. Not having a direct or indirect financial interest in the assets or leases of the school;

d. Disclosing any financial interest, direct or indirect, in the business transactions of the school;
e. Complying with all laws and regulations applicable to members and Boards of Trustees;
f. Holding the charter from the state and being responsible for ensuring that the school complies with all applicable laws and regulations, ensuring that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal;
g. The Board of Trustees shall have the responsibility to select, appoint, evaluate and/or remove the School Principal;
h. The Board shall after selection of the Principal, support the Principal in every way to carry out the duties specifically reserved to the Principal of the School without interference by the Board of Trustees so as to fulfill the obligations identified in the Paulo Friere Social Justice Charter.

6. The Board of Trustees shall:
   - Not Allow membership of a majority of the Board of Trustees to be bound or affected by any other entity;
   - Not allow members to participate in meetings by email or by proxy;
   - Shall not allow an entity other than the Board of trustees to select or remove Trustees;
   - Shall not allow the Board or any of its individual members to exercise managerial powers over the day-to-day operations of the school;
   -

Section 2.1.2 Duty of the Trustees to Carry out the Mission of the School

It shall be the duty of the Board of Trustees to carry out the Original Mission of the Original Charter for the School. The Board of Trustees shall not be allowed to Change this mission statement without express authority of The Department of Elementary and Secondary Education and without a Vote of 2/3rds of the Board of Trustees then in Office. It shall further be the duty of the Board of Trustees to establish an Alumni Organization during the fourth year of the operation of the school so that the first graduating class will have a functioning group to determine continuous representation on the Board of Trustees by the Alumni of the School.

Any failure to carry out this Mission shall be cause for Removal of such trustee.

The Mission of the Paulo Freire Social Justice Charter School is attached as Exhibit 1 of these by-laws and is incorporated by reference herein.

Section 2.2 Composition

The Board of Trustees shall consist of at least twelve (12) or more Trustees in number, not exceeding fifteen (15) Trustees, representing the broad and diverse constituencies of school members and these representatives shall be elected by their own constituent group as follows

- Two (2) representatives of the teachers and staff, who shall be elected by vote of the teachers and staff:
- Two (2) Administrators of the School, the Executive Director and the Principal, who shall serve ex-official by virtue of his/her position;
- One (1) parent, who must be parents of one or more current students who shall be elected for a one year term by the designated parent organization
- One (1) student, elected by the student body;
- (9) Members of the Founding Group who shall serve for one five (5) Year term and who may be nominated for one additional three (3) year term. (See Section 2.4 for election of successors to the Founding Board.)

Section 2.3.1 Voting & Quorum

Members of the Board of Trustees who are 18 years of age and older shall have voting power. A quorum of seven (7) seated members who are qualified to vote shall be required for action by the Board of Trustees. Unless otherwise stated in these bylaws, action is determined by a majority vote of seated eligible voting members at any regular or Special meeting duly called but only if Notice is posted in compliance with the Massachusetts Open Meeting Law (MGL Ch. 30B, Section 11 A 1/2). A super Majority of the Board shall consist of 3/4 of the Trustees seated and allowed to vote.

Section 2.3.2 Super Majority Vote Required

The following actions shall require a Super Majority vote of the Board of Trustees then in Office in order to make a change as outlined below:

1) A material change in the Mission of the School as outlined in the Charter;
2) A change in the number of Trustees;
3) A removal of the School Location to a city or town other than Holyoke Massachusetts

Section 2.4 Election of Members

Each Group of The Board of Trustees shall elect its representative by a formal vote, at least two weeks before the Annual Meeting each year and shall inform the President of the Board of Trustees so that the newly appointed Trustees may take office at the Annual Meeting in October of each year. Each constituent group or category of member shall be elected as follows

Section 2.4.1 Each constituency group shall nominate members for election to the Board of Trustees according to the following process:

- Faculty and staff members are appointed to represent this group by vote of the faculty and staff taken on the first Tuesday of April or some other day, as determined by the faculty & staff, so that the Faculty/Staff Representative has been appointed on or before the Annual Meeting in October of each year and shall serve for a period of one year or until the next Annual Meeting;
- The Principal shall serve by virtue of his/her position in the organization;
- The Parent member shall be elected at least two weeks before the Annual Meeting in October of each year and shall be appointed for a one year term or until the next Annual Meeting; the Parent Organization may determine at which meeting the vote shall be taken and if written absentee ballots may be used to elect the Parent representative;
- The Student member is appointed by vote of the student body to be held in the second week of May each year and the Student representative shall serve for a one year term beginning at the Annual Meeting in October and continuing until the next Annual Meeting;
- Nine (9) Original Founding Board Members have been appointed as the Original Members of the Board of Trustees and they shall serve for an initial term of five (5) years, beginning from the Awarding of the Charter (The Founding Board Members shall serve for Five years from the initial Annual Meeting until the Annual Meeting in the year that the Charter is renewed). Following this initial five (5) year term, Founding Members may serve for one additional term, which shall be no longer than a (3)-year term. In the event that a vacancy occurs among the Founding Board Members, the remaining Founding Board shall nominate a successor to serve out the remainder of these two terms.

2.4.2 Election of Successors to the Founding Board. At the end of the 8 (eight) year period of Service by the Founding Board Members successors to the Founding Board shall be elected as Follows: the Board of Trustee Members representing the remaining constituencies (staff, parents, students and principal) shall nominate and appoint no more than six (6) Community Members to serve as Community Trustees in place of the Founding Board Members. Community Trustees shall serve for a one-year term and shall not serve more than three consecutive one-year terms except as determined in Section 2.4.3.

Section 2.4.3 Term Limits for the Board of Trustees.

Except for the Founding Board Members, no Board members shall be allowed to serve more than 3 (three) consecutive one-year terms. Former Board members in any constituency will be allowed to serve an additional three terms only after an interruption or break of at least two years.

The Governance Committee may serve as a Nominating Committee or to fill a vacancy, only when requested to do so by a majority of the remaining Board of Trustees or by a particular constituent group or when a constituency group fails to act as defined in Section 2.5. below.

Section 2.5 Vacancies

Vacancies are filled as they arise by each constituent group according to their own rules. In the event of a vacancy, each constituency group shall nominate a successor, or if they fail to do so within 45 days of a resignation or death or removal of their representative, then the Governance Committee shall nominate a successor to the full Board of Trustees;(such successor shall serve out the remaining term of the member whose term is being filled); and the Full Board of Trustees shall act on such nomination at their next regularly scheduled meeting. However, the remaining Trustees may, when a vacancy exists, exercise the powers of the full Board until such vacancy or vacancies are filled.

The appointments to fill such vacancies shall require a majority vote by the Board of Trustees then seated.

Each such successor Trustee shall hold office for the unexpired term of his/her predecessor and until his/her successor shall be chosen or appointed and qualifies, or until s/he dies, resigns, is removed or becomes disqualified.

Section 2.6 Tenure and Terms

Tenure and terms of membership on the Board of Trustees are as follows:

- All Board Members whose term is expiring, may, if eligible for an additional term, be nominated by their constituent group and shall be considered for election at the Annual Meeting in October;
- Teacher and staff members serve for a one year term from the October annual meeting to the next October annual Meeting or upon vacancy by the terms of Section 2.5;
- Parent members serve from the annual Meeting in October through the subsequent annual meeting the following October for a one year term,
- Student members serve from the Annual meeting in October through the next annual meeting for a term of one year;
- Original Founding Board members shall serve for one five (5) year term and may serve for one successor term of one, two or three (3) years in duration (it being the intention of this arrangement to have a reasonable transition to 5 Community members. After serving two terms Original Founding Board Members shall be replaced by Community members nominated by the Original Founders who are still members of the Board of Trustees; such Community members may serve up to three (3) consecutive one-year terms. At the end of this 8 year period, or sooner if there are no Original Founding Board members willing or able to serve, the remaining Board of Trustees shall thru the established Governance Committee of the Board, nominate and appoint appropriate Community Members to serve for no more than 3 (three) consecutive one-year terms.

No Members of the Board of Trustees (except founding Board Member, the Executive Director, and Principal) shall serve more than 3 consecutive terms unless they have been off the Board for 2 consecutive years.

Section 2.7 Standing Committees

The Board shall nominate and appoint a Governance Committee and a Finance Committee from among their members. These Committees shall serve at the pleasure of the Full Board of Directors and shall receive their charge after a vote by the Board delegating appropriate powers to these Committees. Both the Governance Committee and the Finance Committee shall be advisory to the Board of Directors and may only recommend actions to the Board. All meetings of Committees must be held in compliance with the Massachusetts Open Meeting Law MGL. Ch30 A, Section 11A ½ as the same may be from time to time amended.

ARTICLE 3
Meetings

Section 3.1 Meeting Regulations

Massachusetts Open Meeting Law MGL ch.30ASection 11 A& ½ as amended shall apply to all regular, special, emergency and other meetings of the Board of Trustees and all of its committees. All meetings must be held within Hampshire, or Hampden County in the Commonwealth of Massachusetts. As soon as a School Location has been approved by DESE, all meetings shall be held in one of the school buildings (unless there is an emergency which precludes meeting at such location in which case the Board shall offer reasonable transportation to an alternate site for all Trustees who request the same, if such location is more than 1 mile from the School Location).

Section 3.2 Quorum

Quorum for meetings of the Board of Trustees is stated in these Bylaws, Section 2.3.

Section 3.3 Regular Meetings

Regular meetings of the Board of Trustees may be held on the second Monday of September, October, November, December, January, February, March, April & May of each year and one meeting in July and August at such times and places as the Board determines. Notice of the regular time and place of meetings shall be published on the school Bulletin Board (in addition to any electronic School Bulletin Board) after the First Regularly scheduled meeting in September of each year. The President shall be charged by the Board of Trustees to provide Notice to all parents, teachers, administrators and students so that all constituencies shall have a reasonable opportunity to attend and participate in such meetings. The President shall further be charged with complying with the provisions of the Open Meeting Law (MGL Ch 30A, Section11A ½.

Section 3.4 Special Meetings

Special emergency meetings of the Board of Trustees may only be convened in Hampshire and /or Hampden County, Massachusetts, and shall be at the School Building (after such is established) unless such a meeting would adversely affect the safety and well being of the attendees. The president shall make every possible effort to inform all Constituent groups of the time and place of any such emergency meeting. Emergency meetings shall be called by either the President of the Board of Trustees or by the Chief Administrator to deal with emergencies (Emergencies shall be defined as circumstances that would have a materially negative effect on the School Budget or the operation of the school or safety of the students). In the event of an emergency, the Open Meeting Law and all other Massachusetts and Federal laws shall be complied with and any action taken at such emergency meeting shall be reviewed ratified and affirmed at the next regularly scheduled meeting of the Full Board of Trustees. Notice of Special Meetings shall be given to the Board of Trustees at least 48 hours in advance, in person or by electronic means. Notice of Special Meetings must include the purpose of the meeting

Section 3.5 Action Between Meetings

No action may be taken except at a regular or special emergency meeting as described in 3.3 and 3.4 of these by-laws and only as permitted by the Open Meeting Law MGL Ch30A Section 11A **½.**

Section 3.6 Annual Meeting

The Annual Meeting of the Board of Trustees shall be set for the first Monday in October of each year or at such other time in October as the Board of Trustees determines.

ARTICLE 4

Officers

Section 4.1 Officers

Officers of the Board of Trustees shall include: President, Vice President, Treasurer, and Clerk.

Section 4.2 Elections of Officers

The Founding Board Members shall nominate the first Officers of the Board of Trustees and thereafter Officers shall be elected by the duly elected and appointed Board of Trustees at its Annual Meeting in October of each year. Committee Members shall be elected and appointed by the Board of Trustees at its Annual Meeting in October. Officers and Committee members shall be elected for a one year term or until the next Annual Meeting.

Section 4.3 Tenure and Terms of Officers

Except for the Founding Board Members who are elected to serve as the initial Officers, the Officers may serve for no more than three consecutive one-year terms.

Section 4.4 President

The President, on behalf of the Trustees, shall have general charge and supervision of the meetings of the Board of Trustees of the Charter School. The President, with the advice of the School Principal shall set the agenda for each meeting. The President shall preside at all meetings of the Trustees. In the event of his/her absence or disability, the Vice President shall perform the duties of the President. In the event of the absence or disability of both the President and Vice President, a chairman pro tem shall be elected by those present at such meeting and shall preside.

Section 4.5 Treasurer

The Treasurer shall keep or shall cause to be kept regular books of account, shall report to the Board of Trustees at regular intervals the financial condition of the Charter School. The Treasurer shall be the Chair of the Finance Committee of the Board of Trustees and shall ensure that a true and accurate accounting of the financial transactions of the School is made at the annual meeting and from time to time as required for the successful operation of the Charter School. The Treasurer in conjunction with the Chief Financial Officer of the School shall be responsible for the receipt and disbursement of the monies of the Charter School, shall set up systems to safeguard the school funds and shall account to the Board of Trustees for these monies. The Treasurer shall supervise the systems set up with the Chief Financial Officer of the School. The Treasurer shall be responsible for the safekeeping of all investments and funds of the School and shall safeguard any gifts made to the School. Funds and investments shall be held in such depository or depositories, as the Board of Trustees shall select.

Section 4.6 Clerk

The Clerk shall have general charge of the records of the Charter School and shall maintain minutes of all meetings of the Board of Trustees and its Committees. The Clerk shall be responsible for making sure that Public Notice (including the date, time and location of all meetings) is given as required by MGL ch 30A Section 11 A 1/2 (hereinafter OML) and that, in accordance with the OML s/he shall ensure that a record of every meeting be adopted and kept, and that such record records the time, date, location, members present or absent, all action(s) taken including formal votes taken and a record of all discussions at such meetings. The Clerk shall further be required (after approval by the Board of Trustees or one of its committees) to make copies of these records available for the public and for all members of the School Community as soon as reasonably possible, all in compliance with the Spirit and requirements of the OML as the same may be amended from time to time. The Clerk shall perform all duties commonly incident to her/his office including:

a. The filing and submission of reports as required by law; In the event of the absence of the Clerk from any meeting of the Board of Trustees, a Clerk pro tem shall be appointed by the President to keep the records of such meeting and perform such other duties of the Clerk as the meeting may prescribe;
b. Any duties assigned to the Clerk by the Board of Trustees

Section 4.7 Powers and Duties of Officers

Each Officer shall have such duties and powers as are customarily incident to his/her office and such additional duties and powers as the Trustees may from time to time determine, subject to these bylaws, and to the control and direction of the Trustees and the directives contained in M.G.L. Ch. 71 §89,

ARTICLE 5
Committees

Section 5. 1 Committee Structure

Any Trustee may nominate himself or herself or another Trustee to serve on any Committees of the Board

Section 5.2 Standing Committees

Standing Committees of the Board of Trustees may be established by a majority vote of the Board of Trustees. Any Trustee may nominate themselves or another Trustee to serve on these or any other Standing Committees of the Board. The Initial Standing Committees of the Board shall be: and may include the following:

- Finance and Governance.

The committee Members for Finance and Governance shall be appointed by a majority vote of the full Board of Trustees.

Finance Committee

The Board of Trustees shall direct the Finance Committee. The Board may direct the Committee to attend to any and all financial matters that are in the prevue of the Board. The Finance committee may have advisory members who are not voting members of the Board of Trustees, but whose expertise may be used as a valuable asset to the Finance Committee and to the Board.

Governance Committee

The Governance Committee shall be comprised of members of the Board of Trustees (and advisory consultants who the Committee may consult from time to time). The Governance Committee shall draft for review by the full Board all amendments to these By-laws. The Department of Elementary and Secondary Education must approve any By-law changes. The Governance Committee shall at the request of the Board, determine how to address any issues with governance of the Board which are not addressed in these by-laws, or which are ambiguous and shall present alternative By-Laws and Rules to the Board for approval. The Governance Committee shall also serve as a nominating Committee for new Board members when requested by the full Board, or any constituent group. The Governance Committee shall nominate a slate of Officers for each Annual Meeting. The Governance Committee shall nominate new Community Board Members when the Founders no longer serve as members of the Board of Trustees.

Section 5.3 Ad Hoc Committees

Ad Hoc Committees of the Board of Trustees may be appointed from time to time as deemed necessary by a majority vote of the full Board of Trustees. Terms shall expire for the Ad Hoc Committee as determined by the Board of Trustees.

ARTICLE 6
Resignations, Removals and Vacancies

Section 6.1 Resignations

Any Trustee or Officer may resign at any time by delivering his/her resignation in writing to the President or the Clerk or to a meeting of the Trustees. Such resignations shall take effect at such time as is specified therein, or if no such time is so specified, then upon delivery thereof

To the President or the Clerk or to a meeting of the Trustees.

Section 6.2 Removal of Trustees

The Trustees may remove a member of the Board of Trustees by vote of the majority of the members of the Board of Trustees.

The Trustees may remove any Officer from office by vote of a majority of the members of the Board of Trustees.

The Trustees may remove any Trustee for cause by vote of the majority of the members of the Board of Trustees. If cause is assigned for removal of any Trustee or Officer, such Trustee or Officer may be removed only after a reasonable notice and opportunity to be heard before the body proposing to remove said Trustee or Officer. No Trustee or Officer who resigns or is removed shall have any right to any damages on account of such removal.

Section 6.3 Appointment and Termination of the School Principal

The Trustees shall have the authority to select, appoint, evaluate and enter into a contract with the Executive Director. The Executive Director shall have authority to select, appoint, evaluate and enter into a contract with the School Principal. The Board of Trustees may negotiate a contract and extensions with the Executive Director on such terms and conditions as the Board deems appropriate.

The Trustees may terminate or modify the authority of the Executive Director for cause but only in accordance with the laws of the Commonwealth and the Personnel policies of the School. Such removal must be by vote of eight Trustees (no matter how many Trustees are seated at the time,) or if there are less than 12 trustees then sitting, then by a 2/3rds majority of the Trustees then seated. This vote must be taken in accordance with the OML at a Regular Meeting or Special meeting of the Board of Trustees, or, if the OML requires that this vote be taken in Executive Session, then the Board of Trustees must post notice of this vote within 48 hours of the time the vote was taken.

ARTICLE 7
Certain Transactions

Board members may not have any direct or indirect financial interest in the assets or leases of the school and must disclose any financial interest, direct or indirect, in the business transactions of the school.

ARTICLE 8
Miscellaneous

Section 8.1 Execution of Papers

Unless the Board of Trustees shall otherwise generally or in any specific instance provide, any bill, note, check or other negotiable instrument shall be made, signed, accepted, or endorsed in the name and on behalf of the Charter School, and any other contract or written instrument whatsoever shall be signed, sealed with the school seal, acknowledged and delivered, in the name and on behalf of the Charter School, by either the President or the Treasurer of the Board of Trustees.

Section 8.2 Execution of Certifications

All records of all Board meetings and Board Committee meetings shall comply with Massachusetts Open Meeting Law. This requires that a record of every meeting be kept, including the time, date, and location of the meeting, the members present or absent, and all action taken at the meeting including formal votes taken, and that they be adopted in compliance with Mass. Gen. Laws. c.30 §11a1/2.

Section 8.3 Charter School Seal

The Trustees may adopt and alter the seal of the Charter School.

ARTICLE 9
Advisors to the School and Trustees

The Trustees may designate certain persons or groups of persons as advisors of the Charter School or such other title as the Trustees deem appropriate. Such persons shall serve in an honorary capacity, without compensation and shall not be considered for purposes of establishing a quorum; Advisors shall have neither the duties, nor the rights or responsibilities of the Trustees. Advisors are not

required to receive special notice of any Board meetings, but do have right to public notice of all Board meetings in accordance with Massachusetts Open Meeting Law.

ARTICLE 10

Amendments

These bylaws may at any time be amended or repealed by vote of a majority of the Trustees, except that no amendment may be made by the Trustees which alters provisions of these bylaws with respect to provisions for transactions with interested members, Trustees, Officers or employees. Notice of the substance of any proposed amendment or repeal shall be stated in the notice of any meeting of the Board called for the purpose of proposing such amendment or repeal.

All amendments to bylaws are contingent upon the approval of the Massachusetts Department of Elementary and Secondary Education.

No change in the date of the annual meeting may be made within sixty (60) days before the date fixed in these bylaws. Notice of any change of the date fixed in these bylaws for the annual meeting shall be given to the Trustees at least twenty (20) days before the new date fixed for such meeting. The Annual Meeting must be held within 6 months of the end of the Fiscal Year of the School according to Massachusetts Law as the same may be amended.

Community Membership

It takes a community to teach a student. The lessons learned via a social justice curriculum must be complemented by ample opportunities for community engagement. Social justice depends on trust in and openness to dialoging with fellow members of the community towards the end of peaceful access to democratic participation for all. Education about the community or for the sake of the community must go along with education *with* the community and *from within* the community.[1] As a result, the Paulo Freire Social Justice Charter School (from now on "PFSJCS") is committed to constant collaboration with the surrounding community in order to create a full educational experience for its students. While the lessons learned in the classroom through traditional instructional methods are essential to building a theoretical background for a social justice education, it is through practice that the constitutive values of dialogue and democratic participation will be instilled both in PFSJCS students and members of the community.[2]

The partnership between the school and the surrounding community will remain a two-way relationship. Not only will students have the ability to affect change, but also the members of the community will have the ability to take ownership of the trajectory of the school. The knowledge of locals of the strengths and needs of the community will be harnessed to create an effective cooperative connection between the school and the society around it. A full social justice education will not be simply imposed upon the community from above by the charter school's founders; it will be experienced from within the community and realized by the constituents themselves.[3]

The school will contribute its students as agents of change in its collaboration with the community. In order to develop a sense of purpose as members of their surrounding community and to become active partners in positive initiatives, students will work closely with faculty members in order to carry out an individually planned service project as a requirement for their graduation. This will most likely take on at least one of three different forms as "community service"- direct service, indirect service, and advocacy service.

- Direct service includes activities in which participants are actively involved in a way that requires face-to-face interaction with the recipient of project efforts, such as tutoring or serving meals at a homeless shelter or visiting elderly residents at a nursing home.
- Indirect service includes activities in which participants do not have direct contact with those who benefit from their service, but instead they provide financial assistance or goods to another individual, group, or agency for administration. This may include canned food drives or donations to local shelters.
- Advocacy service entails raising awareness of an existing need or issue by advertising it to motivate community or individual action- this could be creating and distributing posters or passing out pamphlets among other possibilities.[4]

The benefits of the PFSJCS student service projects will transcend the walls of classrooms at the same time that they will reveal themselves within traditional academic settings. While a dedicated, enthusiastic force of agents for change and leadership will have obvious benefits for the community at

[1] Paulo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 1970).
[2] Kenneth A. Strike, "Can Schools Be Communities? The Tension Between Shared Values and Inclusion," *Educational Administration Quarterly*, 1999: 46-70.
[3] Milbrey W. McLaughlin, Merita A. Irby and Juliet Langman, *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth* (San Francisco: Jossey-Bass, 1994).
[4] Alliance for Service Learning in Education Reform, "Standards of quality for school-based service learning," *Equity and Excellence in Education*, 1993: 71-73.

large, the process of carrying out a service project will also have positive effects on social/personal development and classroom performance:[5]

1. Students who participate in service projects will be less likely to engage in "risk" behaviors.
2. Students who participate in service projects will have a greater ability to relate to culturally diverse groups.
3. Students who participate in service projects will have an increase sense of civic and social responsibility and their citizenship skills.
4. Students who participate in service learning will be more engaged in their social justice-focused studies and more motivated to learn about social justice topics.
5. Experience gained in a service-learning environment helps students to become more knowledgeable about careers.
6. Collaboration between faculty members and students in the planning of service projects will result in greater mutual respect between teachers and students, leading to a more peaceful and accessible school climate overall. As a result, discussions about the best ways to teach and learn will take place, allowing PFSJCS to mature as an academic institution and not cling to outdate methods and subjects.[6]
7. Giving students an opportunity to become powerful change agents in their lives and the community will increase students' recognition and appreciation of the extent to which the control over their lives comes from within themselves, and enable them to use this as source of positive activity, both as members of a community and learners in a classroom.
8. Students will learn about themselves as members of the community with rights and responsibilities, power and vulnerability, and will learn to act accordingly considering the best interests of themselves and their peers.
9. The process of carrying out a project will contribute to important development in a variety of areas (cognitive, physical, social, etc.) over the course of learning new skills, acquiring new knowledge, and subsequently attaining the ability to apply what is learned.[7]

PFSJCS commits to honoring and celebrating the diversity among students, teachers, and their communities and will value equally their contributions to the educational process. With respect to the collaboration between the school and the surrounding community, the easiest and most efficient way to do this is to provide access to the school to the students' families. There are three basic models that have been employed and have experienced success in the past that will be used in conjunction with each other to ensure that PFSJCS is living up to its mission to become a center of inspiration and support in the community:

- Collaboration among executives: a group of executives from community support agencies will design a configuration for jointly delivering services that would meet certain objectives: coordination of services, a focus on families, and emphasis on intervention in services for students, the repositioning of resources for higher-quality services at lower cost, and a capacity for replication. The key is that executives be committed and flexible with their distribution of resources so that they can be determined as directly as possible by the needs of families. The strongest feature of this model is its ability to organize funding from a wide range of resources.
- Collaboration among professionals: groups of staff that work in parallel to the interagency executive level plans in order to share information, provide in-service training, and organize opportunities to coordinate efforts within their professions. The key is that professionals receive enough support from the executive levels of their

[5] John Dewey, *Experience and Education* (New York: The MacMillian Company, 1938).
[6] Shelley H. Billig, "Research on K-12 School-Based Service-Learning: The Evidence Builds," *The Phil Delta Kappan*, 2000: 658-664.
[7] Rebecca Lynn Carver, "Theoretical Underpinnings of Service Learning," *Theory into Practice*, 1997: 143-149.

respective agencies so that they have access to each other's experience and skills. The strongest feature of this model is its ability to force professional relationships among support workers in the community.

- Collaboration with parents: the school becomes central to life in the community as it reaches out to parents in order to:
    - Enlist their help and advice in the education of their children
    - Concentrate and provide a variety of social services
    - Establish a forum so parents can feel that the school is responsive to their needs and concerns at the same time that they build relationships with each other, school officials, and social service professionals[8]

The most important of these elements is the last; PFSJCS will commit to collaborating with parents and community members in order to build the necessary social capital to truly become valued as an asset to our six towns.[9] Again, social justice cannot be imposed from above. It must be built from a spirit of trust and communication with and from within those who strive for it. As an institution founded on such principles, PFSJCS will construct an easily accessible way so that trust and communication can thrive. PFSJCS will provide a room on campus that will be designated solely for parents and community members that will house teacher-parent conferences, provide social services (such as adult literacy classes and legal aid), and allow parents to become an essential part to the workings of the school. Too often, social service providers push plans into impoverished communities without seeking the input of those who actually live within the communities themselves.[10] PFSJCS will not make this mistake. Parents and community members will be involved in a progressive school ethic that enables efficient and flexible responses to community concerns even in the midst of deep urban poverty.

Paulo Freire did not believe in blindly supplying charity to those who struggle every day to put food on the table, let alone attain an adequate education. According to Freire, "true generosity" on the part of those in power lies in empowering underprivileged and forgotten members so that their hands "need to be extended less and less in supplication, so that more and more they become human hands which work, and working, transform the world."[11] Following this paradigm, the Paulo Freire Social Justice Charter School will respect and encourage its students and the community alike so that they realize their true potential as community leaders and essential resources capable of building a peaceful yet powerful future over which they have full control.

Community Membership Bibliography

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Paulo Freire Social Justice Charter School
Teacher Observation and Evaluation Process

Overview: The observation and evaluation process is a supportive and collaborative effort to help educators reach their highest teaching potential. It is a yearlong process that provides classroom observations, discussions, feedback sheets, lesson plan review, examination of student work, and a formal observation. Its purpose is to facilitate open communication in an atmosphere of mutual trust and respect.

Teachers are given feedback at every step in the process, so that there is clarity and continuity.

1- **Classroom Visits:**

Classrooms will be visited regularly by the Principal and/or the Department Head to gain an understanding of classroom practices and to provide feedback and support. The visits will be informal and may include: listening to a lesson in progress, observing students working, conversing with students about their projects, and/or participating in classroom activities and events.

2- **Informal Observations:**

There will be at least 3-5 informal observations before March 31st. Informal observations are unplanned and are followed by individual meetings. The first two informal observations will be for discussion purposes only, and beginning with the 3rd observation, a feedback sheet will be filled out and used for discussion.(see attached) The purpose of the informal observation is to identify ways to strengthen teaching, examine classroom culture, offer useful feedback and suggestions, and provide a focus for discussion. A plan for professional development will be determined, based on discussions and identified areas of need.

First year teachers/teachers will have weekly observations, followed by individual meetings. A written review will be completed immediately following the first 60 days.

3- **Lesson Plan Package Review:**

Lesson plans along with all classroom materials, student work, and assessments will be reviewed at least three times before March 31st . This will help identify the forethought and planning that goes into the execution of a lesson. It will identify the steps used from goal setting to assessment and will help examine an individual's process of teaching. Also, student work and records will be reviewed to examine: organization, clarity, relevance, challenge, grading, student understanding, skill development, and quality of finished products.

4- **Formal Observation**

At least once between March 31st and May 30th, a formal observation will be scheduled and a lesson plan submitted one week prior to the observation. A meeting will take place before the observation to: review the process; discuss the lesson plan; and give an opportunity for the teacher to address any issues or concerns. The formal observation will include the lesson plan, classroom observation and review of student work.

A draft review will be written following the Formal Observation. The Teacher will have a chance to meet and discuss any questions or concerns. A final draft will be sent to the Teacher for review and signature.

5- **Teacher Annual Evaluation:**

The Annual Evaluation will take into account: Informal and Formal Observations, progress during the year, lesson plan reviews, assignments, student work, records, and assigned administrative tasks. A meeting will take place to review and discuss the evaluation and answer any questions or concerns. The Teacher, the Department Head, and the Principal will sign the evaluation; a copy will be placed in the Teacher's personnel file.

Teacher Goals and Objectives

Goal 1: **Instructional Design**-The teacher designs instruction that develops students' abilities to master the class standards and benchmarks, aligned with the Massachusetts Frameworks/Common Core Standards.

1. Identify specific frameworks to be mastered.
2. Identify essential questions
3. Address individual learning styles, strengths, and needs
4. Indicate curriculum goals and objectives.
5. Include a variety of methods, materials, and resources.
6. Include learning experiences that are developmentally appropriate for learners.
7. Assure level of learning is appropriate for full range of students
8. Provide rigor and challenge when appropriate
9. Provide clear directions and, when appropriate, specific rubrics
10. Provide opportunities for public speaking
11. Incorporate appropriate assessment of student progress.
12. When possible, include interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from various subject areas.

Goal 2: **Classroom Environment**-The teacher creates and maintains a positive classroom environment that supports academic achievement, individual self-esteem, and community development. The teacher will:

1. Establish and maintain a safe environment for learning.
2. Establish and maintain standards of mutual respect and dignity.
3. Demonstrate effective classroom management.
4. Encourage students to demonstrate self-discipline and responsibility to self and others.
5. Respect the individual differences among learners.
6. Facilitate students working productively and cooperatively with each other.
7. Provide a motivating learning environment.
8. Promote appropriate classroom participation.
9. Listen thoughtfully and responsively to student concerns.
10. Provide encouraging and supportive feedback.
11. Promote ways to build student self-esteem
12. Create a healthy, stimulating, and fun learning environment.
13. Create activity based, real world learning experiences.

Goal 3: **Lesson Implementation**-The teacher develops and implements instruction to the class standards and benchmarks, aligned with the Massachusetts Frameworks/Common Core Standards.

. The teacher will:

1. Appropriately implement a lesson plan.
2. Communicate specific standards and high expectations for learning.
3. Link learning with students' prior knowledge, experiences, and backgrounds.
4. Model the skills, concepts, attributes, or thinking processes to be learned.
5. Communicate with learners clearly and accurately.
6. Use strategies that are appropriate to students' developmental levels.
7. Incorporate strategies that address the diverse needs of learners.
8. Incorporate strategies which address the needs of students with identified disabilities.
9. Encourage critical and creative thinking and problem solving.
10. Connect lesson content to real life situations when appropriate.
11. Use technology and variety of instructional resources.
12. Use assistive devices that support student learning, as needed.

13. Use a variety of effective teaching strategies to engage students actively in learning.
14. Provides opportunities for students to use and practice what is learned.
15. Provide opportunities for students to take on leadership roles.
16. Adjust instruction based on observation and/or feedback from students.

Goal 4: Assessment and Communication- The teacher assesses learning and communicates results to students, parents, and other professionals. The teacher will:

1. Demonstrates skills in choosing assessment methods and tools aligned with instructional goals.
2. Demonstrates skills in developing assessments aligned with instructional goals.
3. Demonstrates skills in designing and promoting student self-assessment.
4. Maintain records of student work and performance and uses them to guide instructional decisions.
5. Develop and use a variety of formative and summative assessment tools to determine student progress.
6. Utilize individual student success plan to facilitate improvement of skills.
7. Offer students and parents appropriate feedback on progress to learning expectations.
8. Participate in meetings to support student success.
9. Maintain privacy of student records and performance.
10. Demonstrate skill in administering, scoring, and interpreting the results of externally produced and teacher produced assessment methods.

Goal 5: Collaboration-The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities. The Teacher will:

1. Work with parents to enhance student learning at home and school.
2. Work effectively with instructional assistants, as applicable.
3. Collaborate with other professionals, agencies, and community resources or service to improve the overall learning environment for students.
4. Work towards cross-discipline integration of information
5. Demonstrate productive leadership or team membership skills that help to facilitate the development of mutually beneficial goals.
6. Collaborate with colleagues to achieve school and district goals.
7. Partner with community members, organizations, and other schools for mutual growth and development.
8. Provide dissemination of best practices

Goal 6: **Participation and Reflection**-The teacher collaborates on the reviews and evaluations and works cooperatively with other teachers and staff to improve quality of school instruction and student learning, and helps to maintain a positive community environment. The teacher will:

1. Take part in observation and evaluation meetings and be open to feedback.
2. Ask questions and voice concerns whenever necessary.
3. Be reflective on personal styles and preferences
4. Understand how styles and preferences may impact student learning.
5. Integrate feedback into identified areas
6. Work with other teachers and staff to support school-wide quality education and learning.
7. Be a supportive member in maintaining a positive community environment.

Goal 7: **Professional Development**-The teacher identifies personal and professional goals and objectives, develops a professional development plan, and engages in appropriate activities. The teacher will:

1. Attend required workshops and educational programs.
2. Identify personal development goals and objectives
3. Design a plan for improving personal skills and abilities.
4. Meets all state guidelines for professional development
5. Engage in relevant activities consistent with state guidelines and professional development plan.

Goal 8: **Additional Responsibilities**- The teacher, in a professional manner, fulfills all job requirements. The teacher will:

1- Be on time to/with classes, assignments, meetings, and record keeping responsibilities.
2- Notify appropriate individuals, ahead of time, if unable to meet responsibilities.
3- Keep accurate and professional records
4- Follow school guidelines on dress.
5- Uphold school rules and standards
6- Follow field trip protocols.
7- Notify appropriate individuals when taking student(s) off grounds
8- Follow written emergency protocols
9- Notify appropriate individuals of any concerns

SPRINGFIELD COLLEGE AFILIATION LETTER

Oct. 11, 2011

Bob Brick

67 Woodlawn Ave

Northampton, MA 01060

Dear Bob,

We, the undersigned members of the Education Department at Springfield College strongly support your application for charter school status and are thrilled at the possibility of working with you and the Paulo Freire Social Justice Charter School. We see the possibility of an important partnership developing that will serve our students, your students and the faculty of both schools.

Specifically, as per our conversations, we would like to take on an active role in helping you select and train your staff, as well as working with you in developing curriculum. Additionally, we would like to place our student teachers for their pre-practicum and practicum placements at PFSJCS as well as having them work with your students for one-to-one tutoring both during and after school.

The mission of the Paulo Freire Social Justice Charter School is entirely consistent with our Humanics philosophy at Springfield College – to educate the whole person in spirit, mind, and body for leadership in service to humanity. We look forward to a long-term and powerful affiliation with PFSJCS for years to come.

Sincerely,

Dr. Daniel Zukergood

Dr. Robert Barkman

Dr. Mary C Allen

Dr. Emmanuel Vincent

Professor Jennifer Johnston

AMHERST COLLEGE AFFILIATION LETTER

October 12, 2011

For many years The Center for Community Engagement, Amherst College students and faculty members have been actively involved in efforts to expand and enhance educational options for the children of Holyoke. We have worked closely with important community-based organizations including: El Arco Iris, Girls, Inc. Enlace de Familias, Nueva Esperanza, Nuestras Raíces, Career Point Adult Basic Education, and the Adult Education Center at Holyoke Community College as well as with the Holyoke Public Schools. We consider these organizations our community partners. In our collaborations we have come to recognize the children of Holyoke do not have all the educational opportunities they need to become confident, competent learners. It is clear to us that a school with the ambitious and innovative focus outlined in the Paulo Freire Charter School proposal is much needed in the community and will almost certainly have a powerful and positive impact both in the lives of the children it will teach and in the surrounding community.

The leadership team framing the Paulo Freire proposal brings to the project demonstrated experience in the visioning, and evolution of a highly regarded Charter school in the region (Pioneer Valley Performing Arts, founded in 1996). Members of our faculty and staff with long term familiarity with PVPA speak very positively of its administration and educational philosophy and practice. We have every reason to believe that the Paulo Freire School will show comparable patterns of pedagogical innovation, sensitivity to community needs and student centered success.

Amherst College students have a long history of working in a variety of educational venues in Holyoke. Some of our students already were involved in the preliminary research used in the elaboration of the Paulo Freire proposal, and many would find it particularly exciting to have a hand in the launching of a new school. We can foresee that others will be very interested in studying the effects of an explicit focus on community organizing as a central component in education.

We sincerely hope that this proposal is positively reviewed. The City of Holyoke, the children of Holyoke need this school. Amherst College stands ready to be an active partner with the Paulo Freire School.

Sincerely,

Molly Mead

PVPA AFFILIATION LETTER

January 20, 2016

Ms. Ruth Hirsch

Massachusetts Department of Elementary & Secondary Education

RE: Paulo Freire Social Justice Charter Public School

Dear Ms. Hirsch:

I am writing on behalf of the Board of Trustees of the Pioneer Valley Charter Public School ("PVPA") in support of the charter proposal being submitted for the Paulo Freire Social Justice Charter Public School ("PFSJCS"). I have reviewed the Executive Summary of the final application for PFSJCS, which discusses Educational Philosophy, School Characteristics, Organizational Viability, Mission and Vision and the communities to be served. PVPA shares these goals with the PFSJCS organizers, which should not be surprising given that PVPA's two co-founders, Bob Brick and Ljuba Marsh are part of the PFSJCS team.

Both schools are committed to advancing education for the community at large. As part of its obligation to disseminate best practices and replicate those parts of its model, which work best, PVPA has provided financial and logistical support to the PFSJCS application process.

I am confident PFSJCS will duplicate many successfully operationalized approaches from PVPA including, building a strong community, making children' feel safe, and inclusion of constituencies in important decisions.

My wife and several close friends work in the schools in the communities PFSJCS proposes to serve (i.e. Holyoke, Chicopee) and I am acutely aware of the need for alternative models and services to these school populations.

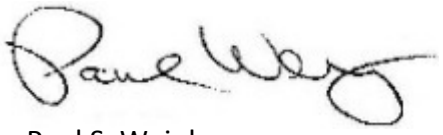
Given the limited number of charters available, a key question to consider is whether proponents of a new charter school can successfully launch one. That is where experience comes in, PVPA is one of the oldest charter schools in the Commonwealth. It has gone through several stages in its life. The first, and perhaps the most crucial phase, was its infancy. That stage required people with creative and entrepreneurial talents to breathe life into the school and convince people, many of whom were initially skeptical, to buy into the vision. There were many bumps and unexpected turns and problems, which required sometimes unorthodox solutions. Bob Brick and Ljuba Marsh excelled in this phase and I believe they will bring the same energy and vision to the first stage of PFSJCS. And that same experience will perhaps help to avoid some of those very problems.

The architect Walter Gropius once wrote, "If your contribution has been vital there will always be somebody to pick up where you left off, and that will be your claim to immortality." Bob Brick and Ljuba Marsh left PVPA after 13 and 14 years of service. The school remains vital and viable and that is due in large part to their success in helping to construct a shared vision which

the PVPA community has continued to follow after their departure, I believe their experience in knowing what works and, hopefully, in recognizing what didn't, will help ensure that PFSJCS flourishes in the community where it will be located.

If you have any questions, please do not hesitate to contact me.

Very truly yours,



Paul S. Weinberg

cc: Bob Brick

UMASS BOSTON AFFILIATION LETTER

10/20/11

Dear Founding Board Members,

We are excited about our commitment to your efforts to develop and get approved the charter for the Paulo Freire Social Justice Charter School. We believe that The Paulo Freire Social Justice Charter School (PFSJCS), to be located in Holyoke, MA, will provide an important public service to the towns and cities of the Pioneer Valley by offering a secondary school alternative dedicated to academic excellence and social justice awareness and practice as espoused by the late Brazilian critical pedagogue, Paulo Freire.

Largely informed by the philosophy of Paulo Freire, the Department of Applied Linguistics, housed in the College of Liberal Arts at the University of Massachusetts Boston, is designed to prepare students interested in expanding their knowledge of theory, research, policy, and practice to complete a Master's Degree. Both face-to-face and online courses are offered in the interdisciplinary areas of linguistics, psycholinguistics, sociolinguistics, literacy, bilingualism, multiculturalism, research methodologies, curriculum development and instruction, assessment, computer-enhanced language instruction, critical pedagogy, and cultural and communication studies. The department serves language specialists, educators, researchers, translators, professional editors and publishers, and policy makers, as well as community-based activist and professional development organizations dealing with language and immigration issues, and, finally, students interested in pursuing doctoral work in Applied Linguistics and other related areas. The Department of Applied Linguistics is committed to urban public education, linguistic-minority students, critical pedagogy, developing community relationships and projects of change, and social justice.

As part of its service to current Applied Linguistics students and graduates of the program, the Department of Applied Linguistics provides a state-approved Massachusetts Department of Elementary and Secondary Education (DESE) pre-K-12 ESL licensure program.

Dr. Donaldo Macedo (Ph.D., Ed.D. in Language Behavior/ Applied Psycholinguistics, Boston University) is a Distinguished Professor of Liberal Arts and Education at the University of Massachusetts Boston. He is the Chair of the Department of Applied Linguistics. Dr. Macedo has published more than 100 articles and books in the areas of linguistics, critical literacy, and multicultural education. Dr. Macedo received one of the most prestigious awards in education when he was selected as a member of the Laureate Chapter

of Kappa Delta Pi – International Society in Education. For decades, Dr. Macedo collaborated with Paulo Freire: publishing with him, translating and editing his work, and coordinating lectures internationally.

Dr. Pepi Leistyna (M.Ed & Ed.D in Teaching and Learning, Harvard Graduate School of Education) is an Associate Professor of Applied Linguistics Graduate Studies at the University of Massachusetts Boston, where he coordinates the research program, teaches courses in critical pedagogy, cultural studies, media literacy, and language acquisition, and is the Director of the Center for World Languages and Cultures. He is a research fellow for the National Education Policy Center at the University of Colorado Boulder. His research and many books are all influenced by the work of Paulo Freire.

As a result of multiple meetings with you and your colleagues, we have agreed to join forces in the following ways:

1) Long-term Research Project: As a graduate program with a masters thesis component and future developments of a doctoral program, we are interested in coordinating a multi-methods research relationship, in compliance with the ORSP: Office of Research and Sponsored Programs' protocol, where we could document the conceptualization, implementation, and outcomes of the *Paulo Freire Social Justice Charter School*.

2) Scholarships: The Department of Applied Linguistics has a long history of obtaining federal grants from the DESE: Department of Elementary and Secondary Education, with over 20 million dollars since 1988. If we are successful with future efforts with obtaining Title III monies, we can develop a relationship where PFSJCS graduates will be eligible for scholarships to attend the University of Massachusetts Boston.

3) Advisory Board: APLING faculty will serve on the advisory board.

We hope that your proposal will be approved by the State of Massachusetts and we look forward to a productive relationship.

Sincerely,

Dr. Donaldo Macedo
Dr. Pepi Leistyna

Identifying Excellence in Teachers: A Comprehensive System for Hiring

Teachers are a school's greatest assets. A school may have limited supplies, poor facilities, and still be a great school, provided it has excellent teachers. Conversely, a school with a multi-million dollar facility, a wealth of supplies, and uninspired teachers will never be a great school.
All certified teachers bring credentials into the classroom. Great teachers bring something more: a passion for their subject, the skill to reach all students, and the ability to inspire students to achieve excellence. How do we find and develop excellent teachers? Hiring a teaching staff is one of the most important processes school administrators can facilitate. Resumes give limited information, and most interviews cannot provide a sufficient understanding of how a person performs as a classroom teacher or works as a team member. A comprehensive hiring system is necessary for identifying great teachers.
.
The system uses the following steps:

1. A screening process, to reduce the applications to a manageable number for interviewing
2. An initial, structured interview, enabling both the school and applicant to determine if the "fit" is effective
3. A comprehensive interview format that provides experiential data
4. A full day visit to the school and working directly with a subject teacher and students

This comprehensive system provides the following:

1. A consistent and structured approach to hiring
2. An experiential understanding of the school's mission, philosophy, and community values for applicants
3. A clear examination of an applicant's teaching style, communication skills, creative approach to curriculum, and lesson plan/ implementation abilities
4. An understanding of an applicant's collaborative/ teamwork abilities
5. Feedback from students, teachers, parents, and administrative representatives

Ljuba Marsh developed this hiring system for PVPA, and it has been effectively used since 1996. It has helped to easily recognize dedicated, passionate, and creative teachers who identify with the philosophy and values base of the school. This system provided the school with excellent teachers and a staff turnover rate that was consistently under 3%.
.
Although the process requires considerable interviewing time, it saves a significant amount of time during the regular school year. We gain teachers with values compatible with those of the school, and as a result we need to spend less time on basic values training and team building, and we experience less staff turnover. The process helps us to identify mature, dedicated, resourceful, and compatible teachers, teachers who approach the supervision process from a positive perspective.
While there are no resumes, degrees, or years of experience that can guarantee excellence in teaching, the comprehensive hiring system can provide the information necessary to determine the best candidate for each position.

Step One: Hiring Committee

A. **Placing the Ad**
   Make sure the ad clearly states the values of the school, so from the beginning candidates understand what is important to you. This also gives candidates time to prepare for the interview. Those who are serious and enthusiastic will research terms with which they are not familiar, thereby learning about your organization.
B. **Hiring Committee Formation**
   Establishing a formal hiring committee at the start of the hiring process affirms the importance of the task and provides representation and consistency in decision-making.

At PFSJCS, hiring committees include: The Principal, the Departmental Head, one or more departmental teachers, one or more parents, and one or more students who are familiar with the subject. Committee members play different roles during the hiring process, bringing their observations and perspectives to final discussions with the entire committee.

C. Pre-Selection Criteria

In order to reduce initial numbers of applicants, it is important to decide on baseline criteria. Once the baseline is determined, a simple checklist can reveal which resumes get fully reviewed and which are stored. All applicants receive written notification of receipt of their resume, timelines for hiring, and they are informed that only continuing candidates will be called.

D. Resume Review

All resumes that fulfill the baseline requirements are made available to members of the hiring committee for their review. A deadline is set for resume reviews, during which time, the members of the hiring committee read the resumes and record comments on the cover sheet. Any resume that receives an interview check by any member of the hiring committee is referred to the next step: The Structured Interview.

Step Two: The Structured Interview

The purpose of the structured interview is to provide essential information that cannot be found in the documents. This interview is to provide an initial understanding of whether the candidate is a good match with the school. Does the candidate, for example, fit the philosophical, interpersonal, and personal requirements established for teachers at PFSJCS, where values, energy, and interpersonal abilities are given priority? Prior to the actual interview, the interview committee reviews the resumes and cover letters of all candidates. The interview usually takes between 20 and 30 minutes. Typically, after twenty minutes, it is clear which candidates should continue with our hiring process.

The Principal and the Department Head conduct the first interview. It is easier and more effective for new candidates to be introduced to our school by just two members of our community. This also affords the interviewers a chance to prepare interviewees for the next step. Subsequent interviews may include 10 to 15 committee members.

Step Three: Teaching

Candidates often remark that they are rarely asked to teach anything before they are actually hired. *We believe that a teaching opportunity is essential to the interview process.*

A. The Lesson

The best way to understand a candidate's teaching skills is to observe him/her teach. At PFSJCS, we encourage teachers to be inventive, creative, and to utilize integration techniques. With this in mind, we ask each candidate to prepare a written lesson plan. The length of the plan is left to the instructor. We ask them to bring in a copy of this lesson plan and teach a thirty-minute exercise from this lesson. The exercise must integrate the subject they normally teach with any other academic subject and a social justice theme. They teach this exercise to our hiring committee, and students, teachers, parents and administrators will participate in the demonstration. There are usually 10 to 15 individuals present. For consistency and comparison, the same committee members witness the lessons of all candidates for a particular position.

The lesson gives us much important information about the candidates.

1. Can they follow instructions? There are several steps to this process. Have they included all the required components?
2. Administrative skill. Is the lesson well planned? Does it demonstrate knowledge of subject matter? Is it well formatted, understandable, and well written?
3. Are they organized? Have they brought all the necessary supplies with them? Are they set up and ready to start teaching on time?
4. What is their relationship to our unique group of participants? Do they show the same level of respect to all our participants?
5. Do they have good interpersonal skills? Are they able to listen and communicate with all our committee members?
6. What is the quality of their exercise? Is it integrative, creative, and understandable? Does it teach something of importance?

7. What is their style of teaching? Do they favor participatory learning?
8. How do they give feedback? Are they supportive and positive when answering questions or setting boundaries?

B. Question Period

After the exercise, we give the candidate thirty minutes to ask any questions of our representative group. Because we include students, teachers, administrators, and parents, a candidate is able to gain different perspectives about our school. We also allow committee members to ask any questions about the exercise they experienced, in order to understand it more fully.

The question period affords another opportunity for the committee to watch the interactions of the candidate and the committee members. How questions are phrased, as well as how answers are received, provides additional information about the candidate.

When the question and answer period is over, all attendees fill out an evaluation form (see Appendix B), rating the candidate. When all candidates have completed the teaching portion of the interview process, committee members may use the review sheets to refresh their memories and as tools with which to compare candidates.

The teaching and question components are probably the most important parts of our interview process. They clearly identify the teachers who are capable of excellence. They also identify those candidates who are not well matched to our school community. This interview process also prepares the candidates for the Paulo Freire approach to education. In a real sense, the interview provides an early orientation to the school and its community. It allows the candidate to understand that community, creativity, and teamwork is important in our environment.

In the end, the hiring committee discusses all the interviewees and determines (usually by consensus) which candidates will be invited to participate in the next step.

Step Four: The Visit

All finalists are invited for a full day visit to the school. It is rare for a finalist to be unwilling or unable to participate in this step. The candidate spends most of the day visiting a teacher's classroom. Usually, the candidate observes a class in his or her own discipline, one conducted by a teacher from the hiring committee. This process allows the candidate to understand more completely what constitutes a normal day at our school. If appropriate, the candidate is asked to join in on the activities, and, whenever possible, to take the lead in an exercise. The candidate is also introduced to other teachers in the department, as well as other members of our community.

An effective hiring process is a positive experience for both the school and the prospective teacher. A candidate needs to feel comfortable and enthusiastic about our learning environment. The visit allows the candidate to experience the nature and values of our community, gives us another chance to get to know the candidate, and offers the person an honest and immediate view of our school.

Following the school visit, the hiring committee meets to discuss the finalists. If the goal is to hire one teacher, the committee makes a decision, and the candidates are informed as to whether or not they are hired.

Commonwealth Charter School Certification Statement

Proposed Charter School Name: Paulo Freire Social Justice Charter School

Proposed School Location (City/Town): Holyoke

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

Signature of

Authorized Person_____ Date_____

(Please label the copy that has original signatures.)

Print/Type Name: Bob Brick

Address: 67 Woodlawn Avenue, Northampton, MA. 01060

Daytime Phone: 413-575-0084 Fax (413) 586-2088

Statement of Assurances

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Paulo Freire Social Justice Charter School to be located at Holyoke, MA. is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).

22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).

25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).

30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

_____ _____

Signature *Date*

_____*Founding Member*_____

Affiliation

Statement of Assurances For the Federal Charter School Program Grant

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

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

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

_____ _____

Signature *Date*

_____*Founding Member*_____

Affiliation

ATTACHMENTS:

Statements of Commitment:

INGRID ASKEW: FOUNDING BOARD MEMBER

My work as a theatre artist and cultural activist has spanned thirty years. I believe in the vision of the Paulo Freire Social Justice Charter Public School.

Its goals, objectives and curriculum design adhere to the ideals and ideologies that I believed in. I am fully committed to the founding of this institution and will work with the committee through its opening.

BOB BRICK: PROPOSED EXECUTIVE DIRECTOR

For the past fifteen years I have served as the Administrative leader of the Pioneer Valley Performing Arts Charter Public School. As a founder and co-author of the original charter proposal for PVPA we talked and wrote extensively about how our "new school" would aide students from Holyoke in their academic and arts preparation. We believed that our school (at the time just grades 9-12) would serve as an excellent next step for Holyoke students attending the arts middle school in Holyoke. (Sadly, that middle school program closed a number of years ago). We even wrote about an imaginary Holyoke student in our original proposal and how our school might turn their life around! Yet, at its original location in Hadley, PVPA attracted few students from Holyoke, and our dream to have a major impact on the community was delayed. When we first seriously considered moving PVPA to a new location, Holyoke was my first choice, and I did a great deal of preliminary work on locations for the school and possible funding support from the federal government. The Board of Trustees chose at that time to not relocate to Holyoke, and eventually I located a site in South Hadley where PVPA still resides. My commitment to locating a school in Holyoke and seeing that school have a major positive impact on the lives of Holyoke children never waned. Although PVPA now serves many more students from Holyoke, the community clearly needs another alternative located in Holyoke to provide better accessibility. Holyoke has the lowest MCAS success rate in the state and one of the lowest high school graduation rates. Holyoke students deserve an alternative! I intend to dedicate the rest of my professional life in education to make sure they get one. I know what it takes to start-up a new school, and I know what it takes to run a successful academic program. I am committed to humbly offering these skills to the students of Holyoke and its surrounding communities.

LJUBA MARSH: PROPOSED PRINCIPAL

As an educator, with over 30 years of experience in educational reform, I am interested in making a positive impact on the lives and opportunities of children in Holyoke and other inner cities. I know how powerful education can be in building self-esteem, introducing an awareness of the world, instilling important values, creating community, and developing future leaders who will make important personal contributions to our world.

As a successful charter school founder and leader, I have experienced the transformative power that a supportive school community offers children. An educational program that welcomes differences and embraces important values provides a deep level of nurturance that cannot only sustain an individual, but help one to become an intelligent, capable, and ethical adult.

Holyoke is a city ready for transformation. Holyoke's leaders and citizens are eager to improve public education options for their children and create a learning environment that offers opportunity and excellence. I would like to contribute to that vision and build a school founded on the philosophy and teachings of Paulo Freire.

The Paulo Freire Social Justice Charter Public School will bring a diverse community together to share in the importance of quality of life for all people. It will serve as a model of accomplishment in providing an inspiring educational program for every child in Holyoke, and set an affirmative example for any inner city school system.

HEYDA M. MARTÍNEZ EDD: FOUNDING BOARD MEMBER

I have dedicated more than 30 years to make the education and mental health systems more responsive to culturally diverse people. I have worked as an educator, school psychologist, individual, and group psychotherapist in a variety of settings. I have worked twenty of those years in Western Massachusetts. With a doctoral degree in education from the University of Massachusetts Amherst in the Department of Pupil Personnel Services, with a concentration in Social Justice Education; and a masters in Clinical Psychology from the University of Puerto Rico, I have also conducted research on the experience of emigration of Latino women and their families as it intersects with issues of race, class, gender, and minority status. For the past four years I have been providing services as an educational assessment and intervention specialist at a K-8 Charter School in Holyoke, and as an Autism consultant for different school systems and community organizations.

I have a strong commitment to social justice and embrace Paulo Freire's philosophy on education. As a member of the Founding board of the Paulo Freire Social Justice Charter School I will have the opportunity to work with a community of participants to ensure a sound education for Holyoke children, where knowledge is constructed with a community of learners utilizing the best practices of modern educational pedagogy.

RHONDA SOTO: FOUNDING BOARD MEMBER

I know how important and challenging the work is to build awareness around issues of social justice, specifically what it can mean to a low income person of color. Having come from a diverse environment in which issues of poverty, class, and race are prevalent, I have first hand experience with these issues. These real-life experiences have led to my commitment in supporting students, teachers, and community members become involved in personal, academic, and community development work. Being multi-racial, and raised in Harlem, New York, has helped me to understand the ways in which our educational system, neighborhood, family, community support and sensitivity to cultural differences are all key components in how things turn out for us in our future.

I have been a part of the Holyoke community since 1993. In my years working and living in Holyoke, I have successfully built and managed highly effective relationships with students, community members, local community based organizations, and educational institutions. As a single mother on welfare I worked my way through Holyoke Community College and then Mount Holyoke College, where I earned a bachelor's degree. Upon completing my bachelors, I worked with teens in Holyoke at a transitional shelter, then with parenting teenage GED students preparing for college. These experiences have given me the inspiration, sensitivity and the passion towards the underrepresented, and are pivotal in my commitment towards being a part of creating a more compassionate and brighter future for today's children.

KEITH H. PURCELL: FOUNDING BOARD MEMBER

I am a partner in a local CPA firm and have been in public accounting over 20 years. I have provided accounting, tax and advisory services to non-profit charter schools, low-income housing projects and other non-profit organizations in the greater Springfield/Holyoke area. Commitment to the local community is an important aspect of being a CPA. I have served on Boards of nonprofit organizations including those that provide educational services to children and youth in difficult situations. I know how important these organizations are to the local community and the populations they serve. In addition to Board service, I have been involved in fundraising campaigns, charity events for Big Brother, Big Sisters and Junior Achievement and speaking engagements discussing the importance of a good education.

ELAINE REALL: FOUNDING BOARD MEMBER

I grew up and went to college in western Massachusetts. Prior to attending and graduating from Syracuse University's College of Law, I volunteered for 2 years as an Intern and Family Law Paralegal at Western

Massachusetts Legal Services. Working in the heart of Winchester Square in Springfield confirmed, and clarified, my commitment to Social Justice. Coming from a working class family with little in the way of material resources, I benefited from the excellent public education system in my community. Working a wide variety of jobs to pay my own way through, first, college and then law school, I learned how quickly one's dreams could be placed at risk by circumstances outside of one's control. My parents failing health brought me back to Western Massachusetts where I have practiced law for 31 years; primarily in the area of Labor and Employment law.

I have taught in an adjunct capacity throughout my legal career. The great satisfaction I have derived from teaching at the college and law school level has only been surpassed by the great pride I feel in having been one of the founding board members of the Pioneer Valley Performing Arts Charter School. The success of PVPA in serving the needs of students who were often left out of the traditional curriculum confirmed my core belief in the ability of education to transform the lives of students and society for the better. My experience as a board member, and later employment counsel, to a thriving charter school community has demonstrated – once again – that public education can make a real and vital difference in the lives of students.

During my years as legal counsel to numerous social service agencies, I have observed the end results of ignorance and stereotypical thinking. Far too often I have observed a "jobs training" mentality applied to the dispossessed or materially disadvantaged. Too often such students are "informally" tracked to a vocational or job training program before they are provided with the opportunity to experience education for the whole mind and spirit. I believe that given the right personnel and educational philosophy all students can, and should, be provided with the skills necessary to succeed as a fully participating citizen in this country. Critical thinking and literacy are keys to a successful democracy. Finally, as a former member of the board of directors of Girls, Inc. in Holyoke, Massachusetts I am well aware of the multiple challenges and strong distractions facing the average student in the Holyoke school system. As a member of the founding board of trustees of the Paulo Freire Social Justice Charter Public School I will work hard to ensure that the School's mission encompasses both diversity in attendance and dedication to excellence in the classroom.

DR. DANIEL ZUKERGOOD: FOUNDING BOARD MEMBER

Commitment and Qualifications:

I have been an educator for the past 35 years. I taught both junior high and high school Social Studies for 12 years at Worcester Central School in Worcester, NY. I then led adult education courses in California for several years before getting my PhD from Syracuse University in Teaching and Leadership in 1995. I was a visiting Professor at SUNY Oswego for one year. I am now a Professor of Education at Springfield College in Springfield, MA and have been there for the past 15 years. I work with many of our student teachers in the field, teach nearly all of the secondary education methods courses, an elementary Social Studies methods course and a course on multicultural education/social justice. In fact, every one of my courses has a social justice and political component to it. As members of a democracy, we need citizens to participate in order for it to be healthy. Unfortunately, it is my belief that not only do students not know how to participate in our government, our teachers do not either. When we talk about students who come from food-insecure households (as many of our children in the Springfield, MA do), my students are at a loss as to what to do other than donate money and collect cans. While this is necessary to do sometimes, it is also necessary to work within the system to change political priorities and create political will to end the situation where kids in the richest country in the world do not have food to nourish them. Again, not only do these students not know what to do, but their teachers do not either! Ask how many teachers have corresponded with their elected officials in the past ten years and you would be shocked to learn that most do not even know who their elected officials are! Once I teach my students how to work with their elected officials, they thank me for giving them a "voice." I feel good that they are now doing what good citizens are supposed to be doing – getting involved in decisions that affect the public good! One of the goals of the Paulo Freire Charter School is to teach students how to be good, active and effective citizens. As the father of a child who went through the Holyoke Public School system (and a resident of Holyoke), it is clear to me that a school like this is sorely needed here. I am also a big fan of Bob Brick and feel that the

leadership of this school would be in excellent hands and that I would love to participate in creating a school like this to benefit the students of Holyoke and the surrounding area.

CHARLES HOPKINS: FOUNDING BOARD MEMBER

As an educator with 40+ years working in public education I have had the opportunity to see how education can transform the lives of students. I support the Paulo Friere Social Justice Public Charter School because it recognizes that connections between family, community and individuals are necessary to helping individuals develop their fullest capacities. Public schools are a space in which this can occur. Paulo Friere identified language and literacy as key elements to human development. Unless individuals realize the antecedents and conditions that circumscribe their lives, they will lack the power to change their lives for the better. They remain dependent upon others and become increasingly alienated from society. My guiding principle as an educator has been that my decisions in the classroom or as an administrator should be directed at helping individuals become independent, cooperative members of society. This is a first step in creating social justice.

I believe a school for social justice must address issues of wealth, power and social status. The creation of social justice is most likely to occur when people can participate in the ongoing conversation of what it means to be human in its fullest sense. Participation in that conversation requires that individuals are literate. The individual who can describe and reflect on the circumstances of his or her life is given the potential to engage in cooperative action with others for bettering the condition of all. For children who come from broken homes, or lives constrained by poverty and low status, a school of social justice by emphasizing personal literacy becomes a path to realizing their human potential by providing the community a space and means of initiating change.

It is my hope that the Paulo Friere Social Justice Public Charter School can be this path to literacy and positive change in the world.

Qualifications:

- 40+ years of work in education as both a teacher and district level administrator working in a variety of capacities. I have been certified in elementary education, special education, earth science. Additionally I have held certificates as an elementary principal, special education director, assistant superintendent, and superintendent.
- Have taught high school science in a community undergoing social and cultural transition.
- Have been responsible for the custody of 35 to 40 children placed in Division of Child Guardianship's custody by reason of parental abuse or neglect; also represented the Division in court, supervised foster home placements, and developed social histories and referrals for
- Taught special education at the K to 6 level with an interest in learning disabilities and their remediation.
- Had responsibility for the operation, scheduling, and planning of a small school serving the American and foreign community in the Soviet Union for grades K to 9; my instructional duties involved teaching a self-contained grade 4 to 9 classroom in all subject areas.
- As a public school district administrator I have had responsibility for staff development, curriculum, and instruction; administration and writing of grants; working with staff curriculum committees; initiated an integrated "mapping" of the curriculum for future curriculum work; and I have assisted in the oversight of district goals including staff involvement; and assisted with supervision of professional staff; district budgeting and hiring.
- As a director of special education for a 2400 student school district, I have been responsible for the special education, homeless, ADA and 504 services of 400+ students located at up to 16 different service sites; including budgeting; coordinating and assisting in the supervision of 28 professional staff, 50 paraprofessionals, and negotiating for services with over 70 private vendors.
- During my first year as a special education director I successfully addressed numerous non-compliance issues and subsequently reorganized the special education department to ensure that virtually all children were mainstreamed at the elementary level;

- I have also worked to maintain positive parent involvement in a Special Education Parent Advisory Council and been directly involved in establishing a ToughLove parent group in response to the social and emotional needs of families.
- Positions have included overall grants management, organization of Health Education Advisory Council, special projects, and curriculum development.
- Selected to be a member of the Massachusetts Statewide Curriculum Advisory Council and participated in the development of the initial frameworks for the state curriculum.
- At Mt. Holyoke College I was asked to teach a semester long upper level undergraduate course, Learning Differences, Education 234, to a section of 47 undergraduates. It was a course that focused on the practice of teaching and responding to a diverse population of students with understanding and clarity of expectations.
- As a doctoral candidate, my primary interest was examining why some teachers become excellent teachers in spite of the many ups and downs of public education. As a professional I have been committed to the idea that teaching is a profession that achieves excellence by being collaborative, reflective, and open to new ideas.

RUBEN SEPULVEDA JR: FOUNDING BOARD MEMBER

Commitment:

Since I dropped out of high school my senior year and having lived a life of limited opportunities, I've come to be disappointed and often times enraged at the structural problems that has made attaining an education for our youth so difficult. I'd be a fool and part of the problem if I believe that a quality education is a matter of privilege, that those who can afford it will have it, and those who cannot are left to settle for a decayed bureaucracy that at best is ineffective.

The idea of an education for all is great, but its promise that the quality of education will be sufficient to live a fulfilling life as a productive member of society--that has long been broken. Although, I came up through the public school system, I never made the connection between the life that I've lived, a difficult one because I lacked an education, and the life of those in my community. At an individual level I felt it only affected me, and I, at some point, learned to survive with the little tools I acquired along the way.

I realize now how far reaching and systemic the problem really is. I now see the results of accepting the status quo as the only alternative. A nephew of mine, from Holyoke, recently dropped out of high school joining the ever-growing group of high school dropouts in Holyoke. What future can he expect? Statistically, not a good one, and this does not need to be the case.

As an adult learner and a tutor for the HCC Adult Learning Center in Holyoke, and also having first hand knowledge of the difficulties that dropouts must face throughout their lives, I feel more needs to be done to prevent this, that nothing should be taken off the table until a solution is found while there is still time, before they drop out. I am committed to this alternative.

Fortunately for me, at 36 my life is different, but it has changed with the help of an army of dedicated people. Today I am a student at Amherst College, an accomplishment that otherwise would have been impossible. I cannot say that my nephew will come around some day, although the hope is that he does. What I can say is that the repercussions of our current mindset, our current approach will affect all of us eventually, regardless of where one stands in the social-economic scale. It takes a committed group to lead the way to a better alternative. I am committed.

Ruben Supulveda Qualification:

I like to consider myself a late bloomer. I started my education in the fall of 2008 at 33 years old. I received my Associates in Arts and Science from Holyoke Community College. I am currently a full-time student at Amherst College working on my Bachelors degree in Psychology. I am also a board member of the Massachusetts Justice Project. I was a tutor at the Holyoke Community College/Adult Learning

Center in Holyoke, Ma, and I continue to stay involved with the program as a speaker for the program on the importance of education.

VIVIAN PAPPAS: FOUNDING BOARD MEMBER

As an educator working for the past fourteen years in Chicopee, I have been an advocate for improving public school education. I believe it is important to teach to the "whole" child and inspire a love of learning. I believe learning is active and energizing and I create a fun and productive learning environment. My students are encouraged to find their own voice, to take ownership of their learning, and to become independent contributors. My goal is to have my students embrace learning and grow into intelligent and productive members of the community.

I have lived in Chicopee all of my life and attended Chicopee Public Schools. I graduated from Our Lady of the Elms College and now teach for the Chicopee Public School System, as my way of giving back to my community.

Several years ago, I signed up for a summer teachers' institute with Pioneer Valley Performing Arts. Their "Arts in Education Program" was a great opportunity for me to gain experience in a wide range of arts and academic modalities. It was my first association with charter schools and I was very impressed. I felt it was such an important experience that I returned almost every summer and worked with the program as a mentor to other teachers.

When I needed a great high school for my son to attend, I selected PVPA and I was so pleased with my decision. My son, who has learning difficulties, thrived at PVPA and was able to succeed in regular classes. He was able to accomplish so much academically, and it really helped to build his self-esteem.

When I discovered that a new charter high school was proposed for Chicopee, I was so elated. Chicopee needs as many public high school options as possible. When I discovered that the founding members of the Paulo Freire Social Justice Charter Public School were former board members, administrators, teachers, and parents of PVPA, I knew I wanted to become involved.

I want students in Chicopee to have an opportunity to attend a school with high academic standards and strong committee values. I believe the Paulo Freire Social Justice Charter School will help prepare Chicopee students for college, have pride in their accomplishments, and become responsible and successful members of our society. I am delighted to commit my time and energy to the Paulo Freire Charter School and will do my best to help the school meet all its goals and objectives.

Biographical Profile

Ingrid C. Askew
99 Park Rd.
Springfield, MA 01104
413-328-0961 ingridaskew@gmail.com

Ingrid Askew is an African American actress, stage director, educator, and cultural activist; Ms. Askew has lived in Cape Town for nine years and knows South African culture and society well. She has run drama, story telling, and writing programs for township youth and brought American artists to work with youth in the townships; she has also worked with youth in schools and community groups in the US. A founding member of New World Theater ensemble at the University of Massachusetts and a founding board member the Pioneer Valley Performing Arts High School, (the only charter school devoted to performing arts in Western New England,) Ms. Askew's performance work has always been inspired by the goal of bringing people of diverse backgrounds together to build community and work for social change. In 1998, after six years of planning and fund-raising, she co-founded and led the historic yearlong walk known as the "Interfaith Pilgrimage of the Middle Passage," following the Transatlantic slave route in reverse from the United States, the Caribbean and Brazil to West Africa; fifty walkers from the United States and other countries accompanied her on that historic journey. The Pilgrimage is featured in the PBS series "This Far by Faith: African Americans and their Spiritual Journeys" At the end of the pilgrimage, Ms. Askew settled in Cape Town where she continues to work with community artists and township youth. In 2002 Ms. Askew served as acting coach and coordinator for a theatre project exchange (Middle Passage: The Homecoming) between acting students from the SYASANGA Theatre Company in Langa Township, Cape Town and the University of Louisville. South African playwright Fatima Dike wrote the play, and the culmination of the project was a production featured at the 2002 Grahamstown Arts Festival and at the University of Louisville in 2003. Ms. Askew has also produced Langston Hughes' Black Nativity for two consecutive years in the Western MA communities of Amherst, Northampton and Springfield and, more recently, in South Africa with students from TSiBA Education and LEAP high school in Cape Town.

Ms Askew recently served as Project Coordinator for the South Africa Youth Arts Exchange Program, sponsored by the Institute for Training and Development. She was the on-site liaison with the South Africa partner organization, Artscape Theatre Centre in Cape Town. She was in charge of recruiting, reviewing applications, and interviewing South African candidates for Phase I of the exchange; conducting orientation programs for selected participants, assisting participants in obtaining passports, visas, and travel information, arranging transportation to and from Cape Town airport, and accompanying the exchange group to the United States. She also coordinated project sites, housing accommodations and transportation for the American delegation for phase II of the exchange. Ms Askew is continuing her exchange work through her most recently established project "Crossing the Waters Cultural Exchange" that will provide assistance and project development for artists, cultural activists and youth exchanges to South Africa and other parts of the Diaspora.

BOB BRICK
67 WOODLAWN AVENUE
NORTHAMPTON, MASSACHUSETTS 01060
413.584.9099
bbrick@pvpa.org

EXECUTIVE EXPERIENCE:

FOUNDER AND EXECUTIVE DIRECTOR

Pioneer Valley Performing Arts Charter Public School

October 1995 to 2010.

School leader. Responsible for setting vision and supporting school culture. Report to volunteer not-for-profit Board of Trustees to formulate internal and external policy. Responsible for communication and community relations. Full responsibility for all administrative and educational aspects of the school including facilities, human resources, staff supervision, student data, long range planning, budget management, oversight of curriculum development and planning and supervision of instructional leadership. Responsible for moral leadership of school. Oversight and direct involvement in development, grant writing and capital planning. Direct supervision of performing arts productions and community arts partnerships.

Administrative Accomplishments:

Prepared Charter application and implemented school program from its inception. Recruited faculty and developed facility. Developed all aspects of school program beginning with initial 64 students to its current enrollment of 400, including development of policies, procedures, curriculum, and hiring and human resource practices.

Recruited and trained original Board of Trustees.

Recruited and trained development board (Friends of PVPA) and supervised development staff. Directly responsible for fund raising with major donors.

Developed and supervised 5 million dollar new school site project, including preparation of initial RFP, oversight of bid process, procurement process, supervision of contractor, architect, engineers, project manager, lawyers, accountants and other professionals. Worked with Mass. Development to secure loan, bank funding and federal loan guarantee funds.

Educational Accomplishments:

Responsible for faculty including recruitment of full and part time performing artists and integration of faculty into the school's unique philosophy.

Worked with teaching staff to create integrated arts and academic curriculum.

Created and implemented application/admission process.

Created middle school program including program design and implementation.

PRESIDENT, BOARD OF DIRECTORS

Northampton Montessori School: 1990 – 2000

Responsible for raising funds and expanding facility from a pre-school to a full pre- school through grade six model.

CORPORATE DIRECTOR, OUTPATIENT SERVICES

ServiceNet, Inc.: September 1994-1995

Administrative and clinical responsibility for mental health spectrum of services including: Psychiatric Medication Clinic, Day Treatment Program, Outpatient Clinic and Multi-Site Managed Care Program. Supervision of over 100 clinical and financial staff.

DIRECTOR OF MANAGED CARE SERVICES

Center for Human Development: February 1989-September 1994

Full responsibility for all administrative and clinical functions of outpatient mental health care continuum of services for Hampden and Hampshire County. Developed program from inception to eventual supervision of 150+ employees and 6 million dollar budget. Responsible for program development and successful marketing to third party payers.

EXECUTIVE DIRECTOR

Franklin County Mental Health Association: September 1983-January 1989

Full responsibility for all administrative and clinical functions. Supervision of 70+ employees and maintenance of 2.2 million dollar budget. Responsibility for personnel, policies, budget, contracts, financial monitoring, hiring and benefits, public relations, evaluation and programming, union negotiations and Board and community relations.

PROGRAM DIRECTOR

Center for Human Development, Alternative Detention Program

September 1980-August 1983Expanded Western Massachusetts community-based program to include shelter-based, short-term treatment alternative program for adjudicated youth.

OTHER JOB EXPERIENCE:

Development Administrator

Springfield Housing Authority: September 1978-August 1980

Responsible for 200 unit, low-income inner-city housing development and implementation of 3.5 million dollar federal rehabilitation grant.

Industrial Consultant-EAP Programs

Digital Equipment Corporation, Monsanto Corporation: 1976-1978

Created and implemented training program with corporate human resources for employees with drug and alcohol issues.

Executive Director

W.R.A.P Center (Adolescent Drug and Alcohol Treatment Center): 1976-1978

Community Organizer

Office for Children, Commonwealth of Massachusetts: 1974-1976

TEACHING EXPERIENCE:

High School:

U.S. History: History of the 1960s – "From Simplicity to Disillusionment"

Social Science: Honors Sociology – Social Change

College: Administration of Criminal Justice

EDUCATION:

Harvard University, Masters in Education (EdM) 1974

University of Massachusetts, BA 1972

Continued professional development between 1975 and present with courses and workshops in accounting, school administration, law, personnel management, technology and development.

LJUBA MARSH

21 Sherwood Drive Belchertown MA 01007 ● (413) 323-6445 ● ljubamarsh@hotmail.com

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Philosophy:

All students are capable of excellence in education when given the appropriate learning environment. It is the administrator's responsibility to promote and support an educational atmosphere in which students are challenged, inspired, and successful as lifelong learners.

Summary of Qualifications:

- 30 years of experience in educational leadership including: program start-up, community development, team building, systems design and management, and curriculum development.
- 20 years of executive management experience including: long and short range planning, fiscal management, resource development, supervision, and grants management
- Leader in educational innovation, research, training, and consultation.

Professional Experience:

2009-2011- Interim Principal- Global Learning Charter Public School, New Bedford MA

- Re-established and initiated systems including: organizational structure, supervision and review, curriculum standards, global curriculum, and skills improvement.
- Focused on achievement by providing a variety of support programs, improving classroom resources, increasing dual enrollment, adding AP courses, adding virtual classes, and establishing membership in the National Honors Society
- Provided training and staff development

2007-2009- **Executive Level School Consultation and Administration**

- Redesigned systems including: organizational structure, supervision and review, financial, record keeping, curriculum, and communication.
- Initiated strategic planning
- Provided training and staff development

1995-2007- **Pioneer Valley Performing Arts Charter Public School, South Hadley MA**

FOUNDER/DIRECTOR-*Leader in school innovation and development: award-winning regional public school serving 60 cities and towns in the Pioneer Valley.*

- Author of one of the first approved charters in Massachusetts
- Creator of all values based system designs, curriculum standards, hiring procedures, supervisory systems, communication formats, grading standards, program evaluation plans, and dissemination programs.
- Administrative overview of: community development, systems management, budgetary concerns, hiring/supervision, curriculum, admissions, and academic affairs.

1988-1995- **Creative Vision, Belchertown, MA**

FOUNDER/PRESIDENT-Educational research, development of innovative, systems, curricula and training materials

- Leader in educational reform movement in Massachusetts
- Facilitator of training programs for Massachusetts teacher re-certification
- Consultant to schools in New York and New England

1983-1988 - **Franklin County Mental Health Association, Greenfield, MA**

Associate Executive Director-Management of mental health services serving three counties

- Overview of all clinical and educational programs
- Supervision of program directors
- Management of all state and federal contracts
- Development of all educational programs

Additional Experience:

Educational research, program development**,** facilitation, and teaching for the following organizations: New York City Public Schools, Massachusetts Public Schools, Headstart, Children's Aid Society, Hope For Youth, Kennedy Action Corps, Woodland Academy, Massachusetts Department of Mental Health, The Center, Massachusetts Department of Mental Retardation, Creative Play Center, Boston University, State of Connecticut, and The Center for Human Development.

Education:

M.Ed. Education Administration, Cambridge College, Cambridge, MA

ATR Boston University, Boston, MA

Graduate Certification, Brandeis University, Waltham, MA

B.A. Fine Arts/Education Hunter College, New York, N.Y.

Publications:

Creative Vision: A Workbook for Creating Joy, Understanding, and Excellence in Elementary Education 1994, Sponsorship: The Center for Community Education and Action; The Frances R. Dewing Foundation; Kraft Food Foundation; Jessie B. Cox Foundation; The Community Foundation of Western Massachusetts

"Creating Excellence in Education." 2002, Whole School Program Dissemination, MCPSA

"Identifying Excellence in Teachers: A Comprehensive System of Hiring." 2002, Best Practices Dissemination Paper MCPSA

"Community Building Throughout the Extended School Year: Creating a `Supportive Community." 2004, Best Practices Dissemination Paper MCPSA

Licenses:

Superintendent All Levels-Massachusetts Public Schools

Principal-All Levels- Massachusetts Public Schools

Teacher-Professional Visual Arts-All Levels-Massachusetts Public Schools

Heyda M. Martínez

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CURRICULUM VITA

EDUCATION

Ed.D. **Education - Student Development and Pupil Personnel Services** **2002**
Social Justice in Education
University of Massachusetts Amherst, Amherst, MA

Doctoral Dissertation: *Unheard Voices: Toward a therapy for liberation. Six poor Puerto Rican migrant women tell their stories*

M.S. **Clinical Psychology** **1969**
Instituto Picológico de Puerto Rico, Carlos Albizu University
San Juan Puerto Rico

B.A. **Social Sciences/Psychology** **1967**
University of Puerto Rico
Rio Piedras Puerto Rico

EXPERIENCE HIGHLIGHTS

- *Working experience both in Private and Public sectors with emphasis on Education.*
- *Social Justice Educator*
- *Course Design, Planning, Implementation and Evaluation of Educational programs.*
- *Higher Education Administration; Faculty Development and Evaluation; Teaching at College level, both graduate and undergraduate courses; Adult Education. Online courses.*
- *Counseling and advising students in a wide range of academic levels.*
- *Teaching and Working with a Diverse Population that includes but is not limited to Age, Social Class, Race, Ethnicity, Ableism, Gender and Sexual Preferences.*
- *Teach and Train in Areas of Cultural Diversity to help students better understand themselves and others through an appreciation of education as a cultural experience, with its own unique set of rules, biases, and expectations*
- *Special Education Consultant and Autism Specialist; Consulting and Collaborative Practices in Psychology, Sociology and Education; Psychological Counseling and Evaluations.*
- *Wide window of experience that has given me the opportunity to address issues of the individual both as an entity and as part of a social group, and how they interact and affect each other.*
- *Fully Bilingual in English and Spanish; Computer literate.*

ACADEMIC EXPERIENCE

March 2008- Present **Student Pupil Personnel Services Specialist,** Holyoke Community Charter School, Holyoke, MA
Educational Assessment and Intervention Specialist
Bilingual evaluations, staff development and parent involvement.

2004 – 2007 **School of Education**, Universidad Metropolitana,
Río Piedras, Puerto Rico
Faculty
Undergraduate and Graduate Program
Advising students and supervising master thesis;
Graduate Courses in Education - Research Methods and Seminar; Teaching Children with Special Needs; Early Childhood Intervention; Adapted Curriculum; Inclusion: Theory and Practices; Special Education and the Law; Supervision and Administration of Special Education Programs; Independent Research – Introduction to Program Evaluation
Undergraduate program: design and teach blended courses utilizing Blackboard platform; advising students, and teach: Philosophical Basis of Education; Foundations of Education; Child Development; Early Childhood Education.

Spring 2004 **Psychology Department,** Universidad Carlos Albizu, San Juan Puerto Rico
Adjunct Faculty
Graduate Courses - Non-Adversary Approach to Conflict Resolution; Psychopathology

1997 - 2001 **Social Justice Training Project**, University of Massachusetts, Amherst, MA
Co-Design and facilitate anti-oppression workshops for undergraduate students and staff on issues of racism, sexism, homophobia, religious oppression, and classism.

1994 - 1998 **School of Social Sciences**, Holyoke Community College, Holyoke, MA
Adjunct Professor
Undergraduate Courses - Introduction to Psychology; Educational Psychology; Introduction to Sociology; Social Issues; Community Service Learning Practicum Supervisor

2001 - 2003 **School of Education,** Westfield State College, Westfield MA
Adjunct Faculty
Graduate Courses - Cultural Sensitivity in the Classroom; Counseling the Culturally Diverse

Summer 1998 **School of Social Work,** Smith College, Northampton MA
Summer Institute - Working with Substance Abusing Mothers and their Children.

1988 - 1991 **School of Education,** University of Puerto Rico Mayaguez, Puerto Rico
Faculty
Undergraduate Courses – Foundations of Education; Test and Measurements; Child Development and Evaluation;

Teaching the Child with Special Needs.

CLINICAL EXPERIENCE

2008 - 2011 **Consultant Bilingual Psychologist**
Massachusetts Autism Waiver Program, Western Massachusetts Area
West Springfield Public Schools
South Hadley High School

2004- 2007 **Private Practice,** Barceloneta, Puerto Rico
Psychological and Psycho-educational Evaluations
Autism Spectrum Disorder Specialist
Educational Consultant
Therapeutic Interventions with adults, Adolescents and Children
A significant portion of my services rendered to children and adolescents in the school system. Autism consultant with schools, parents, staff and related professionals.

1998-2003 **Special Education Program**, Amherst School Department, Amherst MA
School Psychologist
Psychological and Psycho-educational evaluations and placement recommendations. Work within a multidisciplinary team.
Therapeutic Teacher
Design, develop and supervise program for children within the Autism Spectrum Disorder in elementary grades. Conducted evaluations, developed Individualized Education Plans (IEP), run the extended academic year program. Develop professional development program for administrative staff, parents and teachers. Design, develop and supervise behavior plans, social skills groups, and sensory integration programs. Supervise student interns from Teachers Education and School Psychology program at UMASS. Negotiated funding for the program with the School Board, Town of Amherst and other private sources. Participated with UMASS School of Engineering on a research project: Use of Weighted Vest in Sensory Integration Problems.

1997-Present **Community Resources for People with Autism,** Easthampton MA
Autism Consultant
Consult to families, school systems and mental health agencies. Provide services to children and families.

1998-2000 **Grace House Recovery Program,** Amherst MA
Psychotherapist and Clinical Coordinator
Coordinate counseling program for a substance dependent women recovery treatment facility and their children. Individual, group and children psychotherapeutic interventions.

1994- 1998 **School Street Counseling Center**, Springfield MA
Psychologist
Psychological evaluations and psychotherapy in a Community Mental Health facility and in the Springfield Public Schools

1995- 1998 **River Valley Counseling Center**, Holyoke MA
Psychotherapist
Group, individual and family therapy mainly with children and adolescents. Assigned to different Holyoke public schools to provide counseling services.

1994-1998 **Charles River Hospital West**, Chicopee MA
Staff Psychologist
Design and Implement a Latino Unit for Dual Diagnosis patients.

1992-1994 **Everywoman Center,** University of Massachusetts Amherst MA
Counseling Program Coordinator
Supervise counseling program, write proposals to fund program, initiate a peer educator prevention project for violence against women, date rape, and domestic violence. Implement women of Color Program.

1985- 1991 **Health Services and Advising**, University of Puerto Rico, Mayaguez
Staff Psychologist
As part of the HAS staff provide counseling and advising services to students. Write proposals and develop a peer education program geared but not limited, to prevention of mainly use and abuse of alcohol and other substances. Coordinate First Year orientation program.

1969-1990 **Head Start Programs,** San Juan and Mayaguez, Puerto Rico
Psychologist
Evaluations, intervention and parent education.

1969-1990 **Private Practice,** San Juan and Mayaguez, Puerto Rico
Psychologist
Psychological Evaluations, school consultant, trainer, individual, group and family therapy.

ADMINISTRATIVE EXPERIENCE

2008-2009 **Special Education Administrator and Educational Assessment Specialist,** Holyoke Community Charter School, Holyoke MA
Coordinate and supervise the Special Education component for a community charter school.

2004-2006 **Assistant Vice-Chancellor for Faculty Development and Evaluation,** Universidad Metropolitana, Río Piedras, Puerto Rico
Managed a faculty development program, Chair Faculty Development Advisory Committee, Facilitated faculty development workshops, Lead a yearly faculty evaluation process, Served in academic committees for Licensing and Accreditation and for New Trends in Technology and Education; served on SUAGM Annual Educational Congress and President's Advisory Committee on Faculty Development

1991-1992 **Program Director,** Gandara Community Mental Health, Springfield MA
Supervise and manage a substance abuse treatment program. Grant

writing, supervising clinical component, budget administration, and represent agency with the Massachusetts Department of Public Health.

CONSULTING AND DEVELOPMENT EXPERIENCE

Presentations and Workshops: Present and facilitate training and development workshops for various constituencies in higher education, school systems, mental health programs, and the community. Example includes:

Teachers College Winter Round Table on Multicultural Psychology and Education Since 2002
Columbia University, New York NY
Reviewer for Equity and Excellence in Education Journal of the School of Education University of Massachusetts Amherst
Summer 2009 - present
Diversity Awareness, New Interdisciplinary School, Yaphank, New York, May 2008
The Autistic Child Healthy Initiative Conference, Barceloneta, Puerto Rico, April 2007
Cultural Sensitive Teaching, Universidad del Este, Carolina, Puerto Rico, March 2007
Understanding Parent Participation In your Child's School, Barceloneta, Puerto Rico, February 2007
The Special Education Child: What You Should Know, Special Education Congress, Pfizer-Barceloneta Initiative, Barceloneta, Puerto Rico, November 2006
Preventing Child Abuse through Effective Parenting, ASSMCA, San Juan, Puerto Rico, November 2006
Cultural Competencies in Evaluation for Minority Serving Higher Education Institutions. American Evaluation Association, Portland, Oregon. November 2006
Multiple Intelligence, Congreso Sistema Universitario Ana G. Méndez, San Juan PR, September 2005
Differences in Learning, Congreso Sistema Universitario Ana G. Mendez, September 2004
Minorities Overrepresentation in Special Education Programs, Educational Alliance Annual Conference, UMASS Amherst MA, November 2002
Cultural Sensitive Counseling, New England Women's Studies Association. White Woman and Women of Color Conference at Bentley College MA, March 2002
Mental Health Issues in the Context of Migration. The case of poor Puerto Rican Migrant Women**,** Puerto Rican Studies Association Bi-Annual Conference, University of Massachusetts Amherst, October 2000
Constructive Therapies in Community Mental Health. Charles River Hospital West Conference, Chicopee, MA October 1998

RESEARCH AND PAPERS

Toward a Therapy of Liberation: Six Poor Puerto Rican Women tell their Stories, Doctoral Dissertation University of Massachusetts, 2002

Historical Perspective of Puerto Rican Migration to the United States, Literature Review**.** University of Massachusetts, 1998

Cultural Competencies in the Context of Educational Program Evaluation (NSF Funded). Outcomes presented at the American Evaluation Association Conference in Baltimore, October 2007.

Autism: Social Skills Development. A guide for parents and teachers (Spanish), September 2007

Asperger: Implications of Early Detection, Alianza Autismo de Puerto Rico, July 2006

Assisted Technology for Teaching Math and Science to Special Education Students Proposal submitted to NSF, October 2005

Mental Health Issues in the Context of Migration. The Case of Low Income Puerto Rican Migrant Women. University of Massachusetts Amherst, Dissertation Research, 1999-2001

Working Class New Parents Experience: From Work to Parenthood, Research Assistant Work and Family Transitions Project University of Massachusetts Amherst, 1999-2001

Understanding the Psycho-emotional aspects of Autism, Community Resource, Amherst, MA, Spring 1999

Minorities Overrepresentation in Special Education Programs University of Massachusetts Amherst, Summer 1998

CERTIFICATION AND LICENSE

Psychologist Board of Examiners, Puerto Rico Department. of Health

License Clinical Mental Health Counselor
School Psychologist - MA certification (in progress)
Distance Learning Education

PROFESSIONAL ORGANIZATION

American Psychological Association (APA)
Professional Organizational Development Network (POD)
Council for Exceptional Children
Phi Delta Kappa
American Evaluation Association
American Educational Research Association (AERA)
Association for Supervision and Curriculum Development
American Autism Association
National Association of Special Education Teachers
UMASS Alumni Association

RHONDA SOTO

P.O Box 1231 Amherst, MA 01002 (917) 560-7260 (C) sotounique@gmail.com

EDUCATION

B.A. WITH DISTINCTION IN PSYCHOLOGY, Mount Holyoke College, South Hadley, MA, MAY 2004

Early Childhood Education, Holyoke Community College, Holyoke, MA, 1994-1996

Harry S Truman High School, Bronx, NY, 1976-1980

ADMINISTRATIVE AND ORGANIZATIONAL DEVELOPMENT EXPERIENCE

RACE AND CLASS INTERSECTIONS PROGRAM DIRECTOR, CLASS ACTION: Hadley, MA. Duties included: Administrative oversight and coordination of professional trainers and organizational development consultants. Expand program work with a focus on class to a broader focus and analysis on the intersections of race and class. Provided assistance with •leadership development •conflict management •problem-solving strategies •decision-making skills and •developing multicultural organizations. Engage in developing the Board, program planning, fundraising, and Intern supervision. Recruited, supported, & coordinated a diverse, multi-cultural team of trainers. (2007- 2010)

COORDINATED MOUNT HOLYOKE COLLEGE 3-YEAR INITIATIVE: Received $10,000 to begin a three-year project for administration, faculty, staff, and students. Responsibilities included: fiscal oversight, training logistics, recruitment of trainers, teachers and students, development of initiative training design, materials, and the production of a power-point on rank and rankism. (2009)

PROGRAM COORDINATOR OF TRANSITIONAL PROGRAM AT THE COMMUNITY ADOLESCENT RESOURCE EDUCATIONAL CENTER, Holyoke, MA Coordinated a Transition– to- College Program for pregnant and parenting teens. Advised and counseled, created and conducted career development-writing workshops on college preparation and non-traditional career choices. Conducted interviews and recruited local organizations and programs to collaborate with life skills program. Constructed promotional material, and handled student transfers in and out of the program. Reviewed student's records, and established individual goals and action plans for students to transition into College. (2001-2003)

CONSULTING, TEACHING, AND TRAINING EXPERIENCE

CLASS ACTION'S RACE AND CLASS INTERSECTIONS TRAINER, Hadley, MA. Duties Included: grant research & writing, curriculum development, program development & evaluation, community relations, editing newsletter, and sponsoring & coordinating thematic conferences. Consulted and facilitated workshops throughout many different non-profit organizations, foundations, public and private schools, and colleges and universities on understanding and responding to issues of race, class, rank, diversity, and oppression. Facilitate cross-class dialogue groups, lead and facilitate support groups, and workshops. Provide consulting for organizational structure through a race and class lens. Provide education and advocacy on issues of race and class intersections. Lead workshops, trainings, and organizational consultations across the U.S. (2007-2010)

CONSULTANT FOR MOUNT HOLYOKE COLLEGE: South Hadley, MA. Provide resources for the campus community on issues of race and class intersections. Consult with campus programs to improve services to first generation students, administration, faculty, and staff. Conduct needs assessments and program planning. Responsibilities include: developing educational and training materials. (2009-2010)

ANNIE E. CASEY FOUNDATION: Baltimore, MD. Developed in-training workshops to support foundation in developing organizational task forces reviewed policies around philanthropy, and grant-making decisions; outreach, coordinating & training staff, & volunteers. (2009)

Training of Trainers: Hadley, MA. Two-day intensive Institutes for community organizations and individuals wishing to learn to lead engaging, interactive workshops around class consciousness and organizational structure. (2009)

COURSE ON ASSESSING ENGLISH LANGUAGE LEARNERS FOR INSTRUCTION: Northampton, MA. Received qualification to administer the MELA-O, a state-mandated assessment used to evaluate the English speaking and listening skills of English Language Learners (2007)

Middle School Science Teacher, Pioneer Valley Performing Arts Middle School, South Hadley, MA Taught Middle School Science to 7th and 8th graders. (2004-2007)

Social Action Theatre Instructor, Pioneer Valley of the Performing Arts Middle School, South Hadley, MA taught social action theatre using Augusto Boal techniques, which uses theatre as a means of knowledge and transformation of reality in a social and relational world. (2005-2007)

UPWARD BOUND PROGRAM INSTRUCTOR: Holyoke, MA. A summer program based at Holyoke Community College. Developed and taught a "Cultural Diversity" course for low-income students between the ages of 13 and 19. I developed curriculum and taught the dynamics and manifestations of racism on a personal, institutional, and cultural level. (Summer, 2005).

GANG AWARENESS VISITING LECTURER: South Hadley, MA. Presented gang awareness workshops to undergraduate students in the Multi-cultural Education Courses (2004-2006)

ADULT BASIC EDUCATION INSTRUCTOR: Holyoke, MA. Taught Adult Basic Education for Evening Pre-GED Program at Holyoke Community College (2001-2003)

CREATIVE WRITING INSTRUCTOR: Holyoke, MA. Taught creative writing courses to adult students, preparing for their GED in Holyoke MA. (1996-2000)

LIFE SKILLS INSTRUCTOR: Holyoke, MA. Taught **"Life Skills and College Preparation"** summer courses at Holyoke Community College's Mentor Program. (1995-1996

RESEARCH EXPERIENCE

WEED-FORD-MELLON RESEARCH SCHOLARSHIP, received from Mount Holyoke College, South Hadley, MA. Conducted published research and developed workshops on career-related possible selves for low-income teen-age girls in a Math and Science Summer Program at Mount Holyoke College. (2000)

RESEARCH ASSISTANT, Board of Education, two-year federally funded research project **"The Changes Project"** Conducted Published Research focused on examining the impact that welfare reform, immigration reform and workplace reform has on obtaining a higher education. Reviewed literature, designed and administered focus groups, one-on-one interviews, coded data, and statistical analysis of data. (1995-1997)

SPECIFIC SPEAKING, CONSULTING AND TRAINING EXPERIENCES

COLLEGES AND UNIVERSITIES

- Amherst College
- Colgate College, Hamilton, NY
- Dartmouth College, Hanover, NH
- Elms College, Chicopee, MA
- Hampshire College, Amherst, MA
- Holyoke Community College, Holyoke, MA
- Keene State College, Keene, NH
- Lydon State College, Lyndonville, VT
- Mount Holyoke College, South Hadley
- Smith College, Northampton, MA
- St. Michaels College, Colchester, VT
- University of Vermont, Burlington, VT
- Wheelock College, Boston, MA

SCHOOLS, SOCIAL SERVICE AGENCIES AND COMMUNITY ORGANIZATIONS

(Partial list)

- Amherst Middle School, Amherst MA
- Amherst High School, Amherst, MA
- Annie E. Casey Foundation, Baltimore, MD
- Casey Family Services, Manchester, MA
- Food Bank of Western Massachusetts, Hatfield, MA
- Francis W. Parker School, Chicago, Illinois
- Franklin Community Action Corporation, Greenfield, MA
- Franklin County Technical High School, Turners Falls, MA

- Girls Eye View, Amherst, MA
- Leeway Foundation, Philadelphia, PA
- MacDuffie School, Springfield, MA
- MACC AmeriCorps Vista, Western MA
- MotherWoman Organization, Amherst, MA
- Pioneer Valley of The Performing Arts Middle School, South Hadley, MA
- Pioneer Valley of The Performing Arts High School, South Hadley, MA
- Resource Generation, New York, New York
- Sharon Academy, Sharon, VT
- Springside School, Philadelphia, PA
- Upward Bound, Northfield Mount Hermon, Northfield, MA
- Vista, Burlington, VT
- Youth 4Real, Ware, MA

PAPERS AND PRESENTATIONS

November 2009, Invited Keynote Speaker, **"Exploring Class on Campus"** at St. Michaels College. Colchester, VT.

October, 2009, Invited Presenter, "**Patient Relations and Workplace Relations: Through the lens of Race and Class"** at the Franklin County Community Health Center Professional Day, Turners Falls, MA

May 2009, Invited Presenter, **Race and Class Matters: The Ins and Outs"** at the **National Conference on Race and Ethnicity in American Higher Education 22nd Annual Conference**, San Diego, CA.

May 2009, Invited Presenter, **"Unpacking the Intersections of Race and Class, " "Examining and Understanding Internalized Racism and Classism," "Strategies for Building Solidarity across Race and Class Lines on Campus,"** 3-day Institute at **The National Conference on Race and Ethnicity in American Higher Education 22nd Annual Conference,** San Diego, CA.

May, 2009, Invited Speaker and Workshop Leader, sponsored by the **"Head Start Program"**

April 2009, Invited Presenter, **"Race and Class in the Mix",** sponsored by University of Oklahoma for the **10th Annual White Privilege Conference**. Memphis, TN

April 2009, Invited Presenter, Two-Day Institute **"The Economic Meltdown"** and **"Kids and Class"** Sponsored by **Casey Family Services**. Manchester, N.H

April 2009, Invited Presenter, "**Race and Class: Taking Action at the Intersections"** at **the Community Health Center of Franklin County.** Turner Falls, MA.

April 2009, Invited Presenter, **"What's Class Got to Do with it?" Exploring the topic of class through the lens of the arts** sponsored by the **Hopkins Center at Dartmouth College,** for the Sharon Academy High School, Sharon, VT.

March 2009, Invited Speaker, **"Race and Class in the Mix,"** sponsored by University of Florida's Multicultural and Diversity Committee, and the Center for Leadership and Service. Gainesville, Fla.

March 2009, Invited Presenter, **"Working with Families and Class",** sponsored by **Community Action Head Start Program,**

January, 2009, Invited Presenter, "**How Do We Talk about Race, Class & Privilege?"** Sponsored by Mountain Desert District Justice Ministries. 103 Unitarian Universalist from 25 congregations. Denver, Colorado.

November 2008, Invited Leader and Cross-Class Dialogue Facilitator, "**Classism and Racism"**, at the **"Making Money Making Change Retreat"** sponsored by **Resource Generation**. Noetic Sciences Retreat, Petaluma, CA.

October, 2008, "**Culture of Poverty and Understanding the Impact on Bi-racial Families,"** sponsored by the "**Head Start Program,"** Turner Falls, MA

May, 2008 **"Class in Communities of Color: Can We Talk?" The National Conference on Race and Ethnicity in American Higher Education 21st Annual Conference**. Orlando Fla.

April 2008, Invited Presenter, **"Race and Class: Taking Action at the Intersections"** at the **Ninth Annual White Privilege Conference**, Springfield, MA.

April, 2008, Invited Presenter, "**Race and Class: Taking Action at the Intersections"** sponsored by the Hopkins Center at **Dartmouth College**, Hanover, NH

December, 2008, Invited Speaker **"Wanna Talk Values"** for a Five- day series talk show, on 90.7 KFPFK Radio Talk Show, Los Angeles, CA.

September 2007, Invited speaker, **"Exploring Class on Campus?"** sponsored by **Hampshire College**, Amherst, MA.

March 2007, Invited Presenter, **"Social Justice in the Classroom**," sponsored by **"Massachusetts Charter Public School Association's 2007 Convention,"** at Holy Cross College, Worcester, MA

PUBLICATIONS

"Race and Class: Taking Action at the Intersections" in the "**Journal of Diversity & Democracy: Civic Learning for Shared Futures," Fall** 2008 issue. Published by **"The Association of American Colleges and Universities**

"Wanna Talk Values?" Published in **"Campaign for Americas Future"** and Tompaine.com

November 2007.

Elaine M. Reall
Attorney at Law
20 Hampton Avenue, Suite 160
Northampton, MA 01060

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Facsimile (413) 586-2088

EDUCATION

1976 - 1979 **SYRACUSE UNIVERSITY COLLEGE OF LAW**

Syracuse, New York
Juris Doctor, Cum Laude
Honors: *Syracuse Law Review* - Lead Articles and Research Editor

1972 - 1976 **AMERICAN INTERNATIONAL COLLEGE**
Springfield, Massachusetts
Bachelor of Arts, Cum Laude

LEGAL EXPERIENCE

2009-Present **CITY SOLICITOR, NORTHAMPTON, MASSACHUSETTS**

1995 - Present **LAW PRACTICE**

Northampton, Massachusetts

General Practice with emphasis on employment and labor law, residential real estate and wills/trusts. Labor Counsel to City of Northampton and Town of Hatfield.

1993 - Present **LABOR RELATIONS CONSULTANT**

Consulting on labor and employment issues with various not-for-profit organizations.

1991 - 1993 **ASSISTANT GENERAL COUNSEL**

Springfield Institute For Savings
Springfield, Massachusetts
In-house counsel for mutual savings bank.

1979 - 1991 **PRINCIPAL**

Skoler, Abbott & Presser, P.C.
Springfield, Massachusetts
Labor lawyer specializing in personnel and education law, affirmative action and collective

1978 **LAW CLERK**
United States Treasury Department - Chief Counsel=s Office

Buffalo, New York
Researched and prepared trial memoranda in the area of tax law.

PROFESSIONAL ASSOCIATIONS

Hampshire County Bar Association, MLGBA.

PUBLICATIONS AND ARTICLES

Publications

Health Care Labor Manual (3 Vol.)

Aspen Publishers, Inc.

Layman's Guide to Labor Law

Employer=s Association of Western Massachusetts

A Guide to Federal Labor and Employment Law

Skoler, Abbott, Hayes & Presser, P.C.

Employer's Guide to Massachusetts Employee Relations Law & Regulations

CEMA - The Employer=s Association and American Association of Industrial Management of New England, Inc.

REFERENCES

Ralph Abbott	Professor Linda Enghagen
Managing Partner	Department of Hotel, Restaurant & Travel Administration
Skoler, Abbott & Presser, P.C.	University Of Massachusetts/Amherst Campus
One Monarch Place	Flint Laboratory
Springfield	Amherst

Keith H. Purcell

Certified Public Accountant

Audit Partner – Downey, Sweeney, Fitzgerald & Co. P.C.

504 Cottage Street, Springfield, MA 01104

(413) 734-2163 keithp@dsfcpa.com

CAREER HIGHLIGHTS AND ACCOMPLISHMENTS

- Planned and performed audits, reviews and compilations of the financial statements of not-for-profit organizations
- Planned and performed audits of the Operational Services Division's Uniform Financial Report under Government Auditing Standards and OMB Circular A-133
- Planned and performed audits of elderly and low income housing projects receiving assistance from the U.S. Department of Housing and Urban Development and the Massachusetts Housing Finance Agency
- Performed research regarding not-for-profit tax and UBIT issues
- Updated the firm on audit and tax issues related to not-for-profit organizations
- Prepared not-for-profit tax returns
- Responsible for the electronic filing of Federal and State audit reports

PROFESSIONAL DESIGNATION

- Certified Public Accountant 1990

EDUCATION

- Bachelor of Science - Business Administration/Accounting, Western New England College; Springfield, MA

PROFESSIONAL AFFILIATIONS

- Massachusetts Society of CPAs
- American Institute of CPAs

COMMUNITY ACTIVITIES

- Current Board Member of Northeast Center for Youth and Families
- Past Board Member of Massachusetts Society of CPAs
- Past Treasurer and Board member of Children's Study Home

Dr. Daniel Zukergood
231 Madison Ave W
Holyoke, MA 01040
(413) 535-3277
Prof95@comcast.net

ACADEMIC BACKGROUND

1990-1995 Syracuse University, Syracuse, NY
*PhD – Teaching and Leadership
*Masters Degree – Teaching and Curriculum
1971-1976 State University College of New York at Oneonta
BS – Secondary Social Science Education

PROFESSIONAL EXPERIENCE

1996-Present Professor of Education
Springfield College, Springfield, MA
Courses Taught:
EDUC 237/637: Multicultural/Social Justice Education
EDUC 394: Principles of Supervision
EDUC 234: Secondary Curriculum Methods
EDUC 305: Elementary Social Studies Curriculum Methods
EDUC 364: Pre-Practicum Supervision
EDUC 253: Elementary Practicum Supervision
EDUC 257: Secondary Practicum Supervision
EDUC 364: Pre-Practicum Seminar
EDUC 255: Practicum Seminar
EDUC 585: Secondary Methods and Assessment
EDUC 694: Principles of Supervision
PSYCH 250: Child and Adolescent Growth and Development

1995-1996 Visiting Assistant Professor
State University College of New York at Oswego
Courses Taught:
EED 306: Curriculum Foundations: Elementary Social Studies
SED 533: Secondary Social Studies Methods

1995 (Spring) Adjunct Instructor
State University College of New York at Cortland
Courses Taught:
EDU 434 – Methods of Teaching Jr. High School Social Studies
EDU 377 – Supervision of Student Teachers

1990-1994 Instructor, Graduate Assistant
Syracuse University, Syracuse, NY
Responsibilities and Professional Experience:
*Acting coordinator of the Social Studies Education Program (8/92-12/93)
*Supervision of all Secondary Social Studies student teachers

*Instructor: Secondary Social Studies Methods
*Chairperson: Syracuse University Social Studies Academy
*President: NY State Social Studies Consortium

1976-1988 Social Studies Teacher, Social Studies Department Chair
Worcester Central School, Worcester, NY
Responsibilities:
Taught grades 7-9 Social Studies
Basketball Coach, Yorker Club Advisor, Hunger Club Advisor
Department Chair

AWARDS

1. 2011 Excellence in Teaching Award, Springfield College

SCHOLARLY ENDEAVORS: PUBLICATIONS

1. Zukergood, D. (1998) *Utilizing Service Learning*. The Service News,
2. Zukergood, D. (1998) *Colleges Serving the Community*. Learn and Serve Link Newsletter
3. Zukergood, D. (1998) *Service Learning in the Classroom*. Service News,
4. Zukergood, D.; Washington, S.; McCarthy-Miller, S. (1999). Social Justice and Diversity, Pearson Publishing, Boston, MA
5. Zukergood, D. (2000). *Utilizing Service Learning to Incite Student Passion for Learning,* Academic Exchange Quarterly ,
6. Zukergood, D. (2000) *The RESULTS Educators Network*, KIDS Can Make a Difference Newsletter, Winter 2000
7. Zukergood, D. (2001) *Do People Really Care About Ending Hunger?,* RESULTS Quarterly, Fall Issue
8. Zukergood, D. (2002) *Ending Hunger With Your Bare Hands*, Tom Paine.Com, Spring Issue
9. Zukergood, D. (2001) *People Care: Getting From Awareness to Action*, KIDS Can Make a Difference, Fall Newsletter
10. Zukergood, D.; McCarthy-Miller, S. (2004). Multicultural Education, Pearson Publishing, Boston, MA
11. Zukergood, D,; McCarthy-Miller, S. (2007). Multicultural Education, Pearson Publishing, Boston, MA
12. Zukergood, D & Bettencourt, A (2008). Teaching in the Real World: Strategies to Survive and Thrive, Prentice Hall/Merrill, Columbus, Ohio

SCHOLARLY ENDEAVORS: PRESENTATIONS

1. Presenter – "*Service Learning and Campus Culture*," National Assoc. of Student Personnel Administrators Regional Conference, Newport, RI 1997
2. Presenter – "*Partners in Service*," NY State Association of Teacher Educators Annual Conference, Albany, NY 1997
3. Presenter – "*Creating Successful Microcredit Banks*," Springfield Working Capital Microcredit Association, MCDI, Springfield, MA 1997

4. Presenter – "*Service Learning*," MA Association of Teacher Educators Regional Conference, Worcester, MA 1997
5. Presenter – "*Impacting Campus Culture with Service Programs*," National Association of Student Personnel Administrators Annual Conference, Philadelphia, PA 1998
6. Presenter – "*Partners in Service*," Breaking Barriers, Building Bridges Annual Conference, New England CSL Center, Marlboro, MA 1998
7. Presenter – "*Incorporating Service Learning into Teacher Preparation Courses*," AACTE Annual Conference, Washington, DC 1998
8. Presenter – "*Using the Media to Create the End of Hunger*," RESULTS Canadian Annual Conference, Ottawa, Canada 1998
9. Presenter – "*Integrating Service Learning at the College Level*," Northeast Regional Service Learning in Teacher Ed. Institute, Providence, RI 1998
10. Presenter – "*Integrating Service Learning into College Courses*," MA Campus Compact Regional Conference, Worcester, MA 1988
11. Presenter – "*The RESULTS Educator's Network*," RESULTS International Conference, Washington, DC 2000
12. Presenter – "*The Advancement of Service Learning in Higher Education*," Learn and Serve Regional Conference, St. Simon's Island, GA 2000
13. Presenter – "*The Poverty Connection: Children, Poverty and Learning*," Phi Delta Kappa, S. Hadley, MA 2000
14. Presenter – "*The Intersection of Service Learning and Character Education: Creating Environments for Healthy Social and Emotional Development*," MA Service Alliance State Conference, Marlborough, MA 2000

20. Presenter – "*Creating Successful Relationships for Lobbying Members of Congress*, Global Connections, Seattle, WA 2000
21. Author - "*The RESULTS Educators Network*," KIDS Can Make a Difference Newsletter, Winter 2000
22. Trainer/Consultant – "*Advocacy Workshop: Working With Members of Congress,"* Global Connections, Sacramento, Chicago, Atlanta, Pittsburgh, 2000-2001
23. Presenter – "*The Effects of High Stakes Standardized Testing*," NY State School Board Assoc. Winter Academy, Albany, NY 2003
24. Trainer/Consultant - "*Advocacy Workshop: Working With Members of Congress,*" National Peace Corps Association, Washington DC, San Francisco, Boston 2001-2002
25. Presenter – *"The Test of Active Democratic Citizenship: Why not teach to this test?*", International Conference on Civic Ed.Research, New Orleans 2003
26. Presenter – "*Empowered Teachers Empower Students: Gain confidence and experience teaching active citizenship*", CA Council for the Social Studies Annual Conference, Burbank, CA 2004
27. Presenter – "*From Citizen Inaction to Citizens in Action*", National Council for the Social Studies National Conference, Baltimore, MD 2004
28. Panel Member – "*Social Justice Issues in the 2004 Presidential Election*," Springfield College, 2004
29. Participant – Strengthening Collaborations to Promote Civic Engagement Conference, Springfield College, 2004
30. Presenter – "*From Citizen Inaction to Citizens in Action*," National Council for the Social Studies Annual Conference, Baltimore, MD 2004

32. Panel Member – Social Justice Issues in the 2004 Presidential Election, Springfield College, 2004
33. Speaker – "*Using National Priorities Project Materials in a College Classroom,*" National Priorities Project, Amherst, MA 2005
34. Participant – Facing History/Facing Ourselves Workshop, Hatikvah Center, Springfield, MA 2005
35. Editor – "The Peace Patriots" video on active democratic citizenship, 2005
36. Attendee – WGBY Teacher Training – United Streaming, 2005
37. Presenter – "*Toolkit: Student Engagement,"* Springfield College Spring Faculty Institute, 2006
38. Presenter – "*Creating Effective Relationships with Elected Officials*," Idealist.org C.O.O.L. Annual Conference, Nashville, TN 2006
39. Presenter – "*Muhammad Yunus: Banker to the Poor and 2006 Nobel Peace Prize Winner*," Springfield College Spring Faculty Institute, 2007
40. Presenter – "*Muhammad Yunus: Banker to the Poor and 2006 Nobel Peace Prize Winner*," St. John Unitarian Fellowship, St. John, Virgin Islands 2007
41. Presenter – "*Authentic Assessment: Beyond Traditional Testing and Into the Real World*," FDC Luncheon, Springfield College, 2008
42. Presenter – *"Effective Teaching in Urban Schools,"* Barnes and Noble, Holyoke, MA, 2008
43. Presenter – *"Effective Teaching in Urban Schools,"* Springfield Education Association's New Teacher Dinner, Springfield, MA, 2008
44. Presenter (via telephone) – *"Effective Teaching in Urban Schools,"* Western New Mexico University, 2008
45. Presenter – *"Advocacy Training 101*," Food Bank of Western MA Annual Conference, Springfield, MA 2010
46. Presenter – *"Effective Advocacy 101*," St. John Unitarian Fellowship, St. John, Virgin Islands, 2011

SCHOLARLY ENDEAVORS: PROFESSIONAL DEVELOPMENT

1. Participant - "Creating the Political Will to End Hunger," RESULTS International Annual Conference, Washington, DC 1996-2003
2. Participant - "Community Service and Learning: Working for Democracy, Diversity and Citizenship," Assoc. of American Colleges and Universities, Waltham, MA 1997
3. Participant - "Community Service Learning," Bridges to Healthy Communities Conference, Holyoke, MA 1997
4. Participant - "Integrating Education Reform into Teacher Preparation," MA Dept of Education, S. Hadley, MA 1998
5. Participant – Conference on White Privilege, Hampshire College, Amherst, MA 2001
6. Participant - "MA Summit on Civic Learning," Boston, MA 2002
7. Participant - "MA Summit on Civic Learning," Boston, MA 2003
8. Participant – Advocacy for Children's Issues Conference, WNEC, 2004
9. Participant – White Privilege Conference, Mt Holyoke College, S. Hadley, MA 2004
10. Participant/scholarship recipient – Civic Learning in Social Studies Conference, Center for Civic Education, Manhattan Beach, CA 2004
11. Participant – Strengthening Collaborations to Promote Civic Engagement Conference, Springfield College, 2004
12. Attendee – WGBY Teacher Training, "United Streaming," 2005

13. Participant – Facing History/Facing Ourselves Workshop, Hatikvah Center, Springfield, MA 2005
14. Participant – Understanding By Design Conference, Denver, CO., 2006

SERVICE TASKS

A. College Service: Guest Lectures/Presentations/Performances
   a. Presenter - *"Everything You Wanted to Know about Ending Hunger*," for Susan McCarthy-Miller's Multicultural course, 1996
   b. Presenter – "*The Education System of Bangladesh*," Tom Bernard's International Education class, 1997, 1998, 1999
   c. Presenter – "*Bias and Stereotyping in the Workplace*," for Deb Pelletier's Physical Therapy class, 1997, 1998
   d. Presenter – "*Using Microcredit to Alleviate Hunger and Poverty*," for Tom Bernard's Education and the Future class, 1997, 1998
   e. Presenter – "*Creative Lesson Planning: Going Outside the Nine Dots*," for Mary Allen's Pre-Service Teacher's Introductory Workshop, 1997, 1998, 1999
   f. Presenter – "*Using Music in the Classroom*," for Eileen Cyr's Secondary Methods class, 1997
   g. Presenter - "*Improving Teaching by Using Student Feedback*," FCC Faculty Forum, 1997
   h. Presenter – "*The Spirit of Humanics: Making a Difference in the World*," SC Benefits and Employee Service Fair, 1998
   i. Presenter – "*Service Learning*," Colleges Serving the Community Open House, 1998
   j. Presenter – "*What is Social Studies and Why Do We Teach It?,"* Holly Dolan-Rourke's Elementary Methods class), 1998, 1999
   k. Presenter - "*Service Learning*," SC Service Fair, 1998
   l. Facilitator – Discussion Groups: Racism on the SC Campus, Faculty Institute, 1998
   m. Presenter – "*Service Learning*," SC Faculty Institute, 1999
   n. Presenter - "*Supervising Student Teachers*," SC Supervisors of Practicum and Pre-Practicum Student Teachers, 1999
   o. Presenter – "*Microcredit Banking in Bangladesh*," FCC Faculty Forum, 1999
   p. Performer – Baccalaureate, "*The Times They are Changing*," 1999
   q. Presenter – "*Alternatives to the Lecture*," New Faculty Orientation, 2000
   r. Grant Recipient/Coordinator - National Service Learning in Teacher Education Partnership, 1998-1999
   s. Grant Co-Recipient/Coordinator/Presenter - MA Dept of Education Character Education Content Institute, 2000
   t. Presenter – "*Principles of Supervision*," for EDUC 288 Issues of Education course (part of the Eisenhower and Global 2000 Project) Redesigning Pre-Service Teacher Curriculum, 2001
   u. Presenter – "*What is Social Studies*?," for Rachel Siebert's Elementary Social Studies CMO class, 2002
   v. Discussion Group Leader – Springfield College NSO – "Why are the black kids sitting together in the cafeteria,?" 2002
   w. Coordinator/Performer – Thursday Music Get Togethers, 2002
   x. Co-Founder/Coordinator/Performer – SC Peace on Earth Day, 2002
   y. Panel Member – "Social Justice Issues in the 2004 Presidential Election," Springfield College, 2004

z. Presenter – "*Ending Child Hunger in MA by 2005*," for Susan Joel's Social Issues class, 2004

aa. Performer – "*Keep the Fire Burning in Your Heart*," Baccalaureate 2005

bb. Participant – The @ Project, Visual and Performing Arts Department, 2005

cc. Guest Lecturer – "*Educational Research,"* Dan Frazier's College Writing course, 2006

bb. Presenter – "*Toolkit: Student Engagement*," Springfield College Spring Faculty Institute, 2006

cc. Presenter – "*Muhammad Yunus: Banker to the Poor and 2006 Nobel Peace Prize Winner*," Springfield College Spring Faculty Institute – 2007

dd. Co-Presenter – "*Authentic Assessment: Beyond Traditional Testing and Into the Real World,*" FDC Luncheon, Springfield College – 2008

ee. Creator/Committee Member – Pride Vote/Rock the Vote: 100% Voter Registration at SC for the 2008 Presidential Election, 2008-2009

ff. Career Center Advisory Board, 2008-2009

gg. Coordinator/Host – Mary Riordan's presentation on Billy's Malawi Project, 2008

hh. Coordinator/Facilitator – Robbie Leppzer: Soldier Stories, 2008

ii. Coordinator: Al Sanchez and Trip Bellard: Debate over the war in Iraq, 2008

jj. Coordinator/Facilitator – Jo Comerford: The National Priorities Project, 2008

kk. Coordinator – Tim Collins: President of the Springfield Education Association, 2008

ll. Coordinator/Facilitator – I.O.U.S.A.: One Nation. Under Stress. In Debt, 2008

mm. Presenter – *"A Whole Lotta Lecturing Going On: Constructivist Alternatives to the Lecture*," Spring Faculty Institute, 2009

mm. Advisor – Kappa Delta Pi, 1997–2009

nn. Coordinator – Renaissance Lab School Project, 2009

oo. Performer – "Keep the Fire Burning In Your Heart," Baccalaureate 2011

COMMUNITY SERVICE

a. Food for Thought Project – In Spring 2000, I, along with my students, designed a five year plan to help end child hunger in MA. We raised awareness in articles written by us, articles written about us, by collecting cans at local supermarkets, sporting events, etc. We have donated over 7500 pounds of food to the local food bank, co-sponsored a legislative breakfast at the Log Cabin Restaurant in Holyoke, MA, attended rallies in Boston, testified at a Health and Human Services Committee hearing and were ultimately successful in having the legislature appropriate an extra $3 million for universal breakfast programs in MA schools.

b. Group Leader/Partner – RESULTS (grassroots citizen's lobby generating the political will to end Hunger), 1985-2003

c. Basketball Coach - $5^{th}/6^{th}$ grade girls team in Northampton Recreation Dept league, 2001-2002

d. Soccer Coach – $6^{th}/7^{th}$ grade girls team in Holyoke Soccer League, 2001-2002

e. Hosted lunches at Loaves and Fishes Soup Kitchen, 1997-2008

f. Presenter – "The effects of the MCAS on teachers and students," Commerce High School Educator's Forum, 2001

g. Seminar Leader – "Integrating social justice issues into the curriculum," Springfield Public Schools, 2002

h. Member – MA Dept of Education School Panel Review, Magnet Middle School for the Arts, Holyoke, MA, 2003
i. Speaker – Springfield School Committee – High Stakes Standardized Testing, 2003
j. Volunteer Consultant for the National Priorities Project, 2004-2007
k. Logistics Supervisor – National Priorities Project Annual Conference, 2004-2009
l. Volunteer – CARE Center Regatta, 2005-2007
m. Volunteer Consultant for the CARE Center, Holyoke, MA, 2005-2009
n. Board of Directors - Paulo Freire Social Justice Charter School, 2011

728 Pendleton Avenue 413-593-6267
Chicopee,Massachusetts vaickelin@aol.com
01020

Vivian Pappas Aickelin

Professional Experience:

2005-Present Chicopee Public Schools Chicopee, MA

4th Grade Teacher

- Planned, constructed, implemented lessons according to the Massachusetts State Frameworks for Math Reading, Science, Social Studies Grade 4 curriculum
- Implemented and applied behavioral management system for the classroom
- Instructed Reading groups(differentiated instruction)
- Instructed Math groups(differentiated instruction)
- Modified curriculum, instructional material and classroom environment for students' individual needs
- Created learning centers to reinforce academic areas such as Reading comprehension and fluency, Math and Writing
- Prepared, evaluated and developed student's Individualized Education Programs(IEPs)
- Attended IEP meetings and developed goals for students with disabilities
- Overall experience with administering and reviewing MCAS materials and data
- Collected, reviewed and analyzed data (Dibels, MCBM, Grade, G-Made, etc.) for overall academic support and individualize student's learning
- Taught proper behavior through modeling and redirection
- Working collaboratively with staff such as common planning time

2002-2005 Chicopee Public Schools Chicopee, MA

3rd Grade Teacher

- Planned, constructed, and implemented lessons according to the Massachusetts State Frameworks for Math Reading, Science, Social Studies
- Implemented and applied behavioral management system for the classroom
- Instructed guided reading groups
- Created learning centers to reinforce academic areas such as Reading comprehension and fluency
- Modified curriculum, instructional material and classroom environment for student's individual needs
- Prepared, evaluated and developed student's Individualized Education Programs(IEPs)
- Attended IEP meetings and developed goals for students with disabilities
- Overall experience with administering and reviewing MCAS
- Collected, reviewed and analyzed data for overall academic support and to individualize student's learning
- Taught proper behavior through modeling and redirection
- Worked collaboratively with staff

1995-2002 Chicopee Public Schools Chicopee, MA

Elementary Art Teacher

- Planned, constructed and implemented lessons according to Massachusetts State Frameworks and Chicopee Public Schools

curriculum
- Traveled and Managed 2-3 schools a week
- Managed and met the needs of 100-300 students per school
- Worked collaboratively with staff in each school integrating the curriculum
- Prepared, integrated and implemented Music and Art lessons resulting in a Winter Holiday concert performance
- Prepared and decorated each school with student's art work for various occasions and holidays
- Prepared student's art work for School committee meetings
- Made and sent student's Christmas ornaments for the Giving Tree annually
- Prepared and participated in all city Art poster contests

1983-1986 Cathedral High School Springfield, MA

Basic Art Teacher

- Planned, constructed and implemented lessons according to the Massachusetts State Frameworks
- Implemented and applied behavior management
- Prepared all lessons and materials
- Implemented lessons through modeling
- Prepared and implemented Art History with books and visuals
- Planned, constructed and worked collaboratively with students and staff on scenery for the school's musicals
- Worked and planned collaboratively with staff for annual Art shows
- Used calligraphy to develop school wide awards and certificates

Education:

1978-1982 Our Lady of the Elms College Chicopee, MA
- B.A., Elementary Education and Art
- GPA 3.9

Additional Work Experience:

- Art Teacher for Chicopee Public Schools Title One After School Program and Summer School Program
- Liaison for Chicopee Public Schools/ Boys and Girls Program
- Art Teacher for Chicopee Public Schools SPELL Program (summer
- Program for English Language Learners)
- Mentor to students for Chicopee Public Schools
- Mentor to New Teachers for Chicopee Public School
- P.E. Bowe School PTO (Parent/Teacher)
- P.E Bowe Fall and Spring Fundraiser/Chairperson
- P.E.Bowe Committees for Data Analysis (PIM)
- P.E.Bowe School Committee for ELT (Extended Learning) Grant
- Mentoring Teachers in Creativity with the Arts in Education Center
- Facilitator with the Chicopee Public Schools on Rubrics and Integration
- Facilitator Integrating the Arts into the Curricula with the Arts in Education Center

Description of Curriculum for Grade Levels beyond those required in the text of the application.

NOT APPLICABLE

Proven Provider Information Sheet

REQUIRED SUBMISSION WITH FINAL APPLICATION

This form is required for applicants applying as proven providers in districts that have performed on the Massachusetts Comprehensive Assessment System (MCAS) in the lowest 10 percent statewide for two consecutive previous years and where the 9 percent net school spending cap has been or is expected to be raised. Applicants, or a provider with which the applicant group proposes to contract, must meet the definition and qualifications of proven provider as outlined in 603 CMR 1.00.

Definition Designation

Please check the category of proven provider that best reflects the applicant group:

Category 1:

X Two or more persons who had primary or significant responsibility serving, for at least five years, in a leadership role in a public school or similar program that has a record of academic success and organizational viability.

Category 2:

☐ A non-profit education management organization, in operation for at least five years, that has a record of academic success and organizational viability; or

☐ A non-profit charter management organization, in operation for at least five years, that has a record of academic success and organizational viability.

Category 3:

☐ The board of trustees of an existing charter school that has a record of academic success and organizational viability.

Category 4:

If the applicant proposes to contract with a proven provider with a record of academic success and organizational viability, check one of the following:

☐ An education management organization;

☐ A charter management organization; or

☐ A school support organization.

Name of Person(s) or Organization: __Paulo Freire Social Justice Charter School_____
Primary Contact Person: _____Bob Brick_____
Address: ____67 Woodlawn Avenue_____
City: _____Northampton_____ **State:** ____MA_____ **Zip:** 01060_____
Daytime Tel: (413) ___575-0084_____ **Fax:** (413) ___586-2088_____
Email: ____kentbrick@aol.com or bobbrick6@gmail.com_____

All proven provider applicants must submit evidence satisfactory to the Commissioner that demonstrates that the proven provider has significant management or leadership experience with a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter. For applicants with a current or previous relationship to a Massachusetts public school, the Department will conduct an analysis of available student achievement and demographic data. All other proven provider applicants must submit comparable student achievement and demographic data. For applicants with a current or previous relationship to a Massachusetts charter school, the Commissioner may consider all information related to such school's performance, including evaluations in connection with each renewal of its charter.

The criteria listed below define the basis on which proven provider status will be assessed. All applicable criteria must be addressed in alignment with at least one category chosen above.

Category 1 ONLY:

A. Describe in detail, the individuals' roles and responsibilities at the successful school(s) or program(s). Please attach that provide evidence to support the individual's roles and responsibilities at the successful school(s) or program(s). In proven provider's roles and responsibilities to the success of the school or program. Information may include resumes support organizational success.

Bob Brick and Ljuba Marsh were the co-founders of PVPA in 1996. They co-wrote the initial charter proposal. Bob Bric of the school from 1996 until 2007, while Ljuba Marsh was the Educational Director for the same period of time. Bob Executive Director. Ljuba has since served as the Principal of the Global Learning Charter Public School in New Bedford shows MCAS improvement under her leadership at GLCPS.

2009	Proficient or higher		Advanced		Proficient		Nee
Prior School Leadership	district	state	district	state	district	state	distr
GRADE 10 - ENGLISH LANGUAGE ARTS	65	81	0	29	65	52	2
GRADE 10 - MATHEMATICS	53	75	29	47	24	28	2
GRADE 10 - SCIENCE AND TECH/ENG	41	61	6	16	35	45	4

2010	Proficient or higher		Advanced		Proficient		Nee
Ljuba Marsh 1st Year	district	state	district	state	district	state	distr
GRADE 10 - ENGLISH LANGUAGE ARTS	73	78	27	26	46	52	2
GRADE 10 - MATHEMATICS	78	75	41	50	37	25	1
GRADE 10 - SCIENCE AND TECH/ENG	43	65	12	18	31	47	5

2011	Proficient or higher		Advanced		Proficient		Nee
Ljuba Marsh 2nd Year	district	state	district	state	district	state	distr

GRADE 10 - ENGLISH LANGUAGE ARTS	92	84	22	33	70	51	
GRADE 10 - MATHEMATICS	90	77	54	48	36	29	1
GRADE 10 - SCIENCE AND TECH/ENG	60	67	14	20	46	47	3

Together Ljuba and Bob were fully responsible for the leadership of PVPA. Together they led PVPA to be one of the mo charter schools in Massachusetts.

Proven Providers served on the Board of Trustees and Executive committee. Other Board Committee membership incl Student Representative, and Capital Campaign Committees. As school leaders Bob Brick and Ljuba Marsh were respon school culture. As Education Director, Ljuba Marsh was responsible for all aspects of academic programs, curriculum d supervision of teachers. In the role of Administrative Director, Bob Brick was responsible for the management of day-t supervision of all administrative staff, guidance and performing arts faculty, and finances. Other responsibilities of the included: Alumni relations, website, student records, technology, transportation, discipline, physical plant, testing, cor demonstrated compliance with all Massachusetts charter school requirements.

Evidence of link to school success: During the 11 years they led PVPA together the school was extremely successful by Marsh's leadership resulted in the schools re-charter without provision in year 5 and 10. Year 13 Site Visit Report conc organizational viability goals set out in its accountability plan. PVPA received a grant from the Massachusetts Charter within the state. Yearly unqualified audits have provided evidence of sound fiscal management practices.

List of attachments: Copies of job descriptions for the Administrative Director and Educational Director are attached t responsibilities were directly linked to the success of the school.

Categories 2, 3, and 4:

A. Provide evidence of the qualifications of the proposed proven provider, including the proposed proven provider's roles and responsibilities in the successful school(s) or program(s) or the school support organization's role in successful schools or programs. Include evidence to link the proposed proven provider's roles and responsibilities to the success of the school or program. Information may include resumes of individuals or documentation to support organizational success.

All Categories (1, 2, 3, and 4):

B.

- If the applicant is claiming proven provider status based upon a management or leadership role at a Massachusetts public school, the Department will conduct an analysis of available student achievement and demographic data relevant to the specific school and time period for which the proposed proven provider was responsible.
- If the applicant is claiming proven provider status based upon a management or leadership role at a private/parochial school, out-of-state public school, or similar program, they shall submit data to the Department demonstrating success in student academic performance and evidence of academic program success, including but not limited to:
    1. proficiency or student achievement levels on assessments equivalent to the Massachusetts comprehensive assessment system for all students and for targeted subgroups as defined in M.G.L. c.71, s.89(i)(3) which are similar to statewide averages in English language arts and Mathematics for all students in Massachusetts in comparable grades, over no less than a three-year period for cohorts of students;
    2. attendance, retention, and attrition data; and
    3. graduation and dropout data, if applicable.

MCAS Results 2006-08 for PVPA and State
(Includes all AYP subgroups reported for PVPA)
English Language Arts

Year Grade Subgroup	**CPI**	Adv& Prof	Warn& Needs Improv	**CPI**	Adv& Prof	Warn& Needs Improv
	PVPA			State		
Grade 10	**93.0**	87%	13%	**86.8**	69%	31%
Grade 10	**98.2**	93%	7%	**87.9**	71%	30%
>Low-Inc	**100.0**	100%	0%	**76.9**	48%	53%
>White	**99.5**	98%	2%	**91.5**	77%	22%
Grade 10	**97.4**	91%	9%	**90.3**	74%	25%
>Disab.	**93.3**	80%	20%	**73.1**	35%	66%
>Hisp/Lat	**100.0**	100%	0%	**78.3**	49%	51%
>White	**96.4**	88%	13%	**93.1**	80%	20%

MCAS Results 2006-08 for PVPA and State
(Includes all AYP subgroups reported for PVPA)
Mathematics

Year Grade Subgroup	**CPI**	Adv& Prof	Warn& Needs Improv	**CPI**	Adv& Prof	Warn& Needs Improv
	PVPA			State		
Grade 10	**86.1**	70%	30%	**83.2**	67%	33%
Grade 10	**85.5**	66%	30%	**85.5**	69%	31%
>Low-Inc	**77.3**	63%	36%	**72.9**	47%	52%
>White	**90.3**	76%	24%	**88.8**	75%	25%
Grade 10	**87.0**	72%	30%	**86.7**	72%	28%
>Disab.	**73.3**	47%	53%	**65.9**	33%	67%
>Hisp/Lat	**84.1**	63%	36%	**71.3**	46%	55%
>White	**86.8**	73%	27%	**90.3**	78%	22%

Indicators Comparison for PVPA and State 2006-08

Indicator	**PVPA**	**State**
2006		
Grade 9-12 Dropout Rate	2.5	3.3
Attendance Rate	93.5	94.5
Avg. # Days Absent	10.9	9.4
Retention Rate	3.7	2.5
Attrition	8.0	N/A
4-year Grad Rate	64.5	79.9
5-year Grad Rate	75.0	N/A
2007		
Grade 9-12 Dropout Rate	2.5	3.3
Attendance Rate	93.5	94.5
Avg. # Days Absent	10.9	9.4
Retention Rate	3.7	2.5
Attrition	8.75	N/A
4-year Grad Rate	64.5	80.9
5-year Grad Rate	82.9	82.7
2008		
Grade 9-12 Dropout Rate	4.0	3.4
Attendance Rate	93.7	94.6
Avg. # Days Absent	10.5	9.2

Retention Rate	6.6	2.4
Attrition	8.0	N/A
4-year Grad Rate	76.3	81.2
5-year Grad Rate	80.3	84.0

Graduation rates for PVPA are reported for 4 and 5 years as PVPA values and routinely directs students to take extra time to finish their work and graduate.
No other standardized tests are administered at PVPA.
Attrition rates for charter schools include a large percentage of students returning to their sending districts.

Finally, PVPA has a particularly strong history of successful college placement.

C.

- If the applicant is claiming proven provider status based upon a management or leadership role at a Massachusetts public school, the Department will conduct an analysis of available student demographic data relevant to the specific school and time period for which the proposed proven provider was responsible to provide evidence that the applicant served or is serving a student population similar to the population to be served by the proposed charter.
- If the applicant is claiming proven provider status based upon a management or leadership role at a private/parochial school, out-of-state public school, or similar program, they shall submit evidence that the school(s) or program(s) for which the proposed proven provider was responsible served or is serving a student population similar to the population to be served by the proposed charter.

Student Population: The service area and grade span are similar to that of the Pioneer Valley Performing Arts Charter Public School, the organization that the proven providers administered together for 11 years. The proposed catchment area for the Paulo Freire School is Holyoke, West Springfield, Chicopee, Westfield, South Hadley and Northampton. PVPA draws students from these proposed suburban and urban sending districts with students attending from 56 different towns in Franklin, Hampshire, and Hampden counties: Both PVPA and the proposed charter school are Regional Schools.

While we cannot predict the exact percentage breakdown of students who will come from particular cities and towns at Paulo Freire Charter School with careful consideration and community input we believe that approximately 60% of the student population will come from Holyoke. The remainder 40% of students will come from the other towns. Of the Holyoke students we project that 80% will come from the Holyoke Community Charter School, whose program ends with the 8th grade. The remaining 20% will come from the greater Holyoke community. PVPA as a regional school drawing from the surrounding sending districts is representative of the 40%, non-Holyoke student population.

The Table below shows the comparison of students in the proposed school with the existing school based upon our best prediction of the percentage breakdown of the student population.

We have included statistics from the Holyoke Community Charter School, and Holyoke High School in the comparison.

	Grade Span	LEP	Special Education	Reduced Lunch	Free Lunch
Existing School	7^{th} -12^{th}	Less than 1%	15.66%	4.10%	10.20%
Proposed Charter	9^{th} - 12^{th}	3.52%	12.64%	6.68%	44.95%
Holyoke High School	9^{th} - 12^{th}	8.00%	12.40%	5.60%	46.20%
Holyoke Community Charter School	K- 8^{th}	4.50%	10.20%	9.10%	73.60%

Similar Program: The program to be offered at the Paulo Freire SJCS will be very similar to the design and delivery of the program at PVPA. Core values of the proposed new school (see below) are in line with those of the successful proven provider school. Individual excellence and community membership are goals of the successful school.

- Education must raise the awareness of students so that they become subjects, rather than objects. Students at Paulo Freire will think democratically and always question and critically view everything they learn. Powerful, transformative teaching and learning will be deep, authentic, and developmentally appropriate and honor the teacher and learner.

PVPA programs support students as active learners who take responsibility for their education. Creative and critical thinking are core components of the classroom experience. Participatory and hands-on learning are key components of the PVPA program. Multiple learning styles are used.

- Students are integrally connected to their communities. PFSJCS students will dedicate themselves to the improvement of the social, cultural, political and economic health of Holyoke and the surrounding communities.

At PVPA students connect to the surrounding communities through the arts completing two internships in the arts as a requirement for graduation. In addition, community service is required for graduation by all students. Winter session program (Paideia) provides opportunities for students to volunteer in the local community working in schools, shelters, food pantries, and programs for the elderly, to name a few.

- Students will develop a global perspective in relation to social justice and become active

partners in positive global initiatives.

Although this was not the focus of PVPA, students were encouraged and supported in their desire to be "good citizens". The arts were used in these endeavors. With the support of faculty and staff student groups formed around many global issues. Some examples of these are: Amnesty International, GLBT support group, Save the World, Peace Jam.

- Paulo Freire Charter will honor and celebrate the diversity among students, teachers, parents, and their school and surrounding communities and will value equally their contributions to the educational process.

PVPA school administration along with students and faculty created programs to celebrate diversity and promote understanding at PVPA. Latino Heritage month and Black History month have become integral parts of the PVPA program. Students participated in the creation of, and continue, each year, to plan, and execute the PVPA Unity Day Program, a celebration of diversity.

- 100% of students at Paulo Freire will meet graduation requirements, which will exceed all State and Federally mandated achievement goals.

This is in line with the goals and achievements of PVPA.

Evidence of the similarity of the proposed program and the successful proven program can also be found in other areas. The PVPA Student Handbook provides information for students and families about all aspects of student life at the school. Below are some examples of the similarity of the programs taken from the student handbook.

Community Building:
Community development has always been an essential part of PVPA's educational program. Our plan consists of orientation activities, community rituals, and events. This has helped us to maintain a vital community spirit and build the following:

- Respect for individual differences and opinions;
- Inclusion and a sense of belonging;
- Participatory decision-making;
- Cooperation between students and teachers; and
- A safe environment.

Code of Conduct:
The Code of Conduct was written and adopted by the staff and the student body. It is reviewed each fall by the student body.

Completion of School Service and Community Service projects are requirements for graduation.

Multiple Learning Styles:
PVPA recognizes that different students learn in different ways. We support and encourage

multiple learning styles in and out of our classrooms. Some of these learning styles are: Tonal, Linguistic, Order and Logic, Spatial, Bodily Kinesthetic, Object Kinesthetic, Interpersonal and Intrapersonal. Students are encouraged to explore these styles and figure out which one or ones best fit their personal learning style.

Student Input:
Student input is a very important factor in determining the direction our school will take. All School and All Grade Meetings are good forums for this to happen. Students should speak to teachers and administrators if they have suggestions. Students should further be aware that the staff and administration would support, when possible, implementation of their ideas.

Disciplinary Procedures:
In any instance in which a member of the PVPA staff believes that a student is behaving in a way that endangers his/her safety or the safety of others, a meeting with the student will be held to deal with the problem in a positive way as early as possible. The intervention will include a clear measurable description of the problem behavior, a clearly set meeting time to review progress, and a clear description of the steps that will be taken should the appropriate behavior not be evident.
Students are active participants in the discipline process. Consequences incorporate school community service.

Student Leadership:
PVPA provides many opportunities for student leadership. Students can participate in teaching assistantships, aiding classroom teachers, student governance, and student representation to the Board of Trustees.

Examples of PVPA course offerings that have a social justice/diversity awareness theme:
African American Literature - This course will consider the African-American experience as expressed in the painting, music and literature of African-American artists, orators, writers and performers. We will study the historical, cultural and political contexts that shed light on the formation of the distinct African American literary tradition, described by poet Sterling Brown as a "literature of necessity." By what standards is this art to be judged, and what can be said about its purposes? As we move through various literary genres, we will become more attentive and intelligent readers, viewers, and listeners and will learn to ask questions of all types of texts. We will also sharpen our critical thinking, listening, speaking, and writing skills. But more than that, we will try to open ourselves up to new ways of thinking about our own history and the history of our country. Such an endeavor demands that we approach our discussions, readings and research with an open mind and a willingness to accept new ideas.

Through White Eyes: Images of African Americans in the Arts and Media -A continuation of the African American Studies course, "Through White Eyes" will move from literature and history to explore representations of African-Africans in American art, film, music, television and popular culture. A close look at the dominant stereotypes about African-Americans that emerge in the 19th and 20th century, this course will be an opportunity for students to study the source of some fundamental stereotypes and the ways they continue to influence the construction and

reception of racial identity.

American History the 1960's - This course will explore the 1960's in America taking an in depth look at events, politics, social change, music, theater, film and dance. From John F. Kennedy through Lyndon Johnson to Richard Nixon; from the civil rights movement to black power; from the Cold War to the Vietnam War; from the Beatles to the Who; from the Twist to Woodstock this course will enable you to "remember" more about the sixties than your parents! **Instructor Bob Brick**

Holocaust Studies - Students will explore the history of the Holocaust from its roots in Anti-Semitism through the present. Emphasis will be on a serious discussion of the issues of genocide through a detailed examination of the history. Students will understand not only the events but the "why" behind the events and the human reactions of the people.

Sociopolitical History of Rock & Roll – This class will be an integrated music/history/sociology/politics course. It will assess the importance of rock as a social and political phenomenon in the United States from 1964-1999.

The First Amendment and American History - What role do our basic freedoms and the Supreme Court have in American History? What are the limits of Freedom of the press, religion, and speech throughout American history? What liberties should we "give up" for more security?

Us andThem: Cultural Perspectives on Identity - This language arts based humanities course explores issues of race, class, and gender through literature. The course will balance personal experience, discussion, and current social situations with academic and critical work with three illustrative novels. Students will create written, visual, and performance art based self-portraits according to themes throughout course. This course will also use film as a text moving toward finding the cultural identity we claim for ourselves and that others assign to us.

Utopia -This language arts humanities course is part history, part politics, part literature, and part philosophy. We will begin by looking at the traditions of Utopian thinking, and research some of the Utopian communities that were brought into existence in the past. We will then trace these ideas through the back-to-the-land movements of the sixties and on up to the energy conserving co-housing communities of the present. We will read historical documents, Utopia by Thomas More, as well as 19th and 20th century essays and fiction, (such as Herland, and Walden Two). We will study the ideas and contributions of Buckminster Fuller and other innovators before embarking on our own Utopian designs. Creativity, strong reading abilities, and good research skills are essential for success in this class.

Women's Literature - In this 11th /12th grade humanities course, we will look at literature written by, about, and for women. The first quarter will be highly structured and will cover a variety of important texts including The Awakening, A Doll's House, and The Yellow Wallpaper. In the second quarter, we will open up the floor to student suggestions and selections, and engage in some original work in fiction and essay. Class participation, a willingness to look at difficult issues, an open mind, and good journaling skills are essential to success in this class.

Latin American History - Combining the humanities and the performing arts, Latin American History is an introductory course to the history of Lain American and its dance forms. The course

begins with a brief look at the revolution-taking place in El Salvador in the 1980's as a way of introducing some of the main issues confronting the region. Then we will step back in time to discuss the colonial legacy, period of independence and revolutionary movements in Central and South America in the 20th century. Alongside politics, there will be studies of popular figures, music genres and lots of dance classes! Tango, Salsa, Cha Cha Cha are just a few of the dances taught in this class. Studying the music and dance of Latin America will help students attain a greater understanding of its rich and diverse culture.

Politics and the Media - This course is for the student interested in developing a solid understanding of the United States foreign policy, globalization, media culture and other political landmarks that have transformed the economic and political power structure of the United States. We will be taking an in depth look at U.S. involvement in several 20th century world conflicts and brainstorming alternative methods for resolution. Emphasis will be on discussion/debate, and independent research.

Race, Gender, and Politics in Music - Music has a rich history of reflecting societal values of the times. Music can be about personal politics, as well as global ones. Music can unify us, as well as separate us. We will investigate and examine the influence of music in our lives. Topics will include the effects of music commercialization, social activism in music, music of the underground, and the emergence of African American and Women artists over the past 50 years. Activities will include field trips and guest lecturers.

Civics, Presidential Elections and American History - Student will learn to be active participatory citizens. The course will cover the basics of the American Federal governmental and legal system through a series of simulations and guest speakers. We will have a special focus on the Presidential nomination and election process in the 20th century.

Honors Sociology-Social Action Social Change - The course is designed to analyze the theoretical perspectives, directions, processes, patterns and consequences of social change; to examine the factors that simulate or hinder the acceptance of change; and to explore the unintended individually, or in small groups will be required to undertake and document a project in social change as their final "paper". Special attention will be given to education as a potential force for change. Current trends in education reform, including charter schools, vouchers and home schooling will be reviewed. **Instructor - Bob Brick**

Arts and the Community - In this class we will explore many different ways to share the arts with our surrounding communities. We will use dance, music and visual art to build bridges with people of various populations. Each student will have a chance to connect our whole class with a senior center, schools, after-school programs, teen pregnancy centers, plus more. The class will work towards a final performance project with one of these groups. Art as a means for social change, community building, and personal expression will be looked at in this class. Please come if you are a singer, dancer, musician, visual artist, designer, and integrate yourself into a multi-arts, multi-cultural, intergenerational and socially conscious project.

Personal Growth & Social Change through Performance –
In this class, we will look at multiple art forms and the work of artists that have dealt with and created social change. We will discuss the many personal and social issues, which affect us and the power of the arts in addressing these issues. Students will create songs, poems, monologues and other artistic creations that are meaningful to them.

Feminist Performance Art – In this class we will explore various themes of social justice and feminism through the performing arts – music, theater, poetry, dance, and combinations therein. Students will draw from personal history and experience, as well as from current events. The lessons will focus on in-class performance and writing (theater games, monologues, spoken word), as well as a few homework assignments. We will also study contemporary and historical feminist performance art. Each student will complete a final performance project of his or her own design that explores intersecting issues of personal and political feminisms.

Reasonable modification of school or program:
The academic curricular focus at PFSJCS will include social justice; at PVPA, performing arts integration was the major focus. As you can see from the examples above individual excellence, and community membership were important components of the successful school. Social Justice and diversity issues were part of the culture at PVPA and explored in the course curriculum and student activities at the school. The arts were used as an expressive avenue to celebrate diversity and raise awareness of social justice issues. A reasonable modification will include more extensive focus on social justice adding more involvement with the local and global communities as an integral component of PFSJCS.

Capacity to serve the proposed grade span, if different:
The grade span is the same.

C.D.E. Describe the extent to which the proposed proven provider is responsible for the organizational viability of the school(s) or program(s).

- Provide evidence of the organizational viability of the school(s) or program(s) for which the proven provider was responsible, including but not limited to:
- Effective governance,
- Organizational management,
- Financial management, and
- Compliance with applicable laws and regulations.

Extent of responsibility for organizational viability:
The proven providers were FULLY responsible for the organizational viability of PVPA. The duties and responsibilities of the Administrative Director, Bob Brick and the Educational Director, Ljuba Marsh encompassed all aspects of the school and directly impacted its success. Details of their role and responsibilities are listed above in proven provider category1. PVPA has continued full enrollment, and a long waiting list for each grade offered.

Evidence of effective governance:

Evidence includes: two successful re-charter cycles (with no provisional status), a number of successful DESE site visit reports over the 11 years.

Evidence of organizational management:

From the 08-09 Site Visit Report:

" **Conclusion: Is the school becoming the school it promised to be in its charter?**

Now in the thirteenth year of its charter, PVPA is a school that focuses on continual improvement. The school has developed a range of classes that provide students with exposure to the performing arts. It has also developed an academic program that encourages student ownership and creativity, while also setting a high standard for student performance. Stakeholders express satisfaction with the school and appreciate the inclusive community that has been established. Constituents have also devoted time to reflect on current practices and analyze potential changes that will help the school improve. This process can be seen in the arts education task force, the new collaborative meeting time, administrative restructuring and the work of the school's board of trustees. Many of the changes that are being considered align challenges identified by stakeholders. Teachers and administrators recognize the importance of developing systems and structures to meet the needs of a changing student body. Board members, administrators and parents recognize the importance of improving communication and clarifying the roles and responsibilities of the board and administrators. All stakeholders recognize the need for more space and the challenges of the current financial environment present."

Evidence of financial management:

Each year the leadership team presents the budget to the Finance Committee of the Board of Trustees. After several meetings in which review and discussion occur, the Committee makes a recommendation to the Board for approval. On a monthly basis during the course of the year, the Chief Financial Officer presents actual results relative to budget to the department directors. On a quarterly basis, operating results relative to the budget are presented to the Committee and the Board.

Unqualified audit opinions each year, a strong Balance Sheet, which allowed the school to purchase its own building and build up strong financial reserves since the purchase, and annual positive operating reserves are evidence of successful fiscal management.

From PVPA 2008 Financial Auditor's Report:

" I have audited the accompanying statement of net assets of the Pioneer Valley Performing Arts Charter Public School (a governmental entity), as of June 30, 2008, and the related statements of revenue, expenses, and changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the School's management. My responsibility is to express an opinion on these financial statements based on my audit. The prior year summarized comparative information has been derived from the School's 2007 financial statements and, in my report dated October 23, 2007; I expressed an unqualified opinion on those statements.

"The results of my tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards."

Evidence of compliance with applicable laws and regulations: Two successful re-charter cycles, with no provisional status. Third re-charter visit completed at the end of September 2010 indicates full compliance with all applicable laws and regulations.

Other:

Job Description
Job Title: Director of Administration

Duties and Responsibilities:
Fiscal Responsibility
Physical Plant
Discipline
Production (including Graduation)
Supervision
- Performing Arts Directors
- Office Staff
- Financial Manager
- Production Team
- Counseling

Transportation
Technology
Attendance
Emergency Systems
- Fire Regulations
- Cancellation, Delay, Etc.

Calendar
Annual Report
Alumni
Member of the Board of Trustees & Executive Committee
- Admissions Committee
- Finance Committee

Department of Education Report
Community Outreach
Teaching

Minimum Requirements:
Masters Degree
3-5 years experience in executive level administration
CORI

Job Description
Job Title: Director of Education

Duties and Responsibilities:
Program Development & Assessment
Curriculum Development & Assessment
Scheduling
Staff Development
Supervision
- Academic Directors
- Education Office Staff

Student Feedback Systems
Student Record Keeping
Web Site
Testing
Educational Supplies & Film Library
New Student Intake
Off-Campus Programs
Hiring & Evaluation of Staff
Standards & Benchmarks
Member of the Board of Trustees & Executive Committee
- Admissions Committee
- Personnel Committee
- Student Representative Committee
- Capital Campaign Committee

Community Outreach
Teaching

Minimum Requirements:
Masters Degree
3-5 years experience in executive level administration
CORI

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