

Alma del Mar Charter School
Commonwealth Charter Final Application



ALMA
del **MAR**

Submitted by the Alma del Mar Charter School Founding Group
November 8, 2010

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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: Alma del Mar Charter School

School Address (if known): _____

School Location (City/Town REQUIRED): New Bedford, MA

Primary Contact Person: Will Gardner

Address: P.O. Box 2984

City: New Bedford **State:** MA **Zip:** 02740

Daytime Tel: (508) 542-7153 **Fax:** (508)-984-7913

Email: willgardner@almadelmar.org

1. The proposed school will open in the fall of school year: 2011

School Year	Grade Levels	Total Student Enrollment
First Year	K-2	120
Second Year	K-4	200
Third Year	K-5	240
Fourth Year	K-6	280
Fifth Year	K-7	320

2. Grade span at full enrollment: K-8

3. Total student enrollment when fully expanded: 360

4. Age at entry for kindergarten, if applicable: 5 by September 1

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

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.)

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: 91,112.

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.)

<u>Fairhaven</u>	<u>Freetown</u>	_____
<u>Dartmouth</u>	_____	_____
<u>Acushnet</u>	_____	_____

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 2010-11 applications? No

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

10. Is the applicant group/board of trustees of an existing charter school? 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 2010-11 application cycle? _____

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

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Proposed Charter School Name: Alma del Mar Charter School

Proposed School Location (City/Town): New Bedford

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 Will Gardner

Address 17 Cottage St. Fairhaven, MA 02719

Daytime Phone (508) 542-7153 Fax (508) 984-7913

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 Alma del Mar Charter School (name of school) to be located in New Bedford 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

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

Affiliation

Executive Summary

Summarize the proposed school's mission and educational program, how this potential school will enhance options for students, the community's demonstration of support for this school, and the founding group's capacity to make the school a success.

Mission: Alma del Mar is an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-oriented leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.

Educational Program: Alma del Mar's (AdM) educational program is designed to cultivate the knowledge and skills in students that will put them on the path to college and enable them to be service-oriented leaders. Our curriculum will consist of learning expeditions—long-term investigations into key topics that teach essential ELA, social studies and science content—in addition to supporting research-based literacy and math curricula. Our students will do rigorous work as members of a school community that emphasizes service, quality, accountability, persistence and integrity. By engaging in meaningful work that frequently draws on the rich resources of the Greater New Bedford area, our students will

- Master essential skills and content as outlined by the Massachusetts Curriculum Frameworks
- Take increasing responsibility for their own learning
- Approach complex problems thoughtfully
- Learn to appreciate the perspectives of others, and
- Recognize and pursue opportunities for service

Enhancing Options for Students: At Alma del Mar, New Bedford students will have the opportunity to attend a school that provides more individualized student support, an emphasis on service leadership and a curriculum that builds core background knowledge starting in the early grades. Our K - 8 structure allows for students to receive uninterrupted support for their individual learning needs through middle school, preparing them to succeed in the variety of secondary school options that exist in this region, while our extended school day and year creates more time for in-depth learning, as well as for co-curricular subjects like music, art and PE. Students for whom English is a second language, students with disabilities and students from low-income backgrounds will benefit especially from our integrated curriculum, college-bound culture and use of active pedagogy.

Community's Demonstration of Support for School: Over 150 families have signed a list indicating their interest in enrolling their children in AdM, pending the granting of our charter. At events throughout the city and in individual conversations with AdM's founding group, community members have expressed support for our proposed school. Parents and community members are excited about an educational option that would provide a strong, college-bound culture, a curriculum emphasizing service and a structure that allows for continuous, individualized student support through middle school. In addition, the support of our community partners, GiftstoGive, Working Waterfront Festival, Coalition for Buzzards Bay, ArtWorks!, The Ocean Explorium and SMILES Mentoring, will allow us to leverage the rich resources of the New Bedford community to the benefit of our students.

Founding Group Capacity: Our proposed Founding Board consists of professionals with expertise in law, finance, development, management, and school administration, has strong ties to the city of New Bedford and a shared passion for improving educational opportunities for New Bedford students. Our lead founder has worked successfully to improve educational outcomes for students in grades pK-8 in low-income communities. In his recent role as Campus Director for a Citizen Schools site in New Bedford, he ran a highly successful program serving an at-risk population within a New Bedford middle school which showed significant academic gains for its students and was recognized within the national network for its innovative and effective hands-on apprenticeships. He has an extensive network within the city of New Bedford and broad support from students, parents, educators and community members.

Our proposed school support partner, Expeditionary Learning (EL), is a national network of over 160 schools that has demonstrated strong results working with students from all backgrounds, especially students from low-income

households, English language learners and students with special learning needs. As our school support organization, Expeditionary Learning will provide valuable professional development for teachers and administrators, curriculum support and a designated School Designer who will spend a significant amount of time at our school providing targeted coaching and connecting our school to resources from the wider network.

Public Statement: Alma del Mar will be an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-oriented leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues. Our school will be located in the city of New Bedford and have a maximum enrollment of 360 students.

1 A: Mission

Alma del Mar is an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-oriented leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.

1 B: Vision

Our name means “Soul of the Sea” in either Spanish or Portuguese (“*Alma do Mar*”). It speaks to the rich resources of our port city, the strong relationships within our proposed school community and the depth and breadth of learning we strive for on a daily basis. As their first *Alma Mater*, Alma del Mar (AdM) will be both a springboard for our students’ future success and a microcosm of the kind of world they will help to bring about as adults. Success at AdM will be driven by a strong culture built on a common commitment to service, quality, accountability, persistence and integrity.

An Expeditionary Learning School Our partnership with Expeditionary Learning (EL) connects us to a national network of schools with a record of success in putting students from all backgrounds on a college trajectory and instilling them with an ethic of service. As a school support organization, EL will provide us with mission-aligned resources—including staff, leadership and curriculum development—while connecting us to a powerful network of over 160 schools. As the first Expeditionary Learning school in Southeastern MA, we will serve as a model for this effective school design and reform approach throughout the region.

Expeditions: Learning with a Purpose The cornerstone of our curriculum will be learning expeditions: 6-12 week multidisciplinary investigations into compelling topics that target essential standards in ELA, social studies and science, in addition to the arts. Through expeditions, our students will engage in long-term, challenging, meaningful work and in so doing become their better selves. They will dive into historical research and master the elements of effective public speaking as they prepare to be guides at the National Historic Whaling Park; write as many drafts as it takes to perfect their contribution to a field guide of local trees; or expand their scientific vocabulary as they report on the health of the scallop population to public officials.

Putting New Bedford Students on a College Trajectory At Alma del Mar, we put our students on a college track by giving them the preparation they need to succeed academically in a variety of settings.

Alma del Mar students will:

Master the Essentials: Whether they are creating a descriptive paragraph or practicing division facts until they are automatic, our students will have clear targets for their learning and work hard toward mastery of essential skills and content as outlined in the Massachusetts Curriculum Frameworks (MCF).

Take Ownership of their Learning: Our students will be able to set goals for themselves, monitor their progress and take increasing responsibility for their work. Younger students will reflect on their learning and present portfolios of their work during parent conferences; older students will conduct independent research on topics that interest them and create individualized plans for navigating their paths to college.

Think Boldly: Our students will be intellectually courageous, applying what they have learned in new ways toward addressing complex issues. By designing new systems to process donated goods at the nonprofit GiftstoGive or creating a presentation about climate change for kids at the Ocean Explorium, our students will push themselves to extend their knowledge in new ways.

Few things can help an individual more than to place responsibility on him, and to let him know that you trust him.
— Booker T. Washington

Cultivating Service-Oriented Leaders Students will graduate from Alma del Mar with extensive experience as leaders who give back as they move forward in their education. Within and beyond our supportive, tight-knit school community, our students will develop the habits and skills of service leadership.

Alma del Mar students will:

Appreciate the Perspectives of Others: Our students will be able to incorporate and respond to a variety of viewpoints within and beyond our school walls. Whether they are facilitating a Town Hall

The highest result of education is tolerance.
— Helen Keller

Meeting discussion about school-wide issues or creating a photo exhibit that tells the stories of community elders, our students will learn how to participate in a diverse democracy through frequent practice in considering other points of view.

All men are caught in an inescapable web of mutuality.
— Martin Luther King, Jr.

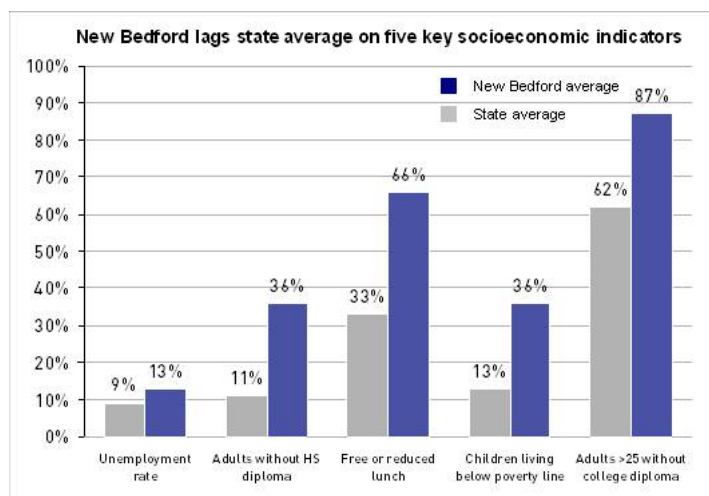
Recognize and Pursue Opportunities for Service: AdM students will develop a growing understanding of the local and global communities of which they are a part and a sense of obligation to serve them with their talents. This work will start within the school, where students will be asked to reflect on and then implement practices for improving the school community. Moving to the wider world, annually one expedition will be service-oriented—for example, researching ways to address the issue of homelessness—instilling in students the importance of giving back as they continue to achieve.

Positive Outcomes For all Stakeholders Our staff will work as part of a professional team, receiving individualized, ongoing professional development and dedicated time during the school day to work and plan with colleagues. Our Associate Teachers (novice teachers in their first or second year of teaching) will benefit from developing their craft with guidance from more experienced colleagues, while our veteran teachers will be challenged to grow and given the opportunity to take on greater leadership within the school. Likewise, our students' **families** will be encouraged to be both active members of our school community and resources to each other. AdM parents will serve on our Parent and SPED Parent Advisory Councils, lead parent interest groups and after-school workshops and benefit from frequent communication with AdM teachers regarding their child's progress. Our open-door policy for parents and other visitors during the school year will allow families to familiarize themselves with our classrooms so as to better support their children's learning at home. Our **Board** members will benefit from the experience of being part of a diverse, effective team with frequent opportunities for learning best practices in school governance, including leadership retreats, professional development workshops and visits to other high-performing schools. The larger **New Bedford community** will benefit from our students' service initiatives, while our community partners will have the opportunity to contribute to student achievement by making their resources and expertise available to support engaging and comprehensive work.

1 C. Description of the Community to be Served

✓ Describe the student population that the proposed charter school would serve and the needs of that population.

New Bedford is an area rich with history, located on the beautiful coast of Buzzards Bay. Its great ethnic diversity reflects this history: 10% Cape Verdean, 8% African-American, 8% Hispanic, 1% Asian and 73% Caucasian, of whom 22% are foreign born and 30% are of Portuguese descent. It is, however, a city with very low rates of educational attainment, significant poverty and high levels of unemployment. As evidenced from the data below,



many students in New Bedford come to school with significant needs. AdM will specifically target low-income students and strive to admit an ethnically diverse population that includes at least a representative number of students with special needs (19% of district) and a representative number of students who are English Language Learners (ELL; 22% of district). Research indicates that students from low socioeconomic status backgrounds arrive at school knowing far fewer words and with significantly less domain-specific background knowledge relevant to academic learning (Chall & Jacobs, 2003; Hart & Risley, 2003). This early gap between low-income kids and their more affluent peers widens as students progress

through school, in great part because the ability to learn new things is largely predicated on one's prior knowledge

(Hirsch, 2003). To close this gap, low-income students in New Bedford need a school that will not only provide significant instruction in key literacy and math skills in the early grades, but will backfill in an intentional way the realms of background knowledge that more affluent kids acquire incidentally through life experiences. This kind of intervention requires more time in the school day and year, a school staff with high expectations for all students and a curriculum that leads to high levels of student engagement while building essential and enduring knowledge.

- ✓ *Speak to the value of your school, based on its own merit.*
- ✓ *Provide a specific rationale for how this school will enhance or expand the educational options, including whether the innovative methods to be used by the proposed school differ from the district or districts from which the charter school is expected to enroll students.*

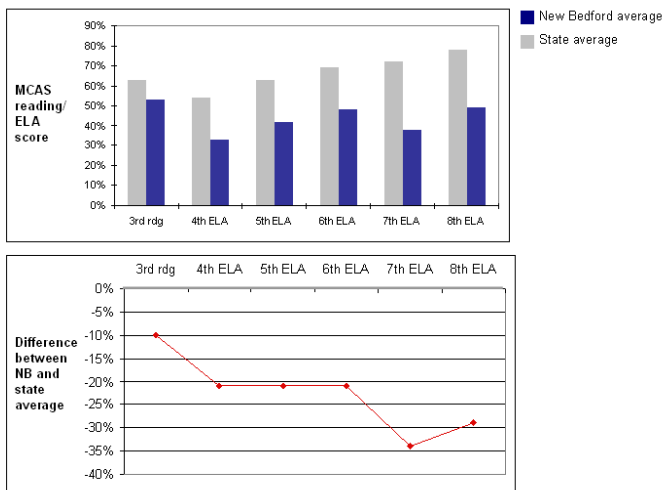
Putting New Bedford Students on a College Trajectory In New Bedford, low-income students who are achieving at high levels academically as they enter high school enjoy a number of options that put them on a college trajectory. These high-performing students attend and succeed at New Bedford High School, the selective Greater New Bedford Regional Vocational High School and receive scholarships to regional preparatory schools like Tabor Academy. Unfortunately, too few students in New Bedford enter high school prepared to succeed on a college track. In 2010, only 49% of New Bedford 8th Graders scored proficient or advanced on the ELA MCAS (54% in 2009), 23% in math and 12% in science. New Bedford needs a school that will graduate 8th Graders with the ability to thrive in rigorous, college-prep programs and environments, and serve as models for peers and younger siblings in neighborhoods throughout the city. To succeed in college, these students will need the essential skills and content knowledge to allow them to take ownership of their learning as they engage in long-term, meaningful work (Conley, 2007). New Bedford is filled with opportunities for students to practice doing this kind of work while building knowledge in a variety of important domains—our community partners offer a number of powerful resources for this.

Providing The Region with a Powerful New School Design Model As an Expeditionary Learning (EL) school, we will draw on some of New Bedford's greatest assets—its history, ethnic diversity and coastal geography—to improve outcomes for its most at-risk students. As the first EL school in Southeastern MA, we will actively serve as a model of an alternative approach to school design that has proven successful in a variety of settings and that is replicable in traditional public, charter public and private schools. In 50 schools implementing EL with the most fidelity, black, Hispanic, and Students Eligible for Free or Reduced Price Lunch (FRL) students are outperforming their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points (Expeditionary Learning [EL], 2010b). The EL approach ensures that students build lasting sets of related knowledge in the areas most essential for future academic success. For our targeted population, this approach is desperately needed. In addition, students in EL schools build independence and a greater understanding of how to manage their own learning—key traits that equip our students for success in a

EL's Success in A Similar City

In Rochester, NY, (a city with equivalent rates of poverty to New Bedford) EL has created three high performing schools: Genesee Community Charter School; School Without Walls Middle School, a new middle school; and School #58, a school transformation that has become the highest achieving elementary school in the city. School #58 currently boasts the highest science and math scores in the city, despite the fact that 70% of its students are low income. (Renaud & Tulenko, 2009). The Rochester School District has asked EL to partner with four Turnaround Schools in the next two years. (See Appendix N for more on EL results)

Gap widens in reading/ELA scores of New Bedford students to the state average, especially after students are moved to larger schools starting 6th grade

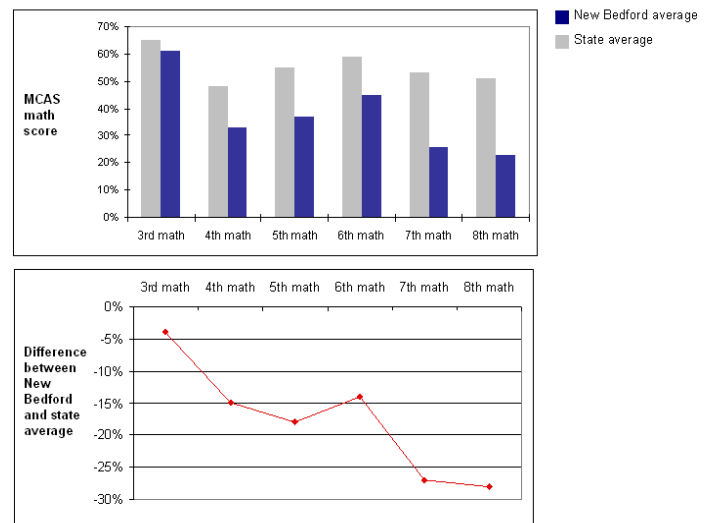


a variety of more independent educational settings in the future.

The Need for a Small K-8 School After leaving neighborhood elementary schools, students in New Bedford attend one of three large middle schools, each enrolling close to 1000 students. For many students, attending such large schools may lead to disengagement and behavioral problems. This disruption in the students' educational experience also impacts academic performance. Once they enter middle school, the gap between the ELA and math MCAS scores of New Bedford students and the state average widens significantly. Multiple studies

have shown that the K - 5, 6 - 8 configuration of grades leads to this type of achievement loss in the transition from one school to another, but that in K - 8 schools no such loss occurs (Rockoff & Lockwood, forthcoming; Alspaugh, 1998; Gronna, 1999). Research also shows that the correlation between poverty and low achievement can be up to ten times stronger in larger schools than in smaller ones (Howley & Bickel, 2000) and that small schools lead to better student attendance, are safer and help students feel a greater sense of belonging at a critical time in their development (Wasley, et al., 2000). Having built all three middle schools in the last ten years, the school district is committed to the model of large middle schools as it continues to consolidate its elementary schools. AdM will be the only public school option in New Bedford where 360 students can attend one small nurturing, supportive school from Kindergarten through 8th grade.

Same trend is observed in math scores; the gap is not recovered in 7th and 8th grades



Cultivating Service-oriented leaders The New Bedford community will benefit from having a public school of choice that integrates an ethic of service into its curriculum. AdM's students will produce work that enriches and celebrates their city while contributing to its continued renewal. Research shows that in the middle grades, service learning promotes students' future engagement in service to their communities and leads to a reduction in middle school student arrests and absenteeism (Morgan & Streb, 2001). Students involved in prolonged service learning not only have fewer behavioral problems, they are also more cognitively engaged (Billig & Klute, 2003). New Bedford's graduation rate is 56% for all students and only 47% for low-income students (these percentages are 81% and 67% respectively, statewide). The city's out-of-school suspension rate of 13.8% is over twice the state average. These statistics speak to the need for novel approaches to investing New Bedford's students in their school work. At AdM, by engaging in meaningful work with a service component, our students will not only be more invested in school, they will be prepared to serve over the long term within and on behalf of the New Bedford community.

- ✓ Provide a description of how the founding group has assessed parental support within the proposed sending district for the proposed school.
- ✓ Briefly discuss the reason for the selection of the community and the founder's ability to serve this particular area.

Many New Bedford parents seek an alternative to district schools. Of the 25 elementary and middle schools currently in the district, 12 of them are in corrective or restructure stages due to failure to meet Adequate Yearly Progress. Frequent turnover in district leadership and political obstacles continue to hamper reform. For parents who seek them, few alternatives to district schools exist: four small private parochial elementary schools serve a predominantly middle class population and have few scholarships; four alternative middle schools (two private, one parochial, and one charter school) all have long waiting lists for enrollment. Fewer than four percent of students in New Bedford currently have the option to attend affordable schools outside of the district.

"I am thrilled to find out a school like this [may come to] New Bedford! So many times my husband and I have started sentences with the words 'If only there was a school that...' I can't tell you how delighted and surprised we were to find your mission and approach filled with our wishes and dreams!"
—NB Parent, via Alma del Mar website

This school proposal grew out of numerous conversations with parents, community leaders and educators that began two years ago when the lead founder was running a Citizen Schools program at a middle school in New Bedford. Parents who were excited about the kind of learning their children were doing in the program were interested in finding a similarly tight-knit, caring and engaging school environment for their kids. This need inspired the lead founder to devote himself to the goal of creating Alma del Mar, leaving Citizen Schools to complete Harvard's School Developer program while continuing to build the local support, governance team and partnerships that will make this school thrive. Our lead founder's experience running an effective program that impacts the targeted population, his passion and success in serving kids in under-resourced areas and his broad network within and beyond New Bedford will serve him well in ensuring that AdM is successful from the start.

The founding group has so far participated in a number of community events in the spring, summer and fall of 2010, gaining input and support from New Bedford parents. We have presented at churches, a Salvation Army block party, an annual Hip-Hop Festival, an Enviro-Action block party, in addition to smaller community events throughout New Bedford. Our lead founder and Parent Brigade have also gone door to door in housing projects and other neighborhoods in New Bedford, presenting ideas and receiving input from parents. We have collected over 150 signatures of interest so far from parents who have young children and over 50 signatures of support from other New Bedford citizens. Parents throughout the city have told us they are excited about the possibility of having a K-8 school in New Bedford that offers kids the opportunity to do rigorous and meaningful work that puts them on the path to college. Many of them speak to the need for a new approach to educating all kids, especially those considered "tough to teach," the need for a longer school day and year, and the need for a school community where everyone knows each other well. A number of parents have volunteered to assist with our community outreach efforts as a Parent Brigade and have assisted in community events this fall.

✓ *Describe how the educational option provided by the charter school will address the needs of the student population.*

Alma del Mar will address student needs through a college-bound culture of high expectations for all students (Williams, et al., 2005) and service-embedded expeditions that build intrinsic motivation (Griffiths, 2008). Learning expeditions in particular will serve our students; research shows that concentrated, thematic study tying literacy and vocabulary to long-term projects in content areas increases student achievement (Carlo, August & Snow, 2005). In addition, expanded learning time will increase the amount of time spent on literacy and math instruction, which will give students the time they need to make dramatic improvements in foundational skills (White & Kim, 2009). In grades K – 2, students will have over 90 minutes of literacy instruction; by grade 3 students will have over 90 minutes of math and literacy instruction respectively (see section 2 E for more details). A core practice of Expeditionary Learning schools is *creating structures for knowing students well*. The small size of AdM will allow for close relationships between teachers and students. In addition, we will have an administrator, the Director of Student and Family Services, who will ensure that the individual needs of all students including special education students and ELLs are addressed. One of the school's priorities is to build relationships at all levels; by prioritizing relationships, we will create an environment where all learners feel safe and confident in taking risks. See sections 2 A and 2 F for more details about how we will address student needs.

✓ *Explain why a Commonwealth Charter is necessary in order for this school to exist or succeed.*

Our school requires both the flexibility and autonomy of a Commonwealth charter in order to be successful. Several key features which require us to seek a Commonwealth Charter are:

Structure Class sizes will be kept to 20 or fewer students from K - 8, with an Associate Teacher assigned to each grade, grades K – 4, allowing for individualized instruction. The two Classroom Teachers for each grade in K – 5 will share students for Math and Literacy, which will give teachers the time to plan differentiated lessons that address the needs of all learners.

“[New Bedford is] a large urban school district with an entrenched political system, enormous cultural and economic challenges and an inherent resistance to the upheaval that change usually produces.”
—Editorial, New Bedford Standard Times, 4/9/2010

Schedule Our school schedule will run from 8:00AM to 3:30PM (Mon – Thurs) with an early release day on Friday at 2 p.m. for teacher development. We will offer 190 school days, over 25% more hours than are typically included in a standard teacher contract for a traditional public school.

Instruction Our commitment to providing a rigorous educational program that includes integrated expeditions requires flexibility in staffing schedules, resource allocation, and curriculum.

2 A. Educational Philosophy

- ✓ *Describe the founding group's core beliefs and values about education.*
- ✓ *Describe how this educational philosophy aligns with the school's mission and is integrated into the implementation of the comprehensive educational program.*
- ✓ *Demonstrate that the philosophy serves the diverse needs of individual students.*
- ✓ *Provide research, including explicit citations, on this educational philosophy that demonstrates it may improve the academic performance of the anticipated student population and its diverse needs.*

AdM's educational philosophy consists of six principles that are grounded in strong research on how students learn. These principles fundamentally inform our educational program, ensuring that it achieves our mission objectives of student competency in (1) the mastery of essential knowledge, (2) ownership of learning, (3) bold thinking and (4) service, firmly placing our students on the path to college and responsible citizenship.

(1) All students, regardless of their background, can learn and achieve at high levels when held to high expectations for learning. We refuse to let challenges arising from socioeconomic, disability or language status prevent our students from doing the high-level work that will put them on a college trajectory. Our students know that real learning requires effort. Research shows that students who adopt the perspective that intelligence is something that is built through effort, rather than something that is innate, are far more likely to persist and succeed at challenging academic tasks. At AdM, we build this “incremental” view of intelligence in our students by emphasizing *mastery* goals, targets that focus on learning new content, over *performance* goals, targets that measure relative ability (Dweck, 2000). For example, at AdM, students take tests to find out what parts of the content they have mastered and what parts they still need to practice or study, rather than to find out whether or not they are “good” at a particular subject. Our use of standards-based report cards will communicate each student’s progress toward mastering essential knowledge and skills. In addition, our emphasis on students producing multiple drafts of important work reinforces the belief that learning results from persistence and effort and that mistakes are opportunities for improvement rather than an indictment of one’s inherent ability.

‘I will’ is better than IQ
— Marva Collins

How this serves the diverse needs of individual students: Our focus on mastery goals, which target individual learning rather than normative performance, is especially beneficial for students with disabilities. Students with disabilities benefit from instructional approaches that minimize the impact of their disabilities, as opposed to trying to “cure” them (Hehir, 2005). An AdM 3rd grader with severe dyslexia, one of the most common learning disabilities, will still be able to master the goal of understanding New Bedford’s role in American independence through examining primary sources, even if she happens to access the texts through a screen reader or book recording.

(2) Students develop mastery through frequent, deliberate practice distributed over time. Rather than practice an entire piece of music repeatedly, expert musicians often focus on the sections of the piece with which they have the most trouble. This is what we mean by “deliberate practice”—as opposed to subjecting students to repetition for its own sake, we help them to work “smarter” by targeting areas of weakness with a disciplined approach (Ericsson, 2008). At the classroom level, our teachers monitor students’ progress in standards-based skills through regular formative assessment, which allows them to target areas that each student needs to improve. Furthermore, our students, through frequently assessing their peers’ as well as their own work, grow in their ability to pinpoint weak areas and seek assistance in strengthening them. Likewise, our faculty’s approach to regularly examining student work in collaborative teams gives us the opportunity to identify broader skill and knowledge gaps across content and grade levels and to design appropriate school-wide interventions. In a review of current research, Rohrer and Pashler (2007) indicate that practice leads to more long-term learning when it is distributed throughout time. At AdM, practice using critical knowledge is not limited to a particular unit or lesson, but spread throughout the year and embedded in more advanced undertakings as part of learning expeditions. For example, 4th graders might learn about important geographical features of the U.S. in their first expedition focused on energy then revisit this knowledge in expeditions highlighting the fishing industry and U.S. national parks. Furthermore, practice within these expeditions might be spread out over the course of weeks, as students produce multiple drafts of important work.

How this serves the diverse needs of individual students: By identifying and addressing, through targeted practice, the individual learning needs of *all* of our students, we ensure that students who struggle in a particular area receive support immediately. Children living in poverty, as well as children learning English, are more likely to experience difficulties in early reading. Instructional approaches that have proven effective in addressing these initial challenges provide immediate, individualized practice in areas of weakness for all students, rather than waiting for some to fail before applying interventions (Snow, 1998). See Section 2 F for our three-tiers of intervention.

(3) “The Rich Get Richer:” Students who develop extensive background knowledge early become better readers and accelerate their learning in all subjects (Willingham, 2009). In examining the phenomenon of the “fourth-grade slump” in reading scores of children from under-resourced areas—a slump apparent in MCAS data for students in New Bedford public schools (see graphs in 1 C)—Chall and Jacobs (2003) point to a critical factor being low-income children’s lack of background knowledge. In addition to relying on decoding skills, comprehension depends on a student’s ability to interpret the meaning of a new text based on his or her prior knowledge. AdM will

ensure that students begin to develop critical content knowledge, as determined by MCF, at the same time that they learn decoding skills. We will use two highly-effective, research-based approaches to accomplish this: building our students' knowledge base through engaging them in longer term investigations into rich content and exposing students to a variety of related texts at their targeted reading level through a balanced literacy program. Stanovich and Cunningham (1993) have shown that print exposure greatly accelerates information acquisition. With a longer school day that includes at least an hour and a half of literacy instruction every day for grades K-4, our students will become strong readers while expanding their breadth of knowledge in a variety of subject areas. At the same time, through learning expeditions, our students will build a robust understanding of standards-based topics most essential in assisting comprehension. Psychologists Van Overschelde and Healy (2001) have shown that knowledge acquisition is greatly facilitated by having prior knowledge within a domain. Through building expertise in topics over time our students will accelerate their ability to learn new things, creating a rich base of background knowledge from which they can draw.

How this serves the diverse needs of individual students: Our emphasis on building content knowledge beginning in the early grades is especially effective for English language learners. ELLs, who often struggle with reading comprehension due to a lack of English vocabulary, are able to dramatically improve their reading ability when systematically exposed to content-specific vocabulary over time (Carlo, August & Snow, 2005). Furthermore, research indicates that ELL's benefit from the linking of language instruction to content and themes taught throughout the curriculum (Garcia & Godina, 2004; Gersten, Baker, Shanahan, Linan-Thompson, Collins, Scarcella, 2007).

(4) Students are more motivated to learn and do their best work when they know their work is important.

*"Any activity becomes creative when the doer cares about doing it right, or doing it better."
— John Updike*

Too often students are asked to produce work that is not clearly connected to a higher purpose. At AdM, our students spend more time on work that is meaningful—both because of its value to them and to the larger community. This kind of real work comes with high stakes. In turn, the service-orientation of many expeditions motivates students to do their best work so that others may benefit. Research indicates that student achievement is more closely tied to intrinsic, rather than extrinsic, motivation (Lepper, Corpus & Iyengar, 2005). By drawing on our students' natural desire to contribute, then, we motivate them to work more thoughtfully and achieve at higher levels. Finally, because students know they ultimately will be presenting their work to a larger audience, they become much more invested in producing high quality work—whether it is a scientific report or the solution to a word problem.

How this serves the diverse needs of individual students: Griffiths (2008) has found that instructional approaches that build intrinsic motivation are especially beneficial for English language learners, while other researchers emphasize the effectiveness of approaches that make learning personally meaningful with both low-income and learning disabled students (Eisenman, 2007).

(5) Students are better prepared when they “learn the game of learning” (Perkins 2009)

The fundamental goal of education is to equip students with self and regulatory capabilities that enable them to educate themselves. Self-directedness not only contributes to success in formal instruction, but also promotes lifelong learning. – Bandura (1997)

Students who practice the skills of managing, reflecting on and improving their own learning are better equipped to handle a more independent learning environment like a rigorous high school or a university. By monitoring their progress through frequent reflection and measurement, giving feedback to other students and finding ways in which to motivate themselves to master new content, each of our students will understand how he or she learns. Not only do approaches informed by this principle help students to take ownership of their education, these approaches have also been found to improve the academic performance of all students. In an analysis of 22,000 studies on a variety of variables, Wang, Haertel, and Walberg (1993) indicated that instructional methods that enabled students to set goals and monitor their progress in learning had the greatest effects on student achievement.

How this serves the diverse needs of individual students: Research suggests that students with learning disabilities who are taught to monitor their own learning improve their academic performance significantly (Baker, Gersten & Scanlon, 2002). Regardless of their individual needs, all students benefit from receiving the frequent feedback that self and peer-assessment of learning provides.

(6) Students learn to think boldly—applying learning to new situations—when asked to think about ideas in a variety of contexts. Knowledge and skills that are practiced in only one context often become “inert,” meaning that students are unable to access them outside of the particular context in which they were learned (Doyle, 1984). However Gentner, Lowenstein and Thompson (2003) have shown that students’ knowledge transfer is greatly improved when they are frequently asked to compare key ideas as they apply to different examples. If we expect students to be able to use their knowledge and skills in new situations, then, we must ensure that they learn important concepts through a variety of examples. Through exposure to a spiraled curriculum that frequently asks them to access their prior knowledge in new ways, our students will develop deep understanding of important concepts as they relate to a variety of possible applications and content areas. For example, AdM students who study the idea of culture as it applies to their school, to foreign cultures and to various cultural groups within New Bedford will develop a robust understanding of this concept, which will enable them to more readily apply ideas about it to new problems, i.e. “describe important symbols of our classroom culture.”

How this serves the diverse needs of individual students: Instructional approaches that ask students to compare multiple examples of concepts not only facilitate knowledge transfer in all students, they are especially effective in supporting individual learning needs of students. Students with disabilities benefit from “concept anchoring” that occurs when new ideas are explicitly tied to prior knowledge (Bulgren, Deschler and Lentz, 2007).

2 B: Curriculum and Instruction

AdM’s curriculum will define the essential skills and content, based on state standards, that our students will need to master to graduate on a path to college. Teachers at AdM will use a variety of instructional techniques. Their choice of instructional technique for teaching a given objective will be guided by its effectiveness in conveying the essential knowledge and skills to be taught to their particular group of students. Learning Expeditions will intentionally build background knowledge in science and social studies and allow for distributed practice and development of reading skills. Our balanced literacy program will ensure that our students receive explicit instruction in all elements of literacy while providing time for extensive reading of suitably challenging texts. Our elementary math curriculum will ensure our students have both the computational fluency and the conceptual understanding required to take on algebra in middle school.

- ✓ *Provide an outline of the curriculum that will be used by the school, including the content and skills to be taught in the core content areas at each grade level. Up to four grade levels should be included in the text of the application. Describe the process that will be used to align the curriculum to the MCF.*

Learning Expeditions Long-term learning expeditions will anchor the AdM curriculum in **meaningful work** that integrates literacy with social studies, science and the arts while providing a coherent framework through which essential standards will be taught (National Clearinghouse for Comprehensive School Reform, 2004; Udall, Mednick, 2000; Ulichy, 2000; Academy for Education Development, 1995). Each grade will take part in 2-4 expeditions a year. In learning expeditions, teachers will use multiple pedagogical strategies to support student understanding and development, including facilitation of small group instruction, direct instruction, modeling, independent or group work, student self-reflection, and individual pacing. Expeditions will conclude with a summative project, presentation or other culminating event that synthesizes student’s learning and demands the application of content skills. Community resources highlighting local authors, history and culture will be leveraged to create a rich curriculum. For sample expeditions, see the Academic Content chart below.

English Language Arts All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day, including Readers Workshop (RW), Writers Workshop (WW) and Guided Reading (GR) (Calkins, 2001, 1994; Collins, 2004; Fountas and Pinnell 2006, 2003). While this learning period focuses primarily on developing language arts skills, it will be well-integrated with students’ expeditions, as students explore texts and compose and revise writing samples that align with the standards focused on in each expedition (Cousins, Mednick, and Campbell, 2000). For example, a class engaged in an expedition about marine life might hear *A House for Hermit Crab* as a read-aloud, read nonfiction texts about the ocean in RW and write sentences about their class pet hermit crabs in WW. In addition to integrated literacy 1, students will participate in integrated literacy 2 that more heavily integrates science, social studies and ELA standards, as well as the essential standards taught through expeditions (See Section 2D for sample schedule) . Our approach to ELA aligns with the Expeditionary Learning core practice of

teaching reading and writing across the disciplines and our Educational Philosophy's emphasis on distributed practice.

Mathematics We plan to use TERC *Investigations* as the foundation for our K-5 curriculum, supplementing it with additional resources as necessary to ensure alignment with state standards. This curriculum employs a high level of intellectual rigor, provides frequent opportunities for deliberate practice and challenges students to think boldly by applying concepts to new contexts. Students in grades 6-8 will focus much of their mathematical studies on pre-Algebra and Algebra in preparation for high school coursework, as Algebra coursework in eighth grade is a predictor of high school success and college readiness (Spielhagen, 2006). Like ELA instruction, math will be taught during a dedicated math time each day (60 minutes in grades K – 2 and 90 minutes in grades 3 – 5) and when appropriate integrated into expeditions to support the conceptual understanding and application of critical mathematical ideas. Math will be taught in both a whole-group setting and using flexible ability groupings.

Science and Technology Science will be taught mostly through interdisciplinary expeditions, integrating math content knowledge, technology, the arts, history and English language arts skills into the study of living things, matter, systems and the Earth (Krajcik, Czerniak, and Berger, 2002). In grades K - 5, the science curriculum will provide students with a spiraled introduction to life, physical and earth sciences, as well as engineering and technology. Students will receive technology instruction based on MCF Technology standards, build cumulative digital portfolios and publish their expedition work on the web. Students in grades 6 - 8 will complete a more focused study of science, concentrating on one particular strand of the MCF. In 6th grade, students will study earth science, 7th grade students will focus on life sciences, and in 8th grade students will study physical sciences.

Social Studies Like science, social studies instruction will be mainly taught through interdisciplinary expeditions. Students will study local, state, national and global issues throughout history through the use of technology, primary and secondary sources, and local resources. New Bedford is an area steeped in history and students in all grades will have access to these resources through community partnerships, visiting experts and class trips. The ocean will serve as a unifying theme for much of AdM's science and social studies curriculum, given its centrality to a wide variety of topics and our access to marine-related resources.

Additional Content Areas AdM arts and media specialists will implement curricula in wellness, music and the arts based on prioritized MCF standards. In addition, our specialists will ensure that these standards are integrated, where appropriate, into classroom studies of other disciplines. Second language instruction will be added to the curriculum and offered grades 6th – 8th.

✓ *Identify which individual(s) on the school's organizational chart will be responsible for the above processes and procedures.*

AdM will involve a collaborative team of stakeholders in curriculum development and selection.

School leaders (i.e. the Principal working with an EL school designer) and consultants will initially engage in the curricular design, research, selection and refinement as the school prepares to open. This team will develop an academic curriculum grounded in the MCF for the founding grades (K-2) in the six months leading to the school's opening. Following its opening, a collaborative team of school leaders, special education and ELL instructors, an Expeditionary Learning School Designer, and classroom teachers will form an Instructional Leadership Team (ILT) to continue to select curriculum.

✓ *Explain the process utilized to identify the curriculum that will be used by the school and provide reasons why the curriculum was chosen for the school.*

✓ *Describe the process and procedures used to evaluate whether the curriculum is effective and successfully implemented.*

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

✓ *Describe the process that will be used to align the curriculum to the MCF.*

As AdM develops, the following will be used to design, build upon, evaluate and refine the curriculum. This will be a continual process to ensure that rigorous and effective curricular supports are provided to all students:

What Makes a Standard “Essential”?

In prioritizing MA learning standards, AdM will use criteria outlined here by Steven Farr in *Teaching as Leadership*:

1. Endurance

Teachers must ask themselves, “Will this learning goal provide students with knowledge and skills that will be of value beyond a single test date?” Think of it this way: writing proficiency will endure throughout a student’s school career and professional life.

2. Leverage

“Will this learning goal provide knowledge and skills that will be of value in multiple fields of study?” For example, the ability to create graphs and charts as well as draw accurate conclusions from them will help students in math, science, social studies, and language arts.

3. Readiness for the Next Level of Learning

Will this learning goal provide students with essential knowledge and skills that are necessary for success in the next grade or level of instruction?” This simply could mean that a third grader must be proficient in 3rd grade level reading comprehension to enter the fourth grade and pursue 4th grade level studies with success.

Curriculum Exploration and Selection: The Principal, EL school designer and consultants will begin by prioritizing the standards into Essential, Highly Desirable, and Desirable categories for each added grade level, ranking Essential standards by order of importance (Popham, 2003). Although AdM’s curriculum will address all MCF standards, teachers will begin their planning with essential standards and ensure that they are teaching toward mastery of them. For example, assuming ELA standard 3.4, which addresses oral presentation skill, is determined to be an essential standard, the teacher will ensure that this standard is the focus of a Revolutionary War expedition that culminates in students serving as tour guides in New Bedford’s historic district. Furthermore, the teacher might then decide to further promote mastery by including oral presentation practice in morning meeting and in expeditions and tasks later in the year. Curricular programs that may better meet the needs of AdM’s students and/or added grade levels will be identified, researched and piloted if appropriate based on its ability to integrate with Response to Intervention (RTI)

methods and align with the mission and vision of AdM. The ILT will also consider the success of the curricular program in other schools with similar student needs, and team members will visit those schools to observe its implementation when feasible. As the ILT expands, a curriculum committee will be formed to continue developing and refining the curriculum and mapping it to MCF, as well as to evaluate the quality of the curriculum and the effectiveness in which it has been implemented across grade levels. For example, AdM’s K-5 math program, *Investigations*, was selected as it meets MCF standards, includes supports to reach diverse learners, and provides for both mastery of essential skills through deliberate practice and rigor through inquiry-based learning, making it well-aligned with AdM’s mission to develop “bold thinkers”. Before adopting this program, the ILT will need to map the curriculum to MCF, and identify additional RTI supports to allow all learners to access the curriculum.

Curriculum and Assessment Alignment and Revision: Teachers will use student data during the curriculum development and refinement process to both measure effectiveness and identify additional supports that can better meet student needs in monthly grade level team meetings. Curriculum materials are reviewed and selected by the ILT, linking materials to MCF and AdM standards and goals, and identifying potential curricular gaps. Assessments are developed following curriculum selection for close alignment and to provide critical feedback on curriculum. Expeditions are co-developed by grade level teachers, based on the Essential standards identified by the ILT. Teachers and school leaders will identify community resources to integrate into AdM’s curriculum, providing students with access to high quality resources, making learning relevant and placing content in context.

Curriculum and Assessment Implementation and Evaluation: Teachers will engage in professional development opportunities throughout the year (see Teacher Evaluation and Development below). Peer assistance and review and Instructional Rounds will be used to identify how successfully the curriculum is implemented across classrooms. Multiple measures (i.e. stakeholder surveys, classroom observations, student assessment data) will be used to determine how effectively the curriculum is meeting the needs of students, addressing MCF standards and AdM non-academic goals, and providing opportunities for both academic enrichment and remediation. When areas of weakness in foundational standards and sub-skills are identified, the curriculum will be realigned to target them. Grade level data teams, which meet monthly, will further discuss the curricular supports in terms of student progress. Where academic weaknesses are identified, additional supports will be provided to students. For example, if 2nd grade students are struggling to tell time to the nearest quarter of an hour, it will be discussed during the grade level team’s monthly meeting, teachers will look closely at the supports currently in place to teach this skill, and identify additional materials that may more appropriately meet students’ needs.

The chart below provides a more detailed overview of AdM's curricular program, including examples of expeditions. AdM addresses *all* MCF standards, however a **sample** is provided in the chart below at each grade level. Examples of standards targeted directly through expeditions are highlighted in **bold** below.

Academic Content				
Grade Level	English and Language Arts	History and Social Studies	Mathematics	Science and Technology
Sample Learning Expedition <i>My Community: In studying their local community, students will examine important community services and their purposes, as well as compare and contrast their community with communities around the world (i.e. customs, language, community figures, etc.). Students will collaboratively write, rehearse and perform a play that involves public community places (i.e. library, bank, police station, school) and important community figures (i.e. firefighter, police officer, mayor, and teacher).</i>				
K	<ul style="list-style-type: none"> Dictate sentences for a story and collaborate to put the sentences into chronological sequence Identify the elements of dialogue and use them in informal plays. 	<ul style="list-style-type: none"> Use words related to work when learning about jobs in the community Describe places in the community Give examples of roles in the community 	<ul style="list-style-type: none"> Count and compare groups up to 10 Sort and classify objects by attributes Name and draw two dimensional shapes Use nonstandard units to measure 	<ul style="list-style-type: none"> Describe day to day weather changes Describe the ways that people interact with their environment Recognize that plants and animals resemble their parents in appearance
Sample Learning Expedition: <i>Making Sense of Seasons: What changes with the seasons? What patterns are in nature? Students will document seasonal changes in trees, identify and compare types of trees and create a field guide, The Trees of Buttonwood Park, which will be sold to raise money for park maintenance and improvement.</i>				
1 st grade	<ul style="list-style-type: none"> Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). Identify and use knowledge of common graphic features (illustrations, type size). 	<ul style="list-style-type: none"> Create maps of their community Identify temporal sequences such as days, weeks, months, years, and seasons. Use words and phrases related to time, recognize the existence of changing historical periods 	<ul style="list-style-type: none"> Identify and extend numeric and geometric patterns Skip count by 2s, 5s, 10s Identify parts of the day, days of the year, months of the year Measure and compare common objects, metric and English units 	<ul style="list-style-type: none"> Recognize that events around us have repeating patterns, like day and night and seasons of the year. Recognize changes in appearance that plants and animals go through as seasons change
Sample Learning Expedition: <i>The Faces of New Bedford: Through the study of folktales fables and nonfiction texts, students will examine cultures around the world. Students will then investigate their own cultural heritage and traditions, interviewing family members, neighbors, and/or members of their church or temple. As a service project, students will plan and produce a Cultural Fair that includes food and a Gallery Photo Show of students' relatives to celebrate New Bedford's diversity.</i>				
2 nd grade	<ul style="list-style-type: none"> Identify elements of text and compare patterns in folktales Compare texts to identify similarities and differences across a genre Make text to text and text to self connections in folktales from around the world. 	<ul style="list-style-type: none"> On a map of the world, locate the continent, regions, or countries from which students, other relatives or ancestors came. Describe traditional food, customs, sports and games, and music of the place they came. Give examples of traditions or customs from other countries that can be found in US today 	<ul style="list-style-type: none"> Identify values of coins and bills and find the value of sets of coins and bills Describe attributes of different shapes Tell time at quarter hour intervals Make and use estimates of measurement 	<ul style="list-style-type: none"> Recognize materials found on Earth's surface, and understand that air is a mixture of gases moving around us States of Matter Describe the various ways that objects can move. Differentiate between living and nonliving things. Group both living and nonliving things by characteristics

Grade Level	English and Language Arts	History and Social Studies	Mathematics	Science and Technology
Sample Learning Expedition: <i>The Founding of a Nation: What role did New Bedford play in America's independence? What does it mean to be free? Through the use of nonfiction texts and primary source documents, students will examine New Bedford's history, and its role in such events as the slave trade, whaling industry, and American Revolution. At the culmination of this study, students will serve as historical tour guides around New Bedford during a spring AHA night.</i>				
3 rd grade	<ul style="list-style-type: none"> Identify the main idea and supporting details Locate facts to answer student-identified questions in fiction and nonfiction texts. 	<ul style="list-style-type: none"> Local and regional historic artifacts and sites, including the New Bedford whaling museum; MA history and the role of New Bedford in MA industry and the Am. Revolution 	<ul style="list-style-type: none"> Multiplication facts Determine values of variables in equations Draw and describe different types of lines, angles and shapes 	<ul style="list-style-type: none"> Weather and the Water Cycle Identify parts of plants and animal life cycles (including Identify and categorize species of fish caught and sold in New Bedford

*For a K-8 scope and sequence, see the Academic Content chart in Attachment B. For examples of high-quality student work in EL schools, see Appendix L.

✓ *Include non-academic goals for students that are consistent with the stated mission, academic program, and educational philosophy of the school.*

Alma del Mar students adopt and uphold 5 commitments to strengthen the school community as well as support their academic achievement (Five Commitments: Service, Quality, Integrity, Accountability and Persistence; see 2 E). Goals for these **Five Commitments** will be set as learning targets for expeditions, other class work and school-wide activities (i.e. "I will demonstrate my commitment to Quality by practicing my speech many times to make it stronger"). AdM students will show their commitment to Service by serving their classroom, school and broader community, through exhibiting citizenship and respect for the environment around them, and volunteering their time to help others (Berman, 2006). This may be in the form of peer mediation, tutoring, or planning school-wide or grade level activities. By eighth grade, students are expected to plan a Capstone service project. All nonacademic goals will be incorporated by grade-level teachers into a developmentally-appropriate rubric to be used by teachers and students to evaluate progress (see Appendix G). Students will reflect on their progress toward demonstrating these five commitments informally on a regular basis and formally in student-led parent conferences twice a year.

Instruction

✓ *Describe the pedagogy or instructional methods that will be used to deliver the curriculum model(s).*

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

Supporting all Learners through an Inclusive Community and Individualized Approach

Walking into an AdM second grade classroom, a visitor observes the classroom teacher leading a guided reading group. As students read leveled texts on cultural fables, they make comparisons with a story they read the previous week, noting similarities in the sequence of the story's events. A second group is receiving small-group intervention (RTI Tier 2) with the ELL specialist as she previews key vocabulary terms that will be included in a lesson later in the day. Another leveled group, working with an associate teacher, is actively engaged on the rug, sorting words with the /ch/, /sh/ and /th/ sounds and noting the vocabulary words from their study of world cultures as they read each word aloud. Other students are involved in various stages of the writing process, developing and revising their own fables, which will be a component of their culminating product for the expedition. Students are seen meeting in partners to share their work or act out the fables with puppets, or using Garage Band software to read aloud, record, and then listen to their stories.

With targeted small group instruction based on learning needs, integrating foundational skills with critical thinking skills, AdM teachers will teach to all learners, supporting those students not meeting learning targets, and those who need a challenge. During literacy and math workshops, students will move through different learning experiences as they practice and apply skills. Teachers will meet with small language, reading and math skill groups, leading lessons based on students' individual academic and learning needs. When not engaged in small group work, students will

continue to practice skills independently based on their skill development level, or revise their work, receiving feedback and assessment from peers.

Learning Expeditions: As an Expeditionary Learning school, we will use active pedagogy to link subject matter across the curriculum, to support students in deepening their understanding of content and skills, and to provide multiple access points into the curriculum. Teachers work to align expeditions with MCF standards and ensure that essential skills are included. Through expeditions, students will engage in meaningful small group, partner, and independent work as they research, develop, revise and refine their products. Along with these in-classroom learning experiences, students will meet with experts in the field, through interviews and hands-on activities that allow students to work side-by-side with experts from a range of disciplines, learning how to conduct field research, analyze primary sources, collect and manipulate evidence, and use various technologies. See the Section 2 E for more details on a typical day at AdM. While expeditions will be the primary vehicle for teaching essential content, additional programs, structures and materials will be employed to further support student mastery of MCF standards.

Balanced Literacy Program, Supporting the Needs of all Learners: AdM's selected literacy program will support a balanced approach to literacy, including opportunities to practice fluency and reading comprehension, grammar and language study, vocabulary, and phonics (Tompkins, 2003; Collins, 2004, 2008). The curriculum will support a diverse range of learners through the use of targeted small group instruction, and the combination of foundational and higher-order thinking skills. Associate teachers, special education teachers and ELL teachers will facilitate small group and one-on-one instruction as needed. Through a workshop model, students will engage in direct whole- and small-group instruction, but will also receive opportunities for individual practice, leading to mastery of content skills. Students in all grades will meet in leveled reading and language study groups to provide them with the instructional methods, assistive technology, and multi-media resources that will best meet their needs. For example, a student who is struggling with decoding words, but has a high degree of comprehension, may join two groups: a small group facilitated by a teacher, focused on phonics; and an independent group listening to chapter books on Playaways and discussing the narrative, symbolism, or character development with an associate teacher. An ELL student might use a Netbook to read a text or use Google's translator application to assist with any concepts or terms that were confusing. Consistent with the EL Core Practice of *teaching writing across the disciplines*, students will practice the Writing Process in every subject (Calkins, 1994). Students will meet in pairs and small groups to brainstorm, discuss, and receive feedback from peers and teachers on their writing. Students will frequently reflect on and revise pieces in their writing portfolios, understanding that writing is a continual and a learned process. Through the creation of multiple drafts, AdM will stress the quality and refinement of work over quantity (Calkins; Marzano, 2001).

Inclusion Model with Support Specialists: The needs of all AdM students will be met through a full inclusion model that utilizes small group and peer learning structures in all classrooms. AdM will hire special education instructors and ELL teachers who will provide services for students in the classroom, integrating with classroom teachers. See Sections 2 F and 3 D for more information.

Supports for All Learners: AdM will use a three-tiered Response to Intervention (RTI) approach to supporting our students (See 2F for further details). All students will receive both whole and small group differentiated lesson structures targeted toward individual student needs, and the teaching of both foundational and higher-order thinking skills across the curriculum (AdM's RTI tier 1). Multiple assessment measures (i.e. formative, summative, standardized and observational assessments) will be used at the beginning of and throughout the school year to identify students who need additional support. Based on this data, students with additional academic needs can begin to receive Tier 2 or Tier 3 supports anytime during the year. Tier 2 will include more targeted support through small group and one-on-one remediation instruction, re-teaching strategies, and additional application and practice to support skill mastery. Tier 3 includes more intensive interventions generally provided in a one-on-one setting by a special education or ELL teacher. As the school's workshop and expeditions are designed to facilitate learning experiences across a range of skill levels, all tiers will take place in the classroom, where possible, to provide all students with equal access to the curriculum. Students will also work with support specialists and SMILES mentors to further practice content knowledge.

- ✓ Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods.
- ✓ Briefly explain the process for teacher evaluations.
- ✓ Describe how the school will determine the professional development needs of the staff.

At AdM, we believe that teachers' work, like that of students, improves through the process of receiving the frequent, specific feedback that a collaborative and collegial culture supports. Teachers will be evaluated formally twice a year by the Principal, who will use an evaluation tool that takes into account student achievement and is aligned with school accountability goals (See Section 3 D.5 for more information). Throughout the year, the Principal and teachers will conduct informal walkthroughs to determine if effective instructional methods are in place and if additional resources are needed to support student achievement and developing educators.

Embedded and Collaborative Evaluation and Development: AdM will create a collaborative learning environment not only for students, but also for staff. School-wide practices will be examined through the use of **Instructional Rounds**, observational walk-throughs by the Instructional Leadership Team aimed at examining school-wide trends, rather than the practice of individual teachers (City, Elmore, Fiarman, Teitel, 2009, 2009). Because grade-level teams will share responsibility for the achievement of groups of students, these teams will have an incentive and be expected to monitor their performance on an ongoing basis. In addition, teachers will be expected to provide each other with frequent, targeted critical feedback. To this end, teacher evaluation and development will be supported through the peer assistance and review model. AdM will have an "open-door policy" in which teachers routinely observe and provide structured feedback to one another through the use of protocols. The peer assistance and review model will be used between pairings and small groups of teachers, particularly between associate and classroom teachers, to provide constructive feedback on a particular area of instructional practice. These teacher-led evaluative methods will provide AdM with multiple measures of teacher efficacy, while also including teachers in the evaluation process. This professional development method will support AdM in meeting the individual needs of its teachers, as staff identify professional and instructional goals to work on collaboratively with their peer reviewers (Anderson, Pellicer, 2001).

High Quality Professional Development Opportunities: Beyond embedded professional development, like the peer assistance and review model, teachers will also participate in high quality, targeted trainings throughout the year that are developed internally or by Expeditionary Learning (see Section 3 D.5 for more). Teacher participation in these trainings will depend on their professional needs, as identified through prior experience and education levels, self-identified professional areas of interest, and as identified by school leaders through formal and informal classroom observations. Much of AdM's initial professional development will be provided by Expeditionary Learning, both on and off-site. EL offers high-quality professional development for a variety of critical practices, including developing assessments, differentiating instruction, content area instruction, and creating learning expeditions. In two separate studies, the National Staff Development Council featured the EL approach to professional development as the only model of 26 studied that meets all 27 standards for high quality professional development and that places "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers" (Killion, 1999, Killion, 2002, p. 113). In addition, AdM staff will receive ongoing coaching from an Expeditionary Learning School Designer, who will be on-site at least three times a month. Further professional development offerings will include the study of focused instruction that targets all learners (i.e. S.D.A.I.E. and RTI), selected curricular programs (i.e. Investigations), and the workshop model and balanced literacy approach. These offerings will be led by knowledgeable school leaders and/or external providers as appropriate. Along with daily co-planning time, all staff will have an additional hour and a half to develop curriculum, analyze student data, and participate in on-site professional development each Friday.

2 C: Performance, Promotion and Graduation Standards

✓ Provide an example of performance standards for a grade grouping of your choice.

Students at AdM will be evaluated in all subject areas using a common set of performance standards. These standards, based on a four-point scale commonly used in college, will define mastery for students, parents and teachers and provide clear, ambitious goals for learning. Performance standards will form the basis for both graded classroom assignments and standards-based report cards. Standards-based report cards will detail student performance related to all Essential standards (See Appendix F for a sample report card). Likewise, graded assignments will report student progress toward sequenced learning targets, sub-skills of Essential standards. As noted in 2 B, Essential standards for all grade levels will be outlined each year by the ILT, while learning targets will be articulated by grade-level teams (grades K-5) or subject area teams (grades 6-8). These teams will clearly articulate what each level (1-4) of performance will look like for each essential standard and learning target.

The chart below outlines sample essential standards for three subjects in 2nd grade, as well as individual related learning targets. A student's overall score for each standard will be determined by the average of their performance on its various learning targets.

<u>AdM Performance Standards</u>	
• Mastery (4):	I demonstrate a complete understanding of the knowledge and skills outlined within a content standard without additional support, and am able to perform content-related skills without significant errors. I can apply the knowledge and skills outlined in multiple contexts.
• Proficient (3):	I demonstrate a complete understanding of the skills and knowledge outlined within a content standard with minimal assistance, and perform tasks and skills with few errors.
• Developing (2):	I demonstrate a basic understanding of the skills and knowledge outlined within a content standard, and require some support to complete content-related skills.
• Below Basic (1):	I demonstrate little or no understanding of the skills and knowledge outlined within a content standard. I am unable to complete work toward this content standard without significant instructional support or without significant errors.

Subject Area	Sample Essential Standards and Learning Targets Grade 2	Score
English Language Arts	Essential Standard: I can identify the basic facts and main ideas in a text and use them as the basis for interpretation. (MA ELA Standard 8)	1-4*
	Target 1: I can retell a story's beginning, middle, and end.	1-4
	Target 2: I can make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.	1-4
	Target 3: I can distinguish cause from effect.	1-4
Math	Essential Standard: I can name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers. (MA Math Standard 2.N.1)	
	Target 1: I can name and write whole numbers to 1000.	1-4
	Target 2: I can identify the place values of digits to the thousands.	1-4
	Target 3: I can correctly order a set of numbers between 0-999	1-4
Science	Essential Standard: I can explain how animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water. (MA Biology Standard 1)	
	Target 1: I can explain the difference between living and nonliving things.	1-4
	Target 2: I can explain why all living things need food, air and water.	1-4
	Target 3: I can explain how different living things grow.	1-4

* Essential standard score based on average of target scores

✓ Clearly describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level.

AdM's promotion policy is based on students' academic performance. For students to be promoted to the next grade level or graduate from 8th grade, they must demonstrate proficiency (level 3 or 4) in 75% of the essential standards for each subject. Students who do not meet this standard will be retained. This policy reflects our commitment to accountability and quality—we take the responsibility of putting our students on the path to college seriously and will promote them only when they are truly ready to begin the next level of work.

AdM recognizes that retention can be difficult for students and parents and will work aggressively and proactively to support struggling students at risk for retention. RTI interventions, including small group and one on one remediation and tutoring, peer review and feedback, differentiated instruction, and supports for English language learners and special needs students are some of the ways in which AdM will meet the needs of challenged students. For a more comprehensive description of in-school supports, see Section 2 F. AdM may also recommend approved high quality online and summer programs to support students in meeting academic proficiency targets before the start of the next school year.

AdM students are expected to demonstrate positive behavior and progress toward the school's 5 Commitments (see Nonacademic Goals in Section 2 B). Students and teachers complete weekly Commitment Card rubrics to monitor and track student performance toward these goals (see sample in Appendix G). These weekly evaluations support teachers in providing a more detailed account of student behavior on report cards and in parent conferences. While a student does not need high scores on these rubrics to attain promotion to the next grade level, students who continually struggle to meet AdM's Commitments may be required to participate in a summer program focusing on growth in this area and may miss out on school trips and nonacademic events if they are not yet able to meet the high standards of the 5 Commitments.

Students with disabilities are expected to meet AdM's academic promotion expectations, unless alternative promotion standards are stated in the student's Individual Education Plan or Section 504 Plan. The school will work collaboratively with families to develop an IEP that meets the academic needs of the individual student.

Family-School Partnership: AdM will work proactively with families to support students in meeting academic and attendance promotion standards. In the first and second marking periods, families of students who are identified as "at risk" for not meeting promotion requirements will be notified. A parent/teacher conference will be held, with the support of the student's teacher, school's Principal and other relevant staff members, to develop a plan to support the student in meeting promotion standards. This conference will be in addition to several internal meetings that will take place throughout the year to identify and support students at-risk (see Section 2 D). The plan may include small group instruction, in-school tutoring, modification of the curriculum, or other identified necessary supports. Following the third marking period, parents again will be notified if their children are "at risk" for meeting promotion requirements and families will again be invited to attend a parent/teacher conference. At this time the academic support plan will be reviewed and modified as needed. Following the fourth marking period, the school's Principal will make a decision regarding the student's promotion to the next grade, based on the recommendations of teachers and other school staff members and in conjunction with the student's family. The Principal may suggest promotion contingent upon successful completion of an approved tutoring or summer school program to receive additional support in an identified content area(s).

✓ *Provide examples of graduation or "exit standards" for the school's grade groupings (e.g., elementary, middle, high school, or primary, upper elementary, etc.) in three areas: mathematics, English language arts, and one other subject area of your choice. These exit standards should be aligned with the school's mission and provide reviewers with a clear sense of what students will know and be able to do at the end of the last grade of each school level.*

To graduate, students at AdM must demonstrate that they are on a **college trajectory** and that they are prepared to be **service-oriented leaders** who can address complex academic and community issues. Likewise, students advancing to middle school from elementary grades (at the end of grade 5) must show they are prepared to take on the greater number of responsibilities and academic demands of our middle school. In addition to demonstrating proficiency in 75% of essential standards for ELA, Math, Social Studies and Science, students at these two grade levels must complete the following to advance:

Content Area	Sample 5 th Grade Exit Standards	Sample 8 th Grade Exit Standards
English Language Arts and Social Studies	<p>Roots Project</p> <p>5th Graders will create, present and receive a passing (3.0 or above) grade on a collection of narratives, poems, essays and maps that document their roots, from early ancestors to their own family's traditions and cultural practices. In completing their Roots project, students will analyze primary sources and conduct oral history with the guidance of experts from The Working Waterfront Festival (see Appendix E)</p>	<p>Capstone Research Paper</p> <p>AdM 8th Graders will complete and receive a passing (3.0 or above) grade on an 8-page research paper on a topic related to their Capstone Service Project (see below). The paper will</p> <ul style="list-style-type: none"> • clearly communicate a research topic or thesis with supporting evidence • be clearly organized and logically sequenced with each paragraph including a main idea and supporting evidence • use research from multiple credible sources (including newspaper or magazine articles, internet resources, books, primary sources, and experts in the field or eye witnesses) • include a Works Cited and labeled diagrams (i.e. timeline, graphs, charts, maps, or other pictorial aids) • incorporate teacher and peer feedback in the final revision • demonstrate appropriate mechanics (MA ELA Standards 19, 21, 22, 23, 24)

Math	5th Grade Math Exam AdM 5 th Graders will pass (3.0 or above) a rigorous math exam that will demonstrate that they are prepared for AdM's challenging middle school math program.	8th Grade Algebra Exam AdM 8 th Graders will pass (3.0 or above) a rigorous algebra exam that will demonstrate that they are prepared for math courses in a college-preparatory high school program.
Science	Marine Life Museum Exhibit 5 th Graders will create present and receive a passing (3.0 or above) grade on a realistic 3-dimensional model of a marine organism accompanied by a written description of its specific habitat, behaviors and adaptations. These exhibits will be presented at the Ocean Explorium (see Appendix E).	Professional Scientific Report AdM 8 th Graders will complete and receive a passing (3.0 or above) grade on an original scientific report. In creating the report, students will conduct define a question related to marine science, form a hypothesis and work with staff from the Coalition for Buzzards Bay (see Appendix E) to collect and analyze data. The report will be presented to an audience that includes experts, whose feedback will be incorporated into the final draft.

Capstone Service Project: During their 8th grade year, AdM students are expected to design, plan, and lead a service project at school or in the broader community. Students will work in a team to identify an area of need in the community and propose a project to address it. Once their proposal is approved by their Crew Advisor (see Section 2 E) students will be responsible for organizing and implementing the project, recruiting 6th and 7th Graders to help carry it out. Student teams will give an oral presentation about their work, reflecting on growth in leadership and commitment to service.

Path to College Plan: Starting in 7th grade, students at AdM will attend weekend college visits and get advice from current college students who have overcome tremendous odds to succeed in a 4-year college. By the end of 8th grade, students will complete a Path to College plan that includes descriptions of colleges they would like to attend and their criteria for selecting them, as well as a description of the high school they plan to attend and the courses they will need to take to ensure that they will gain admission into a selective college. In addition, students will conduct and present research on the costs of college, the types of funding available and the ways in which students can access these resources.

2 D: Assessment System

A core practice of Expeditionary Learning schools is *using multiple sources of data to improve student achievement*. AdM will use a combination of external standardized diagnostic assessments and internally developed formative and summative assessments toward this aim.

- ✓ Indicate which person(s) in the school have primary responsibility for overseeing the assessment system.
- ✓ Describe how achievement data will be collected and how it will be used.

The Principal will be responsible for all school-wide student assessment data, as well as overseeing the administration and analysis of classroom assessments. AdM student assessment scores will be analyzed in grade level teams and by the school leaders throughout the school year and longitudinally to identify trends. The Principal will also ensure that all staff members have the resources necessary to regularly use data to plan and modify lesson plans to meet the needs of all students. Teachers and support specialists will collect and analyze informal and formal student assessments on a daily basis and meet monthly in grade level teams to discuss student progress. The table below describes how achievement data will be used.

- ✓ Indicate whether, in addition to administering the MCAS tests as required by state law, the school will use additional standardized assessment tools to determine and report student progress. In either case, explain why that decision was made for the targeted population and how the data will be used.
- ✓ Include descriptions and/or examples of assessments that are consistent with the school's mission, program, and high expectations of students, and that are based upon research.
- ✓ Describe which internal/school-developed instruments will be administered in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population and how the data will be used.
- ✓ Feature multiple measures of student outcomes that may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses.

Standardized diagnostic and summative assessments: AdM will use standardized assessments (i.e. DIBELS, DRA and MCAS) to provide faculty with data related to individual and school-wide academic performance. Because our targeted population, low-income students, benefit from extensive literacy instruction in the early grades, we will use DIBELS and DRA to ensure that we are effectively meeting our students' literacy needs.

Internally-developed formative and summative assessments: Additional school-designed formative and summative assessments, aligned with AdM's curriculum and the MCF, will be used throughout the year to identify students' progress toward meeting MA curricular standards, and to assess where additional supports or interventions may be needed. Students in all grades will complete learning expeditions, applying content knowledge and skills from across the curriculum. To assess student work within a learning expedition, teachers will use standards-based grading rubrics, collecting student work samples that demonstrate the students' progress toward meeting the specific standards. This type of assessment helps us to measure how effectively we are building our students' domain-specific content knowledge. Because low-income students often start school with less of this type of knowledge, it is critical that we teach it intentionally and measure students' mastery of it.

Portfolios: Summative and reflective portfolios will also be used to measure and report student progress. The portfolio will be a collection of student work and assessment data. With teacher support, students will create and add to portfolios throughout their enrollment at AdM, selecting work samples that highlight students' progress toward meeting MCF and AdM academic and nonacademic goals. A sample portfolio for a fourth grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of MCF standards, and student reflections that note progress toward self-selected goals. Students will play a key role in the management of these portfolios, not only in selecting the work to be included, but also in using the portfolios to identify academic and nonacademic goals for themselves, and reflect on their progress toward meeting those goals. Students will prepare and conduct a parent-teacher conference twice a year, in which they share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year. Portfolios give students, teachers and parents rich data on students' progress in acquiring the content mastery, ownership of learning and problem-solving ability that will put them on the path to college.

Along with standardized assessments like the MCAS, MELA-O, and MEPA, AdM will use formative and summative assessments to chart student progress through the year:

Assessment Type	Objective	Who Uses It and to What End	When/How Often it is Administered
Student Portfolio Presentation	Demonstrates student ownership of their own learning, as well as individual student progress. This aligns with our mission as students are engaged in the work selection and presentation of their portfolios. Demonstrates student progress toward meeting AdM's nonacademic goals.	Students use data to set goals for future learning. Teachers use data to gauge student progress in mastering targeted standards, as well as in taking responsibility for their own learning. Parents use this information to determine how to best support their child's learning.	Quarterly
DRA, DIBELS, and Running Literacy Records	Provides ongoing student progress updates in reading fluency and comprehension, phonics, and/or language skills, particularly in the lower grades where MCAS is not administered.	Teachers and the Principal use results to monitor individual student progress, determine where additional supports may be needed, and to evaluate the effectiveness of the literacy curriculum. Parents receive results to determine how best to support their child's learning.	Ongoing
TERC Math Curriculum Assessments	Provides formative and summative evaluations of students' mastery of state standards and critical thinking skills in mathematics, aligned with the school's identified math program	Teachers and the Principals use the results to identify where to re-teach, where to adapt or modify the curriculum to meet student needs, and where additional resources may be needed to supplement the curriculum. Demonstrate within year and year-to-year	Several times each quarter

Assessment Type	Objective	Who Uses It and to What End	When/How Often it is Administered
Learning Expedition Projects/ Rubrics	Provides performance-based information on student progress in meeting MCF and AdM standards and goals. Demonstrates student progress toward meeting AdM's nonacademic goals.	Teachers use information to identify student progress toward MCF standards, as well as students' ability to apply skills across content areas and meet AdM nonacademic goals. Students use the information to reflect on their own learning and identify areas for additional practice.	Several times each quarter
Student Self-Reflections and Peer Critique	Provides data on student-identified strengths and weaknesses and supports students in managing self-identified behavioral and academic goals.	Teachers use the information to determine students' progress in academics, behavior, and in self-reflection. Students use the information to chart and monitor their own learning. Parents use the reflections to identify where they can support their child's academic progress.	Ongoing
Classroom Pre and Post-tests	Provides formative and summative data to support the monitoring of student progress, the design of lesson plans, and remediation and enrichment activities where needed.	Principal uses information to monitor student progress. Teachers use the data to monitor student progress, design lessons, and evaluate the effectiveness of the curriculum. Additional supports are identified and implemented as needed. Parents use the reflections to identify where they can support their child's academic progress.	Ongoing throughout the year as standards are introduced and evaluated
Parent, Student and Teacher surveys	Provides stakeholder feedback on school operations, academic rigor, school culture, curriculum, and teacher effectiveness.	Principal, school staff, and the Board use the information to identify how the school is meeting community needs, the needs of students and staff, safety and school culture, and make changes as necessary. Teachers use the information to inform their practice in regards to lesson design and academic content	Quarterly, Bi-annually, Annually (depending on survey)

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

The Five Commitments (see section 2 B) will be embedded into the AdM curriculum and evaluated through developmentally appropriate rubrics tied to specific indicators (see Appendix G). These rubrics will be used for ongoing student self-assessment and regular teacher assessment of student progress toward non-academic goals.

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

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

Faculty members will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and

other student work samples. These assessments will be used to inform instruction, as well as included in a student portfolio to demonstrate students' progress toward meeting MCF, and AdM academic and non-academic goals. Grade level and subject area teams will also examine assessment data and student work samples regularly. These teams of teachers will analyze student work to evaluate the quality of instruction at AdM, individual student progress, and the effectiveness of the core curriculum. To identify trends across the school, data teams and school leaders will also examine diagnostic and summative assessment data collected at the beginning, end and throughout the year. As a learning organization, AdM will regularly analyze student data to determine how individual teachers, resources, and the organization as a whole can better serve students. Monthly data team meetings will be used to discuss student progress, and identify and implement interventions to better support student needs.

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

- ✓ *Describe how each of the stakeholder groups will use student achievement data.*

AdM will present an annual report available to all stakeholders summarizing assessment data, survey, focus group, enrollment and other school performance information. Additionally, AdM will communicate student progress and school progress with all external and internal stakeholders through the following practices:

Students will discuss their portfolios and progress in academic and non-academic areas with both their parents and teachers at the end of each semester. Students will also receive regular feedback from teachers through the review of corrected and returned student work, and from their peers through peer assessment and discussions. As part of our commitment to Quality, students will regularly critique one another's work in an effort to understand the importance of revision and placing the emphasis on the quality of work completed and on the learning process.

Parents will receive quarterly standards-based report cards and mid-quarter narrative progress reports to demonstrate their child's progress throughout the year. Parents will also participate in student-led parent-teacher conferences at the end of each semester, at which time students will present a portfolio of their work, discussing their progress toward meeting academic and non-academic goals. Parents can also review returned student work and homework for additional information as to the curriculum and their child's progress, and teachers will contact individual parents as needed.

Teachers and school administrators will be appraised as to the school's overall progress toward meeting its charter goals for student learning through a number of means. Regular faculty meetings, collaborative grade level or data team meetings, and Instructional Rounds visits and debriefs will all serve to share information with staff as to the overall health of the school as well as student learning and staff development needs.

Board members will receive quarterly reports on the progress of the school toward its charter goals and meeting the learning needs of all students.

Broader Community: MCAS student achievement data and school events will be posted on the school's website.

AdM is currently examining whether to develop our own data management system or work with an external provider. Providers in consideration include Achievement Network, Veracross, and MMS Generations. Criteria to be considered include: incorporation of multiple measures of student progress, measuring longitudinal student progress, the flexibility to produce different types of data reports for different needs, and the ability to identify and reflect student, grade level, and year-to-year academic trends.

2 E. School Characteristics

- ✓ Describe the school calendar, including the number of days school will be in session, the daily hours of operation, and the way the school will be organized for instruction, independent study, and extra or co-curricular activities, if any.
- ✓ Describe the implementation of the educational program in terms of the daily or weekly organization of students and faculty
- ✓ Describe the proposed school's methods and strategies for supporting students with a wide range of needs.

Students	Teachers
School Calendar: The student school year will be 190 days.	School Calendar: The teacher school year will include 205 days in the first two years to maximize our capacity to develop and support the academic program and systems. By third year, the teacher school year will be 200 days.
Typical Schedule: The student day will run from 8:00 a.m. to 3:30 p.m. M – Th; Early Release day Friday at 2 p.m. With more time, we will more effectively individualize instruction and offer in-depth, meaningful learning experiences.	Typical Schedule: The Teacher Day will start at 7:30 a.m. with time for brief Team Meetings. Teachers will have co-planning time while students are at Specials. We have planned for each class to attend two specials a day to maximize teacher planning time and ensure curricular breadth.
Groupings: Two sections for each grade, K – 8. In K – 5, students will alternate between a math and literacy classroom in the mornings, returning to their home teacher for Integrated Literacy 2 time;. In 6 – 8, students will alternate between math, literacy, science and social studies classrooms, returning to their Crew Teacher for Lunch. Expeditions will be integrated into all classes in grades 6 – 8. Class size will be approximately 20 students. Additionally, students may receive targeted remediation and extensions in smaller groups during Acceleration.	Groupings: In K – 5, two teachers will share a group of students for Math and Literacy with an associate teacher for grades K – 4. One classroom teacher will specialize in Math and the other in Literacy with the associate teacher providing added support for guided reading during Literacy. Read Aloud and Snack time will take place during Math class in grades K - 2. In 6 – 8, four teachers (Math, Literacy, Social Studies and Science) will share all students. The teachers will collaborate to plan interdisciplinary expeditions. This structure of specialization school-wide will give teachers adequate planning time for excellent instruction of their subject and will emphasize shared responsibility for students.
Supports: Students with IEPs will be supported by inclusion highly qualified Special Education teachers in the classroom using the push-in model. Adaptive technology will be used whenever necessary. See Section 2 F for more info.	Supports: Teachers will share planning time with a special education teacher at least once a week to help differentiate lessons and assignments and ensure that instruction is meeting the needs of all students.
# of School Hours/Week: 36 hours # School Hours/Year: 1368 (25%+ more time)	# of Contact Hours/Week: 25.5 hours # of Planning Hours/Week: 7 hours 30 minutes plus 45 minute break during recess/lunch
Co-curriculars: Students will have the opportunity to attend two specials a day. We will offer a choice of after school activities for grades 2+ beginning our second year.	Co-curriculars: 2 specials teachers will see each class daily in addition to having common planning time with classroom teachers. Teachers will have the option of leading after school activities for extra pay. Volunteers from the community will be brought in to assist or offer expertise.

Sample Weekly Schedule, K - 2

		Mon	Tue	Wed	Thurs	Fri
8	am	Morning Mtg	Morning Mtg	Morning Mtg	Morning Mtg	Morning Mtg
	:15	Calendar Math	Calendar Math	Calendar Math	Calendar Math	
	:30					
9	:45	Math Block	Math Block	Math Block	Math Block	Math Block
	am					
	:15					
10	:30	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
	:45	Snack	Snack	Snack	Snack	Snack
	am	Integrated Literacy 1	Integrated Literacy 1	Integrated Literacy 1	Integrated Literacy 1	Integrated Literacy 1
11	:15	RW	RW	RW	RW	RW
	:30	WW	WW	WW	WW	WW
	:45	GR	GR	GR	GR	GR
12	am	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
	:15					
	:30					
1	:45	Special 1	Special 1	Special 1	Special 1	Special
	PM	Integrated Literacy 2	Integrated Literacy 2	Integrated Literacy 2	Integrated Literacy 2	Town Meeting
	:15	Sci/SS/ELA	Sci/SS/ELA	Sci/SS/ELA	Sci/SS/ELA	Reflection
2	:30					Dismissal
	:45	Special 2	Special 2	Special 2	Special 2	Professional Development Time
	PM	Acceleration	Acceleration	Acceleration	Acceleration	
3	:15	Reflection	Reflection	Reflection	Reflection	
	:30	Dismissal	Dismissal	Dismissal	Dismissal	

✓ Describe the grade levels at which students will be admitted to the school and the required age for Kindergarten admission, if applicable.

The required age for Kindergarten will be 5 years old as of September 1. Students will be admitted in Grades K – 2 in 2011, approximately 120 students in the first year. In 2012, students will be admitted in grades K – 4 (200 students including a new class of 4th graders); in 2013 students will be admitted in grades K – 5 (240 students); in 2014 students will be admitted in grades K – 6 (280 students); in 2015 students will be admitted in grades K – 7 (320 students). We will reach full capacity in 2016 with grades K – 8 (360 students).

✓ Describe any external programs that will be brought into the school and why.

Alma del Mar has chosen to partner with Expeditionary Learning (EL) as our school support organization. As a school network with proven success serving students with backgrounds similar to those of our target population and whose core practices are aligned with our mission, EL is an ideal partner. We believe this partnership will significantly increase our capacity to effectively serve our students from the day our doors open. EL will support AdM by developing leadership capacity throughout the school; building teacher effectiveness through on-site coaching and regional and national professional development; facilitating data-driven planning; providing resources for designing powerful standards-based expeditions; and linking AdM to a professional network of educators. Our decision to partner with EL came after a number of conversations between members of our founding group and EL personnel, school leaders and teachers, including a presentation to our Board from Steven Levy, a Disney National Teacher of

the Year and EL School Designer. In addition, members of our founding group attended EL professional development and visited model EL schools, including Capital City Charter School in Washington, DC. AdM will collaborate with the community partners referenced in our Executive Summary around creating meaningful experiences tied to local culture, history and geography (see Appendix E). In addition, the SMILES mentoring program has agreed to provide AdM with reading buddies and mentors for students who would most benefit from extra support—potentially entire grades of students, depending on our need and the availability of mentors. In 8th grade, eligible students will begin the application process for Upward Bound to assist first generation college students through high school.

✓ *Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice*

"Ten, Twelve!" Deon's teacher calls out. Deon, an AdM First Grader, and his classmates respond "Fourteen, Sixteen!" and look over at the teacher, who tells them to take three minutes to clean up before coming to the carpet for skip-counting practice. Deon, whose mother helped him to practice counting by 5's last night, is eager to show how quickly and accurately he can do this. The class does warm-ups together and then the teacher asks if anyone can remember what the class had been having a hard time with yesterday. She calls on Deon, who shares that all of them had been stumped when she had asked them to start skip-counting by 5's, starting from 100. The teacher asks Deon if he thinks the class should just take it easy today and practice patterns they already know. "No!" Deon replies, enjoying the routine, "we get smart when we practice the hard parts!"

Later, during Integrated Literacy 2, Deon hunches intently over a leaf, inspecting it closely before he carefully traces its outline and begins to fill in the intricate pattern of its veins. This is Deon's third draft of his leaf. His first draft was little more than a circle. When the class saw his second drawing, a classmate noticed that Deon had not included the veins that extended to each sharp point of the leaf's outline. Deon is eager to add this detail; he knows this work is important because it will be a part of his class field guide, *The Trees of Buttonwood Park*, which will be sold by a volunteer park stewardship group to raise money for the park. Deon's class, who has dubbed themselves "The Tree Frogs," met last week with the park volunteers, who explained that the class's field guide will educate the public about the park and raise money to maintain it. He chose his tree on that day and collected leaves from it to use as models for his page of the field guide. Yesterday, as they began working with their leaves, the class learned to use words like "triangular" and "ovular" to describe their shapes. Before their work today, Deon's art teacher showed them how to draw these shapes using a pencil, drawing lightly at first as they formed their outlines. Two of Deon's classmates are using a light table to trace their leaves—Deon doesn't need to use it, but he knows that some of his classmates enjoy the help the table provides for drawing and making letter shapes.

During Reflection, the class takes a few minutes to practice their short presentation for the next day's Town Meeting. They line up facing an imaginary audience and step forward in pairs to hold up their leaves and recite the interesting tree facts they have researched and written during writer's workshop (Integrated Literacy 1) as part of their field guide project. Deon watches each of his classmates and cups his hand to his ear when they don't speak loudly enough and need to practice using a "presentation voice." After their first run-through, Deon's teacher asks them if they think their presentation is "Level 4" work yet. Deon thinks for a moment alongside his classmates, one of whom raises her hand and volunteers, "we could be louder and clearer—I think we need another draft!" Afterwards, the Tree Frogs take turns sharing a few of the things they have learned that day and some of their highs and lows. When his teacher asks if there are any appreciations, Deon raises his hand. "Melanie," he begins, remembering to face her, make eye contact and be specific, "I liked how clearly you shared your tree fact, you did...(he searches for the term from an earlier discussion) *high quality work!*" Hands shoot up, eager to share similar sentiments.

✓ *Summarize, for illustrative purposes, a typical day from the perspective of a teacher.*

It is 7:30AM and Bonnie Seaton, a 7th Grade ELA teacher, stands in a circle with the rest of the 6-8 teaching staff. Another teacher leads the meeting, consulting a checklist the staff has developed over the course of the year. The facilitator asks, "Who's got soul?" soliciting a volunteer to share a sentence about why they teach. One of the 8th grade teachers, grinning, steps forward and shares: "Yesterday, Justin shared the fourth draft of his application essay and during critique his classmates found three examples of powerful imagery in it!" Her colleagues, who know Justin well, snap in appreciation of his Persistence and are energized by her powerful testimony to the work that all of them do. The check in continues with quick notes from a few teachers on students who are experiencing significant challenges at home recently and suggestions for how the staff might reach out to them. The DSFS reiterates the

behavior support plan that has been worked out for a 6th grader with special needs, and models the language that the staff is to use in implementing it. The check-in ends with time for appreciations. During Crew, Ms. Seaton watches proudly as her small group welcomes a new student, who has joined them midyear. The students have planned activities to teach their new classmate about the school's culture, and are having fun as they act out a mock peer critique. "At AdM," a student begins, "we don't *criticize* each other, we *give each other critique*". The student hands his classmate a prop gift, with sentence stems from the Critique Protocol written on the outside of it and initiates what is a common practice in his classes. Ms. Seaton's 7th graders are in the middle of an expedition entitled "Greece!", which will culminate in a mock confrontation between the Athenians and Spartans and will include short orations from characters from both sides. Then they will plan and implement an Ancient Greece fair, in which rooms throughout the school will become Greek institutions like the Library of Alexandria and ancient Greeks like Hippocrates will greet visitors and teach them history. Ms. Seaton begins the lesson by reviewing with the group the categories of the rubric by which their public orations will be graded. Pointing to a large visual of the rubric, she has student volunteers model what the 4 levels of performance for each category might look like using a sample sentence. Then a student practices her oration for the group, who provides feedback by holding up fingers indicating her score on each category. The students split up into groups of four and work to practice and perfect their orations. Ms. Seaton checks in with a group that includes Yaris, a shy girl who struggles with spoken English, and is pleased to see that she is delivering her speech confidently, having practiced it this week for her Crewmates. Midway through the period, Ms. Seaton directs students to form new groups by asking them to think about a category with which they are having difficulty and to join a group with at least one person who has scored highly in that category. Earlier in the year she would have directed students in a more step-by-step manner, but now Ms. Seaton is careful to hold back and allow the students to negotiate the grouping process independently. After teaching her other group of 7th graders, Ms. Seaton heads to her desk at the faculty workroom, where she spends her prep time reviewing sample scores from today's speeches in order to adjust the focus of the lesson for the following day. She collects her notes and joins her colleagues at a table in the center of the room to finish mapping out the daily lessons for their next expedition, "Deep Dive into Democracy".

- ✓ Describe the culture of the school.
- ✓ Provide a clear plan for establishing a school culture and norms consistent with the school's mission and educational program and describe how it is implemented for administrators, teachers, students, and parents, from the first day of the school's operation.

AdM's Five Commitments

Service: I will actively contribute to my school and larger community with a spirit of cooperation, volunteering my time and talents to help others.

Quality: I will do my best work every day and reach for high standards of academic achievement and character.

Integrity: I will be truthful and respect myself and others through my actions and my words.

Accountability: I will take responsibility for my conduct and actions, always striving to hold myself to high standards and encouraging those around me to do the same.

Persistence: I will not give up when faced with challenges. I will ask for help when I need it. I recognize that real learning takes time and effort.

At AdM, students, teachers and administrators undertake rigorous, meaningful work that often pushes them outside of their comfort zone. Doing this kind of work right requires the guidance and encouragement of a close, caring community. In order to create this supportive community, we ask that all of our stakeholders agree to the Five Commitments outlined here. These commitments provide our students, staff and families with a consistent, common language to use when discussing character. Annually, all students will come to school for a week in August for **Alma Days**, which will be devoted to understanding our Five Commitments, along with the celebrations, rituals and routines that shape AdM's school culture. A typical Alma Day might include team-building activities for class groups that target each of the commitments and performances by older students and staff explaining school rules and practices. In addition, students will engage in service—including projects like

planting a school garden or painting parts of the school building—that instill in them a sense of ownership of the school and give them time to get to know their peers and teachers before academic work begins. After a 1 p.m. student dismissal each day, staff will have time to engage in professional development. Alma Days will culminate in a seaside family cookout, where staff, parents, Board members and community partners will come together to celebrate the exciting school year ahead. During Alma Days, all parents will receive a copy of the school handbook and all stakeholders will affirm their mutual obligation to each other by signing a compact outlining the commitments. Throughout the school year, students, staff and parents will have frequent opportunities to build community and get to know each other well. Classes in the younger grades (K – 5) will have a daily **Morning Meeting**, providing each

class with time to check in, warm up and set a positive tone for the work ahead. At the end of the day, each class will have **Reflection**, a brief time period devoted to reviewing the class's overall performance that day, articulating key takeaways and offering appreciation to peers who have demonstrated the commitments. Classes in the upper grades will meet daily in **Crew**, a small advisory group focused on both individual student academic progress and character development. Crews may also work together on designing and implementing school improvement initiatives. Once a week, the entire school will assemble for **Town Meeting**, a time for showcasing high-quality student work and celebrating students' demonstration of the Five Commitments. Parents, community partners and Board members will also be invited to Town Meeting, which will become increasingly student-led as the year progresses. All stakeholders will also be invited to **Expedition Nights**, held twice a year, where students will teach parents and the larger community what they have learned and accomplished in their expeditions.

- ✓ Describe the school's philosophy and plans regarding student behavior and discipline for the general student population and special needs students. This should be consistent with the school's mission and educational philosophy.
- ✓ Describe how the school's discipline policy will be implemented for teachers, students, and parents starting from the first day of the school's operation.

Philosophy: At Alma del Mar, we see "**discipline**" as the set of habits, routines and beliefs—based on the Five Commitments—that our students must develop in order to do great work and be successful. At AdM a student who demonstrates a commitment to Service, Quality, Integrity, Accountability and Persistence has discipline. The achievement of discipline is an important part of AdM students **taking ownership of their learning** and becoming **service-oriented leaders**. In addition to cultivating discipline, teachers at AdM will practice strong **classroom management**—the administration of consequences and rewards in order to ensure a safe and highly productive learning environment. We see both discipline (as defined here) and management as working together to create a successful learning environment at AdM. In keeping with AdM's educational philosophy, our teaching of discipline and our practice of classroom management will:

- hold all students to **high expectations**
- allow for **deliberate practice** toward improving behavior
- encourage students to connect goals to larger goals around doing **important work**
- ask students to reflect on their own conduct and chart their own growth in this area
- challenge students to practice the Five Commitments in a **variety of contexts**, preparing them to apply these values beyond the school walls and after they have left AdM

Cultivating Discipline: Because we expect all of our students to be able to demonstrate the Five Commitments, our teachers will work to define what each of them looks like in daily practice for our students and then teach these routines and habits in an explicit manner. This work will begin during our Teacher Orientation Week prior to Alma Days, during which teachers and administrators will be asked to define examples of how they as a faculty and School Leadership Team will demonstrate each commitment. Following this exercise, teachers will, as a team led by the Principal, develop a set of school-wide practices including routines, rituals, procedures and chants that will provide students with specific ways of demonstrating the Five Commitments. During Alma Days, students will spend each day focused on learning about one of the Five Commitments (i.e. students will demonstrate persistence by going on a "long" day hike/roll together). Learning about the commitments during Alma Days will allow students to experience them in a tangible way while establishing the expectation that they apply their learning across contexts. During the first weeks of school, teachers will guide students in defining the Five Commitments as they apply to their specific grade and classroom, using the Alma Days experiences as a starting point for their conversation and situating the conversation in the context of the class's goals. In this way, the Five Commitments will serve as the basis for the classroom rules (i.e. "I will practice Integrity") in addition to classroom routines (i.e. demonstrating Accountability by immediately freezing at the silent signal). During Reflection, students will be asked to consider how well they demonstrated the Commitments that day, both individually and as a group. Every AdM student will also be graded and grade themselves on a weekly **Commitment Card**—a simple rubric that evaluates how well a student demonstrated each commitment that week. A copy of the Commitment Card (they can be tracked electronically using free software like Google Forms) will be sent home every weekend and signed by parents, and will allow AdM students to accumulate **Commitment Credits** toward earning special privileges (i.e. serving as a school tour guide) or trips (Sample Commitment Card in Appendix G). **The Power of Peer Pressure:** The ultimate goal of cultivating

discipline in our students is to establish a culture in which focusing on producing excellent work and constantly striving to improve are the way to “fit in” (Berger 2003) .

Strong Management At the same time teachers at AdM will help our students to cultivate discipline, they will also use appropriate rewards and consequences to effectively manage student behavior. As a part of a larger culture-building strategy that employs teaching discipline, leveraging relationships and focusing on high-quality, meaningful work, these classroom management practices will establish safe and productive classroom environments. As students improve in their ability to demonstrate the Commitments, they experience both the intrinsic reward of seeing themselves as part of a team doing great work and extrinsic rewards like **Credits**. Furthermore, individual students and class groups will be recognized at weekly Town Halls for their achievements and for demonstrating the Commitments. When students struggle with adhering to the Commitments and classroom rules, teachers will apply logical and appropriate consequences. For typical “small” distractions (i.e. a student loudly tapping a pencil while another student is speaking) our teachers will apply techniques that minimize classroom disruption (i.e. hand signals or physical proximity). Using role-plays, teachers will practice these techniques, as outlined in Fred Jones *Tools for Teaching* or Doug Lemov’s *Teach Like a Champion*, prior to the start of Alma Days. For other minor but more disruptive or persistent offenses, teachers will apply an array of logical consequences, delivered with empathy and within the context of the Five Commitments (i.e. “Jason, when you distracted Aja from her work, you were not acting with Integrity. You have lost the privilege of working with your group this morning—please take your work to the table near the window”). Likewise, teachers will establish a system whereby disruptive students may spend time in another teacher’s classroom until they are ready to re-enter their classroom group. Teacher responses to major offenses necessitating the immediate removal of a student from a classroom will follow a clear protocol of communication whereby the teacher will contact the Office Manager, who in turn will contact the Principal (or the next administrator in the pre-established chain). An administrator will escort the student from the classroom, contact the student’s family and ensure that appropriate consequences are applied in addition to ensuring that the incident is documented. AdM will ensure that **students with special needs** who require additional behavioral support are given this support proactively and in accordance with both IDEA and MGLc.71B§3. Research indicates that students with behavioral needs perform better academically and display reduced disruptive behavior when they receive individualized supports and services (Horner et al, 2000). Just as we would not require a student with severe dyslexia to be able to decode text in order to access the social studies curriculum, we will not require students with behavioral disabilities to be “cured” of their disability in order to receive an adequate education. Identifying and supporting the individual behavioral needs of all of our students, rather than applying a “one-size-fits-all” policy, will both improve our academic outcomes and promote the kind of complex problem-solving that will prepare our students to be leaders in a diverse democracy. Kids understand that individual peers have different needs and that fair discipline does not always mean uniformity.

Examples of consequences for minor offenses and explicit consequences for more serious offenses will be outlined in the **Code of Conduct**, which will be consistent with MGLc.71§37H, 71§37H½, MGL c.71B §3, and MGL c.269§17-19. The Code of Conduct will be drafted by the Principal, reviewed by the Executive Director and approved by the Board of Trustees prior to August. Guardians of all enrolled students will be given a copy of the Code of Conduct, included in the Student Handbook, which will be distributed and discussed at **Parent Orientation** meetings prior to Alma Days. Parents, students and teachers will all be asked to sign a compact pledging to demonstrate the Five Commitments.

- ✓ *Describe how the school plans to involve parents/guardians as partners in the education of their children and build and maintain family-school partnerships that focus on strengthening support for the school's goals*
- ✓ *Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.*

A core practice of Expeditionary Learning schools is *engaging families in the life of the school*. To this end, we will maintain a welcoming atmosphere for parents with an open-door policy that encourages parents to be involved in the school as much as possible. We will also communicate the learning that occurs in the classroom on a regular basis through newsletters that give clear suggestions for academic activities that can be done at home, phone calls home and student-led conferences twice a year. The school will also maintain an inviting Parent Center with a lending library of resources; parent volunteers will maintain the space, giving them a sense of ownership. Over time, the

school hopes to offer classes for parents, some parent-led. The Parent And SPED Parent Advisory Councils will provide parents with a voice in the oversight of the school. Parents and guardians will be encouraged to join English speaking and non-English speaking parent groups that will allow them to share best practices as they support the school with special initiatives and outreach to families. Parent satisfaction will be gauged through bi-annual surveys conducted online, via flyers and by phone, as well as informal meetings. We will solicit parent feedback on a regular basis and make it clear that we want parents to give direct feedback about their level of satisfaction with the school. The Director of Student and Family Services will coordinate the effort to solicit parent feedback. Besides data gathered in the survey, parent satisfaction will be gauged by participation in school events to which parents are invited, as well as parent willingness to keep their child enrolled at Alma del Mar.

✓ *Describe the relationships the applicant group has established or intends to establish with community agencies and organizations that will support the school's educational program and serve the youth who attend the school. Letters of support may be included as attachments.*

AdM will partner with several organizations in New Bedford to enhance educational programming, student support, expeditions and service projects. Our founding group has already established relationships with the following organizations (See Appendix E for letters of support):

SMILES Mentoring will provide AdM students with one-on-one reading tutors and mentors who will visit at least once a week before and after school or during our Acceleration period. SMILES mentors are professionals and leaders from all backgrounds who receive literacy training that can be tailored to AdM's academic program and needs.

GiftstoGive is a non-profit dedicated to increasing volunteerism and collecting resources for the neediest kids of New Bedford. AdM students will be able to conduct service work there as part of service-oriented expeditions or non-academic service efforts. In addition, working through our DSFS, GiftstoGive will provide AdM students and families in need with clothing, books, toys and educational materials.

The Coalition for Buzzards Bay is a nonprofit dedicated to improving the health of Buzzards Bay through education, conservation, research and advocacy. CBB volunteers and experts will support AdM expeditions related to Bay ecosystem.

The Ocean Explorium, an ocean science public education center, will provide AdM students with opportunities to explore and understand the marine world through visits to the OE, which features state-of-the-art aquariums and a variety of exhibits. The OE will also provide AdM teachers with opportunities for training in standards-based content related to the ocean and access to high-quality ocean science resources.

Working Waterfront Festival is an organization dedicated to educating the public about the commercial fishing industry. WWF will connect AdM teachers to experts and educators within the fishing industry, as well as resources for designing high-quality, standards-based learning experiences related to New Bedford's working port and history.

Artworks! is dedicated to providing access to the arts and engaging the community through the arts. Through Artworks!, AdM students will have access to arts-related resources including local teaching artists and service-oriented arts opportunities like community mural projects.

In addition, we plan to work with local groups like NorthStar Learning Centers (early education and afterschool programs), New Bedford Community Connections (support for homeless youth and those in foster care), The Immigrants Assistance Center and Positive Action Against Chemical Addiction as well numerous places of worship in our outreach and student support efforts.

2 F. Special Student Populations and Student Services

✓ *Describe your plan for a responsive general education classroom and how you will provide students with disabilities and/or limited English proficiency access to the general education curriculum.*

AdM will be an inclusive school community that maintains high expectations for all students, including those with disabilities and limited English proficiency. Our staff will work together to ensure that students' learning and achievement is not unduly limited by either disability or language status. Our overall educational program, which emphasizes an incremental view of intelligence, includes a variety of instructional styles and groupings and gives students frequent feedback and multiple points of entry into the curriculum, is well suited to accommodate a diverse group of learners. Expeditions, which allow students to pursue individual tasks toward a larger team objective, allow for students of differing ability to engage in appropriately challenging tasks involving the same content. In addition, we will provide a number of supports for students with special learning needs. In our students' early years, we will employ anecdotal observation and pay special attention to developmental milestones to identify whether students

need additional services. We will use Response To Intervention (RTI) as a model with weekly Progress Monitoring for determining whether students are at risk and require additional instructional and/or behavioral supports. Regular staff meetings and the sharing of students in the elementary grades between two regular education teachers will help ensure that student needs are identified early. Students who are identified as at-risk will receive Tier 2 and Tier 3 interventions. In addition, AdM staff will conduct parent workshops to reach out to parents who may need information about the manifestation of disabilities, taking into account cultural differences in the perception of disability. AdM teachers will continually reevaluate services to be sure we are adequately addressing student needs and will evaluate on a regular basis whether teacher professional needs are being met in the areas of special needs students.

Response to Intervention (RTI) at AdM
<p>Tier 3 Interventions Overview: Interventions provided in one-on-one instruction. Projected # of Students: 3/per grade Who Provides It: ELL/SPED teachers What it Looks Like at AdM: The 1st/2nd Grade SPED teacher works directly with a student struggling with decoding during Integrated Literacy 1 using SRA Direct Instruction or Wilson Reading.</p>
<p>Tier 2 Interventions Overview: More targeted support through small group and/or one-on-one remediation instruction in reading and/or math; use of software to provide additional practice in math or assess comprehension of independent reading books, Projected # of Students: up to 10/per grade Who Provides It: ELL/SPED teachers; classroom teachers What it Looks Like at AdM: A 3rd/4th grade SPED teacher works directly with 1 student struggling with decoding during Integrated Literacy 1 using Reading Recovery. A 3rd grade teacher sets up a station in his classroom and rotates students who are struggling with math skills to use the computer and play First in Math. The 4th-8th grade teacher sets up an Accelerated Reader station in their classroom for students to use after they have finished reading their independent reading books. A SPED teacher spends Acceleration "previewing" vocabulary for the following day's Literacy 2 lesson with a group of students who struggle with reading comprehension.</p>
<p>Tier 1 Interventions Overview: Use of research based math instruction and reading instruction that emphasizes the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Differentiation across lessons and curriculum. Re-teaching strategies, and additional application and practice to support skill mastery. Multiple opportunities for practice and revision. Multiple ways for students to demonstrate what they have learned. Teaching of both foundational and higher-order thinking skills across the curriculum. Projected # of Students: all students Who Provides It: All teachers, SMILES mentors What it Looks Like at AdM: An associate teacher, classroom teacher and ELL teacher each take different (flexible) groups of 1st graders for guided reading during Literacy 1. The 3rd/4th grade SPED teacher works with the classroom teacher to differentiate lessons for both math and literacy to meet individual student needs using small group instruction, manipulatives, and graphic organizers. Students meet with SMILES reading mentors during Acceleration once a week.</p>

The small school size at AdM will allow for much more differentiated instruction for all students. Acceleration, a 30 minute block of time at the end of each day, will provide extra time for deliberate practice, tutoring and enrichment. In addition, research indicates that regular opportunities for self-assessment like those at AdM will positively impact ELL and special education student performance, by helping students understand ways they learn best (Marzano, 2007). We anticipate that about 5% of our population will be limited English proficient, a higher rate than that of the sending district that reflects a higher number of LEP students among our targeted population, students from low-income backgrounds. Students who are limited English proficient will be taught in the general education classroom, with appropriate supports based on their identified level of need. LEP students will also receive support from an ELL teacher, who will work alongside the general education teachers to provide instruction toward the general education curriculum standards. If our LEP population exceeds our projections, we are ready to allocate the additional resources and staffing necessary to support it.

All teachers at AdM will be trained in methods of differentiation and co-teaching, as well as in the four areas of Sheltered English Instruction category training. Training on methods of differentiation, as well as the school's protocols and procedures for special education, will be conducted on a yearly basis. As new teachers are hired, they will be put in a cycle to complete the SEI category trainings.

✓ *Describe the processes and procedures, in compliance with all state and federal laws and regulations that the proposed school will employ to identify, assess, and serve students who are English language learners*

As new students enter AdM, families will be asked to complete a Home Language Survey. This survey will be done with families in their primary language with follow up as needed to clarify information. AdM will then evaluate students

who come from homes where English is not the primary language to determine English proficiency using the assessment instruments such as LAS-R/W and LAS Oral. Students who are found to be ELL will be evaluated on a yearly basis using the MELA-O and MEPA.

ELL students will receive appropriate content and language instruction in the regular classroom based on the recommendations of the ELL-certified, highly qualified teacher in the building. An example is assignments with vocabulary reminders in the margins. Students will also have opportunities to practice oral English language skills using websites like Voicethread and Chuala, as well as during instructional periods during the day; research shows that practicing oral English language skills aids comprehension (Lesaux & Siegel, 2003). Assistive technology like websites Read the Words and YAKIToME may be used, as well as game-based sites like Mingoville. Our program will incorporate Sheltered Instruction teaching strategies such as acting out content, the use of hands-on activities and explicit instruction of academic language. These practices will be supported by Expeditionary Learning's expertise in active pedagogy.

All LEP students who have not been granted a waiver will be placed in sheltered English immersion classrooms.

AdM will provide LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks and ESL/ELD instruction that is based on the English Language Proficiency Benchmarks and Outcomes. Classroom teachers will receive high quality professional development to provide sheltered content instruction. LEP students in grades K-8 will also receive the services of a licensed ESL/ELD instructor for pull-out or push-in support in English language development. The frequency and duration of pull-out or push-in services will be determined based on each child's grade level and English language proficiency level but all LEP students will receive ESL/ELD direct instruction based on the student's level of English proficiency (some students may receive daily instruction; others may receive less frequent instruction). Students from two adjacent grade levels may be grouped together for ESL/ELD instruction when they are at the same level of English language proficiency. Additionally, our focus on expeditionary learning will ensure that all ELL students will be given multiple opportunities to demonstrate their knowledge. Students will not be assessed solely on paper and pencil tasks, but in ways that allow them to best show what they have mastered.

Our instructional program will be one of English instruction with home language support. We will strive to recruit teachers, paraprofessionals and parent volunteers who speak the home languages of our ELL students (primarily Spanish and Portuguese) to interact with all students, participate in Read Alouds or work in small groups with students. AdM will also offer additional tutoring opportunities for ELL students during after school hours or Acceleration, including opportunities for ELL students to preview vocabulary for the following day's lessons. ELL students will benefit from AdM's extended literacy block, as well as the explicit teaching of content-specific vocabulary through expeditions (Gersten & Geva, 2003; Gersten, et al., 2007). We will continually invest parents in their children's education by doing parent outreach and engaging parents in a variety of leadership roles, including an ELL advisory committee.

Our ELL students will all be given an Individualized Language Plan that tracks their gains and competency in their home language and English (Espinosa, 2010). In early years, the school will employ at least one teacher with MA licensure in both Elementary Education and English as a Second Language. We will help subsidize the cost for other AdM teachers to become dual certified and will bring in outside specialists for professional development as needed. All staff will also be trained in sheltered instruction teaching strategies as well as the four categories of SEI mandated by the state. The LEP program will be evaluated on a yearly basis. All parents will be asked to participate in an annual survey of the program. Additionally, we will also use student achievement and progress toward academic goals as an indicator of our success.

✓ *Describe the processes and procedures, in compliance with all state and federal laws and regulations that the proposed school will employ to identify, assess, and provide specialized instruction to each student in need of special education*

AdM will comply with all state and federal laws governing special education. When students are admitted to the school, part of the intake survey will ask whether students have been identified in the past as requiring special education services. If so, all pursuant records will be collected and the student will receive special services as dictated by the previous Individualized Education Plan (IEP). A Team Committee comprised of the Director of Student and Family Services (DSFS; Special Education, administrator certification), parent(s), classroom teacher, licensed, highly qualified special education teacher and (in grades 6 – 8), the student, will meet on an annual basis to write the IEP, set goals, assess progress and discuss accommodations for the general education classroom. In

grades 6 – 8, students will be involved in developing their own IEP goals and will present on their learning progress at the annual review IEP meeting. On-going assessments and teacher observations will be used to determine best placement, but the goal will always be to place the student in the least restrictive environment possible.

Our Family Handbook will outline the process for families to request evaluations and if a parent or guardian requests an evaluation, the DSFS will send a consent form home within five days. The DSFS will also follow up with the parent to ensure that the school is assessing all areas of concern. After the evaluations are completed, the team, including the parent/guardian and classroom teachers, will meet to review the results and determine if the student has a disability and is eligible for special education services. All assessments and eligibility determinations will be completed within the correct timelines as mandated by state and federal law and by appropriate personnel.

AdM is committed to a policy of inclusion with push-in services; general education teachers will co-teach with special education teachers to differentiate lessons and assignments using appropriate modifications or accommodations. Our focus on mastery of skills and deliberate practice will allow students with disabilities opportunities to gain success across all academic areas. Students will be able to focus in on areas where they struggle and achieve mastery before moving on, as well as demonstrate their strengths. Additionally, our teachers will be able to hone in on student weaknesses and address them before the gap grows larger.

A highly qualified special education teacher will provide services for students who require more intensive services in areas such as literacy and math outside of the general education classroom. Ideally, the special education teachers will be trained in intensive reading instructional programs such as Wilson or Orton-Gillingham. Additionally, related services such as counseling, Speech and Language, and PT/OT will also be available for those students who need such services. Assistive technology such as AlphaSmart keyboards, audio books, and ClaroRead will be used whenever appropriate to ensure that students are being assessed on their content knowledge without hindrance of their disability. Both special and general education teachers will use resources like the TAM Technology Fan from the Council of Exceptional Children or TechMatrix (<http://www.techmatrix.org>) to brainstorm appropriate assistive technology for individual students.

Special education teachers will be responsible for a caseload of students by grade level; they will track IEP progress, oversee and plan the annual review process and communicate with classroom teachers on a regular basis about IEP goals, student's accommodations, and 504 Accommodation plans. The Director of Student and Family Services will oversee and assess the implementation of special education services in the school. Special education teachers and the Director of Student and Family Services will be highly qualified and certified and licensed by the state.

Furthermore, as additional related service providers are hired (Speech and Language Pathologist, social worker, etc.), they will be appropriately licensed by the state and provide all services in the least restrictive environment possible and appropriate for students who need them.

The staff will stay apprised of all individual students' needs in weekly meetings and will strive to be proactive using RTI, particularly in the early grades, in addressing concerns before students are referred for special education evaluations. Grade-level team teachers will make adjustments in their classrooms for each individual student based on those weekly meetings and assess the impact of those adjustments together to determine the next course of action. When teacher actions fail to address the problem adequately, a meeting will be scheduled to discuss possible next steps including testing the student to determine if he or she is eligible for special education. Teachers will be trained in RTI and will receive other professional development related to working with students with disabilities on an as-needed basis. Additionally, through our partnership with Expeditionary Learning, our teachers will be able to take advantage of their professional development opportunities, such as Effective Differentiation in EL classrooms, Using Data to Inform Teaching and Learning, and Skillful Reading.

The special education program will be evaluated on an annual basis through parent surveys and by reviewing student achievement toward benchmarks, as well as their IEP goals. Additionally, we will establish a Special Education Parent Advisory Council, whose members will work closely with the Director of Student and Family Services on developing workshops and discussion groups on topics related to students with disabilities, as well as evaluating the special education programming at AdM.

✓ Indicate the special education staffing levels the school intends to provide by year for each of your school's first five years.

	Year 1 (K-2; 120 students)	Year 2 (K-4; 200 students)	Year 3 (K-5; 280 students)	Year 4 (K-6; 300 students)	Year 5 (K-7; 320 students)	Average Base Salary
Staff, Qualifications, Percentage of time	Director of Student and Family Services, Special Ed. Administrator, (80% Year 1, 100% Years 2-5)					\$55,000
	Special Education teacher; Licensed or highly qualified, 100%	Special Education teacher (grades 1 & 2); Special Education teacher (grades 3 & 4)	Special Education teacher (grades 1 & 2); Special Education teacher (grades 3 & 4); Special Education teacher (grades 5 & 6)	Special Education teacher (grades 1 & 2); Special Education teacher (grades 3 & 4); Special Education teacher (grades 5 & 6)	Special Education teacher (grades 1 & 2); Special Education teacher (grades 3 & 4); Special Education teacher (grades 5 & 6); Special Education teacher (grade 7)	\$47,000
			Speech and Language Pathologist; Licensed; 50%			\$50,000
			Social Worker/Counselor; Licensed; 50%			\$40,000

*Salaries reflect average base salaries, for information on salary increases, see Section 3 D

We will contract with Easter Seals of Massachusetts for speech and language needs in Years 1 and 2, as well as occupational therapy, if needed. Additionally, we will contract with an agency such as Psychiatric & Psychological Associates (located in New Bedford) for psychological testing for special education evaluations

✓ Explain how the school plans to deliver nutritional program services to students. What meals and/or snacks will be served and when. Propose a way in which you plan to administer the free and reduced lunch program.

AdM will provide lunch for all children as well as the opportunity to eat breakfast. AdM will participate in the federal free and reduced breakfast/lunch program and will comply with all regulations. We will contract with a local food vendor to provide these meals. The Office Manager will process all free and reduced lunch applications that are completed by families. The Office Manager will also work closely with the Nutrition, Health, and Safety division of the DESE to ensure compliance with the processing of applications, as well as other components of the food program such as the Wellness Plan. Students will be permitted to bring a healthy snack to be eaten mid-morning each day. The DSFS will ensure that snacks are available for those students whose parents are unable to provide them.

✓ Describe any ancillary and support services the proposed school expects to offer students and families

Alma del Mar will contract out with school psychologists, occupational therapists, physical therapists, and speech/language therapists to provide services to students as determined by their IEPs. Whenever possible, contracted services will be done with an individual who speaks the students' home language, especially if the student is identified as having a disability as well as being an English Language Learner.

Additionally, AdM will hire a part-time nurse (for the first two years of existence; expanding to full time by year 3) who will oversee all state mandated screenings as well as monitoring student immunization records and health needs. AdM's nurse (preferably bilingual), will serve as an intermediary between families and outside medical, dental and counseling services of the New Bedford community, providing references and support as needed. AdM will partner with a variety of agencies in order to provide ancillary and support services for students and families. We anticipate partnering with agencies such as Child and Family Services of New Bedford. Likewise we will engage supports with Big Brothers Big Sisters and the Caring Network, Community Connections (foster and homeless children), SMILES Mentoring, and New Bedford's Immigrants' Assistance Center.

3 A: Enrollment and recruitment

- ✓ Indicate in a table the number of students to be enrolled by grade each year over the five year term of the charter, as well as the maximum enrollment requested. Explain in detail your rationale for selecting the particular enrollment size for your school as well as the growth strategy you have developed.

AdM plans to open its doors to K - 2 in its first year and expand to middle school starting year 4. In years 5 and 6, AdM plans on adding two additional grades to its middle school classrooms. By concentrating efforts in the earlier grades first, AdM seeks to maximize the degree of educational continuity we provide to students. AdM purposely plans to ramp up its enrollment steadily but gradually over 6 years to maintain quality of staffing. Since we aim to have no more than 20 students per class, the gradual increase in student enrollment ensures that we do not overextend our staffing targets and are able to maintain a competitive application process for instructional staff. In addition, expanding no more than two grade levels annually ensures that we can build steadily to our curriculum while revising the existing curriculum. At full capacity, AdM seeks to have a student population of 360 students across 9 grade levels. To hold the school leadership team as well as Board of Trustees accountable for these enrollment targets, given some natural attrition due to some level of student relocation (we have assumed 5%), AdM seeks to reach the following target number of applications received:

Table 1: Enrollment targets, by year of operation

Year of operation	Y1	2	3	4	5	6
Grades served	K-2	K-4	K-5	K-6	K-7	K-8
Target number of students	120	200	240	280	320	360
Target number applications received	150	110	70	70	70	70
Applications accepted	120	86	50	52	54	56
Students advancing in grade from previous year		114	190	228	266	304
Total students	120	200	240	280	320	360

- ✓ Link enrollment and recruitment to the parental support you outlined in the Description of Community(ies) to be Served section of the application.
- ✓ Describe how the school will publicize its program to a broad cross-section of prospective students throughout the district(s) that the school plans to serve, including families that may be less informed about options.
- ✓ Tell how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.

In order to ensure recruitment success, Alma del Mar will launch outreach efforts across multiple channels and ensure that we draw an applicant pool representative of New Bedford's diverse population. To comprehensively reach all eligible students and add to our growing database of interested parents (over 150 so far), Alma del Mar will use a three-pronged outreach approach:

- Media
 - a. Standard Times advertising: pending application approval, AdM will post advertising in the city newspaper on a weekly basis prior to each of our lotteries.
 - b. Radio advertising: radio advertising campaign aired on English, Spanish and Portuguese radio stations
 - c. The AdM Website, which will be linked to the websites of various community organizations and AdM's Facebook page and can be accessed in all languages.
- Organizational outreach
 - a. We have reached out to these organizations, which span non-profit, faith-based, and government bodies:
 - Thy Kingdom Come Church (South End New Bedford, 100 families)
 - North Star Learning Centers (several locations serving hundreds of low-income families)
 - Salvation Army (Summer Block Party, over 200 people in attendance)
 - 3rd Eye Unlimited Hip-Hop Festival (New Bedford, over 1000 in attendance)

- Templo Renacimiento Cristiano (New Bedford, 15 families)
 - New Bedford Public Libraries (downtown New Bedford and South End New Bedford)
 - United Front Housing Project
- b. Here is a list of organizations we have already contacted and will continue to work with in coming months:
- New Bedford Community Connections (supports family welfare throughout the city by connecting hundreds of families with resources)
 - Immigrants Assistance Center (New Bedford, serves hundreds of immigrant families)
 - PACE Head Start New Bedford (serves over 350 low-income families throughout the city)
 - Positive Action Against Chemical Addiction, Inc. (PAACA)
 - Various other churches in New Bedford
 - Working Waterfront Festival (New Bedford, over 1000 in attendance)
- Community-based outreach:
 - a. Our Parent Brigade, made up of five parent volunteers, is working throughout New Bedford to inform parents about our proposed school and solicit input from members of the community. The Brigade includes individuals who speak Spanish, Cape Verdean Creole and Portuguese and has already done extensive outreach including:
 - Posting multilingual flyers on community bulletin boards at local businesses
 - Speaking with daycare and after school providers
 - Conducting door-to-door canvassing throughout the city to solicit input on and provide information about AdM
 - b. Our volunteers will also conduct extensive flyering in public spaces upon the granting of a charter, including the New Bedford Community Health Center, New Bedford City Hall, New Bedford Public Libraries, as well as various low-income housing complexes

In addition to widespread outreach, Alma del Mar attaches a high importance to understanding the needs of our students through parental involvement. To this end, we will hold a total of four information sessions in February and March. Families can express interest in a written application or one submitted on our website. Applications and contact information for interested families will be housed in an application database at our school site. As enrollment commences, we will also make an active attempt to expand AdM's Parent Brigade, creating opportunities for interested parents to continue involvement in the school in which their child is enrolled via various service, fundraising, and community outreach activities.

3 B: Capacity

✓ Describe briefly how the founding group came together to form this proposed school and why the group is united to establish the proposed charter school.

✓ Explain how often the group meets, how the planning and writing process is being executed, and identify who is the primary author of the prospectus.

Founding group members came together out of a shared desire to improve educational opportunities for students in New Bedford through the creation of an alternative K-8 charter school. The founding group formed in fall of 2009 and in the spring of 2010 divided into subgroups: the Design Team, the Founding Board and the Community Outreach Team. Resumes and personal statements of all Founding Group members are included as Attachment A.

Members of the **Design Team**, comprised of educators and a parent, met in person at least twice a month from February 2010 through June 2010 at public libraries and community centers; since then work has been conducted via phone and email. All members of the team discussed each section of the application before its writing and have contributed ongoing feedback. The group has also attended monthly workshops with the Massachusetts Center for Public Charter School Excellence (MCCPSE). As lead founder and primary author, Will Gardner has coordinated the work of this group, which communicates online and by phone between regular meetings. The **Founding Board** has strong ties to the New Bedford community and includes individuals with expertise in finance, management, public relations, strategic planning, education, law and community outreach. It has been meeting twice monthly since May 2010 in addition to communicating by phone and email. The Board has also conducted visits to high-performing schools in MA and RI, in order to better inform discussions of school design and accountability. In addition, Board

meetings (held at the Coalition for Buzzards Bay) have included presentations from Expeditionary Learning school designer Steven Levy, charter school finance and governance expert Tad Heuer, and John Tarvin, Executive Director of MCCPSE. In addition, our proposed Board members have met with current board members of high-performing charter schools. The Founding Board is responsible for reviewing and approving the work of the Design Team and for drafting the Governance, Management and Finance sections of the application. The Founding Board uses a wiki to organize shared work. A **Community Outreach Team** has done work to gain input from parents and community leaders, as well as to inform the public about the proposed charter school; this team has grown into the **Parent Brigade**. The group has participated in and held a number of community events throughout New Bedford and uses a website (www.almadelmar.org) along with Facebook and Twitter to inform and receive feedback.

✓ Summarize each founder's and/or proposed Board member's experience and qualifications briefly within the text of the document.

Hilary Bresnahan, EdM is a former classroom teacher with five years of experience in district and charter schools. She currently works in curriculum development with Harvard University, and as an educational consultant, working with higher education, urban districts and charter schools.

David Cabral, MBA, Founding Board is a Principal at Five Star Surgical and Five Star Manufacturing, growing businesses that make and refurbish surgical devices. David grew up in the New Bedford area and serves on the Boards of the Greater New Bedford Industrial Foundation and the Greater New Bedford Workforce Investment Board.

Karyn Campbell, CFA, Founding Board is the former managing director of Capital Advisors Group, Inc. and serves on the national board of directors for Citizen Schools.

Andrea Cebula has four years of experience as a curriculum consultant and four years experience in a low-income school. She is fluent in Portuguese and grew up in the Greater New Bedford area.

Betty Ann Dasher holds a BS in Education from Northeastern University. She has been working in both public and private schools for over seventeen years as a Speech Therapist and has six children in New Bedford schools.

Jean Fox, MBA, Founding Board has worked for the Greater New Bedford Workforce Initiative for the last three years as a Literacy Works Entrepreneur and Youth Council Development and is a member of the New Bedford Early Literacy Consortium.

William G Gardner, EdM, Founding Board (ex officio) has over 7 years experience working in high-needs schools, including two years management experience of a Citizen Schools after-school site in New Bedford. He has a Masters degree in School Leadership from Harvard University, Graduate School of Education and lives in Greater New Bedford.

Laura Gardner, MLIS is a National Board Certified librarian at Dartmouth Middle School with five years experience teaching in a school with a predominantly low-income student body. She lives in Greater New Bedford.

Amanda Glinsky, JD, Founding Board is a current resident of New Bedford. Amanda is an estates planning lawyer in New Bedford with experience in other areas such as real estate, general corporate representation, business litigation and trademark applications.

Guillermo Gonzalez, MD, Founding Board is a native of Puerto Rico and a current resident of New Bedford with over 30 years of experience as a psychiatrist. He currently runs a private practice in New Bedford and has served on the Education Committee for New Bedford's Master Plan and as a board member for the Community Health Foundation of Greater New Bedford.

Martha Kay, M.Ed., C.A.G.S., Founding Board has served as an administrator in New Bedford Public Schools for the past 20 years. Most recently, she has led Gomes Elementary School and the Ingraham Integrated Preschool Center. Martha brings a passion for improving educational outcomes for students in New Bedford, expertise in federal grant-writing and significant experience with serving English language learners.

AdM Proposed Board Member Qualifications							
	Education	Management	Finance	Development	Law	Service	Soul
David Cabral, MBA		x	x			x	x
Karyn Campbell, CFA	x	x	x	x		x	x
Jean Fox, MBA	x	x	x			x	x
Will Gardner, Med	x	x		x		x	x
Amanda Glinsky, JD			x		x	x	x
Guillermo Gonzalez, MD	x	x				x	x
Martha Kay, MEd, CAGS	x	x		x		x	x
Judith Li	x	x	x			x	x
David M. Prentiss, JD	x	x	x	x	x	x	x
Mark Rasmussen, MPP	x	x	x	x		x	x

Judith Li, Founding Board is currently a Director of Strategy at Teach For America, focusing on the organization's near- and long-term strategic planning. Prior to joining Teach for America, Judith was a management consultant at McKinsey and Company, where she spent several years working on strategic business planning and organizational structure/development for a wide span of different private sector organizations.

Ross Moran has worked for Citizen Schools and Positive Action Against Chemical Addiction (PAACA) in New Bedford for the past three years. He is currently a Campus Director for Citizen Schools in New Bedford. He has experience in community organizing, grant writing and public relations.

Hugh O'Mara has seven years experience teaching middle school math and science at the Global learning Charter Public School in New Bedford, where he was a founding teacher and is Math Department Chair. He has completed the Principal Licensure Program at UMass Dartmouth.

David M. Prentiss, JD, Founding Board is the CEO of the New Bedford Symphony Orchestra as well as a lecturer in Political Science at the University of Massachusetts in Dartmouth. He has served as the Executive Director of the Buttonwood Park Zoological Society as well as the Acting Dean of the Southern New England School of Law.

Mark Rasmussen, MPP, Founding Board has been President and Chief Executive Officer of The Coalition for Buzzards Bay, headquartered in New Bedford, since 1998. He is a graduate of Harvard University's Kennedy School of Government with a Masters in Public Administration and is a lifelong resident of Greater New Bedford.

Ellie Rounds, MEd, is the Dean of Special Education and Student Support at Neighborhood Charter School. She is currently pursuing an administrator license in special education.

✓ *If the founding group includes the proposed school leader (or any other position at the school), indicate the process used to determine that the individual is the best candidate for the position.*

The Board has identified the following qualifications as desirable in an Executive Director (ED):

- Dedication to Alma del Mar's mission
- The ability to lead and contribute to a high-performing team, along with strong communication and interpersonal skills.
- Proven effectiveness in leading teachers and students in under-resourced areas to high achievement
- The ability to align and manage both human and material resources toward achieving AdM's mission
- The ability to draw on resources outside of the school to strengthen it

In addition, we expect our Executive Director to demonstrate:

- **A Commitment to Service:** A strong sense of mission toward providing all students with the opportunity to achieve an excellent education. A sense of joy in working with diverse stakeholders toward a common goal.
- **A Commitment to Quality:** A belief that all staff and students can achieve at high levels given the proper support and an insistence that that all staff and students do their best work. The ability to respond to feedback with humility and to work to improve identified areas of weakness.
- **A Commitment to Accountability:** An outcomes-oriented approach toward school leadership and a sense of personal responsibility for the performance of all staff and students.
- **A Commitment to Integrity:** The willingness to do what is right even if it is not popular.
- **A Commitment to Persistence:** A willingness to go above and beyond to ensure the success of the school.

The Board will use these criteria to determine appropriate ongoing development and support for the ED.

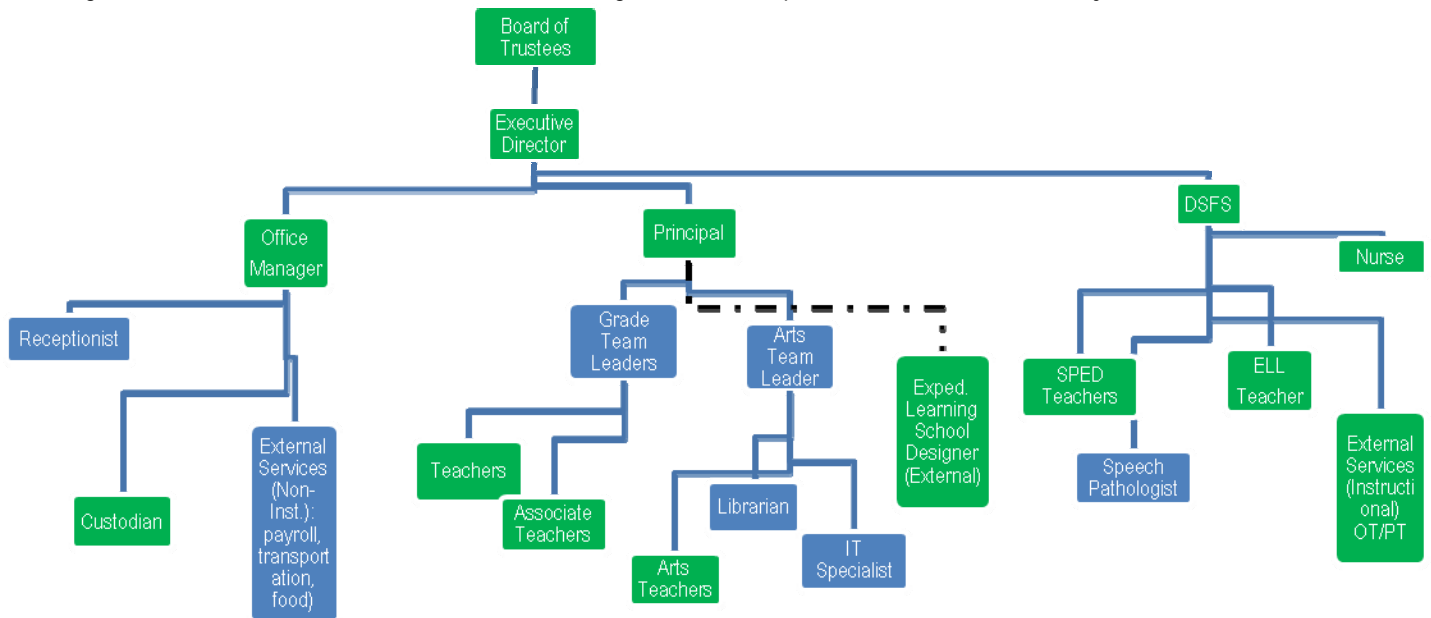
Upon the granting of a charter, the Founding Board intends to appoint Will Gardner as AdM's founding Executive Director. This decision is based on his passion for the school's mission, his experience leading students from low-income backgrounds to significant academic gains and his proven ability to bring together key stakeholders in order to make Alma del Mar a success. In his work as a teacher in high-poverty schools, as a Citizen Schools Campus Director and on behalf of Alma del Mar, Mr. Gardner has shown significant strength in assembling and leading diverse teams to accomplish ambitious goals. In addition, Mr. Gardner has built a powerful professional network that includes school leaders from successful charter schools throughout New England and in New York—many of whom have reviewed and contributed to this proposal. This fall and winter, Mr. Gardner continues to develop technical skills specific to the ED role working alongside school leaders of high-performing charter schools in MA and RI.

3 C: School Governance

(1) Governance Structure

a. Organizational Chart and Narrative

The School will be governed by the Board of Trustees (“the Board”) pursuant to the charter and applicable law. Within the governance framework, the Board will exercise its authority and meet its responsibilities utilizing nonprofit board best practices. The Executive Director will report to the Board and be responsible for the day-to-day operations and management of the School, as well as being the educational leader of the School. The AdM’s School Leadership Team (SLT) will report to the Executive Director. The remaining reporting relationships are outlined in the enclosed organizational chart, which describes our structure (green indicates positions included in our first year):



The Executive Director will oversee the management of AdM and report to the Board of Trustees. Duties to include:

- a. Representing the educational program staff to the Board
- b. Hiring, managing and developing the Principal and leading the SLT and Office Manager
- c. Overseeing AdM’s financial resources
- d. Establishing a school-wide culture aligned with AdM’s Mission
- e. Managing family and community relationships
- f. Managing school facilities planning and maintenance

The Principal will oversee the educational program of AdM and report to the Executive Director. Duties to include:

- a. Hiring, management and development of all instructional staff
- b. Selection, development and evaluation of curriculum
- c. Collecting, analyzing and reporting of academic data
- d. Responding to student behavioral management issues
- e. Selection and management of outside service providers related to instruction, including Expeditionary Learning School Designer

The Expeditionary Learning School Designer, though not a paid employee of the school, will report to and work closely with the Principal and all teachers to provide on-site coaching that includes:

- a. Leading staff training
- b. Coaching grade level teams
- c. Curriculum planning with teams and individual teachers
- d. Presenting to constituent groups about the school and the EL model

- e. Assessing and providing feedback on the school's implementation of the EL model

The Director of Student and Family Services oversees the identification and support of the individual needs of all AdM students. Duties to include:

- a. Management of the Special Education program, including the coordination of contracted student services like occupational, speech and behavioral therapy.
- b. Communicating with families to ensure that individual needs of all students are met
- c. Collecting, analyzing and reporting nonacademic data

The Office Manager will oversee and implement school operations and report to the ED. Duties to include:

- a. Tracking deposits and billing
- b. Working with a payroll services provider to manage payroll
- c. Managing student files
- d. Coordinating student transportation
- e. Managing the food services provider
- f. Managing contracted technology support

Teachers will be responsible for implementing the educational program and report to the Principal. Classroom teachers will work primarily in grade-level teams to support groups of students. Duties:

- a. Planning and implementation of academic program
- b. Maintaining family relations
- c. School-wide responsibilities, including planning Town Hall Meetings, contributing to site-based professional development and documenting student work and instructional best practices
- d. Mentoring Associate Teachers (voluntary)
- e. Leading after-school clubs and sports (voluntary)

Special Education Teachers will report to the Director of Student and Family Services and work with classroom teachers to implement the educational program as part of a grade level team, sharing the above listed duties of classroom teachers in addition to:

- Managing a caseload of students by grade level
- Tracking IEP progress and planning and overseeing the annual review process
- Communicating with classroom teachers on a regular basis about IEP goals, student's accommodations, and 504 Accommodation plans

Arts and Media Specialists (includes IT Specialist and Librarian) will report to the Principal and work to ensure that AdM students master essential Arts standards, both by leading school-wide instruction in the visual and performing arts, PE, technology and library skills and working with classroom teachers to integrate essential skills and content in these subjects into expeditions and other class work.

Associate Teachers will work with classroom teachers to implement the educational program as part of a grade level team. Associate teachers will not be responsible for lesson or long term planning, but may take on greater responsibilities as they gain experience. Associate teachers will report to the Principal and receive coaching from a mentor classroom teacher.

The Nurse will oversee the health and wellness needs of all students at AdM.

The Custodian will ensure that all spaces at AdM are safe, orderly and clean.

b. **School Partner**

The School plans to contract with Expeditionary Learning (EL) to provide program training and support for the expeditionary learning component of the School's curriculum.

Contact person: Mark Conrad

Phone number: 413-253-7707

Fax: 413-253-7708

Email: mconrad@elschools.org

EL works in urban, suburban and rural communities in over 165 schools in 29 states. EL programs are in elementary, middle and high schools in public schools, both district and charter, and independent schools. The premise of EL is that students are more motivated to learn and do their best work when they know their work is important. Students will experience this in learning expeditions: 6 - 12 week multidisciplinary investigations into compelling topics that target essential standards in ELA, social studies and science, in addition to the arts. Through expeditions, our students will engage in long-term, challenging, meaningful work and in so doing become their better selves. Expeditionary Learning is a school support organization with proven success serving students with backgrounds similar to those of our target population. EL will not be involved in the governance of the school.

The founders of Alma Del Mar Charter School have received direct support and assistance from Mark Conrad, EL Northeast Regional Director, and he will continue working with them as they progress through the charter application and development process. Prior to joining Expeditionary Learning's national staff, Mark was the founder and principal of The Crossroads School, an award-winning public charter school in Baltimore, Maryland. During his five years at Crossroads, the school was the highest performing 6-8 middle school in the district and became a national model for Expeditionary Learning, student-engaged assessment and data-driven leadership. Mark and other EL staff members will work closely with Alma Del Mar leaders to ensure that this success is replicated in New Bedford.

(2) Roles and Responsibilities

a. Roles and Responsibilities of the Board of Trustees

The school's trustees will serve as the guardians of AdM's mission and strategic vision, as well as the guarantors of AdM responsiveness to the needs of the community. Trustees serve as ambassadors of the school to ensure its strong connection to the community and are fiduciaries for AdM's financial integrity and sustainability. Trustees' expertise and experience will provide guidance and support to the Executive Director in the management of AdM. The trustees will also focus on the specific responsibilities outlined in the charter and applicable law: ensuring the faithfulness of AdM to its charter and compliance with all relevant regulations and law, ensuring the academic excellence of the school, and recruiting, supporting and evaluating the Executive Director. These roles and responsibilities are reflected in the committee structure established in the Board's by-laws.

b. The Board of Trustees' Relation to the School's Mission and Program

The trustees all care deeply about education and are united in their belief that educational excellence is possible and of vital importance in an urban setting. The trustees share a commitment to meeting the challenges of contemporary urban education with an approach rooted in common sense and solid research. Nearly all of the founding trustees have direct experience in education and community service in New Bedford. The Board is therefore well informed and well suited to guide and support the school's mission and program.

c. Criteria and Process for Choosing the Executive Director

The criteria that will be used to choose the Executive Director are as follows: (1) understanding of and commitment to the AdM mission and program; (2) understanding of and commitment to serving the New Bedford community; (3) knowledge of curriculum, instruction and school management; (4) knowledge of charter school best practices and Massachusetts and federal education requirements; (5) knowledge of nonprofit organizational best practices, especially in the areas of governance, personnel, finances and community relations and support; (6) strong and wise interpersonal and leadership skills; and (7) a deep passion for learning and teaching. Through its intensive work with Will Gardner over the last several months, the founding group believes that he strongly possesses the qualities noted above and intends to hire him as Executive Director.

d. Criteria and Process for Evaluate the Executive Director

The Executive Director (ED) will be evaluated on an annual basis by the Board and the evaluation will include input from all school constituencies, as well as a self-evaluation written by the ED. Relevant data such as student recruitment, retention, and academic performance will be incorporated in the evaluation process. In addition, the ED's

ability to embody the hiring criteria mentioned above will also be reflected in a formal evaluation. The process will result in specific feedback to the ED and the development of annual goals for improved performance.

e. **Roles of Board of Trustees and School Administration Relating to Curriculum, Personnel Decisions, Budget Allocation, and Vendor Selection**

The Board establishes curriculum goals and approves the curriculum, which is developed and implemented by the school administration. The Board establishes personnel policies, which are implemented by the school administration. The school administration develops an annual budget in consultation with the Board's finance committee, which is then presented to the Board for approval. The school administration is responsible for implementing the budget subject to the financial controls and oversight of the Board. Vendor selection is made by the school administration. When voting on financial matters, the board will follow M.G.L. Chapter 268A and M.G.L. Chapter 71, §89(v) conflict of interest laws and disclosures which restrict public officials and employees from taking advantage of their position to gain improper benefits for themselves, relatives, their associates, or their friends.

f. **Ex-officio Members of the Board of Trustees**

The Executive Director will be a non-voting, ex-officio member of the Board of Trustees. Other members of the school's constituency may be invited to serve on committees and task forces as non-voting, ex-officio members.

g. **Board of Trustees' Chairperson Job Description**

The Chairperson works closely with the ED and other members of the Board of Trustees to advance the mission of the school. The Chairperson and Executive Director work closely together to support and facilitate the work of the Board of Trustees. The Chairperson presides at all meetings of the Board of Trustees. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director and informed by state laws, sets the agenda for all meetings and conducts meetings in an orderly, thorough, fair, and proper fashion so as to encourage full discussion and proper action by the Board on all issues to be decided. The Chairperson, with the advice and counsel of other members of the Board and the Executive Director, appoints committee chairs and members. The governance committee is responsible for nominating the Chairperson and other officers. The committee consults with other board members, the Executive Director, and other members of the school's constituency, as needed, to evaluate the Chairperson and to facilitate the succession of the office.

(3) **Policy Development**

a. **Bylaws:** See Appendix C

b. **Policy and Decision-Making Process**

The identification of issues that need to be addressed will come from a variety of sources: trustees, school administration, the Parent and SPED Parent Advisory Councils and other school constituencies. In keeping with our school-wide belief that frequent, **targeted feedback improves performance**, the school will actively seek input from all constituents when setting policy. This will be done by inviting representatives of the Parent And SPED Parent Advisory Councils or other relevant groups to discuss key issues at Board Meetings. When the Board determines that an issue needs to be addressed, it will first decide how best to process the issue. As appropriate, it will be referred to a Board committee, to school administration, or to an appropriately constituted task force. The process will then examine what data, constituency input, information, guidance and expertise may be needed to be properly informed about the issue. The School will make ample use of research, the experience of other schools, and the advice and experiences of peers in the education field. The recommendations which result from the process will then be presented to the Board for discussion and decision.

The adoption of the bylaws illustrates this approach to policy and decision-making and mirrors the process of creating high-quality work in the classroom. The founding group assigned the responsibility for drafting bylaws to a proposed board member with extensive legal experience. Prior to drafting the bylaws, the group built background knowledge by collecting samples of bylaws from other schools, consulting the Massachusetts DESE guidelines on charter school governance and bylaws, and draw on their own extensive experience in nonprofit governance. During a workshop

conducted by the proposed board's legal counsel, the board outlined key criteria for Alma del Mar's bylaws, providing guidance for the writer and framing later discussions of drafts. Once drafted, the bylaws were sent to both our attorney and to other outside experts for feedback. A second draft was then sent to the founding group for review and a presentation of the final draft was made at a proposed founding board meeting where remaining issues were discussed and resolved and the resulting version of the bylaws was approved.

c. Plan for Seeking Feedback from School Constituencies When Setting Policy

Depending on the nature of the issue being addressed, constituency input may be sought at the beginning, middle or near the end of the process, or some combination thereof. Feedback may be sought through a forum, through small group or individual meetings, through surveys, and other such means as is appropriate to the issue. In addition to these formal practices, the welcoming and open culture of the school will encourage robust and collaborative-inspired discussions in the school community.

d. Legal Counsel and Independent Auditor

The school's legal counsel is Tad Heuer of Foley Hoag, LLP (Appendix H). Mr. Heuer has conducted a school governance workshop with our Founding Board and continues to advise the group on effective governance and startup procedures. He has extensive experience guiding clients in matters of effective governance as well as real estate and permitting. An independent auditor has not yet been retained, but members of the Founding Board are familiar with many potential firms and are considering Burke and Lamb, Tofias, & Adamowski. They will be referred to the finance committee, who will recommend an auditor to the Board for approval.

(4) Board Development

a. Orientation Process for New Board Members

The orientation process will build on the information and activities that will take place as part of the nomination process. In the nomination process for new trustees, prospective trustees will meet with members of the governance committee, the board chair, and the Executive Director. They will tour the school and meet teachers, other staff and students. They will be given an overview of charter public schools in Massachusetts, the charter, mission, history, and programs of Alma del Mar, and a full briefing on the role and expectations for AdM trustees, including the school's conflict of interest policy and state ethics guidelines. This process will ensure that prospective trustees are well-informed about the school and trustee governance before being nominated. Upon joining the board, the new trustee will meet with the chair of the governance committee and the Executive Director to review the school's Board Policy and Procedure Manual, which will contain the bylaws, mission, organizational chart and key personnel job descriptions, an overview of the role of trustees and the board, guidance on state ethics issues relating to charter school trustees, a statement of board development principles (see below), and the policies and procedures of the Board. New trustees will also be given a copy of the Massachusetts DESE's Charter School Administrative and Governance Guide. The part of the guide concerning the responsibilities of trustees and the board as a whole will be specifically reviewed with the new trustee. The most recent audited financial statements, the current operating budget, and the most recent monthly financial statements will be reviewed with the new trustee. The new trustee will also be briefed on any special projects, issues or priorities relating to the school.

b. Process for Board Evaluation and Development

The governance committee will be responsible for the evaluation of trustees and the Board, as well as board development. The Board may retain a governance consultant to assist in this area. On an annual basis, the governance committee will meet with the Board Chairperson and Executive Director to evaluate trustees and the overall work of the Board, rooting their analysis in the school's accountability plan. If issues arise regarding the performance of a trustee, the group will determine the best approach to addressing the issue and the board chair and/or governance committee chair will carry out the approach agreed upon. The governance committee will draft a report evaluating the overall work of the Board each year and present it to the Board for comment and discussion. Based on this report, the Board will establish performance goals for itself for the coming year. Those goals will include development goals to ensure the best composition of the Board, and to ensure that the trustees possess the necessary competencies to govern AdM and achieve its mission at the highest possible level.

c. Recruitment, Selection, and Development Plans for Board Members

The founding group has ongoing discussions regarding the development of the Board and its recruitment needs. These discussions will continue and be formalized in an annual review of Board capacity and needs conducted by the governance committee (as part of its annual evaluation of trustees and the Board as a whole). Based upon this assessment, recruitment plans will be determined each year, as needed.

The founding group has adopted a statement of Board development principles based on the School's Five Commitments of Service, Quality, Accountability, Integrity and Persistence. As stated earlier, the Five Commitments are the foundation of AdM's culture and establish expectations for all segments of the community. For the Board of Trustees, this means that that the Board will

- (1) Be rooted in and reflect the community it serves;
- (2) Contain a wide range of expertise and experience relevant to charter school and nonprofit governance;
- (3) Champion the cause of, and set an example of, **community service**;
- (4) Value and celebrate academic achievement, **quality** work, independent thinking, the joy of learning, and the opportunity that education brings;
- (5) Hold itself and all segments of the School's community **accountable** for the outcomes for which each is responsible;
- (6) Carry out its responsibilities with **integrity**; and
- (7) Embody a culture of mutual respect, reasoned discourse, **persistence** and teamwork.

3 D: Management

(1) Management Structure

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

See organizational chart in Section 3 C. The founding group looked across four major organizational options based on existing charter schools in order to find a best-fit organizational model. AdM will be led by an Executive Director (ED) that serves as a single point of contact between school staff and Board of Directors in order to facilitate clear lines of communication and efficient decision-making. The ED will have three direct reports: the Principal (instructional lead), Director of Student and Family Services (DSFS), and Office Manager; a functional split that allows AdM to better scale up staffing as the number of students and grade levels increases in the first five years of operations. As AdM grows in size, the capacity needed for these three functions will grow as well. The Principal, DSFS, and Office Manager will eventually build teams that are sized appropriately to the school's functional needs.

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

Because AdM's Mission is twofold: 1) putting students on a **college trajectory** and 2) creating **service-oriented leaders**, the ED will hold primary responsibility towards ensuring that AdM meets both these aims, reporting progress against the five-year accountability plan (see Section 4 B) to the Board. The ED will, in addition, hold his/her entire School Leadership Team accountable for yearly benchmarks toward accountability goals. There are three reports to ED:

- The **Principal** will be the primary steward of our curriculum and instruction, responsible for ensuring that both fit to our educational philosophy and organizational goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that will be set by the board with input from the Instructional Leadership Team. Day-to-day decisions regarding curriculum and instruction will be made by the Principal.
- The **Director of Student and Family Services (DSFS)** will ensure that students are supported in their individual needs and challenged to be service-oriented leaders. The DSFS will oversee AdM's SPED and ELL services in addition to managing community partnerships and family communication.
- The **Office Manager** will oversee daily operations, allowing the Principal to dedicate all of his/her time towards developing instruction. He/she will report to the ED and will oversee daily financial tasks like payroll, billing and deposits, and be trained and supported by Accounting Management Solutions (AMS), a nonprofit

financial management services firm specializing in MA charter schools, who will ensure that proper financial controls are in place prior to opening the school.

Because building a rigorous curriculum that both puts students on a college trajectory and cultivates them to be service-oriented leaders is especially critical to AdM's mission, the ED will further convene an **Instructional Leadership Team (ILT)** made up of the Principal, consultants from Expeditionary Learning (EL), and teachers of each content area. The ILT will meet at least twice monthly. While day-to-day decisions can be made directly by the Principal and DSFS, larger decisions, like deciding on whether to purchase a particular curriculum series will be decided by the ILT as a whole.

Fiscal planning and longer-term organizational viability will be a joint responsibility of the ED and Board of Trustees. The ED will work with the Board of Trustees to prepare an annual budget, and with AMS to conduct an internal audit of how well funds were sourced and allocated in the previous school year. In addition, the ED will work with the Board of Trustees to complete a strategic planning process in advance of each charter's renewal outlining major initiatives toward achieving the goals outlined in the accountability plan submitted to the DESE.

(2) Roles and Responsibilities

- ✓ *Describe the roles and responsibilities of the school's leader and other administrative staff.*
- ✓ *Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.*

The ED and his/her School Leadership Team will be jointly responsible for the ultimate success of AdM and will have to work together closely as a team on a day-to-day basis, but each will have specific responsibilities, with minimal overlap that ensures clear accountability. See Section 3 C.

(3) Policy Development and Implementation: See Appendix D

(4) Educational Leadership

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

The development of the educational content of the school will be carried out by the ILT alongside consultants from Expeditionary Learning (EL). The overall supervision, coordination and ongoing assessment of the ILT and educational program will be the responsibility of the Principal. Depending on how early we are able to hire our Principal, for the opening year this group may initially consist of members of the Design Team, as well as short-term experts brought on specifically for the purpose of program design. Like our students, AdM's teachers will receive frequent, targeted feedback on their performance from both independent sources and peers. Teachers will receive an in-depth observation from the Principal and receive feedback on instructional practice on a weekly basis. In addition, members of the ILT and additional teachers will conduct monthly Professional Rounds to target particular school-wide areas for improvement. As a member of the ILT and an additional support for teachers, our EL School Designer will be on site at least twice monthly to provide feedback to and professional development for the faculty and administration regarding the school's implementation of the EL Core Practice Benchmarks (Appendices I, J and M). In addition to on- and off-site professional development provided by EL, the Principal will implement targeted individual and school-wide professional development aligned toward yearly student achievement benchmarks. Coordination of the academic program will occur through:

- Weekly all-staff meetings that serve the dual purpose of monitoring our teachers' progress with students and ensuring that the level of staff satisfaction and opportunities for growth remain high
- Biweekly grade-level instructional leadership team meetings focused on evaluating and improving the curriculum
- Monthly instructional leadership meetings in which data, including that collected during Rounds, is reviewed in order to monitor progress against grade- and subject-level benchmarks.

Our operations will be aligned to support high student achievement in the following ways:

- 1) The inclusion of the DSFS role in our structure ensures that the individual needs of all of our students, including those with SPED and ELL needs, are identified proactively and met promptly. The work of the DSFS will ensure that all students succeed to the best of their abilities. The DSFS is also charged with liaising with parents and families, he/she will also ensure that, to the best of its ability, AdM's instructional model works in harmony with the special situations that students may face in their home lives should any arise.

2) The inclusion of the role of Office Manager, who will oversee the day to day operations of the school, will, coupled with the work of the DSFS, give the Principal the capacity to focus almost exclusively on observing, coaching and developing teachers. The Office Manager will, in addition, check in with instructional staff each morning and make adjustments as needed to the daily class schedule and operations based on staff feedback on classroom and student needs. As the hiring manager for nonacademic school staff, the Office Manager will ensure that all adults who work in the building are dedicated to positive youth development in addition to possessing relevant experience and expertise. In addition, the Office Manager will ensure that daily instructional time is protected from needless disruption, limiting use of the school-wide intercom system to emergencies and ensuring the communication of essential information to teachers at appropriate times.

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

Our ideal instructional leader (Principal) will have the following qualifications and attributes:

- At least 3 years teaching experience and at least 2 years in an instructional leadership role
- A high level of personal organization
- The ability to effectively design and implement school-wide systems
- Experience designing, implementing and revising standards-based curricula
- Experience hiring, mentoring, supervising and evaluating instructional staff
- Entrepreneurial experience of some sort
- Experience with collaborative/team-based decision-making
- Experience with Expeditionary Learning a plus

The Principal will also be expected to demonstrate AdM's Five Commitments in the following ways:

- **A Commitment to Service:** A strong sense of mission toward providing all students with the opportunity to achieve an excellent education. A sense of joy in working with diverse stakeholders toward a common goal.
- **A Commitment to Quality:** A record of leading elementary students from low-income backgrounds to academic success and the belief that all students can achieve at high levels given the proper support. Proven success in leading students to do high-quality work
- **A Commitment to Accountability:** An outcomes-oriented approach toward school leadership and a sense of personal responsibility for school, teacher and student performance.
- **A Commitment to Integrity:** The ability to effectively analyze classroom instruction and give high-leverage feedback to teachers about instructional practice. The ability to identify personal areas of growth and work toward improving them. The ability to lead and contribute to a high-performing team, along with strong communication and interpersonal skills
- **A Commitment to Persistence:** A willingness to go above and beyond to ensure a successful startup and the willingness and resources to seek help from outside of the organization to meet critical needs.

(5) Human Resources

✓ Please provide a staffing chart and narrative staffing plan, for each year of the proposed charter school within the five year term of the charter.

Staffing Chart						
		Year 1	Year 2	Year 3	Year 4	Year 5
Grades		K-2	K-4	K-5	K-6	K-7
Administrative: (Professional)	Executive Director	1	1	1	1	1
Administrative: (Support/Clerical)	Office Manager	1	1	1	1	1
	Receptionist				1	2
Instructional: Teachers	Classroom Teachers K-5	6	10	12	12	12
	Social Studies (6-8)					1
	English (6-8)				1	1
	Math (6-8)				1	1
	Science (6-8)					1
	Foreign Language (6-8)					1
	Total Classroom Teacher	6	10	12	14	17
	SPED Teacher	1	2	3	3	4
	ELL Teacher	.5	1	2	3	3
	Associate Teacher (1/Grade, K-4)	3	5	5	5	5
	Arts/Media Specialist	2	5	5	5	6
Instructional: Other (Professional)	Principal	1	1	1	1	1
	Director of Student/Family Services	.8	1	1	1	1
	Speech & Language Pathologist			.5	.8	.8
Other Student Services	Nurse	.5	.5	1	1	1
	Counselor			.5	.8	.8
Operation and Maintenance of Plant	Custodian	1	1	1	2	3

Process of determining job positions, roles, and responsibilities:

Our initial staffing plan (left) is based on both our programmatic needs and the structure of a number of high-performing charter schools. A plan for school staffing, in addition to roles and responsibilities, will be revised each year by the ED in consultation with the School Leadership Team and the Instructional Leadership team and submitted to the Board for approval before the start of each school year.

Administrative Staffing Plan

Schools that open with only one top administrator are often limited in the amount of time that individual has to devote to the academic program amid the challenges of startup operations. With this in mind, we plan to open with three top administrators (the ED, the Principal and the Director of Student and Family Support), allowing the Principal to focus almost exclusively on implementing our ambitious academic program. As we grow to full capacity over six years, we will add additional administrators to take on growing operational and development responsibilities. See Section 2 F for details on our special student support staffing.

Instructional Staffing Plan

We will hire two homeroom teachers in each of the lower grades (K-5) in addition to 1 associate teacher for each grade K-4. As

indicated in Section 2 E, one homeroom teacher in each grade will be the lead for balanced literacy instruction while the other will be the lead for math. In addition, both homeroom teachers will teach to targeted standards in ELA, social studies and science through expeditions and other curricula. Associate teachers will teach small literacy groups during Integrated Literacy 1 and team teach alongside homeroom teachers during Integrated Literacy 2, gradually taking on greater responsibility within the grade-level team as they gain experience. In grades 6-8 we will hire 2 social studies, English, math and science teachers who will each take responsibility for 3 sections.

- ✓ Describe the school's plan for staff recruitment, advancement, and retention.
- ✓ Explain the school's working conditions and compensation package(s) that will attract highly qualified staff.

Staff Recruitment: Staff will be recruited through notices in education publications, on popular job boards, job fairs and word of mouth. The Founding Group will leverage its connections with networks like Expeditionary Learning, Teach for America Alumni, the Harvard Graduate School of Education and Citizen Schools to recruit outstanding candidates. In addition, we plan to work with alternative teacher preparation programs like Teacher U, the MATCH Teacher Training program and Teach for America to provide us with effective novice and associate teachers. We will conduct an initial phone interview of desirable applicants, scoring them on a rubric. Candidates who score sufficiently well will be invited to submit both a video of themselves teaching (preferably in a real classroom setting) and an

expedition outline and sample lesson plan based on a group of essential standards. Finalists will be asked to attend an interview, in which they will take part in a critique of their plans and model lesson.

Staff Advancement and Retention: Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at AdM because they will be able to grow professionally each year and because they will be part of a high-performing and “soulful” team. For our novice associate teachers, we will provide the mentoring, coaching and support they need to become effective teachers. By providing for the development of new teachers within our school, we will ensure a growing pipeline of talent for our educational program. Associate teachers with two years of experience may apply for full teacher positions and may receive starting compensation higher than that of other new hires. All teachers at AdM will have one-year contracts; raises will be informed by performance and the school’s ability to fund them. Pay increases will not be automatically awarded for attaining additional degrees, however the school may provide financial support and increases to teachers pursuing Special Education, ELL, SEI certification or other relevant training. Teachers whose performance is unsatisfactory over the course of the year will not be rehired. Teachers who wish to be mentors to other teachers, athletic coaches and club leaders may volunteer to do so, though AdM will respect the needs of teachers who do not wish to take on additional responsibilities outside of the classroom. AdM will also work to retain effective teachers who wish to start families or pursue further education by arranging for job-sharing and transitions to part-time positions when possible.

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

We plan to offer an average starting salary of \$47,000 for experienced full-time teachers and \$35,000 for associate teachers. These salaries are competitive with area charter and district schools. Faculty and administration evaluations will be centered on the process of critique and will incorporate multiple sources of data to ensure a more accurate appraisal of performance. Faculty will be formally evaluated twice each year by the Principal. This evaluation will be developed by the Principal and reviewed by the Faculty and ED before being presented to the Board for approval. The Principal will design an evaluation tool that includes:

- student achievement data (i.e. % mastery of essential standards, DRA-2 growth)
- observation data from multiple lesson observations
- parent and student survey data
- feedback from grade-level and subject area colleagues (mid-year)

Teachers will be given this report and asked to write a short reflection on their performance based on this data prior to having a mid-year and year-end evaluation conference with the Principal. Concrete next steps for the growth of each teacher’s practice will be drafted in each conference and documented in the evaluation report. In addition, grade-level teams will be asked to conduct both a mid-year and end of year review of their performance as a team and will be asked to share their findings with the rest of the school.

Administrators will be formally evaluated twice a year by the ED, who will develop an evaluation tool that will be rooted in school-wide accountability goals and tailored to each administrator’s role. This document will be reviewed by each administrator prior to the start of the year, allowing for input on individual growth targets and goals.

Administrative evaluations will include:

- school-wide student achievement data
- parent, student and teacher survey data
- feedback from School Leadership Team colleagues (mid-year)

Administrators will be given this report and asked to write a short reflection on their performance based on this data prior to having a mid-year and year-end evaluation conference with the ED. Concrete next steps for the growth of each administrator’s practice will be drafted in each conference and documented in the evaluation report. Like the grade-level teams, the School Leadership Team (Year 1: ED, Principal and DSFS) will conduct a structured review of their team’s performance and report their findings to the larger school community.

✓ *Describe plans for teachers, administrators, and other school staff to engage in professional development activities.*

Teachers at AdM will engage in powerful professional development that is embedded in their work in the classroom. They will receive frequent, targeted feedback from both the Principal and their peers, in addition to the EL school designer. This feedback will be based on data collected during peer and Principal observations. In addition, regular

opportunities to analyze student data and work samples with colleagues will lead to the professional growth of all teacher team members. Faculty will also engage in training on specific classroom practices. Much of this training will be offered through Expeditionary Learning, such as:

- **Primary Institute:** Creating effective structures, culture and curriculum for primary EL classrooms (7/18/11 – 7/22/11) (for teachers)
- **The Founding of a Nation Learning Expedition for Educators** (8/1/11 – 8/5/11) (for teachers)
- **EL School Leadership Teams: Effective implementation of the EL design** (7/22-7/24/11) (for administrators)
- **Instructional Coaching for Leaders** (6/28-6/30/11) (for administrators)

Alma Days workshops will be held at the end of the summer, as well. Other professional development opportunities, planned by the Principal, may involve outside trainers and will include training in specific areas like SDAIE and RTI. Administrators at AdM will likewise receive frequent, targeted feedback on their performance during monthly check-ins with the ED and the use of peer coaching protocols during regular team meetings. Along with members of the Faculty, AdM administrators will conduct excellent school visits to learn from the best practices of other schools. These visits may include EL Site Seminars, 2-3 day visits to highly effective EL schools, or visits to other high-performing charters that excel in specific practices (i.e. Edward Brooke Charter in Roslindale for balanced literacy, Paul Cuffee Charter School in Providence, RI for Responsive Classroom techniques).

- ✓ *Describe the qualifications and attributes of an ideal teacher for the proposed school.*

An ideal AdM teacher will have the following qualifications and attributes:

- At least 2 years of teaching experience (unless applying for associate teacher)
- Ability to differentiate instruction to meet the needs of a diverse student population
- A high level of personal organization
- Experience designing, implementing and revising standards-based curricula
- Experience with Expeditionary Learning a plus

As well as:

- **A Commitment to Service:** A strong sense of mission toward providing all students with the opportunity to achieve an excellent education. A sense of joy in working with diverse stakeholders toward a common goal.
- **A Commitment to Quality:** A record of leading elementary students from low-income backgrounds to academic success and the belief that all students can achieve at high levels given the proper support. Proven success in leading students to do high-quality work.
- **A Commitment to Accountability:** An outcomes-oriented approach toward instructional leadership and a sense of personal responsibility for student performance.
- **A Commitment to Integrity:** The ability to effectively analyze and reflect on personal classroom instruction and respond to feedback on performance. The ability to lead and contribute to a culturally diverse, high-performing team, along with strong communication and interpersonal skills.
- **A Commitment to Persistence:** A willingness to go above and beyond to ensure a successful startup and the willingness and resources to seek help from outside of the organization to meet critical needs.

- ✓ *Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (lunch duty, dismissal, advisory group, after-school program).*

AdM teachers will arrive at school no later than 7:30 a.m. and will generally leave school around 3:45 p.m. A week of work for a typical AdM teacher (as described in section 2 D) might include the following:

- 25.5 classroom hours/week with students
- 1 hr. 15 min./week dismissal time
- 40 minutes/week rotating Greeting/Breakfast Duty (twice/week)
- 45 min./week supervising recess/lunch (once/week)
- Optional 2 hours/week leading a club or sport

E. Facilities and Student Transportation

The school must provide facilities and transportation that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs. When describing plans for school facilities and student transportation, applicant groups should:

- ✓ Describe the process for identifying viable options for a facility for this school and any sites already identified. Explain why these sites were chosen as possibilities. If a specific facility has not been determined, describe the applicant group's plan for identifying possible locations, choosing one, securing all necessary local building approvals for use of the facility as a charter school, and securing financing.
- ✓ If possible, provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.

Site Selection Process

Projected Facilities Needs		
Year	1	5
Total Students	120	360
Total Homerooms	6	18
Classrooms		
Classrooms	6	18
Classrooms, SF each	750	750
Small Group Rooms	2	4
Small Group Rooms, SF each	400	400
Media/Arts Rooms	1	5
Media/Arts Rooms, SF each	750	750
Total Classrooms SF	6050	18850
Offices		
Number of Offices	3	6
Offices, SF each	250	250
Total Offices, SF	750	1500
Common Areas		
Teacher Workroom	750	1500
Kitchen	700	700
Main Room/Dining	1,500	1,500
Gym		2,000
Hallways, bathrooms	2,700	8,100
Parent Resource Room	500	500
Library		1,000
Total SF	12950	35650
Mission-Based Criteria		
<ul style="list-style-type: none"> • Available for occupancy by September 2011 • Proximity to Harbor • Outdoor Space • Proximity to Educational Partners (service/college/expeditions) • Proximity to Synergistic Use (daycare/health/special needs) • Proximity to Downtown • Access to Public Transportation • Proximity to Targeted Population (low-income) 		

Led by our facilities lead, Mark Rasmussen, our Founding Board began the site selection process by identifying our key space needs as dictated by our educational program, as well as a set of optimal, mission-driven criteria for our site (see chart). Using these guiding criteria, we are extremely fortunate to have the help of commercial real estate broker Jeff Pontiff, who is assisting us in identifying potential sites and evaluating the market. At present, we have identified at least 3 sites which would be suitable locations for our first 2-3 years, one of which is described below. Upon receiving a charter, we are prepared to submit a written Request for Proposals based on these criteria to both the Central Register and the South Coast Standard Times in order to identify the best possible lease arrangement. While we will continue to evaluate potential locations, submitting an RFP and taking stock of the responses will ensure that we receive the best possible deal on our facilities, maximizing the resources we have to allocate to our educational program. Likewise, in the event we decide to do significant renovations to a site, we will put this work out to bid, ensuring compliance with laws and regulations governing public construction bidding, designer selection bidding, and fair wage statutes.

To prepare for this process, our proposed Executive Director has enrolled in the Inspector General's upcoming Charter School Procurement Seminar. Our Facilities Committee Chairman will work with our Executive Director to ensure that inspections are scheduled with enough time to submit a Certificate of Occupancy, Fire Inspection Certificate, Building Safety Inspection Certificate, Health Inspection and Asbestos and Lead Paint Report to the Charter School Office by August 1.

Description of One Potential Facility

This available site, the former site of an environmental education nonprofit, would meet our space needs (with modification) through our third year and has a number of key features that make it an ideal space for AdM. The site is directly on the Acushnet River, allowing

views of this waterway and its myriad wildlife from the green space behind it. Just north of downtown, this facility is within walking distance of several vibrant low-income neighborhoods, including an established Portuguese-American and a growing South American community. The site is accessible by local bus routes. The front building consists of recently updated office and classroom space on three floors. It has 7 rooms (each approx. 700 sq. ft) useable for classrooms, in addition to 2 small group rooms, an entry foyer and a divisible office. A large room on the third floor, recently renovated as a gallery/gathering space, is a suitable cafeteria/Town Hall space for our first year. The first floor is fully accessible and has an ADA compliant restroom. Attached to the front building is a large gymnasium, which is large enough to hold 4 classrooms in addition to a cafetorium in future years.

- ✓ *Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school's needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements. Please be aware that Commonwealth charter schools may take out loans, but the loan may not extend beyond the term of the charter. Please see M.G.L. c. 71, § 89(k) (6), found in Appendix A.*

Financing Plans and Proposed Budget The owner of the facility described above has provided a detailed quote for leasing this site, which we would be pleased to provide to the Department upon request. As explained above, we will be submitting a written Request for Proposals (based on our mission-based criteria) to both the Central Register and the South Coast Standard Times in order to identify the best possible lease arrangement — one that meets our mission-based criteria while remaining financially feasible within our budget.

We have also consulted with two school architects and a design/build firm regarding the types of improvements and renovations that would most likely be required for any non-“turnkey” facility that we may choose to lease. These discussions have provided us with a general understanding of the costs and timelines involved for a range of potential renovation options that we may choose to pursue, depending on the initial suitability of the facility selected and our budgetary constraints. We believe that the most likely necessary improvements would include minor renovations (prior to taking occupancy) to ensure ADA accessibility, and gradual renovations during each of the first two to three years to create additional classroom space as our enrollment increases.

- ✓ *Describe how transportation services will be provided to eligible students.*
- ✓ *Explain how students who are physically challenged will be transported and how students, staff, parents and the general public who are physically challenged will have access to the school facility in accordance with state and federal law.*

Alma del Mar administration will work closely through the district to arrange transportation for AdM students. Eligible AdM students will be provided transportation equivalent to that provided to students attending district schools in New Bedford. AdM administration and staff will ensure access, services and accommodations for families' full participation in the educational program. Special Needs students, who are physically challenged, will be given access to transportation on handicapped equipped vans and busses. Students residing within the school's 2 mile radius may be offered school district's transportation through the purchase of student bus tickets. In addition, we will work closely with parents to arrange car pools and the use of public transportation if possible. Transportation and necessary facility modifications will comply with current state and federal laws as well as ADA guidelines.

3 F: School Finances

- ✓ *Explain the structure and process for managing the school's finances. Who is responsible and what are his/her qualifications?*
- ✓ *Describe how the school will track finances in its daily business operations in order to maintain needed cash flow.*

The Executive Director will be responsible for managing the school's finances. Our proposed Executive Director has experience managing the budget of a nonprofit, as well as experience writing and overseeing grants. In addition, he has received training in Nonprofit and Government Financial Management as part of the Harvard School Leadership program. During the pre-operational period, he will work with both the Finance Committee of the Board and Accounting Management Solutions (AMS) to develop a chart of accounts and document financial management policies that provide appropriate controls and ensure legal compliance. These policies will be reviewed and approved by the Board, along with the Board's attorney, prior to the start of the school year. The Office Manager will be responsible for daily billing, deposits and payroll, using Quickbooks or similar software to track school finances. The Office Manager will receive on-site support from AMS and a payroll service provider like HR Knowledge and report on the school's financial status to the ED on a daily basis. The ED will ensure that entries into the general ledger are made in a timely manner along with support documentation and that an audit trail is maintained by the use of reference codes.

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

To remain informed of the school's financial position, the Board will employ the following fiscal controls and financial management policies:

- The Chairman of the Finance Committee will review all financial reports prior to all Board meetings.
- The Board will ensure that a yearly budget, along with a cash flow projection and a capital budget, is submitted and approved by the end of April. The Board may request a revised budget in December.
- The Board will review the school's budget-to-actual and cash-flow statements on a monthly basis.

- The Board will ensure that the school maintains its accounting records and related financial reports on the accrual basis of accounting.
- The Board will contract annually to conduct an audit of the school's financial statements in accordance with generally accepted auditing standards.
- The Board will request and review a physical inventory of all property in the schools possession or control on an annual basis, comparing it with a detailed fixed asset subsidiary ledger.
- The Board will ensure that accounting policies and financial reporting adopted are consistent with the special purpose governmental entity requirements of the Governmental Accounting Standards Board (GASB), applying the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.
- The Board will ensure appropriate record retention and disposal as required by official school policy and by the U.S. Office of Management and Budget (for records supporting federal contracts).

Budget development process: This budget (Appendix B) was developed with the goal of aligning our resource allocation with **mission-based priorities**. In constructing the budget we began by making **conservative assumptions of revenue** and allocating similarly conservative expenditure amounts to all of the activities outlined in this application. In order to ensure realistic projections, we reviewed the financial data of several similar charter schools and consulted with Bill Manburg of Accounting Management Solutions (AMS), who assists numerous MA charter schools with business operations. We then reviewed the budget to ensure that it effectively aligned our resources with the following priorities:

- a. putting students on the path to college by providing high-quality instruction
- b. effectively implementing the Expeditionary Learning Model
- c. cultivating service-oriented leaders.

Putting students on the path to college by providing high-quality instruction: Our budget allocates sufficient funding to recruit a large pool of talented classroom teachers and supporting instructional staff, pay them salaries that are competitive with area charter and district schools and provide them with ongoing professional development. By providing for yearly salary increases of up to 5%, we give our experienced teachers added incentive to remain at AdM for the long-term. Likewise, by providing for a principal who will be dedicated entirely to curriculum and instruction, we ensure that our staff receives frequent, targeted feedback on their performance from a top talent individual. **Effectively implementing Expeditionary Learning:** We see our partnership with Expeditionary Learning as a critical lever that will enable us to provide the engaging, content-rich curriculum that our students need in order to be on a college trajectory. Because of this emphasis, we built in considerable funds (\$215K over 4 years) to ensure we have complete access to the full services of this partner. In addition, we have included significant funding for student travel (\$20/student) to fieldwork sites, teacher travel for yearly EL trainings and Institutes and resources for preserving and sharing high-quality student work. **Cultivating Service-Oriented Leaders:** In addition to the resources used to engage students in service-oriented learning expeditions, we have set aside funds for students to participate in nonacademic weekend service activities. Likewise, funds for Alma Days ensure that students will start school immersed in the Five Commitments, strengthening their character development and the culture of the school.

Budget Discussion: The following discussion refers to our operating budget (Appendix B); numbers in parentheses refer to lines in budget.

Preoperational Period: During our preoperational period (March-June 2011) our primary source of revenue will be the federal startup grant (2). As we provide an extended day and serve a targeted area, we conservatively estimate that we will receive \$200K for this grant for our preoperational period through December 2011. As indicated in our budget, we plan to spend close to \$100K of this grant during our preoperational period and the other \$100K during the first half of our first operating year. We plan to raise an additional \$10K during pre-operations from private donors. The Board will be responsible for raising these funds, which will help to fund initial curriculum development. During our preoperational period will operate out of office space donated by a local business. We have budgeted for the Executive Director, the Principal, the Office Manager and the DSFS to be paid 25% of their yearly salaries for their work during this time (12, 13 & 30). We have also allocated funds to provide for consultation from Expeditionary Learning Schools on curriculum design, professional development for the School Leadership Team and staff

recruitment and hiring (see Appendix J). Our planned surplus during this time will roll over to provide for cash and additional savings in our first year of operation.

Revenues: Our revenue projections are conservative (see table). In determining our projected revenue, we have assumed that we would have 95% capacity each year, despite the high demand for our school already evident in the community. This allows for some student attrition due to factors beyond our control.

	Year 1	Year 2	Year 3
Full Enrollment	120	200	240
Potential Tuition	\$1,239,240.00	\$2,065,400.00	\$2,478,480.00
Our Tuition Projection	\$1,177,278.00	\$1,884,420.00	\$2,216,160.00
Difference	\$61,962.00	\$180,980.00	\$262,320.00

Our revenues for Title grants (3) are based on charter schools with similar populations to the

one we anticipate having. Given our recruitment strategy and our sending district, we are assuming our population will be at least 60% Free Lunch and 15% Reduced Lunch (District: 55.7%FR, 9.9% Reduced) and that we will have approximately 20% of our population requiring special education (District: 19.2%). Our projected revenues from individual, corporate and foundation donors (4, 8) are notably low in our first two years of operations, allowing our organization to develop a track record prior to pursuing significant donations. Fundraising projections are conservative and based on conversations with area foundations and nonprofits. This fundraising will help us to provide a robust instructional staff in our startup years, prior to our gaining economies of scale.

Major Expense Categories as a % of Total Revenue			
	Year 1	Year 2	Year 3
Administration	14.9%	9.40%	8.43%
Instructional/Other Student Services	64.50%	69.88%	71.40%
Facilities	11.72%	9.42%	8.84%

Expenses: In keeping with our priority of providing for high-quality instruction and student support, we plan to spend over 60% of our annual revenues on Instructional and Other Student Services, while reducing the percentage of revenues spent on administration each year and keeping our facilities spending below 15% of

total revenues.

Base Salaries, Administration	
Executive Director	\$68,000
Office Manager	\$45,000

Administration: Our startup administration will be lean—salaries for this budget category are for the Executive Director and Office Manager (12,13)(See Section 3D for details on staffing). In addition, we have planned for significant outlays in our early years for IT/Data Processing Infrastructure (18) and Business Support from Accounting Management Solutions (14). Outsourcing our initial business operations setup and maintenance will ensure that we establish optimal controls and financial best practices while having access to critical support (a

representative from AMS will be on site several times/month). Likewise, using a full-service payroll provider like HR Knowledge (16) will ensure that both our payroll and HR systems and policies are based on best practices in the field, while allowing our administrative staff to focus on more mission-critical priorities. We plan to secure a line of credit (53) on which we are able to draw to provide cash flows, especially in the final weeks of each quarter.

Instructional Services: The primary drivers of our expenses in this category are teacher salaries (29). Our average teacher salary (\$47K) is equivalent to what the sending district pays a third-year teacher with a Master's degree. In addition to the base salaries indicated, we have provided for a 3% yearly increase for all salaries. This increase reflects that a given position's salary will increase anywhere between 0% (new hire) and 5% (high-performing returning teacher) from the previous year. All contracts will be for one year only. Our partnership with Expeditionary Learning Schools (44) (Appendices I and J) will include extensive professional development and the services of an EL School Designer, who will be on site at least 3 times/month. Because Expeditionary Learning provides strong

Base Salaries, Instructional Services	
Principal	\$65,000
DSFS	\$55,000
Classroom Teachers	\$47,000
SPED/ELL Teachers	\$47,000
Arts/Media Specialists	\$47,000
Associate Teachers	\$35,000

support for *all* elements of school design, including curriculum, instruction, culture and management, we have allocated the bulk of our professional development funds to this partnership.

Other Student Services: Our largest expense in this category is food services (47); we plan to contract with a food service provider at approximately \$3/student/day. While some of these costs will be offset by Federal and State Nutrition Reimbursements (5), we expect our nutrition program to operate at an approximate 20% loss. Salaries (44) in this category reflect a part-time nurse and counselor (Year 3). We have also provided funding for Alma Days (50), which will prepare our students for our school culture, volunteer-led after school clubs (51) and \$10/student to subsidize school uniforms (52).

Operation and Maintenance of Plant: We project to spend an average of \$211K on Facilities each year for our first three years. This projection takes into account the current real estate market in New Bedford and reflects our desire to keep facilities expenses below 15% of total revenues, allowing for greater resources to go toward the instructional program. We expect to lease space at \$4/sq. ft. Also, we have added an additional \$2/sq.ft. to the cost per square foot to cover amortized renovation costs which will be completed by the landlord throughout the first 3 years of the lease (in total \$108K of renovations are budgeted during these 3 years) (58). Finally, we have budgeted \$20K in our first year for renovations/improvements to cover unforeseen expenditures. These figures are based on discussions with local builders and architects and they will allow AdM to complete minor renovations (prior to taking occupancy) to ensure ADA accessibility, and gradual renovations during each of the first two to three years to create additional classroom space as our enrollment increases. (See Section 3E for details on Facilities).

Fixed Charges: Payroll taxes (64) for employees participating in the MTRS will be 1.45% of salary, along with an additional 1% for unemployment. We have budgeted 6.2% FICA and 1.45% for Medicare for non-MTRS participants and an additional 1% for unemployment. AdM plans to pay 75% of the premium for employee health plans, estimated at \$450/month (single) and \$1000/month (family), in addition to 50% of premiums for dental (\$50 Single/\$75 Family). We assume approximately 60% participation in these plans. We will also pay an additional \$250 per employee per year for life and short-term disability insurance (65).

Community Services: The spending in this category (an average of \$20K each year) reflects our priorities of documenting and showcasing high quality student work and creating a welcoming school culture based on a commitment to service. These resources will allow for our students' best work to be disseminated to both local schools and those within the Expeditionary Learning Schools network (71). Additionally, they will allow for parents to become active members of the school community through our Parent And SPED Parent Advisory Councils and students to serve the larger community through voluntary, nonacademic service days (72).

Contingency Fund: We have reserved a contingency fund at 1.5% our first year and 2.5% of our total revenues in years 2-3. While we plan to maintain a minimum 2.5% contingency fund each year, the smaller percentage in our first year reflects the fact that there are substantial start-up costs in Year 1 that must be covered prior to reaching an optimal enrollment that can provide economies of scale.

Operating Surplus: We plan to generate a modest surplus in our first three years. These funds will be placed in a money market account and will provide us with additional liquidity, ensuring that we can meet our obligations in a timely manner.

3 G: Action Plan: See Appendix K.

4 A: Process

- ✓ *Please describe the process you will undertake in the first year of the proposed school to create an effective accountability plan¹. Identify who will be primarily responsible for defining and overseeing this process, as well as for collecting and analyzing the data to evaluate the school's progress towards accountability plan objectives.*

The Strategic Planning and Assessment Committee of the Board, with input from the ED and Principal, will oversee the process of creating and evaluating performance against the school's accountability plan. This process will begin

upon the granting of a charter, at which point the committee will begin drafting the plan using the school's mission as a guide. The committee will also consider the plans and results of high-performing charter schools serving the same grade levels, as well as local district assessment data of our targeted student population to establish reasonable benchmarks for student achievement goals. Mark Conrad of Expeditionary Learning (EL) will work with the committee to ensure that the accountability plan is aligned with EL Core Practice Benchmarks (Appendix M), as well as to ensure that the EL partnership is structured with the aim of supporting AdM in meeting its accountability goals. The committee will also consult its legal counsel and other experts in crafting appropriate organizational viability goals. A draft plan, using data from the local district as baseline data, will be submitted for approval by the entire Board by June 15, 2011. This Draft Accountability Plan will serve as the basis for AdM's Year One Benchmarks, which will be drafted by the Strategic Planning and Assessment Committee in consultation with the ED and the Principal and submitted for approval to the Board by July 15, 2011. The Committee will monitor the collection of data throughout the first year of the school to ensure that the appropriate measurements, as outlined in the Draft Accountability Plan, are collected and regularly reported. At the close of the school year in June, the committee will, alongside the School Leadership Team, consolidate and analyze all data relevant to the Draft Accountability Plan and report the findings to the Board for discussion. Based on this discussion, the committee will revise the accountability plan and set objectives and yearly benchmarks based on current school data. This accountability plan will be submitted to the full board for approval in mid-July 2012 and will be submitted to DESE no later than August 1, 2012. After the first year of operation, the committee will revisit and revise current yearly benchmarks as needed and submit revisions to the full Board for approval.

4 B. Accountability Plan Objectives

Please give three examples of accountability plan objectives for *each* area of charter school accountability.

Academic Success	
<p>✓ For each objective, please describe the assessment that will be used to evaluate student performance and identify specific achievement targets for this performance.</p>	
<p>Example Five-Year Objectives 1-3: ELA, Math and Science Essential Skills and Content Students at AdM will demonstrate mastery of ELA, Math and Science essential skills and content as outlined in the MA State Curriculum Frameworks (or Common Core Standards) and as measured by both the ELA MCAS and DRA-2 reading assessment.</p>	
<p>Absolute and Comparative Achievement Targets</p> <ul style="list-style-type: none"> (ELA) 80% of AdM students will read on or above grade level by the end of each elementary grade according to the DRA-2 90% of AdM students will show mastery of at least 80% of identified ELA, Math and Science grade level standards according to internal measures, including grade-level exams and expedition project rubrics. The combined % of AdM students scoring in the passing range (advanced + proficient + needs improvement) and the proficient range (advanced + proficient only) on the MCAS ELA, Math and Science exams will exceed the MA state average at each grade level for which it is administered 	<p>Value-Added Achievement Target</p> <ul style="list-style-type: none"> (ELA) All cohorts of students who have attended AdM for at least 3 consecutive years will show at least 3.5 years of gains in reading level, as measured by the DRA-2 All cohorts of students who have attended AdM for at least 3 consecutive years will show an average Proficiency Index gain of at least 1.5 points on the ELA, Math and Science MCAS exams. (Average gain includes all students who show no gain because they score proficient both years).
<p>Sample Yearly Benchmark Targets:</p> <ul style="list-style-type: none"> (ELA) By the end of Year 1, every student at AdM will show gains of at least one year in reading as measured by the DRA-2 (Math) By the end of Year 2, 70% of all AdM 3rd and 4th Graders will score Proficient or Advanced on the Math MCAS (District avg. is currently 61%, schools serving targeted population avg. closer to 45%) (Science) By the end of Year 1, 80% of all AdM students will show mastery of at least 75% of identified Science grade level standards according to internal measures, including grade-level exams and expedition project rubrics. 	
Organizational Viability	
<p>✓ For each objective, please describe the indicators that will be used to evaluate the school's organizational viability. These goals should demonstrate (if they are met) that there is sufficient support for the school, that the school manages its finances effectively, and that the school exercises sound governance and management.</p>	
<p>Example Five-Year Objective 1: Support for School AdM will demonstrate strong community support through strong student recruitment and retention data.</p>	

<ul style="list-style-type: none"> AdM will demonstrate strong community support by maintaining an enrollment of at least 90% capacity. Student attrition due to factors other than moving away from New Bedford will be 10% or lower each year.
Example Five-Year Objective 2: Finances (Solvency and Stability) AdM will develop budgets that are realistic and in support of student academic achievement.
<ul style="list-style-type: none"> A yearly independent audit will give clear evidence of sound financial practices and no significant findings. The actual and proposed budget for each fiscal year will allocate sufficient funding to support AdM's partnership with Expeditionary Learning (during the first five years of implementation). The school will meet annual fundraising goals established by the Board in the annual approved operating budget.
Example Five-Year Objective 3: Governance and Management (Personnel) The Board of Trustees will regularly and systematically assesses the performance of the Executive Director against school-wide goals and make effective and timely use of the evaluations.
<ul style="list-style-type: none"> The Board of Trustees will conduct a yearly evaluation of the Executive Director that is based on the goals set out in the accountability plan and deliver this feedback no later than July. Following the delivery of evaluation feedback, the Board will work with the Executive Director to outline a plan for developing and supporting him/her. This plan will be revisited midyear and revised as necessary.
Example Five-Year Objective 4: Dissemination AdM will share effective best practices with other schools and educators.
<ul style="list-style-type: none"> AdM will hold two Expedition Nights, in which students demonstrate mastery of essential content and skills, each year. These events will attract members of the general public, including educators from area schools. AdM will document at least two highly effective learning expeditions to be disseminated online and/or through workshops and conferences with area schools and within the Expeditionary Learning Schools network.

Faithfulness to Charter
✓ <i>Please describe the indicators that will be used to evaluate the school's faithfulness to its original charter. These goals should demonstrate that the school is effectively implementing the core programs and mission elements described in this application.</i>
Example Five-Year Objective 1: Putting Students on a College Trajectory AdM students will demonstrate a strong awareness of college as a future path and earn opportunities toward attending college in the future.
<ul style="list-style-type: none"> At least 85% of graduating 8th Graders will have earned admission to a selective, college-preparatory high school and/or have entered into an Honors or AP program in high school. AdM students will show a high awareness, based on surveys, of various college options and the requirements for earning admission to a selective four-year college. All AdM 8th Graders will complete a high-quality (as measured by a rubric) personal essay, which may be used in an application for a selective secondary school or program.
Example Five-Year Objective 2: Cultivating Service-Oriented Leaders through Meaningful Work AdM students will produce high-quality work that develops their commitment to service.
<ul style="list-style-type: none"> AdM will be rated as a "highly implementing" school by Expeditionary Learning as based on annual implementation reviews by ELS 100% of AdM student will participate in at least one service-oriented expedition a year. As measured by student surveys, 80% of AdM students will show a strong commitment to serving their community. As measured by community surveys, 80% of community members will perceive AdM students as "making significant contributions to the New Bedford community." At least 70% of all students at AdM show growth in their demonstration of the Five Commitments as measured by increased scores on Commitment Cards.
Example Five-Year Objective 3: Serving Low-Income Students AdM will effectively serve low-income students in New Bedford through its recruitment and enrollment policies and its academic program.
<ul style="list-style-type: none"> AdM's student population will serve at least as many low-income students, as measured by % of Free/Reduced Lunch students, as the New Bedford Public Schools. Academic achievement of FRR subgroup, as measured by both MCAS and standards-based internal measures, will grow at a comparable rate to that of the general student population.

4 C. Narrative

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

What are students doing? The inspection team will see students producing **high-level, high-quality work** that demonstrates **mastery of essential knowledge and skills**. As part of this process, students will be receiving, reflecting on and incorporating feedback from both their teacher and their peers. When asked, students will be able to indicate why they happen to be working on a given task and reflect on what they need to be doing to improve their

performance. The inspection team will see students engaged in both **deliberate practice** that targets areas for improvement and **meaningful work** intended for a larger audience. They will see impressive student work that **addresses complex academic and community issues** and that applies **learning across disciplines**. Likewise, they will see students demonstrate a **commitment to service**—both by taking on leadership roles in classroom and school-wide activities and by engaging in work that positively impacts the larger community. When asked, students should be able to articulate how their work is putting them on the **path to college**.

What are teachers doing? The inspection team will see teachers holding all students to **high expectations** through their actions and words. Evidence of this may be as momentary as teachers employing wait time to ensure that all students are asked to consider every question or as sustained as teachers supporting struggling students through multiple revisions on the road to a high-quality product or performance. Likewise, visitors will hear and see teachers reinforcing the idea that **intelligence grows through hard work**. To that end, teachers are ensuring that each student receives regular, targeted feedback on their performance in a given area and asking students to reflect on their strengths and weaknesses. The inspection team will see teachers implementing learning expeditions that target clearly-defined essential standards, as well as research-based curricula to teach mathematics and that target all areas of literacy.

4 D: Dissemination

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

The Expeditionary Learning Schools network includes both traditional public school as well as charter schools. Given the accessibility of our model, Alma del Mar will be able to share best practices that are readily implemented in local district schools. Furthermore, our partnership with this wider network and ties beyond New Bedford will enable us to bring new resources, talent and best practices to the region, for the benefit of all students. At the end of our first year of operation, the Principal will draft a detailed Dissemination Plan that will be aligned with dissemination goals outlined by the Strategic Planning and Assessment Committee. Potential dissemination activities include:

- **Public events** – AdM will host biannual **Expedition Nights** that showcase high-quality student work that targets essential state standards.
- **An open-door policy for New Bedford educators** – Our longer school day will allow for frequent opportunities for New Bedford area educators to observe instruction and other elements of the academic program at Alma del Mar. Likewise, Alma del Mar will host several professional development opportunities that will be open to other area educators.
- **Webcast training** – AdM's teacher training programs may be broadcasted to other New Bedford District schools through webcasting. Use of this technology creates a collaborative district team and supportive timeframe for professional development. These modules may also be recorded for future district training purposes.
- **Website postings** – AdM will support and regularly update its website informing community members of schedules, activities, training opportunities, educational programs and links. Student work, excursions and events will be included through both summaries and photos.
- **Partnership programming** – AdM will seek to establish partnership programs with other public schools and institutions of higher learning, along with additional community organizations. AdM's goal is to share with partners and interested parties the teaching methods and curriculum that is founded at the site and to mutually participate in organized workshops, conferences, school visits and teacher exchanges.

Appendix A: Draft Recruitment and Retention Plan

While Alma del Mar is not applying for Proven Provider status, we believe strongly that in order to realize the full extent of our mission, we should set a higher bar for our school leadership and follow the guidelines for proven providers, such that from the second year of operation onwards we are held accountable for continuing to attract and retain students representing the areas of greatest need in New Bedford.

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 and updated its recruitment and retention plan as one of the factors in making a renewal decision.

I. Enrollment Plan

1. Choose one group from the following list:

- A. Special education students or
- 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
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

Student Recruitment Plan	List goals for recruitment activities for each demographic group.
<p>Demographic Group # 1 Choose A or B from the list above: Limited English-proficient students</p>	<p>Our overall goal for enrolled ELL students is 25%, which exceeds New Bedford's average of 22%</p> <p>Our goals for each outreach activity will be:</p> <ul style="list-style-type: none"> • A minimum of two outreach events at the Immigrants Assistance Center (New Bedford, serves hundreds of immigrant families) • Multilingual flyers on at least twenty community bulletin boards at local businesses • Radio advertising on at least two Spanish-speaking radio channels (WALE, WPMZ) and one Portuguese-speaking radio channel (WJFD)
<p>Demographic Group # 2 Choose C through G from the list above: Students eligible for free or reduced price lunch</p>	<p>We seek for the proportion of our student population on free or reduced price lunch to be >70%, which exceeds New Bedford's average for children on free or reduced price lunch (66%)</p> <p>Our goals for each outreach activity will be:</p> <ul style="list-style-type: none"> • A minimum of two outreach events at the New Bedford Community Connections (DCF funded, supports family welfare throughout the city by connecting hundreds of families with resources) • A minimum of two outreach events at the PACE Head Start New Bedford (serves over 350 low-income families throughout the city) • Flyering at the New Bedford Community Health Center (serving 20% of New Bedford's community at large) • Flyering at a minimum of five of the low-income housing communities in New Bedford specifically targeting families, including United Front Homes, Olympia Apartments, Melville Towers, Casey-Miller Apartments, the

	Dawson building, Harborview Towers, etc.
Demographic Group # 3 Choose C through G from the list above: 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)	<p>We seek for the proportion of our student population who are sub-proficient to be 25% percent at AdM's full capacity, but recognize that when AdM opens its doors, its grade levels are limited to K-2 and therefore this 25% target is a more likely goal for the fourth or fifth year of operation.</p> <ul style="list-style-type: none"> • Flyering at a minimum of five of the low-income housing communities in New Bedford specifically targeting families, including United Front Homes, Olympia Apartments, Melville Towers, Casey-Miller Apartments, the Dawson building, Harborview Towers, etc. • A minimum of two outreach events at the New Bedford Community Connections

II. Retention Plan

Student Retention Plan: Our retention goal is to retain 95% of our existing student population, after taking into account student relocation.

Retention activity 1: Active parent outreach	<ul style="list-style-type: none"> • Our DSFS will be held accountable for holding at minimum four annual open-houses, twice each semester, for parents and guardians • Individual teachers will be expected to reach out to parents and guardians on an at least a monthly basis to update parents/guardians with the student's educational progress
Retention activity 2: Early intervention for truancy	<ul style="list-style-type: none"> • When a student exceeds 4 days of absence for any reason (including illness), the DSFS will reach out to parents/guardians to determine the root cause for the student's continued absence
Retention activity 3: Two-staged disciplinary intervention	<ul style="list-style-type: none"> • Students who receive more than 5 disciplinary demerits in a given semester will be required to attend a joint meeting with the DSFS and parent/guardian • During this joint meeting, the DSFS will, in conjunction with the parent/guardian, craft an improvement plan for the student for the following semester
Retention activity 4: Early academic intervention	<ul style="list-style-type: none"> • Teachers will actively reach out to the parents/guardians of students who are deemed at risk for failing in a particular semester • Starting from year 2, teachers can call upon associate teachers as needed, who can provide ad-hoc tutoring support

Appendix B: Operating Budget: Projected Revenues and Expenditures (see additional file)

Appendix C: Complete Draft By-Laws

ARTICLE I THE SCHOOL

Section 1. Name. The name of this school is "Alma del Mar Charter School" of New Bedford, Bristol County, Massachusetts. This school shall be referred to throughout these By-Laws as the "School".

Section 2. Purpose. As provided for in Massachusetts General Laws, Chapter 71, 89, and the Charter issued by the Board of Education of the Commonwealth of Massachusetts, the purpose of this school shall be to stimulate the development of innovative programs in public education; to provide opportunities for innovative learning and assessments; to provide parents and students with greater options in choosing schools within and outside the school districts; to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; to encourage performance based educational programs; to hold teachers and school administrators accountable for students' educational outcomes; and to provide models for replication in other public schools.

The School is organized exclusively under the provisions of Massachusetts General Laws, Chapter 71, 89, and shall be a public school of choice offering New Bedford students a rigorous education that puts them on the path to college and cultivates their ability to contribute to the larger community through their work.

ARTICLE II BOARD OF TRUSTEES

Section 1. Responsibilities and Powers. The affairs and responsibilities of the School shall be directed and controlled by a Board of Trustees which shall be a public entity under the laws of the Commonwealth of Massachusetts, to be constituted in a manner provided in Section 2 of this Article II, which may exercise all the lawful powers of the School. Without limiting the generality of the foregoing, the Board of Trustees shall be responsible for each of the following:

- a) Establishment of short and long-range objectives and goals of the School.
- b) Review and adoption of policies and programs to achieve the established objectives of the School as described in the Massachusetts General Laws, Chapter 71, 89 and these By-Laws and that offer educational methods which provide a curriculum and an education of the highest quality for children.
- c) Establishment of administrative and fiscal controls to ensure successful implementation of approved policies and programs.
- d) Provision of a physical plant and equipment adequate for the immediate and future needs of the School, as well as adoption and implementation of sound plans for the physical development of the School.
- e) Establishment of sound fiscal policy for the School, including but not limited to (i) review and adoption of annual operating and capital budgets; (ii) management of endowments, and (iii) implementation of development and fund raising programs.
- f) Engagement of a qualified Executive Director, who shall be the Chief Executive Officer of the School, responsible for implementing approved policies and programs, and hiring, evaluating, managing and terminating faculty and administrative faculty and personnel as required for the effective operation of the School and cooperating with area educational institutions to insure maximum exchange of ideas and concepts having application to education of children.
- g) Ensuring that the School and the Board shall comply with all applicable laws and regulations.
- h) Ensuring that the School is an academic success, organizationally viable, faithful to its charter and earns charter renewal as required.
- i) Ensuring that Trustees shall not discriminate against potential members of the Board of Trustees on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition. In addition and in furtherance of all powers conferred on them by law, the Board of Trustees, acting in the name and on behalf of the School, shall have the following powers:
- j) To retain and hold for so long a time as they deem advisable any real or personal property of any kind which the School may receive from any source whatsoever without being liable to any person for such retention, even though such property may not be included in what are generally considered proper investments for fiduciaries or may constitute a larger proportion of the property of the School than is usually considered proper.

- k) To purchase real and personal property; to invest and reinvest the property of the School; to sell at public sale, exchange, transfer, or grant options to purchase the whole or any part of the property of the School, real or personal, at any time held by it, upon such terms and conditions as they may deem best, and consistent with current statutory laws and regulations from time to time promulgated, and to execute, acknowledge and deliver such deeds, contracts or other instruments as they may deem necessary or advisable in connection with any such purchase, sale, exchange, option or transfer.
- l) To determine in accordance with generally accepted accounting principles whether any money or other property, received by the School shall be treated as Principal or as income, and to determine in accordance with such principles the extent to which expenses the School shall be borne as between Principal and income; and this power shall include, without limitation, the power to determine in case any investment shall at any time be made in any bond or security for money at a premium or in a wasting investment so-called or in non-income producing property, the extent to which such investment shall be dealt with as Principal or as income.
- m) With respect to any security which is part of the property of the School, to vote or grant proxies to vote such security, to take any action deemed appropriate in connection with any merger, consolidation or reorganization and to exercise any conversion, subscription, or other right pertaining to such security.
- n) To lease, with or without option to purchase, any real estate at any time held by the School, for such term or terms, and upon such provisions and conditions, as they shall determine, and to alter, repair, demolish, rebuild and improve any building which is at any time part of the property of the School.
- o) To borrow money on such terms as they deem proper and to mortgage or pledge property, real or personal, of the School to secure the same.
- p) To invest in and retain for so long a period as they see fit the shares, preferred or common, of investment companies or investment trusts, whether of the open-end or closed-end type, and without notice to anyone to participate in any common trust or pooled fund.
- q) To invest such portion of the funds of the School as the Trustees may from time to time determine in such securities as the Trustees in their uncontrolled discretion shall consider likely to result in future appreciation of Principal, even though the securities so purchased may pay currently only small dividend in proportion to their cost, or no dividend at all, and there is no reasonable prospect of a higher dividend rate, or of any dividend, for an indeterminate or extended time in the future.
- r) To invest such portion of the funds of the School as the Trustees may from time to time determine in securities the income from which is exempt from federal or state income tax, and to hold the same, even though such securities would not normally or usually for any reason be considered proper investments for fiduciaries.
- s) To adjust, settle, arbitrate or compromise any claim or claims of any nature payable to or made against the School, including any claims for taxes upon any terms satisfactory to them.
- t) To hold, retain, purchase, dispose of or otherwise deal with insurance or annuities on the life of any officer or employee of the School for the benefit of the School, and to pay all premiums and costs thereof from the funds of the School.

Section 2. Number and Election of Trustees. The Board of Trustees shall consist of not less than six (6) nor more than eighteen (18) Trustees. Fourteen (14) days at least prior to the annual meeting of the Trustees, as established by Section 6 of this Article II, candidates shall be nominated to succeed any one or more retiring Trustees, and the Trustees shall elect new Trustees by a majority vote at the annual meeting of the Trustees each year. In addition, the Trustees may at any time elect new Trustees by a majority vote at any regular or special meeting of Trustees. The Executive Director shall be a non-voting ex officio member of the Board of Trustees. Each Trustee elected by the serving Trustees at any annual, regular or special meeting shall serve a term of three (3) years, or the remaining term of a vacancy, commencing on the next following board meeting and expiring on the third Annual Meeting after appointment. Once elected, the name of each Trustee shall be published in the School Newsletter or other appropriate publication of general circulation to the School community. The term for Trustees serving on the initial Board of Trustees may be for greater than three years in order that the Board may achieve a coordinated expiration of the Trustee's term of office, as provided for in Section 3 hereof. At the expiration of each three-year term, any Trustee may thereafter be elected to serve an additional three-year term by a vote of a majority of Trustees. Trustees may serve no more than three (3) consecutive terms.

Section 3. Continuity. The term of office for each Trustee and the number of Trustees elected by the Board from time to time should be focused on achieving a Board consisting of not less than one-half (½) of Trustees with prior service.

Section 4. Resignation. Any Trustee may resign by delivering or causing to be delivered to the Secretary a written resignation which shall take effect upon the acceptance by the Board at any meeting.

Section 5. Removal. Any Trustee may be removed from office with or without cause by the vote of a majority of all the Trustees then in office. A Trustee may be removed for cause only after being afforded reasonable notice and an opportunity to be heard before the Board of Trustees.

Section 6. The Annual Meeting of the Board shall be held on the _____ each year or other date and time as may be established by the Board. Seven (7) days written notice of the Annual Meeting shall be given to all Trustees then in office. Other meetings of the Board at least as frequently as quarterly may be held as the Board may determine. Notice of the place, date, hour and purpose of any such meeting of the Trustees shall be given or caused to be given by the Chairperson to each Trustee at least seven (7) days prior to the meeting and shall be open to the public as required by Massachusetts General Laws, Chapter 30A, Section 11A1/2. Special meeting may be held at any time without such notice, if all the Trustees are present or if those not present execute a written waiver of notice before or after the meeting and the Board has fully complied with the provisions of Massachusetts General Laws, Chapter 30A, Section 11A1/2.

Section 7. Quorum. A majority of the Trustees then in office shall constitute a quorum for the transaction of business. Less than a quorum may adjourn a meeting. Except as is otherwise required by law, or these By-laws, the action of a majority of the Trustees present at a meeting in which a quorum is present shall be the action of the Board of Trustees. Trustees must vote in person and not by email, proxy or otherwise.

Section 8. Minutes. The Trustees shall maintain accurate records of its meetings, setting forth the date, time, place, members present or absent and action taken at each meeting, including executive sessions. The records of each meeting shall become a public record and be available to the public; provided, however, that the records of any executive session may remain secret as long as publication may defeat the lawful purposes of the executive session, but no longer. All votes taken in executive sessions shall be recorded roll call votes and shall become a part of the record of said executive sessions. No votes taken in open session shall be by secret ballot.

Section 9. Special State Employees. The individual members of the Board of Trustees are considered to be special state employees under the General Laws of the Commonwealth of Massachusetts.

ARTICLE III COMMITTEES

The standing committees of the Board of Trustees shall be the Academic Excellence Committee, the Development Committee, the Finance Committee, the Governance Committee, and the Strategic Planning and Assessment Committee. The Board of Trustees may establish such other committees having such duties, responsibilities and powers and consisting of such number of persons as the Board of Trustees shall determine. The members and chairs of committees shall be appointed by the Board of Trustees Chairperson. Committee chairs must be Trustees, and committee members may be Trustees, parents, teachers and members of the community. All committees will have a description of their responsibilities and an annual charge approved by the Board of Trustees.

ARTICLE IV OFFICERS

Section 1. Principal Officers: Election Thereof: Eligibility. The officers of the School shall be a Chairperson, a Vice Chairperson, a Treasurer, a Secretary, and such other officers as the Board of Trustees may elect or appoint. Each officer, as a condition for election and continued service, must be a Trustee. Such officers shall be elected by the Board of Trustees at the Annual Meeting of the Board or with respect to the initial Board of Trustees at the initial meeting thereof. Subject to the provisions of Sections 2,3 and 4 of this Article IV, the Chairperson, the Vice Chairperson, the Treasurer and the Secretary shall each hold office until the next Annual Meeting of the Board of Trustees and until their respective successors are elected.

Section 2. Chairperson. The Chairperson shall work closely with the Executive Director and other members of the Board of Trustees to advance the mission of the School. The Chairperson and School Leader shall work closely

together to support and facilitate the work of the Board of Trustees. The Chairperson shall preside at all meetings of the Board of Trustees. The Chairperson shall, upon the advice and counsel of other members of the Board and the Executive Director, set the agenda for all meetings and shall conduct the meetings in an orderly, thorough, fair, and proper fashion so as to encourage full discussion and proper action by the Board on all issues to be decided. The Chairperson shall, with the advice and counsel of other members of the Board and the Executive Director, appoint committee chairs and members, and have such other powers as the Board of Trustees may determine or designate from time to time.

Section 3. Vice Chairperson. The Vice Chairperson shall have such powers and perform such duties as may be assigned by the Board of Trustees. In the absence or disability of the Chairperson, or in case of an unfilled vacancy in that office, the Vice Chairperson shall perform the duties and exercise the powers of the Chairperson.

Section 4. Treasurer. The Treasurer shall be responsible for the care and custody of the money, funds, valuable papers and documents of the School and shall have and exercise all the powers and duties commonly incident to such office. The Treasurer may endorse or cause to be endorsed for deposit or collection all checks, notes, drafts and instruments for the payment of money, payable to the School or to its order, and shall cause to be kept accurate books of account of all moneys received and disbursed. If required by the Board of Trustees, the School shall provide a bond covering the Treasurer in such sum and such surety or sureties as shall be satisfactory to the Board for the faithful performance of the duties of this office.

Section 5. Secretary. The Secretary shall be responsible for maintaining accurate minutes of all meetings of the Board of Trustees, shall perform all the duties commonly incident to this office, and shall perform such other duties and have such other powers as the Board of Trustees shall from time to time designate or as may be otherwise provided for in these By-laws. In the absence of the Secretary, a Secretary Tempore may be appointed by the Trustees to perform such duties.

Section 6. Additional Officers. The Board of Trustees in its discretion may appoint an Assistant Treasurer and an Assistant Secretary and may prescribe their duties and their terms of office.

ARTICLE V

BOARD OF TRUSTEES ADVISORY COUNCIL

Section 1. Membership. The Board of Trustees Advisory Council shall be made up of members of the community and other individuals whose talents and background will make them helpful advisors to the School.

Section 2. Appointments. Members of the Council are appointed to an annual term by the Board of Trustees upon the recommendation of the Board of Trustees Chairperson. Appointments may be made at any regular or special meeting of the Board of Trustees.

Section 3. Meetings. Members of the Board of Trustees Advisory Council shall meet at least once a year at a time determined by the Board of Trustees Chairperson. At that time the Chairman and other members of the Board of Trustees shall present reports on the state of the School and plans for the future and solicit the input of the members of the Advisory Council. Other meetings of the Council may be scheduled by the Board of Trustees Chairperson as necessary.

Section 4. Duties. Members of the Council shall provide the Board of Trustees and Executive Director with general advice and counsel, promote the School in the community, and recommend potential resources of financial support. Members of the Council may also be asked to serve on committees.

ARTICLE VI

INDEMNIFICATION OF TRUSTEES AND OFFICERS

The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an officer or may serve as a trustee, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative or investigative, in which he or she may become involved by reason of his or her serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless he or she is

successful on the merits, the proceeding was authorized by the School or the proceeding seeks a declaratory judgment regarding his or her own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interest of the School; and provided, further, that as to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, the payment and indemnification thereof have been approved by the School, which approval shall not be unreasonably withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment. A person entitled to indemnification hereunder whose duties include service or responsibilities as a fiduciary with respect to a subsidiary or other organization shall be deemed to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation, if he or she acted in good faith in the reasonable belief that his or her action was in the best interests of such subsidiary or organization or of the participants or beneficiaries of, or other persons with interests in, such subsidiary or organization to whom he or she had a fiduciary duty. Where indemnification hereunder requires authorization or approval by the School, such authorization or approval shall be conclusively deemed to have been obtained, and in any case where a director of the School approves payment of indemnification, such director shall be wholly protected by, if: i the payment has been approved or ratified (1) by a majority vote or a quorum of the directors consisting of persons who are not at that time parties to the proceeding; (2) by a majority vote of a committee of two or more directors who are not at that time parties to the proceedings and are selected for this purpose by the full board (in which selection directors who are parties may participate), or (3) by the members of the corporation of disinterested; or ii the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the corporation) appointed for the purpose by a vote of the directors or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or iii the payment is approved by a court of competent jurisdiction; or iv the directors may have otherwise acted in accordance with the standard of conduct set forth in applicable provisions of the Massachusetts General Laws. Any indemnification or advance of expenses under this article shall be paid promptly, and in any event within 30 days, after the receipt by the School of a written request therefore from the person to be indemnified, unless with respect to a claim for indemnification the School shall have determined that the person is not entitled to indemnification. If the School denies the request or if payment is not made within such 30-day period, the persons seeking to be indemnified may at any time thereafter seek to enforce his or her rights hereunder in a court of competent jurisdiction and, if successful in whole or in part, he or she shall be entitled also to indemnification for the expenses of prosecuting such action. Unless otherwise provided by law, the burden of proving that the person is not entitled to indemnification shall be on the School.

The right of indemnification under this article shall be a contract right inuring to the benefit of the directors, officer and other persons entitled to be indemnified hereunder, and no amendment or repeal of this article shall adversely affect any right of such director, officer or other person existing at the time of such amendment or repeal. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of a director, officer or other person entitled to indemnification hereunder. The indemnification provided hereunder may, to the extent authorized by the School, apply to the directors, officers, and other persons associated with constituent Schools that have been merged into or consolidated with the school, who would have been entitled to indemnification hereunder had they served in such capacity with or at the request of the School. The right of indemnification under this article shall be in addition to and not exclusive of all other rights to which such director or officer or other persons may be entitled. Nothing contained in this article shall affect any rights to indemnification to which School employees or agents other than directors and officers and other persons entitled to indemnification hereunder may be entitled by contract or otherwise under law. The School shall maintain or cause to be maintained liability insurance with insurance companies authorized to do business in Massachusetts insuring the Trustees and officers against liabilities and expenses incurred in their capacities as Trustees and officers.

ARTICLE VII ROBERT'S RULES

All meetings of the Board shall be governed by Robert's Rules of Order, except as otherwise provided by these By-Laws.

**ARTICLE VIII
AMENDMENTS OF BY-LAWS**

These By-Laws may be amended at any meeting of the Trustees by a majority vote of all the Trustees then in office. Notice of the meeting must indicate the amendment(s) to be voted on. Any amendment to these By-Laws must be submitted to the Department of Education for its approval prior to taking effect.

**ARTICLE IX
FISCAL YEAR**

The fiscal year of the School shall end on the 30th day of June of each year.

**ARTICLE X
SEAL**

The Seal of the School shall consist of a flat-faced circular die with the name of the School, the year of charter issuance, and the word "Massachusetts" cut or engraved thereon.

**ARTICLE XI
PROVISIONS FOR DISSOLUTION**

In the event of liquidation or dissolution of the School, all the assets of the School, after paying or making sufficient provision for the payment of all of the liabilities of the School, shall be distributed exclusively as provided for in the Massachusetts General Laws.

This draft was written by David M. Prentiss with input from our attorney, Tad Heuer.

Draft approved by Proposed Board of Trustees of Alma de Mar Charter School: September 23, 2010

Appendix D: Draft Enrollment Policy

✓ *Describe the proposed application and enrollment process, including a plan for a public lottery. For schools applying to open fall 2011, please include your complete draft enrollment policy in the attachments and describe how the school will be ready for the required submission of enrollment data to the Department by mid-March 2011. See the regulations on charter school enrollment and student recruitment in Appendix A.*

Alma del Mar plans to open its doors fall of 2011. As such, AdM will begin recruitment and outreach on the following timeline, culminating in a public lottery in mid-March:

Enrollment timeline:

Jul 2010-Feb 2011:	Outreach efforts underway. During this time period, interested parents and guardians are encouraged to register basic contact information on our website, and check off the "Intent to enroll"
Mar 5th	Applications due.
Mar 8th	First round lottery commences and accepted students notified. If applications exceed lotteried spots, remaining applicants will be placed on the waitlist.
Mar 12th	Deadline for accepted students to confirm. Waitlisted students notified.
Mar 14th	Deadline for waitlisted students to confirm enrollment
Mar 15th	Alma del Mar sends MA DESE notification of final enrollment

General application guidelines

Alma del Mar seeks to attract a student population representative of New Bedford's diverse population. Per state law, Alma del Mar's lottery process will be open to all students, regardless of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need,

proficiency in the English language or a foreign language, or prior academic achievement. There are two simple stipulations for an interested student to submit an application:

- Kindergarten applicants must be five years old on or before September 1st of the year in which they matriculate
- Applications must be submitted by the March 5th deadline in order to be considered for the first-round lottery. Applications submitted after this date but prior to March 15th will be considered as part of the waitlist process.

Lottery order

Preference will be given in this order:

Year 1	Year 2 and beyond
1. Residents	1. Siblings of existing students
2. Non-residents	2. Residents
	3. Non-residents

Applications will be automatically rolled over into the following year. The school leadership will reach out to individual parents and guardians who had previously applied in order to verify contact information. In the event that school leadership is unable to reach the parent or guardian, the application will be placed on hold for the following year's outreach.

Voluntary withdrawal

Should the situation arise, parents may choose to withdraw their child from AdM at any time in writing. A student who enrolls at another school is subject to automatic withdrawal from AdM.



November 1, 2010

Mr. Mitchell Chester
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester:

SouthCoast Mentoring Initiative for Learning, Education and Service, Inc. (SMILES) is pleased to support the charter application of Alma del Mar Charter School. As a school-based mentoring program, SMILES' mission and goals are aligned with the approaches that Alma del Mar will take in order to allow students to reach their full potential. In particular, both SMILES and Alma del Mar recognize the crucial role that caring adults play in the lives of students.

SMILES is a not-for-profit organization in the SouthCoast region that offers healthy opportunities for students to develop long-term relationships with caring adults in a supportive environment. SMILES has developed two types of mentoring programs: a traditional type with activities that focus on building life skills while offering students the benefit of self-discovery; and, a literacy-based mentoring program in which the mentor and mentee work together to improve the mentee's reading skills in areas such as word recognition, phonetics and comprehension, while at the same time building the child's self-confidence. In both types of programs, students are matched with a mentor who has committed to spending an hour each week for the entire school year with the mentee at the student's school. SMILES mentees also expand their knowledge of their community, develop strong communication skills and build lasting relationships with adults and peers.

The SMILES staff and I are excited about the possibility of opening a program at the Alma del Mar Charter School. SMILES would be able to recruit, screen and train mentors to work with students in literacy-based programs, giving the students a mechanism with which to improve their reading skills and share the love of reading and learning with a caring community volunteer. I wholeheartedly encourage you to accept the application for the Alma del Mar Charter School.

Best Regards,
James H. Mathes
Executive Director

One Sovereign Place P.O. Box 1712 New Bedford, MA 02741 Tel (508)999-9300 Fax (508)999-9309
200 Pocasset Street Fall River, MA 02720 Tel (508)676-7645 Fax (508) 675-5932



June 15, 2010

Commissioner Mitchell Chester
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester,

I am writing in support of the Charter School Application for the Alma del Mar Charter School in New Bedford, Massachusetts. Educational attainment in New Bedford is low—the community would benefit greatly from additional innovative and comprehensive learning opportunities; augmenting the educational fabric of the City and facilitating ongoing vocational and citizen opportunities.

The Ocean Explorium is an informal science education venue located in the heart of New Bedford. Using examples from the ocean, the Ocean Explorium has an ambitious mission: to establish a new and powerful model and standard for promoting environmental and sustainability awareness, literacy, and stewardship for all ages; to provide area youth with a stimulus and support for learning, higher education, and career aspirations, especially youth "at-risk" and those from populations underrepresented in STEM fields; to play an important role in the ongoing revitalization of downtown New Bedford; to communicate the future impact of the world's oceans on the lives, health, and economy of the people of New Bedford, and those around the globe; and to provide a venue for science information collection, analysis, and dissemination—a public forum for science communication.

The Ocean Explorium will provide a venue for Learning Expeditions, in which students engage in long-term study of key topics by engaging in challenging, meaningful work that culminates in their presenting their learning to an authentic audience. Expeditions will be based on state standards in Science and Social Studies and will consist of hands-on activities and experimentation, use of the Science on a Sphere®, development of critical thinking and reporting skills, and appropriate attainment assessment mechanisms. I thoroughly encourage support of the Alma del Mar Charter School's request for funding through the Charter School Application process.

Sincerely,

Mark Smith
Executive Director

Mailing address
P O Box 1906
New Bedford MA 02741-19006

T 508.994.5400
F 508.994.6623
W www.oceanexplorium.org

Office location
174 Union Street
New Bedford MA 02740-6385



June 17, 2010

Mitchell Chester
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street Malden, MA 02148-4906

Dear Commissioner Chester:

On behalf of the Working Waterfront Festival, I am pleased to write a letter of support of the Alma del Mar charter application. Presently we only have one charter school serving our community, and only at the middle and high school levels. Alma del Mar would offer an alternative educational opportunity to students beginning in kindergarten. It is invaluable to reach children in these early years to instill a strong foundation of critical thinking skills and love of learning.

The Working Waterfront Festival is a grass roots organization dedicated to educating the public about the history and culture of the commercial fishing industry and the working port. In addition to producing an annual Festival, we also engage in significant year round educational initiatives. We developed a standards-based curriculum resource guide and have presented classroom based programs; after school programs, a summer camp and professional development workshops for teachers. In addition we have an ongoing oral history project.

We are excited about the potential to collaborate with Alma del Mar in offering place-based, authentic learning experiences. Their plans for Learning Expeditions are particularly relevant to the kinds of things we can offer, linking students and teachers with a variety of individuals in the local fishing community and working with staff to develop long term projects which build academic skills in tandem with deep exploration of local resources.

Community-based learning is effective precisely because it connects the school with the larger community. For students whose families are connected to our working waterfront, a school-based program that honors this part of our community will validate the knowledge, skills and traditions of their families. For those who are not directly connected to the working waterfront, an opportunity to learn about this part of our community is equally important. It is the students of today who will be shaping the port of the future. New Bedford is unique among waterfront communities, as both a designated port and a National Historical Park. Unlike many waterfront communities that have lost their working waterfronts to development, New Bedford remains a working harbor. The continued support and preservation of our working waterfront requires a citizenry that understands its intrinsic value.

We look forward to working closely with Alma del Mar and urge you to grant their charter.

Sincerely,

Laura Orleans
Director

WORKING WATERFRONT FESTIVAL

c/o Community Economic Development Center • P.O. Box 6553 • New Bedford, MA 02742-6553
Tel/Fax 508-9993-8894 • www.workingwaterfrontfestival.org



384 Acushnet Ave.
New Bedford, MA 02740

July 13, 2010

Mitchell Chester
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street Malden, MA
02148-4906

Dear Commissioner Chester:

ArtWorks!, Partners for the Arts and Community is submitting for your consideration this letter in support of Alma del Mar Charter School. The Alma del Mar Charter School founding board is committed to providing a critical alternative academic resource to the parents and children of New Bedford in grades K – 8.

ArtWorks! is a not for profit community arts organization located in historic downtown New Bedford, MA. Our facility includes, classrooms, ceramic studio, computer lab, artist studios and three galleries that present the artwork of regional and national artists through exhibits that are free to the public year round. We provide after-school arts education instruction in four New Bedford public schools during the academic year and art camper-ships during school vacations. ArtWorks! works closely with Principals, teachers, and curriculum coordinators to ensure that our projects complement the New Bedford Public Schools curriculum frameworks, as well as the diversity of student learners within the classroom. We partner with human services agencies, local public schools, community organizations, and professional artists in collaborations that draw on the unparalleled capacity of the arts to engage the hearts and minds of New Bedford's children and youth, while integrating their academic learning and social development. Our artists and teachers are professionals dedicated to the value of the arts in the education of youth. We believe that an integrated curriculum which includes engagement in the arts ensures authentic learning experiences for children that last a lifetime. Since 2006 our teen mural program has helped over 100 disenfranchised youth become active participants in their future. Our students have created nine public art murals in a city which values creative industry.

Our organization welcomes the establishment of Alma del Mar Charter School in New Bedford, MA. We look forward to working with their founding board, staff and teachers to bring authentic learning experiences to their student body. Our mission to provide access to the arts and spark community engagement can be realized through our shared vision of engaging students in challenging and meaningful work that extends into their communities. We urge you to grant a charter to Alma del Mar.

Sincerely,

Deb Smook
Education & Programming Director
Email: smook@artworksforyou.org
508-984-1588
Fax: 508-984-1498



Jim Stevens
CEO and Founder

Thursday, October 14, 2010

Mitchell Chester, Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148-4906

Dear Commissioner Chester,

Learning is a lifelong process. In this fast-changing world, there are always new skills to be acquired, new subjects to be mastered, and new insights to be gained. It is our belief that Alma del Mar Charter School, the newly proposed elementary school for the New Bedford School District will prepare our city's students to engage in this lifelong learning and problem solving process. Our organization is giving its fullest encouragement and endorsement not simply because Alma del Mar Charter School's academic component is grounded by well research-based and data driven essentials, but moreover because its family-school engagement component – service learning – is based on the same premise that has brought GiftsToGive to the New Bedford area.

Our organization has established over 100 partnerships with private and public entities. Our mission is quite simple; we operate a large scale platform that connects children to giving and service through their "doing". We are a grass-roots, community-based organization that combines service learning and volunteer service with the delivery of free, basic goods to south coast homeless and low-income children, newborn through high school. We collect "gently used" or "new" articles of clothing, baby goods, school supplies, books, hygiene supplies and toys. Student volunteers process these goods at our repurposing center and pass the requested, packaged items to our distribution partners (social agencies, health care facilities, schools, churches, etc.) for delivery to children living in poverty.

We are all about leveraging existing resources and banding together to build a pathway of service, caring and giving for all our children. Through the GiftsToGive student service programs, Alma del Mar Charter School's population will be engaged at many levels in this meaningful work. The school's community will have the opportunity to model civic engagement and social entrepreneurship; promote teamwork, collaboration and creative problem-solving; have an opportunity for hands-on work in warehouse operations, logistics, management, marketing, communications, and distribution; receive direct mentoring from seasoned non-profit and corporate professionals; and, most relevant to its mission, connect directly with social service and community agencies and social groups. GiftsToGive will also facilitate, through its multiple resources, the acquisitions of materials and programs and lend use of its mill site for field work or other student related functions. We are sincerely grateful to be able to voice and offer support for the proposed Alma del Mar Charter School.

If not now, when? This is the time for us to come together to make Alma del Mar happen.

Without wax,

Jim Stevens
CEO and Founder

GiftsToGive, Inc. Corporate:
190 Old Derby Street, Hingham, Massachusetts 02043
Tel: 617.777.5566 Fax: 866.543.6857
www.GiftsToGive.org

GiftsToGive, Inc. SouthCoast:
21 Cove Street, New Bedford, Massachusetts 02744
Tel: 508.717.8715 Fax: 866.543.6857
www.GiftsToGive.org

THE COALITION FOR BUZZARDS BAY

114 Front Street
New Bedford, MA 02740
02543

21 Luscombe Avenue
Woods Hole, MA

tel: (508)999-6363
fax: (508)984-7913

tel: (508)540-6222
fax: (508)540-5222

www.savebuzzardsbay.org

July 21, 2010

Commissioner Mitchell Chester
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester:

I am writing to express The Coalition for Buzzard Bay's enthusiastic support for the application of the Alma del Mar Charter School in New Bedford to receive a Commonwealth Charter. Educational attainment in the city of New Bedford is low and too many children in the city do not aspire to a college education and lack the support needed to develop the skills and confidence to become future community leaders. Alma del Mar Charter School offers an exciting alternative and new hope for these children.

The Coalition for Buzzards Bay is eager to partner with Alma del Mar Charter School to address this problem by turning the Bay into a local learning asset and inspiration to the city's young people. Despite New Bedford's location on the edge of Buzzards Bay, the vast majority of its children grow up disconnected from the natural world around them.

Founded in 1987 and based in New Bedford, The Coalition for Buzzards Bay is a nonprofit, membership organization dedicated to the restoration, protection and sustainable use and enjoyment of Buzzards Bay and its watershed. One of the Coalition's core objectives is to create both an informed public today and future generations – tomorrow's bay stewards – who will understand the Buzzards Bay ecosystem (how it works, how it is threatened, and their place in it) and support its restoration and protection.

We look forward to working with Alma del Mar to integrate the Coalition's expertise and programs with disadvantaged youth to provide new means for these children to interact and connect with the Bay at their doorstep. And through this direct connection, develop home-grown, passionate and effective advocates for the Bay's long-term stewardship.

I look forward to your approval of Alma del Mar's Charter School application and encourage you to contact me anytime to discuss how The Coalition for Buzzards Bay hopes to contribute to the school's ultimate success.

Thank you.

Sincerely,

Mark Rasmussen
President

[Working to improve the health of the Buzzards Bay ecosystem for all through education, conservation, research and advocacy](#)

Appendix F: Sample Report Card

Sample Grade 3 Report Card

Name:		
Address:		
Grade Level:		
Homeroom:		
Overall Grades:	Attendance:	
English Language Arts:	# of Days Present____	
Mathematics:	# of Days Absent____	
Science:	# of Unexcused Absences____	
Social Studies:	# of Days Tardy____	
5 Commitments:	Current Reading Level:	
Content Area	Score	Comments from Teachers
<u>English Language Arts</u> <i>Language</i> Oral Presentation Formal and Informal English <i>Reading and Literature</i> Understanding a Text Genre Fiction Nonfiction <i>Composition</i> Writing Revising Standard English Conventions		
<u>Mathematics</u> Number Sense and Operations Patterns, Relations and Algebra Geometry Measurement Data Analysis, Statistics and Probability		
<u>Science</u> <i>Earth and Space Science</i> Weather and the Water Cycle <i>Life Science</i> Plant and Animal Life Cycles <i>Physical Science</i> States of Matter <i>Technology/Engineering</i> Materials and Tools		
<u>Social Studies</u> Civics, Government and Economics New England and MA History Massachusetts Geography		
<u>5 Commitments</u> Service Quality Accountability Persistence Integrity		

AdM Performance Standards


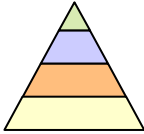
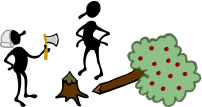


- 4—Mastery
- 3—Proficient
- 2—Developing
- 1—Below Basic

Appendix G:

Sample Weekly Commitment Card—Grade 1

Student Name: _____

Date: _____

Commitment	Behaviors	Score (1-4)	Comments
<p>Service</p> 	<p>I volunteer to help my classmates and teachers. I lend a hand when someone is having a tough time with their work.</p>		
<p>Quality</p> 	<p>I do my best to do Level 4 work each day.</p>		
<p>Integrity</p> 	<p>I tell the truth. I treat others kindly.</p>		
<p>Accountability</p> 	<p>I focus on my work. I help my classmates to focus on their work.</p>		
<p>Persistence</p> 	<p>I keep working on things that are hard for me. I practice the hard parts until I get better.</p>		
<p>Commitment Credits Earned this Week</p>			
<p>Total Commitment Credits</p>			

Parent Comments:

Parent Signature: _____

Appendix H: Excerpt Pro Bono Letter of Engagement

October 5, 2010

Tad Heuer
Boston Office
xxx-xxx-xxxx
theuer@foleyhoag.com

Mr. William Gardner, Lead Founder
Alma del Mar Proposed Charter School
17 Cottage Street
Fairhaven, Mass. 02719

Re: Representation of Alma del Mar Proposed Charter School

Dear Will:

We are pleased to welcome Alma del Mar Proposed Charter School as a pro bono client of Foley Hoag (the “Firm”), in addition to our existing paid engagement by the school. (See my letter of September 21, 2010.) This letter memorializes the terms of our representation of Alma del Mar Proposed Charter School (the “School” or “you”).

1. Legal Services

We have agreed to represent the School on a pro bono basis in connection with general corporate matters pertaining to the charter application process and, if successful, the charter opening process, including advice on corporate governance issues, and advice regarding compliance with the statutes and regulations governing the opening of a charter school. This pro bono representation does not include litigation or administrative proceedings.

Our pro bono representation of you is limited to the specific matters described above, and we assume no responsibility for providing you with pro bono professional advice or representation with respect to other matters. Likewise, the terms set forth in our September 21, 2010 letter still apply with regard to the matters discussed therein.

2. Persons Responsible

Within our Firm, I will be primarily responsible for this representation. My direct dial number is xxx-xxx-xxxx.

Please let me know promptly if any questions arise about the services provided to you by our Firm.



November 1, 2010

Commissioner Mitchell Chester
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester:

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for Alma Del Mar Proposed Charter School. We believe that Alma del Mar is a strong match for New Bedford, and we stand ready to offer all of the technical assistance and professional development necessary to support the highest level of school quality, student achievement and teacher effectiveness.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 17 years, this has been the core focus of our work. We will provide Alma del Mar with leadership and comprehensive support in the following specific areas:

- *Powerful Curriculum through Learning Expeditions and Projects:* Challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting critical thinking, problem solving, character and citizenship.
- *Effective Instruction through Active Pedagogy:* In Expeditionary Learning schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- *Positive School Culture and Character:* Expeditionary Learning builds consensus of shared values, traditions, and routines in order to create school culture characterized by a climate of physical and emotional safety, courtesy, respect, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.
- *Leadership and School Improvement:* Expeditionary Learning supports a notion of shared leadership in the building, and gives support to the building Principal and his/her leadership team through direct coaching and support, off site institutes, and regular meetings with other EL school leaders to share best practices.
- *School Structures:* Expeditionary Learning schools in general use longer and more flexible instructional blocks, increased common planning time for teachers, and often standards-based grading and reporting systems. EL schools feature academic and school

cultural structures that engage students and teachers in making their work public. For teachers this involves practices such as peer observation, lesson study and peer critique of plans, while for students this entails student-led conferences, exhibitions, presentations and community meetings.

Expeditionary Learning achieves success in these areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators engage in a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers work with school leadership and teachers at the school in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data.

We look forward to continuing our work with Alma del Mar Proposed Charter School toward their goal of expanding educational choices for families in New Bedford.

Sincerely,

Scott Hartl, President and CEO
Expeditionary Learning Schools
7 N. Pleasant St, Suite 3A
Amherst, MA 01002
413.253.7707



Alma del Mar Charter School – Projected Scope of Services

Partnership Year	Est. Cost	Projected Services
Planning and Development	\$20,000	<ul style="list-style-type: none"> Continued orientation of board and school leader Development of hiring process for founding teachers Development of core school documents (handbooks, etc) and curriculum tools On-site and Off-site Professional Development for all founding teachers
Implementation Year 1	\$65,000	<ul style="list-style-type: none"> Development of School Leadership Team On-site coaching for all teachers in workshop-model instruction, project development and effective assessment practices Creation of portfolio and student-led conference structures Support for implementation of Morning Meeting, Community Meetings and related structures for creating school culture
Implementation Year 2	\$65,000	<ul style="list-style-type: none"> Development and implementation of project-based Learning Expeditions On-site coaching for all teachers in workshop-model instruction, project development and effective assessment practices Additional support based on specific needs identified through data analysis and Implementation Review
Implementation Year 3	\$65,000	<ul style="list-style-type: none"> Customized work plan based on specific needs identified through data analysis and Implementation Review
Implementation Year 4	\$65,000	<ul style="list-style-type: none"> Customized work plan based on specific needs identified through data analysis and Implementation Review

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep	
Key: CSO = Charter School Office; BOT = Board of Trustees; ED = Executive Director; P = Principal; DSFS: Director of Student and Family Services; OM =Office Manager; SLT = school leadership team (ED, Principal, DSFS); ILT = Instructional leadership team (Principal, EL School Designer, Grade-level Team Leaders); ELS = Expeditionary Learning Consultants; T = teachers; AMS = Accounting Management Solutions; PSP = Payroll Service Provider, PB = Parent Brigade Volunteers; N = Nurse																								
Governance																								
Organizational Structure																								
Provide Administrative and Governance Guide for each board member.	ED	OM			x																			
Submit Organizational Chart to the CSO.	ED	BOT				x	x	x																
Submit, to the CSO, a letter requesting approval of and resumes for any new BOT members.	BOT	ED						x																
Submit an original financial disclosure form (for the previous calendar year) for each of the proposed board of trustee members to the CSO.	BOT	ED						x																
Self-assess bylaws using the Guidance for Charter School Bylaws checklist and approve bylaws	BOT					x	x																	
Elect officers, form committees, appoint chairs	BOT	ED					x	x	x															
Schedule Board meetings for year	BOT	ED					x	x																
Hire ED	BOT								x															
Develop Draft Accountability Plan	BOT	ED,P									x	x	x	x	x									
Complaint procedure																								
Read MGL c.71 § 89(jj) and 603 CMR 1.10 thoroughly.	DSFS	ED										x	x											
Describe a Complaint Procedure consistent with the requirements.	DSFS	ED												x										
Self-assess the Complaint Procedure using the criteria for approval.	DSFS	ED														x								
Obtain board of trustee approval of the Complaint Procedure.	ED	DSFS															x							
Submit the Complaint Procedure to the CSO for review.	ED	DSFS																x						
Enrollment																								
Prepare the Enrollment Policy and Application for Admission.	ED		x	x																				
Self-assess the Enrollment Policy using the criteria for approval.	ED	BOT		x	x																			
Obtain board of trustee approval of Enrollment Policy and Application for Admission.	ED	BOT			x	x																		
Submit board-approved Enrollment Policy and an Application for Admission to the CSO for DESE approval.	ED	BOT				x																		
Advertise enrollment						x	x	x		x	x	x	x	x										

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
Hold Parent Info Sessions						x	x																
Make application available on website	ED					x																	
Contact families in Interested Families Database and provide applications	PB	ED				x	x																
Collect applications	ED	PB				x	x																
Hold lottery	ED	SLT						x						x									
File Pre-Enrollment Report.	ED	BOT				x	x																
Request/transfer student records	P	OM													x	x	x	x	x				
Hold Parent Orientations	DSFS	SLT																x	x	x			
Plan/Implement Alma Days	SLT	ILT																	x	x	x		
Distribute AdM Handbook																						x	
Collect Signed Parent/Student/Teacher Compact	DSFS	OM																		x	x	x	
Design Uniforms	PB	DSFS										x	x	x									
Order/distribute uniforms for parents requesting subsidized, memo with uniform purchase info	OM	DSFS												x						x	x		
Curriculum and Instruction																							
Read the Commissioner's memo on District Curriculum Accommodation Plans.	P	ILT							x	x													
Design/adopt a District Curriculum Accommodation Plan.	P	ILT									x	x											
Self-assess the DCAP using the Recommended Elements of District Curriculum Accommodation Plans checklist.	P	ILT											x										
Submit the DCAP to the CSO for review.	P	ED												x									
Research/Purchase Math/Literacy curriculum and assessment materials, including DRA-2	P	ILT												x	x	x	x						
Using state standards, determine Essential, Highly Desirable and Desirable Standards for each grade in all subjects	ILT	ED												x	x	x							
Break standards into measureable learning targets (where not already indicated) and chunk into units and expeditions	T	ILT															x	x	x				
Sequence and calendar units and expeditions for the year	T	ILT																x	x	x			
Plan expeditions, units and daily objectives for first two quarters. Plan lessons and create summative assessments for first quarter.	T	ILT																x	x	x	x		
Purchase and setup student data management system	P	OM												x	x	x							
Create supply and materials lists and setup schedule of purchases	OM	P											x	x						x	x		
Special Education																							

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
Download the Special Education Program Plan from the DESE website. Thoroughly read all sections, completing school information throughout the document.	DSFS	P													x	x							
Ensure that the Special Education Administrator (DSFS), Instructional Leader (Principal), and Chairperson of the board of trustees have all read, initialed, and signed the Program Plan.	ED	DSFS															x						
Submit the original completed Program Plan with original initials and signatures to the CSO.	ED	DSFS																x					
Identify students with special needs, including 504's, IEP	DSFS	P																x	x	x	x	x	
Acquire records	DSFS	P																	x	x	x	x	
Conduct individual meetings with SPED parents	DSFS	P																	x	x	x	x	
Review IEP's, identify contracted service needs	DSFS	P																	x	x	x	x	
Contract service providers	DSFS	ED																			x	x	x
Schedule																							
Carefully read MGL c. 69 § 1(g) and 603 CMR 27.	P	SLT									x	x											
Prepare annual school calendar and student schedule and complete student learning time form consistent with 603 CMR 27.00 and the school's charter application.	P	ED, ILT											x	x									
Obtain board of trustee approval of school calendar, schedule, and student learning time form.	ED	BOT													x	x							
Submit board-approved school calendar and sample student schedule to the CSO for approval.	ED	BOT																x					
Determine and purchase materials/software	DSFS	OM																			x	x	x
Code of Conduct, Student Handbook, and Recommended Policies																							
Carefully read MGL c. 71 § 37H, 71 § 37H½, MGL c. 71B § 3, and MGL c. 269 § 17-19.	DSFS	SLT												x	x								
Prepare AdM code of conduct so that it is consistent with the program and school characteristics outlined in AdM charter, as well as MGL c. 71 § 37H, MGL c. 71 § 37H½, MGL c. 71B § 3, and MGL c. 269 § 17-19.	P	SLT													x	x							
Consider Recommended Policies.	P	SLT													x	x							
Self-assess the code of conduct against the criteria for approval.	P	ED															x						
Obtain BOT approval of code of conduct.	ED	BOT																x					
Submit BOT-approved code of conduct to the CSO for DESE review and approval.	ED	BOT																	x				
Distribute handbook (including code of conduct) to	DSFS	P																x	x	x	x		

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
parents at orientation sessions																							
Facilities																							
Submit RFP for leased facility to Central Register and Standard Times	ED	BOT				x	x																
Secure lease of a facility	ED	BOT					x	x	x	x													
If facility needs renovation, submit RFP for required work	ED	BOT						x	x	x													
Hire contractor, renovate facilities	ED	BOT							x	x	x	x	x	x	x	x	x						
Submit official contact information for school (school leader, address, phone number, email, and website).	ED	OM										x											
Submit a copy of a signed lease agreement to the CSO.	OM	ED										x											
Conduct an assessment of the programmatic accessibility of the school to handicapped persons by using the ADA facilities checklist.	OM										x								x				
Submit written assurance that the facility is programatically accessible to physically handicapped individuals.	ED	OM																	x				
Design and submit Multi-Hazard Evacuation Plan to the CSO for approval.	ED	OM											x	x	x								
Initiate contact with New Bedford Inspectional Services Department to arrange for the necessary inspections.	OM	ED								x	x	x	x										
Submit current Certificate of Occupancy to the CSO.	OM	ED																	x				
Submit current Fire Inspection Certificate to the CSO.	OM	ED																	x				
Submit current Building Safety Inspection Certificate to the CSO.	OM	ED																	x				
Submit current Flammable Compounds and Liquids Certificate to the CSO, if applicable.	OM	ED																	x				
Submit current Health Inspection to the CSO.	OM	ED																	x				
Submit current Asbestos Inspection Report and Management Plan to the CSO.	OM	ED																	x				
Submit current Lead Paint Assessment Report to the CSO.	OM	ED																	x				
Research and purchase/lease capital equipment including copiers, furniture, classroom/office equipment	OM	ED												x	x	x							
Setup phone system and computer network	OM																			x	x		
Hire custodian	OM	ED																	x	x	x		
Financial Management																							
Fiscal policies and Procedures																							
Read Recommended Fiscal Policies and Procedures	ED	BOT	x	x																			

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
Guide for information on grants reserved for Massachusetts charter schools, entitlement grants, and discretionary grants.																							
Create AdM Fiscal Policies and Procedures.	ED AMS	BOT			x	x																	
Obtain board of trustee's approval of AdM Fiscal Policies and Procedures.	ED	BOT					x																
Submit AdM Fiscal Policies and Procedures to the CSO.	ED	OM						x															
Update and revise budget for the first three years after chartering.	ED	AMS						x															
Create a detailed cash flow projection for the first year of operation.	ED	AMS						x															
Obtain board of trustee approval of revised budget for the first year of operation.	ED	BOT							x														
Submit revised budget and cash flow projection for the first year of operation to the CSO.	ED	BOT								x													
Open bank accounts	OM	ED									x	x											
Purchase and setup accounting software	OM	AMS									x	x											
Contract with payroll service provider	OM												x	x									
Fundraising																							
Setup Foundation 501c3	BOT	ED																					
Develop fundraising strategy	BOT								x	x	x												
Solicit individual donations from individual networks	BOT									x	x	x	x	x	x								
Submit grant proposals	ED	OM								x	x	x	x	x	x	x	x	x	x	x			
Plan and host opening fundraiser	BOT	ED												x	x	x							
Title I Program Plan																							
Download Designing Schoolwide Programs from the DESE website.	OM	ED					x																
Submit copy of Title I schoolwide program plan to the CSO.	ED	OM								x													
Insurance																							
Read 603 CMR 1.09(6).	ED	BOT	x	x	x																		
Consult with the school's legal counsel to determine required insurance and adequate coverage.	ED	BOT		x	x																		
Submit evidence of insurance coverage to CSO.	ED	BOT				x																	
Audit																							
Request approval from the CS, to conduct a financial review of the school's planning period.	ED	BOT								x													
Ensure that BOT begins the process of engaging an	ED	BOT									x												

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
independent auditor to review the school's accounts in time to meet November, then January deadlines.																							
Human Resources																							
Hiring: SLT/Admin																							
Advertise positions/recruit candidates for P and DSFS roles.	ED		x	x	x	x	x																
Identify top candidates, conduct phone screens.	ED						x	x	x														
Interview finalists, check references, visit current schools where possible.	ED	BOT								x	x												
Hire Principal and DSFS.	ED									x	x	x	x	x									
Advertise positions/recruit candidates for OM position	ED		x	x	x	x	x																
Identify top OM candidates, conduct phone screens.	ED						x																
Interview finalists, check references, visit current schools where possible.	ED						x	x	x														
Hire OM.	ED								x	x													
Hiring: Teachers																							
Read the Charter School Technical Advisory 07-1 Teacher Qualifications in Massachusetts Charter Schools on qualifications for charter school teachers.	ED	P			x	x	x	x	x	x													
Advertise positions/recruit candidates for teachers, including classroom (K-2), SPED, ELL , arts media specialists and associate teachers. Submit openings to TFA (re associate teachers), Expeditionary Learning, TFA Alumni Network, Teacher U, MATCH TT and HGSE	ED	P	x	x	x	x	x	x	x	x	x	x	x										
Identify top teacher candidates, conduct phone screens.	ED	P						x	x	x	x	x	x										
Solicit and review lesson videos (or suitable substitute) and unit/expedition plans (except for associate candidates).	P	ED									x	x	x	x	x								
Interview finalists.	P	ED									x	x	x	x	x								
Hire all classroom (K-2), SPED, ELL , arts/media specialists and associate teachers.	P	ED									x	x	x	x	x	x							
Collect a copy of the professional credentials of all instructional staff including: transcripts, resume, licenses, and evidence of having taken and passed any MTEL exams. Determine if any teachers will need to complete additional federal and or state qualification requirements.	OM	P											x	x	x	x	x						
Prepare and submit a summary of each teacher's qualifications and action plan for any teachers who need to meet state requirements	P	OM																x					

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
Evaluation and Professional Development																							
Determine performance evaluation criteria and design an evaluation plan for ED	BOT	ED				x	x																
Determine performance evaluation criteria and design an evaluation plan and tool for school administrators and non-instructional staff.	ED	BOT									x	x											
Design a professional development plan for school administrators.	ED	SLT BOT					x	x							x	x	x						
Determine performance evaluation criteria and design evaluation plan and tools for teachers.	P	ED													x	x							
Plan Teacher Orientation and Alma Days afternoon trainings	P	ED													x	x	x	x					
Design a professional development plan for teachers.	P	ED													x	x							
Self-assess evaluation plans and professional development plans against the Recommended Elements of School Leader, School Administrator, and Teacher Evaluation Plans.	SLT, ED	BOT															x						
Submit to the CSO for review: 1. ED/admin and staff performance evaluation criteria and evaluation plans 2. Admin/teacher professional development plans	ED	BOT									x								x				
Attend Expeditionary Learning Schools National Conference	ED	BOT							x														
Attend Expeditionary Learning School Leadership Teams Training	SLT														x								
Attend Expeditionary Learning Instructional Coaching for Leaders	P															x							
Attend Expeditionary Learning Primary Institute	SLT	T															x						
Attend Expeditionary Learning Founding of a Nation Learning Expedition for Educators	T	P																	x				
MA teacher's retirement system																							
Read MGL c. 71 § 89(aa) and MGL 32.	ED					x	x																
Request the MTRS eligibility handout from the CSO.	ED					x																	
Contact the MTRS Employer Reporting Unit to set up a process for making contributions.	ED	AMS					x																
Determine the eligibility of each employee to participate in the MTRS.	ED	SLT													x	x							
Submit, to the CSO, a payroll summary statement as evidence of MTRS contributions.	ED	BOT															x	x					

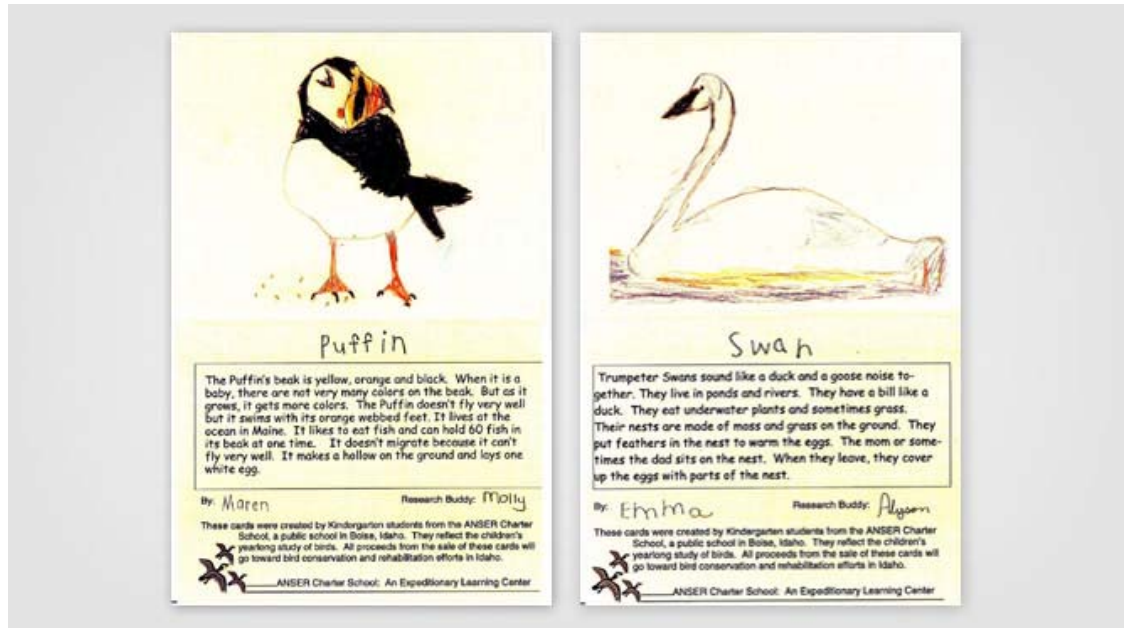
	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
CORI Policy and Mandatory Criminal Record Checks																							
Read the Department of Elementary and Secondary Education's Advisory on CORI Law.	SLT						x	x															
Apply for access to criminal record information through the Criminal History Systems Board.	ED	SLT							x	x	x	x											
Create a CORI Policy and obtain approval from BOT.	ED	BOT								x	x												
Conduct CORI checks on all school staff and volunteers who come into "direct and unmonitored contact" with the school's students.	SLT										x	x	x	x	x	x	x	x	x				
Submit written assurance to the CSO that CORI checks have been completed on all school staff, contracted employees, and volunteers who come into "direct and unmonitored contact" with the school's students.	ED	BOT																	x				
Student Services																							
Student health																							
Recruit a local physician to meet school health requirements.	DSFS	OM										x	x	x	x	x							
Submit written documentation of physician relationship to the CSO.	DSFS	OM										x	x	x	x	x							
Recruit and hire a registered nurse.	DSFS	OM											x	x	x	x							
Contract staff first aid training	ED																		x				
Submit written documentation of nurse relationship to CSO.	DSFS	OM															x						
Maintain copies of all professional credentials on file at the school.	OM															x	x	x					
Read MGL c. 71 § 57 and 105 CMR 105 (200, 210 & 220) thoroughly.	N	SLT															x	x					
Create a School Health Plan and Medications Administration Plan consistent with the Recommended Elements of School Health Plan and Medications Administration Plan.	N	OM																x	x				
Submit School Health Plan and Medications Administration Plan to the CSO for review.	N	OM															x	x					
Transportation																							
Read MGL c. 71 § 89(ff) and 603 CMR 1.08(10) thoroughly.	OM	ED											x	x									
Read the Charter School Technical Advisory on Transportation	OM	ED											x	x									
Work with NBPS to arrange transportation services to be	OM	ED														x	x	x					

	Primary responsibility	Additional stakeholders	10-Jan	24-Jan	7-Feb	21-Feb	7-Mar	15-Mar	21-Mar	4-Apr	18-Apr	2-May	16-May	30-May	13-Jun	27-Jun	11-Jul	25-Jul	1-Aug	8-Aug	22-Aug	5-Sep	19-Sep
provided to all eligible students.																							
Self-assess the Transportation Services Plan using the Transportation Services Plan checklist	OM	ED																x					
Submit the Transportation Services Plan to the CSO for review.	OM	ED																	x				
Assign buses, issue passes	OM																			x			
Communicate bus schedule/route to parents	OM																				x		
Student Nutrition and Wellness																							
Request an application in writing from Nutrition, Health, for participation in the National School Lunch Program	OM							x	x														
Submit written assurance stating that AdM will participate in the National School Lunch Program and that the AdM has begun to work with the Nutrition, Health, and Safety office.	OM	ED							x														
Read MGL c. 69 § 1(c) thoroughly.	OM	ED						x	x														
Identify and contract with a food service provider.	OM	ED							x	x	x	x											
Research and lease/purchase kitchen equipment													x	x	x								
Submit Nutrition Services Program plan to the CSO for review.	OM												x										
Read through the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265).	OM							x	x														
Create a School Wellness Policy consistent with the requirements of the Child Nutrition and WIC Reauthorization Act of 2004.	OM									x	x												
Obtain board of trustee approval of AdM School Wellness Policy.	OM											x											
Submit the AdM School Wellness Policy to the CSO.	OM	ED											x										

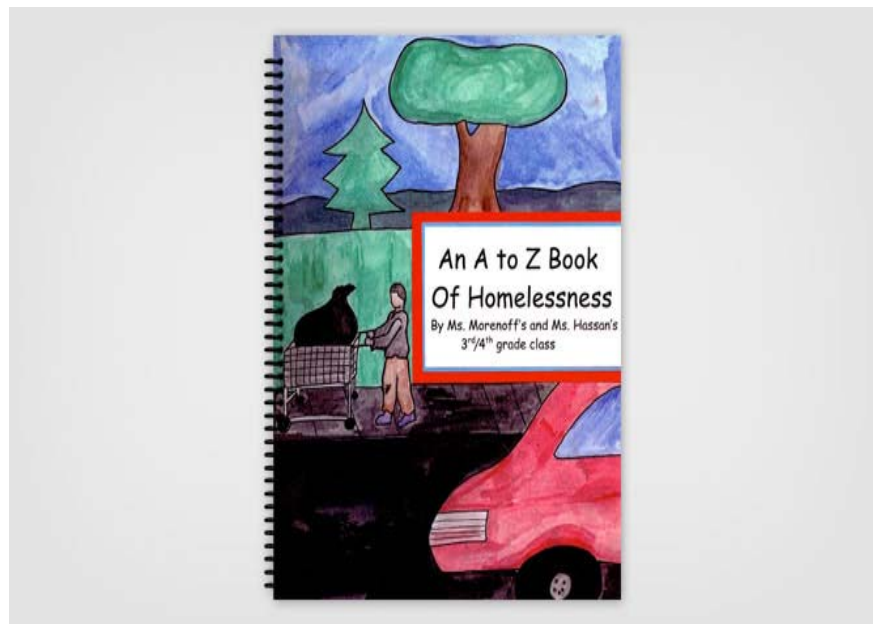
Appendix L: Expeditionary Learning Student Work Samples

Examples of the Kind of High-Quality, Service-Oriented Work students will do at AdM (from Expeditionary Learning Schools)

Note cards with bird drawings on the front and information on the back. Drawings were done entirely by kindergartners, with critique from peers and many drafts. Fifth grade research buddies helped with the written text. Cards were sold across the state to raise funds for bird habitats. (From ANSER Charter School, Boise, ID).



Third and fourth-grade students at Capital City Public Charter School in Washington D.C. were involved in a study of homelessness – why it occurs in their city, who is helping the homeless, and what they can do as young citizens to help. The school is located in an area with a large homeless population, including a number of school families. In small research teams with adult leadership, students interviewed local organizations that support the homeless and interviewed homeless citizens themselves. One of the products of their study was this ABC book designed to teach younger



children about the humanity and challenges of homeless people; each student wrote and illustrated a page. The class received a grant to produce copies of the book for the school community and to be given to agencies that support homeless families. When asked about "what changed" as a result of the project, one student responded: "Everything changed. Now we know the names of the homeless people around our school and they know us; we say good morning to them and they say good morning to us." Four years later, when President Obama visited the school just after his inauguration, students presented a copy of the book to him.

Appendix M: Expeditionary Learning Core Practice Benchmarks

1. Learning Expeditions

These benchmarks describe how project-based learning expeditions, the primary units in Expeditionary Learning schools, are organized, planned, and carried out.

Benchmarks

- Implementing learning expeditions across the school
- Designing compelling topics and guiding questions
- Designing compelling topics and guiding questions
- Designing products and linked projects
- Incorporating fieldwork, local expertise, and service learning
- Producing and presenting high quality student work

2. Active Pedagogy

The active pedagogy benchmarks address teaching across disciplines.

Benchmarks

- Using effective instructional practices schoolwide
- Teaching reading K-12 across the disciplines
- Teaching writing K-12 across the disciplines
- Teaching inquiry-based math
- Teaching inquiry-based science and social studies
- Learning in and through the arts
- Using effective assessment practices

3. Culture and Character

These benchmarks present Expeditionary Learning's approach to building and sustaining a strong school culture that fosters character growth, high expectations, and equity.

Benchmarks

- Building school culture and fostering character
- Ensuring equity and high expectations
- Fostering a safe, respectful, and orderly community
- Promoting adventure and fitness
- Developing a professional community
- Engaging families in the life of the school

4. Leadership and School Improvement

These benchmarks describe how effective leaders support high achievement and continuous improvement.

BENCHMARKS

- Providing leadership in curriculum, instruction, and school culture
- Sharing leadership and building partnerships
- Using multiple sources of data to improve student achievement
- Linking Expeditionary Learning and school improvement plans

5. Structure

The structure benchmarks address how school leaders organize time, faculties, and students to

support learning expeditions, active pedagogy, and an Expeditionary Learning school culture.

BENCHMARKS

- Designing time for student and adult learning
- Creating structures for knowing students well

Appendix N: Expeditionary Learning Results

See <http://elschools.org/our-results>

Attachment A: Statements of Commitments and Resumes

Hilary S. Bresnahan

I am pleased to serve as a member of the Alma del Mar design team. I am a former teacher with five years experience teaching in district and charter schools, and currently work in education consulting with higher education, urban districts and charter schools. Given New Bedford's diverse community, socio-economic difficulties, and low-performing public school district, this city is well poised for educational support and reform. The local school district has made little to no gains in student achievement across grade levels and content areas, and particularly struggles with meeting the needs of its English language learners. While the area is home to one charter school, it only admits students in the middle and high school grades. Outside of the New Bedford school district, there exists no public school choice option for the city's residents. I feel strongly that providing this option for the elementary and middle grades will support educational innovation and improvement for the city of New Bedford.

Alma del Mar is poised to be a strong force in the New Bedford community. The city is host to rich and diverse historical, cultural and natural resources, from its Maritime museum to the National Park. Alma del Mar is developing curricular programs to take advantage of these resources, providing authentic and community-inspired learning experiences for its students. I am confident that Alma del Mar will be able to offer high quality educational programs to the New Bedford community, and I am deeply committed to making this a reality.

David Cabral, Proposed Founding Board Member

As a member of the Founding Board of the Alma del Mar Charter School in New Bedford, Massachusetts, I am committed to the academic achievement and excellence of students who may not have the same opportunities as those more fortunate. I believe that quality education breeds successful individuals and is deserved by all who want it. With children who have gone through the educational system and on to graduate programs, I understand the challenges they will face and am prepared to make amendments to better that system. I am dedicated to the mission of the Alma de Mar Charter School, which will provide New Bedford kids who need it the most with the opportunity to become leaders and scholars.

Karyn Campbell, Proposed Founding Board Member

I am dyslexic. In middle school, I almost gave up. With effort, I was receiving D's. Despite tutoring, I still could not read. My school was so big that no one noticed. I wasn't causing trouble, so no one cared. My guidance counselor told me, "Don't worry, you will marry well." I was on a path to bagging groceries for the rest of my life. One teacher changed all this. Yes, just one teacher. He taught in a different way. He taught through what is now called "experiential learning". He graded on effort and improvement. He let me rewrite papers as many times as needed. And guess what? Because of his teaching style, I learned to write. I still struggled with reading, but at least I could write. Because of his efforts, I graduated from a prestigious college. I had a very successful career. So successful that I was able to retire and now I am giving back to the community with insight and passion. For the past 12 years, I have made it my mission to see that more children, that are struggling, get an opportunity to be taught in a different way. I have been involved in many educational non-profits. I have helped numerous schools and educational programs flourish. All the non-profits I am working with, have two things in common: they work with under privileged kids and they involve some level of experiential learning. Most of these programs have gone a long way in improving their student's learning, test scores, and engagement in their education. I look forward to working with the Alma del Mar community, striving for each student to achieve their academic potential. There are few greater gifts in this world than achieving one's potential.

Andrea Cebula

I am excited to be part of Alma del Mar's design team, working to provide the students of New Bedford with innovative and high quality educational experiences. As a native of the Greater New Bedford area with a deep commitment to equity in education, I strongly believe in Alma del Mar's mission to offer students rigorous, authentic learning experiences. Alma del Mar's focus on developing service-oriented leaders will help students in this high-needs area to feel empowered to affect change in their own lives and learning, as well as in their community. I

believe that the innovative approaches offered by this charter school will help contribute to a culture of high standards and excellence in education throughout the city.

Betty Ann Dasher

I am committed to serving as a Design Team member of the Alma del Mar Charter School. I am excited to be a part of creating a school that will unlock the full potential of our young people. As a graduate with honors of New Bedford public schools who went on to earn my Bachelor's degree from Northeastern University, I have seen firsthand both the power of a college education and the hard work required to obtain it.

Many of the students in this area are not being served by the traditional public schools. I am excited to be a part of a group of people working to create a school that serve our students with the greatest needs. As a second-generation immigrant, I am especially passionate about creating opportunities in New Bedford for students from immigrant families to achieve at high levels. I am committed to ensuring that Alma del Mar is a school community that welcomes and empowers all students, including those of Portuguese, Cape Verdean and Latino backgrounds.

I am a firm believer that "it takes a village to raise a child." I know that Alma del Mar will be a school where no child slips through the cracks, and strong, positive relationships allow them to grow and succeed.

I presently work for the Kennedy-Donovan Center School, a private school in New Bedford for students with physical, emotional and behavioral challenges as a Speech-Language Pathology Assistant. I work with students ages 3 – 22 on communication using American Sign Language, as well as on meeting standards-based learning goals. Next year I will begin work on a Masters Degree in Special Education at Bridgewater State College and hope to continue my work with autistic students in educational settings. I see Alma del Mar as a place where students who learn in different ways will be able to flourish in a school environment that offers a rich, multi-modal curriculum.

Jean Fox, Proposed Founding Board Member

I am honored and pleased to be a member of Alma del Mar's Founding Board. As Youth Council Director at the Greater New Bedford Workforce Investment Board, I am all too familiar with the educational shortcomings of the region; of the cultural and economic challenges befalling our population; of the overwhelming need to elevate the skill set and commitment of the area's young people – tomorrow's workforce. Deviating from the archaic agrarian model so prevalent in this country, Alma del Mar's smaller class sizes, community engagement, additional learning time, specialized supports for students in need, and data-driven curriculum instruction and design will allow far more opportunity for students to achieve to their full capacity. The school promises to embrace the ethnic diversity of the City of New Bedford, while empowering each student to chart a course for success. Students will "own" their education; they will respect the value of their education; they will understand social justice; and they will acknowledge their responsibility to their community, their family, their teachers and their peers. Each parent/guardian will feel welcome in the school, and each will become an integral part of the educational process. Alma del Mar – Soul of the Sea – represents a unique and promising alternative for New Bedford's children, where high expectations and a commitment to learning will enable students of all ability levels to excel. I am excited to be involved in the creation of this educational opportunity.

Laura Gardner

I am committed to the creation of a K – 8 charter school that will offer an alternative to families and students in New Bedford. In particular, I am excited about the formation of a school that holds high expectations for student work and involves students in interdisciplinary work from an early age. I strongly believe that elementary school should be a time of intense exploration; Expeditionary Learning will provide that type of education at Alma del Mar. As someone who is very committed to choice in education, I am excited about the opportunity to be involved in helping to create an educational alternative for New Bedford families.

Will Gardner, Proposed Executive Director

Alma del Mar began with a question. It came after an event at the Citizen Schools site that I ran, where students had spent the evening teaching back to parents and community members what they had learned through their semester-long apprenticeships. A parent, who had witnessed the excitement about learning, the energy and joy of the students and the family feel of the gathering, asked, "why can't school be more like this?"

This question began a series of conversations with parents, educators and community leaders in New Bedford over the past two years that have informed the design of Alma del Mar. This proposal is the product of countless discussions in living rooms, coffee shops and school parking lots with the many individuals who are passionate about providing greater educational opportunities for kids in New Bedford. While developing this proposal, I have also continued my own growth as a school leader. In order to prepare myself to make the vision for this school a reality I applied to the Harvard Graduate School of Education's School Developer program. While at Harvard I gained key skills in school finance, governance and management and a strong background in educational research and theory while continuing to build the foundation for Alma del Mar in New Bedford.

Alma del Mar is about asking more of students, in terms of the quality of their work, the extent of their learning and the responsibility they take both for their own achievement and for their community. It is about showing the wider world that students from New Bedford are just as capable of achieving at the highest levels as kids from more affluent communities. It is about leveraging the rich resources of this coastal city toward improving educational outcomes while tapping into larger networks for additional talent and expertise. It is about providing parents committed to public schools with choice at the elementary and middle school levels. It is about providing a curriculum with both breadth and depth that cultivates students who will thrive in the face of future challenges.

In serving as Alma del Mar's Executive Director I will work tirelessly to ensure the success of our school and its students. Like our students, I will be motivated to do my best work so that others may benefit.

Amanda Glinsky, Proposed Founding Board Member

I am committed to the creation of Alma del Mar, a K-8 charter school serving the children of New Bedford. I grew up in nearby Wareham and have moved to New Bedford with my husband. We recently had our first child and anticipate living in the city for many years. The first thing we heard from many family members and friends when they learned we were going to move to New Bedford was that we should ensure that we move before our children started school. The City had a bad reputation in the minds of many of our families and friends. I believe that New Bedford is a great city with many things to offer. I am enthusiastic and grateful that a school that is dedicated to pursuing excellence and teaching its students the value of service will be opening here. I am happy to be a participant in this project and look forward to all the good things we will accomplish, including changing the minds and hearts of family members and friends who have the wrong idea about this great place to live.

Guillermo Gonzalez MD, Proposed Founding Board Member

I am a 61 years old Hispanic psychiatrist with 33 years of experience in the practice of psychiatry. English is my second language and I have been living and working in New Bedford, MA since 1992. I am deeply involved in my community, and as such, I have run unsuccessfully for School Committee. I have served as Commissioner for Human Relations in 2004, and presently I am a member of Mayor Scott Lang's "Steering Committee" for the creation of New Bedford City Master Plan for Development. I practice psychiatry in a private setting with a strong family and community orientation. Everyday I have the experience of finding out first hand about the disparities of access and opportunities for my patients, who are mostly Hispanic, Cape Verdean and Portuguese, for an education of excellence that leads them to their highest potentials. My commitment to Alma del Mar comes after realizing that this proposed school will be another opportunity for our minorities in the City of New Bedford to access a system that requires and supports high expectations for all students with a goal in mind to be ready and prepared for a higher education and to be community service leaders. My years of practice have documented a pattern and a culture of a lack of trust in us, people of color, within the present public school system. Not only I am committed with the best of my abilities, to collaborate as a Board Member and comply to all the fiduciary responsibilities and policies in the design and implementation that will enable the institution to achieve its mission, but I also take the personal responsibility that this school will be an active participant in decreasing the present achievement gaps in standardized testing that exist between people of color and whites.

Martha Kay, Proposed Founding Board Member

My desire to become a board member is supported by my commitment to make a difference in the educational system for all children in New Bedford. The attraction that I hold towards the Alma del Mar is the consideration that is

being given to the non-English speaking families of New Bedford. It behooves our community to embrace and prepare biliterate students who are ready to compete in the global community.

As a retired Principal in the New Bedford Public School District, I have had thirty eight years of experience and have been able to witness the changes that have occurred within our student population and learning community. I have led the largest, high poverty elementary school in the district whose student population was among the largest English as a second language and special education to significant improvement. Recently our school was cited as a Commendation School - Schools that substantially narrowed proficiency gaps for low income, limited English proficient, and special education students over a two-year period - by the MA DESE.

The passion and commitment that I have witnessed from the board and supporters of Alma del Mar will assuredly bring our district's SEI, ESL, students with disabilities and students from low-income backgrounds the opportunity currently afforded to too few. With the additional time for learning, Learning Expeditions model and family/community commitment and support, Alma del Mar students will master essential skills and move forward with the ability to compete in our global society.

Although I have formally retired, I am eager to continue my career in education in support of our community's edification. Specifically, I am committed in aiding the development of the Alma del Mar Charter School for the benefit of city's young citizens.

Judith Li, Proposed Founding Board Member

I am honored to serve as a member of the Alma del Mar Founding Board. As a current Director of Strategy at Teach for America, my work with high-need school districts throughout the nation has only strengthened my desire to apply what skills I can offer to serve the educational sector in a more direct way.

I am particularly inspired by Alma Del Mar's potential to close the achievement gap in its particular niche. Though bordered by well-served towns offering a multitude of prestigious private school options, New Bedford presents a unique opportunity for improvement. Historical student achievement data indicates that New Bedford students lag significantly behind state averages, clearly indicating a need for a new and compelling option for its young generations. Alma Del Mar's founding teams have built strong momentum upon several tried and true educational philosophies, rooting its aims around holistic learning and a focus on service. Perhaps the most compelling aspect of the school is its plan to weave student growth and learning directly into the fabric of New Bedford's rich community, which broadens the focus on student success even beyond classroom walls.

It is my sincere belief that Alma del Mar can serve New Bedford's students successfully, and I plan to dedicate my energy and efforts to help make it a success.

Ross Moran

It a pleasure to serve as a lead for the community outreach efforts for the Alma del Mar Charter School. As a resident of the City of New Bedford and a local educator I have witnessed the dire circumstances in which many youth live, here in the city. Successful youth have support networks that run deep in their communities, with friends, teachers, family and community members invested in them. I believe Alma del Mar Charter School will enhance those networks for many youth in the city and provide the opportunity for youth to find their pathway to college. Every day New Bedford struggles with high unemployment, violent crime, substance abuse, and low educational attainment. Although New Bedford struggles with a number of deficits, it is also a city rich in assets. It was once the "City that Lit the World" during America's whaling period and later played host to some of New England's finest industrial factories. It is the place where cultural leaders such as Herman Melville and Frederick Douglass called home. It is currently the nation's highest grossing fishing port and hosts gems such as, the Buttonwood Park Zoo, the New Bedford Whaling Historic National Park, the world's preeminent Whaling Museum, the Ocean Explorium, and much more. Alma del Mar will embody the spirit of New Bedford and teach its youth to embrace their community's rich history. I am proud to serve the Alma del Mar team and I believe in the inevitable change it will

bring to so many children's lives.

Hugh O'Mara

I am excited to serve as a member of the Design Team of Alma del Mar Charter School. Having taught in a charter school for the last seven years I can see first hand the impact such a school can have on students, families and the community. New Bedford's particularly difficult socio-economic circumstances have created somewhat of a roadblock for academic success in the district, and I believe strongly that innovation and competition are the best ways to move forward. Despite all of its disadvantages, New Bedford is a city rich in resources. Its maritime history, National Park, and strong community organizations provide a rich breeding ground for pioneering new approaches to help solve the educational breakdowns that plague so many of this nation's schools. This need for educational reform, development of best practices, competition and choice has become my vocation. Creating this school is a major step in our continued efforts to create change here in New Bedford, and this is why I am entirely committed to making Alma del Mar charter school a reality.

David M. Prentiss, Proposed Founding Board Member

I care deeply about education because it is the basis for real opportunity in a person's life. I want to help found a school that will give young people the chance they deserve to lead fulfilling and productive lives. I believe Alma del Mar will be such a school because it embraces a vision of academic excellence, personal responsibility and the joy of learning.

Mark Rasmussen, Proposed Founding Board Member

As a prospective member of the Board of Alma del Mar Charter School, I am excited to be a part of a team that is designing a strong K – 8 public school for New Bedford. While I come to this role as an individual, and not in my official capacity as President of The Coalition for Buzzards Bay, I believe that my experience with that organization can offer much to Alma del Mar.

Buzzards Bay is a national treasure whose outstanding beauty and natural resources are central to our quality of life, to our economy, and to the advancement of science (the world's leading oceanographic institutions are on the Bay) in southeastern Massachusetts. The Bay's waters support a thriving commercial shellfish and expanding recreational sportfishing industry, uncommonly diverse and abundant wildlife populations, and some of the finest sailing on the entire globe. On its shores, the Bay's watershed lands are among the most beautiful on the eastern seaboard, with deep forests, clear rivers, and farmland as old as New England itself, all meeting the Bay's soft edge of beaches and saltmarsh through more than 30 harbors, coves and tidal estuaries. And resting at the core of this coastal watershed is the City of New Bedford – the region's urban center.

Founded in 1987 and based in New Bedford, The Coalition for Buzzards Bay is a nonprofit, membership organization dedicated to the restoration, protection and sustainable use and enjoyment of Buzzards Bay and its watershed. The Coalition works to improve the health of the Bay ecosystem for all through education, conservation, research and advocacy. We are a \$11.5 million/year organization staffed by a team of fourteen conservation professionals, aided by hundreds of volunteers, and supported by more than 6,200 members.

One of the Coalition's core objectives is to create both an informed public today and future generations – tomorrow's bay stewards – who will understand the Buzzards Bay ecosystem (how it works, how it is threatened, and their place in it) and support its restoration and protection. It is my hope that through the design of Alma del Mar Charter School, new ways of integrating the Coalition's expertise and programs with disadvantaged youth within the city of New Bedford will provide whole new ways for these children to interact and connect with the Bay at their doorstep. And through this direct connection, develop home-grown, passionate and effective advocates for the Bay's long-term stewardship.

Ellie Rounds I am excited and honored to be working as a member of the design team for Alma del Mar Charter School. I have worked at charter schools for the last nine years, seven of which I have worked in as a special education administrator. AdM's belief in supporting all students through inclusion classrooms and with Expeditionary Learning will provide the students of New Bedford a place to grow and thrive. Additionally, there is strong belief that all students can be successful, and that with high expectations, all students can achieve at their highest potential. AdM students will not only learn through experiences, but also learn how to become the next generation of leaders for their community. New Bedford's students and families deserve to have a choice in their school options. I fully support AdM's application to be the right step in this direction.

Hilary S. Bresnahan

847 Marshall Street Holliston Massachusetts 01746
(508) 479-2796 hilarybresnahan@gmail.com

Education

Harvard University, Graduate School of Education

Ed.M., Education Policy and Management 06/2009

University of California, Santa Barbara

M.Ed., Curriculum and Teaching 07/2003

B.A., English 06/2002

University College Cork, Ireland

Music and Literature 09/2000-06/2001

Certifications

- Massachusetts Initial Elementary Teaching Credential, grades 1-6
- New York Initial Elementary Teaching Credential, grades 1-6
- California Clear Multiple Subject Teaching Credential, grades K-6
Includes a certification in teaching English Language Learners (ELL)
- Supplementary California Credential in English

Professional Experience

Harvard University, Executive Leadership Program for Educators Cambridge, MA

Curriculum Development Associate 07/2009-present

- Develop curriculum for Harvard University Graduate School of Education's new doctoral program in Education Leadership and online curriculum for SEAs and LEAs
- Write case studies and briefings on SEA and LEA improvement strategies
- Analyze the program's impact on state and district reform efforts using qualitative data software programs

Education Consultant Chelmsford, MA

Sun Associates 09/2009-present

- Working with school districts and higher education institutions, observe instruction and conduct focus groups to identify the impact of professional development programs
- Evaluate current and proposed programs, identifying areas of growth, potential strengths, and compliancy with state and federal regulations

Instructional Advisor/Consultant New York, NY

Teacher U, Hunter College 09/2009- present

- Observe and provide feedback on student teachers and novice teachers' instruction
- Evaluate and provide feedback on lesson plans, student assessments and videotaped lessons submitted by beginning NYC teachers

Mass Insight Education and Research Institute Boston, MA

School Turnaround Strategies Intern 01/2009-06/2009

- Conducted qualitative research studies on urban public school districts
- Analyzed and evaluated comprehensive school reform initiatives
- Wrote case studies, research reports and policy memos on school reform strategies

Hilary S. Bresnahan

Eduventures

Boston, MA

Research Intern, Schools of Education

09/2008-12/2008

- Composed custom inquiry and custom research reports on teacher preparation programs and the costs and benefits of higher education accreditation
- Conducted quantitative and qualitative research on universities and the education market
- Created comparative studies of top-ranked graduate schools of education to assess areas of improvement and evaluate the market for new degree programs

Ross Global Academy Public Charter School

New York, NY

Lead Teacher, Grade 2

07/2007-06/2008

- Developed grade level literacy curriculum
- Recruited and interviewed professionals for multiple school positions
- Facilitated grade level meetings to create curriculum, assessments and school policies
- Mentored first year teachers

Taunton Public Schools

Taunton, MA

Classroom Teacher, Grades 1, 3, 4

08/2003-06/2007

- Created a standardized student literacy assessment, implemented district-wide
- Researched and analyzed achievement trends within the state assessment data to promote student academic success
- Designed and implemented individualized remediation programs to meet AYP targets
- Increased student standardized test scores, meeting our state mandated goal

Honors/Awards

- Massachusetts Teacher of the Year Nominee 2007

Published Works

The following published works can be found on the [Mass Insight Education & Research Institute](#) website.

- Building Human Capital for Turnaround Leadership
- Is the Small Schools Strategy Turnaround?
- School Improvement Zone, Miami-Dade County Public Schools Case Study

In process: *A Case Study of Charter School Unionization*, Harvard Graduate School of Education

David A. Cabral, Proposed Founding Board Member

DAVID A. CABRAL

7 Cedar Hill Drive · Acushnet, Mass. 02743 Telephone: (508) 951-5256

EDUCATION

JOHNSON & WALES UNIVERSITY

Masters of Business in International Business, May 1995

3.96/4.0 cum.

SOUTHEASTERN MASSACHUSETTS UNIVERSITY

Bachelor of Science, Mechanical Engineering, June 1985

EXPERIENCE

FIVE STAR MANUFACTURING, INC., NEW BEDFORD, MA.

President / Business Partner December 2006 to Present

Direct responsibility for the day-to-day business operations of a medical device manufacturing entity. Successfully completed the project management of a 17,500 sq.ft. expansion to an existing facility. Directed the asset purchase of a manufacturing company in 2006, which brought opportunities with leading medical OEMs specializing in Orthopedics, General Surgical instrumentation and Electronics. Continued focus on Sales generation, Process Improvements and Cost Reduction.

FIVE STAR SURGICAL, INC., NEW BEDFORD, MA.

Director of New Business Development / Business Partner July 1999 to December 2006

Direct responsibility for the generation of new sales activities through the use of direct, independent and distributor representatives. Have achieved continued “double digit” growth in sales revenues from start-up to the present operation. Have completed the project management of a 20,000 sq.ft. facility in 2002, used for both the repair and manufacturing of surgical instruments. Directed the asset purchase of a small manufacturing company in 2004, which brought us opportunities with leading medical OEMs. Additional responsibilities include, but are not limited to, Human Resources, Engineering and Business expansion. Have obtained the distributorship responsibility for Codman (a Johnson & Johnson Company) Instruments in the New England states and have exceeded yearly sales goals consistently.

JOHNSON & JOHNSON PROFESSIONAL, INC., NEW BEDFORD, MA.

Repair Services Supervisor/Engineer, September 1995 to July 1999

Manufacturing/Process Engineer, September 1993 to September 1995

Production Supervisor/ Engineer, March 1992 to September 1993

WESTREX PRODUCTS, FALL RIVER,MA.

Project Engineer, November 1988 to December 1990

MILLITECH CORPORATION, So. DEERFIELD, MA.

Mechanical Design Engineer, June 1985 to November 1988

SKILLS

- Excellent Presentation and Interpersonal skills
- Negotiation Skills, Effective Communication Skills, Conflict Management
- Customer Service and Focus
- Leadership and Empowerment Principles
- MSOffice, Epicor Vista ERP
- ISO 9000 training and process implementation
- Lean Manufacturing implementation
- Problem Solving, Team Building, Kaizen and JIT
- Techniques for Continuous Improvement
- FDA training in Good Manufacturing Practices (GMP)
- Statistical Process Control (SPC), Setup reduction (SMED)

Karyn Campbell, Proposed Founding Board Member

Karyn Webb Campbell, CFA

42 Hundreds Circle
Wellesley MA 02481

781-235-4660

karyncampbell@comcast.net

Educational Non-Profit Experience

Citizen School

1998-Present

Executive Committee

Board Member, Development Chair

Volunteer

- Serve as a board member for after school program focused on engaging students in their education through apprenticeships
- Worked to refine and grow the program from a 3 site/2 million dollar organization to a national/23 million dollar organization
- Focused on improving students test scores and educational experience
- Took results to investors to finance a national roll-out of the program.

Carroll School Institute

2008

- Worked to take Carroll School's remediation curriculum, for dyslexia, into inner city public schools
- Program stalled due to the financial crisis

Natick Montessori School

2001-2004

Founding Board Member and Development Chair

- Created and implemented a development plan
- Developed a long-term strategic plan for growth
- School has continued to prosper

Professional Experience

Rodman & Renshaw, Inc.

1996-1998

Managing Director

Executive Committee Member

1997-1998

National Sales Manager

- Developed and implemented a strategic business plan for the department. Worked with the rest of the firm to coordinate our actions and outcomes
- Enhanced revenues by leveraging the business's existing strengths
- Successfully recruited talented sales professionals
- Increased revenues by 45% within 6 months
- Cut costs approximately 16% within 6 months
- Left firm to raise my children

Manager of the Boston Office

1996-1997

- Successfully recruited sales, trading and administrative professionals
- Nearly doubled revenues while the rest of the firm's business was declining
- Cut costs and returned office to profitability

Morgan Keegan & Company, Inc.

1991-1996

Managing Director

Manager of the Boston Office

- Developed an institutional sales presence in the New England region
- Increased sales by 5 times in five years
- Turned Boston office from unprofitable to one of the firm's most profitable offices (Ranked 5th out of 43 offices)
- Successfully recruited sales, trading and administrative professionals
- Consistently ranked as one of the firms top institutional brokers

Boston Security Analyst Society

1992-1995

Board Member

- Coordinated CFA III courses
- Taught CFA classes in ethics
- Taught foundational investment courses

Several Institutional Sales and Trading Positions

1980-1996

- Successful Institutional Sales person for firms like Wertheim Schroeder and E.F. Hutton
- Consistently increased revenues and build the firm's brand awareness within New England
- Specialist on the Floor of the Boston Stock Exchange
- Second woman ever hired on the floor

Education

Wellesley College Bachelor of Arts in Economics

1980

Varsity Squash, number 1 player, played in national tournaments

Varsity Tennis and Varsity Sailing

Certified Financial Analyst (CFA)-Charter # 09935

Favorite Job

Paddington Bear, Faneuil Hall Market Place

EXPERIENCE

Kaplan K12 Learning Services
Professional Learning Manager

July 2006–July 2008
New York

Managed the development of customized professional learning programs for large urban school districts undergoing transformative change. Promoted internally from Professional Learning Developer to Professional Learning Manager.

- Developed customized, inquiry-based professional learning programs for middle and high school teachers in all major subject areas
- Managed a team of professional learning writers, helping them to meet objectives and tight deadlines
- Consulted with district administration to advocate for data-driven PL objectives aligned to state standards and student and teacher needs
- Negotiated PL offerings with district administration to ensure PL offerings could be developed with limited internal capacity and within given timelines
- Created strategic, data-informed, long-term PL plans for partner districts, helping our partners to become goal oriented and focused in their PL planning
- Implemented large-scale district-wide PL sessions which serviced as many as 1,500 teachers, managing PL development, logistics, facilitator training, delivery, and follow up
- Strategized to build internal capacity and improve processes, resulting in greater efficiency and higher quality PL products
- Designed and wrote teacher support materials for curriculum products to ensure that products were user friendly and effective
- Collaborated with various internal and external stakeholders to achieve goals

LeapFrog SchoolHouse
Educational Consultant

Nov 2004–June 2006
New York

Consulted with administrators and educators to ensure the effective implementation of a research- based technology program in New York City's public schools.

- Managed the product development of a customized curriculum for a New York City SES program
- Designed and developed over 350 pages of pedagogically sound lesson plans aligned to state standards
- Coached teachers and administrators to make data informed decisions to support student achievement
- Consulted and collaborated with sales and marketing teams on a school, district, and city-wide level, resulting in increased sales
- Wrote proposals for high-stakes professional development RFPs, helping to ensure LeapFrog's status as an approved vendor for the NYC DOE
- Cultivated productive relationships with teachers and administrators

New York City Public Schools/PS 109
Teach For America Corps Member
Fourth Grade Teacher

September 2000-2004
South Bronx

Managed the academic and social development of 30 at-risk students in one of New York City's most under-resourced and lowest performing school districts. Selected from a competitive field of candidates to serve as a member of the nationally acclaimed Teach for America program.

- Increased individual student gains by as many as 3 grade levels
- Analyzed data to adjust methods and ensure optimal student achievement
- Designed strategic action plans for individuals and whole groups, prioritizing needs to set long and short term goals
- Served as the on-site School Leader for my fellow Teach for America corps members

New York City Department of Education
Selector for New York City Teaching Fellows

Feb 2003- May 2004
New York

Selected candidates for NYC Department of Education's competitive Teaching Fellows Program.

- Led groups of mid-career professionals through an extensive interview process
- Evaluated applicants in a variety of performance areas
- Conducted one-on-one interviews and analyzed writing samples

EDUCATION

University of Massachusetts at Amherst
Bachelor of Arts, cum laude
Major in History, Minor in English

May 2000
Overall GPA 3.6

Conducted extensive honors research and wrote an in-depth thesis for the Honors Program.

SKILLS

Fluent Portuguese, Proficient Spanish
Microsoft Office

Betty Ann Dasher

P.O. Box 40353 New Bedford, Massachusetts 02744
508-717-4186 bet_anndasher@yahoo.com

Certifications and Skills

- Anticipating MA licensure in Speech Therapy
- Trained in Non-violent Management of Aggressive Behaviors
- CPR and First-Aid certified
- Skilled with use of Language Master, Audiometer, Light Talker
- Fluent in Creole, Portuguese and English
- Real Estate Agent licensed by Greater New Bedford Association of Realtors and National Association of Realtors
- Possesses strong commitment to team dynamics with ability to contribute expertise and follow leadership directives

Professional Experience

Kennedy Donovan Center

New Bedford, MA

Speech Therapist and After-School Teaching Assistant

07/2003-present

- Assist Speech Pathologist in evaluating and providing direct services to students and consultative services to staff regarding speech and language programs
- Provide staff and parent in-service training
- Complete quarterly progress reports and participate in team evaluations and development of IEPs
- Design/order speech language therapy materials and equipment
- Began work as After-School Teaching Assistant in January 2010; Assist with the promotion of student growth in all developmental areas, including self-care, academics, motor, social and language skills through individualized and group support utilizing a multi-disciplinary team-based approach

Duval County Public Schools

Jacksonville, FL

Speech/Language Therapist

08/1989 – 06/1991 and 03/1993 – 06/1999

- Worked with referred elementary, middle and high school students to provide speech and language services
- Compiled results from a battery of diagnostic tests to be presented to the Child Study Team as a basis for recommendations
- Worked with students in one-on-one and group settings according to IEP goals

Duval County Public Schools

Jacksonville, FL

Certified Substitute Teacher

08/1991 – 03/1993

Worked with severely language impaired students to teach speech and language skills using group-centered techniques. Integrated Language Master into the daily curriculum, focusing on individual goals.

Education

Northeastern University

B.S. in Education, Speech and Hearing

05/1986

Three-month clinical practicum at Boston area Schools

Volunteer Experience

Member of Catholic Social Services Advisory Board

Member of Nativity Prep Parent Council

Volunteer on Our Sister School Parent Council Fundraising Committee

Jean Fox, Proposed Founding Board Member

11 Jeffrey Lane

Assonet MA 02702

508-965-2161 jeanfox@comcast.net

JEAN COTTER FOX

Education: MBA, International Business, Marketing
The George Washington University
Washington, DC

BA, French and German/Political Science
The University of New Mexico
Albuquerque, NM

Experience: April 2008 to Present

Greater New Bedford Workforce Investment Board Youth Council Director New Bedford, MA

Responsible for supporting the partnerships and youth service system management as directed by the WIB's Youth Council. Pursue and develop proposals; provide financial management and program oversight; convene Youth Council meetings. Interact with vendors and state funders as well as legislators and policy makers.

Under the American Recovery and Reinvestment Act (ARRA), responsible for the design and implementation of stimulus dollars for jobs and programming targeted to at-risk youth in the Greater New Bedford area. Developed RFR, RFP, evaluation tools, and job/program criteria. Evaluated all submissions, aligned with budgetary needs, and oversaw all aspects of employment program implementation. Generated state and federal reports.

January 2007 – April 2008

Greater New Bedford Workforce Investment Board, Inc. LiteracyWorks Entrepreneur New Bedford, MA

Spearheaded challenge grant effort to boost literacy in New Bedford and surrounding communities, streamline resources and referrals, generate business engagement in workforce development, identify funding opportunities and collaborations; convene and interact with legislators, local government, businesses, school officials, adult education and ESOL providers, and community-based organizations. Working with other staff, helped secure \$500K grant for an advanced manufacturing initiative. Also awarded funding for ESOL/early literacy program development in the city.

Aug. 2006 to Jan. 2007

People, Incorporated Fall River, MA

Coordinator, **Human Services Academy**

Responsible for recruiting area high school seniors to attend certified training courses that enabled them to become Direct Care workers for People, Inc. or similar agencies. Working in collaboration with the Department of Mental Retardation and Bristol

Community College, coordinated efforts to encourage student enrollment in BCC's Human Services Certificate program. Presented Academy information to schools and interested students; prepared all marketing materials and press releases. Monitored participant performance and success.

Aug. 2005 to Jan. 2007

People, Incorporated

Fall River, MA

Employment Specialist

Working with several area offices of the Massachusetts Rehabilitation Commission, assisted clients in all aspects of job search, placement, and retention. Assessed vocational readiness and skill sets, prepared resumes, developed job search strategies/plans. Also provided training in interviewing techniques and application completion. Placed an average of 12 individuals every 6 months. Served as primary liaison among clients, employers, and MRC.

Sept. 2004 – Aug. 2005

The Opportunity Center

New Bedford, MA

Job Developer

Responsible for appropriate job training and placement of adults with disabilities. Provided follow-on to promote job retention. Updated resumes; developed career plans; secured employer contacts; conducted workshops on interviewing skills and proper workplace attire; assessed skills and interpersonal capabilities. Maintained contact with referring agencies to ensure secured jobs matched the goals of the individuals placed. Performed safety assessments at employment sites. Developed and prepared employment/vocational development strategies for ISPs.

1999 – 2004

Tutor

Provided tutorial services to middle and high school students. Also worked in school with English Language Learners, interacting with teachers and guidance counselors as well as students.

Committees/Boards: Selectman, Town of Freetown, (2007 to Present)
Commissioner, Bristol County Commission on the Status of Women (2009 -)
Member, New Bedford Public Schools Adult Education Advisory Board (2007 to Present)
Member, Freetown-Lakeville Regional School Committee (2003 – 2009; Chair 2005 – 2006)
Lifelong Learning Group Member (2007 to Present)
Member, State WIB Adult Education Subcommittee (2007 to Present)
Member, New Bedford Early Literacy Consortium (6/2007 to Present)
Freetown Recreation Committee (1995 – Present)
Freetown Parks Commission (2006 – 2007)
Freetown Zoning Study Committee (2006 to Present)
Freetown Parade & Fireworks Committee (1995 to Present)
Freetown Scholarship Committee (2006 to Present)
Austin Intermediate School Bldg. Comm. (2001- 2005)
Freetown Elem. School Bldg. Comm. Co-Chair (1998 – 2003)
Patient Services Advisory Comm., MA Leukemia & Lymphoma Soc.

Honors & Awards Recipient, 2006 Unsung Heroine Award, MA Commission on the Status of Women
Recipient, 1999 *New Bedford Standard-Times* – Freetown Woman of the Year

Laura E. Gardner

17 Cottage Street Fairhaven, MA 02719 (508) 542 – 7152 laura.english.gardner@gmail.com

EDUCATION

News Literacy Institute, State University of New York at Stony Brook Summer 2010
Education Fellow Stony Brook, New York
Collaborated with educators from around the country; created a News Literacy curriculum for middle school library class.

Rutgers University Fall 2007 – Spring 2009
Masters in Library and Information Science; internship at Hayden Library, Tabor Academy *New Brunswick, New Jersey*

National Board for Professional Teaching Standards 2006
National Board Certified in Library Media

Earthwatch Institute Summer 2004
Education Fellow Samburu, Kenya
Collected and analyzed data on water quality and quantity; created lesson plans for social studies and science classes.

Hollins University Fall 1998 – Spring 2002
Bachelor of Arts in History, Economics; Dual Honors *Roanoke, Virginia*
3.98 GPA; *summa cum laude*; *Phi Beta Kappa*; First Faculty Award (first in class)

EXPERIENCE

Dartmouth Middle School Fall 2009 – Present
School Librarian Dartmouth, Massachusetts

- Teach Library Skills classes to 6th graders, emphasizing information literacy and ethical use of information
- Collaborate with content area teachers to support students in research projects
- Increased library fiction circulation by over 30% in first year
- Manage an open, flexible library schedule with the assistance of 11 adult volunteers and 16 student volunteers
- Encourage pleasure reading through regular class booktalks, displays and one-to-one recommendations
- Lead weekly Book Club 2.0/Journalism after-school clubs with 12 and 25 members respectively
- Review and purchase books and non-print materials and administer the school library budget
- Maintain, catalog and weed the 10,000 volume collection
- Member of School Council, School Leadership Team and present regularly at faculty meetings

Millicent Library Winter 2008 – Summer 2009
Youth Services Librarian Fairhaven, Massachusetts

- Increased attendance at summer programs by over 50%; increased hours read in the program by over 100%
- Coordinated and ran special programs for children, young adults and their families that incorporate literacy
- Collaborated with schools and pre-schools by leading class tours of the library and by visiting the schools to conduct booktalks or storytimes; co-taught with teachers to introduce library resources, both print and online
- Planned and led five weekly story-times for children and their families; increased attendance by over 200%
- Reviewed and purchased library materials, maintained collection and administered youth services budget
- Led Millicent Library Teen Advisory Group, comprised of 25 middle and high school students who met monthly

Sturgis Library Fall 2007 – Winter 2008
Youth Services Librarian, Part-Time Barnstable, Massachusetts

- Planned and led two weekly story-times for children and their families, as well as other special programming
- Reviewed and purchased books and multimedia and administered youth services budget

- Started first Sturgis Library Teen Advisory Group with 15 members

Gentry High School

Librarian

Fall 2004 – Spring 2007

Indianola, Mississippi

- Led school reading program, which used *Accelerated Reader* framework and involved over 95% of students
- Significantly improved the quality of research projects produced by students: reduced plagiarism by over 90%.
- Presented several workshops on information literacy and reading across the curriculum for faculty and staff
- Introduced automation system to the school district and automated the Gentry Library over the three years
- Advised National Honor Society; organized service projects for members and planned induction with students
- Fundraised over \$6000 for new books by running one full and one half-marathon.
- Recipient of \$5000 Laura Bush Foundation grant for new non-fiction books to be used in research projects
- Collected data and co-wrote successful \$299,000 Improving Literacy Through School Libraries federal grant, which helped the district purchase new books, technological resources and increase library hours

Teach For America/Gentry High School

Teacher, Special Education—Resource Science, Daily Living Skills and Career Prep

Fall 2002 – Spring 2004

Indianola, Mississippi

Served as member of the highly selective national corps of outstanding recent college graduates of all academic majors who commit two years to teach in under-resourced urban and rural public schools.

- Taught over 40 special needs students in a resource environment with an emphasis on literacy skills
- Led students to achieve Individualized Education Program (IEP) goals with mastery of 85% or higher
- Coordinated field trips every semester to points of interest that met curriculum needs and reinforced social skills

OTHER EXPERIENCE

Mississippi Department of Education

Teacher and Administrator Licensure Commission Member

Spring 2006 – Spring 2007

Jackson, Mississippi

Served as alternative licensure representative on 15-member state commission that meets six times a year. Established and reviewed standards for teacher and administrator licensure and performance. Participated in disciplinary cases.

Teach For America

Special Education Learning Team Leader

Fall 2006 – Spring 2007

Mississippi Delta

Led and planned monthly meetings with resource and inclusion special education teachers.

Teach For America

New Teacher Support Group Leader

Fall 2005, Fall 2006

Mississippi Delta

Supported new teachers through structured weekly meetings primarily focused on classroom management.

COMMUNITY INVOLVEMENT

Voting member of Fairhaven Local Cultural Council and Fairhaven Town Meeting

Volunteer at GiftstoGive and Mercy, Meals & More in New Bedford

William G Gardner, Lead Founder & Proposed Executive Director

William G Gardner
17 Cottage St. Fairhaven, MA 02719
508-542-7153; willgardner@almadelmar.org

QUALIFICATIONS SUMMARY

Over seven years of educational reform experience involving instructional leadership, school-based entrepreneurship and staff management. An innovative leader with the ability to bring together a diverse team to achieve significant goals.

EDUCATION

- | | |
|--|--|
| Harvard University
Ed.M. in School Leadership – School Developer
Coursework in school leadership, law, finance and management; 4.0 GPA | Summer 2009 – Spring 2010
<i>Cambridge, Massachusetts</i> |
| Delta State University
Completed courses in macroeconomics, business calculus, excel-based statistics and finance; 4.0 GPA | Fall 2006 – Spring 2007
<i>Cleveland, Mississippi</i> |
| Wesleyan University
Bachelor of Arts, Double Major: Anthropology & Music <ul style="list-style-type: none">• 3.66 GPA; Departmental Honors (Anthropology)• Semester abroad in Santiago, Dominican Republic. Wrote honors thesis on Dominican Bachata music. | Fall 1998 – Spring 2002
<i>Middletown, Connecticut</i> |

EXPERIENCE

- | | |
|---|--|
| Citizen Schools
<i>Campus Director</i>
Directed a program site serving 91 low-income students in an afterschool learning setting. <ul style="list-style-type: none">• Turned around a failing site into a successful site with the highest quality rating in Citizen Schools' state network• Managed, trained, supervised and coached an nine person staff• Managed \$60,000 operational budget• Recruited professionals from the community to serve as volunteer teachers• Built relationships with community leaders and stakeholders to promote program• Organized community learning showcase events twice a year involving over 200 people• Designed and implemented national network training sessions related to campus culture | Summer 2007 – Summer 2009
<i>New Bedford, Massachusetts</i> |
| Stern Elementary School
<i>Teacher, 3rd Grade (Enrichment Program)</i>
Taught students who are typically one or more grade levels behind in reading. <ul style="list-style-type: none">• Analyzed individual student data to make decisions about lesson design• Led students to an average class growth in reading of 1.6 grade levels as measured by the Iowa Test of Basic Skills• Led students to above-average gains in mathematics, according to state tests• Chaired school Arts Committee, planning biannual arts festivals, artist residencies and four professional development workshops.• Led 3rd Grade planning team, collaborating with three other grade level teachers to create curriculum• Nominated for Teacher of the Year• Founded Stern Enchantment Band, bringing local musicians in to school to direct a student blues band• Organized and led class camping trip in the Ozark Mountains | Fall 2005 – Spring 2006
<i>Greenville, Mississippi</i> |

- | | |
|---|---|
| Stern Enhancement Elementary School
<i>Music Specialist/Arts Integration Coordinator</i>
Designed and implemented the Stern Arts Integration Program, which brings classroom teachers together with arts specialists to plan and | Fall 2004 – Spring 2005
<i>Greenville, Mississippi</i> |
|---|---|

co-teach lessons.

- Created and adopted new role of Arts Integration Coordinator
- Reworked school schedule, allotting time for structured peer collaboration
- Led staff development to introduce and implement the program
- Mentored visual arts teacher and assisted other arts specialists with implementing arts-integrated lessons in the classroom
- Collaborated with classroom teachers in every grade on a variety of cross-curricular units, projects and lessons
- Founded Moviemaking Club, in which students wrote and created an original feature
- Presented a session on arts integration at the Mississippi Reading Association conference in Biloxi, MS to over 150 participants

Teach For America/Trigg Elementary School

Fall 2002 – Spring 2004

Teacher, General and Choral Music

Greenville, Mississippi

Selected from a competitive field to serve as a member of national service corps of outstanding recent college graduates of all academic majors who commit two years to teaching in under-resourced urban and rural public schools.

- Revived general music program, designing curriculum and lessons for pre-K-6th Grades
- Regularly organized and hosted school events, including holiday musicals and Nights of the Arts
- Led choir, performing in the local community as well as at school
- Founded Peacemakers, a school-wide, student-run conflict resolution program.

OTHER EXPERIENCE

BB King Museum and Delta Interpretive Center

Spring 2007

Consultant to the Director

Indianola, Mississippi

Assisted the Executive Director with the development, marketing and educational outreach of the museum, scheduled to open May 2008.

- Researched local Civil Rights history
- Managed museum artifacts and data and designed youth-oriented content
- Created relationships between the museum, the local community and potential corporate partners

Camp Looking Glass

September 2005 – June 2009

Founding Counselor

Greenville, Mississippi

Assisted with the operation of a camp for children with disabilities. Brought together special needs advocates from Mississippi and Massachusetts, who went on to co-found Camp Looking Glass. Volunteered as a lead counselor for one week every summer for four years.

Whole Schools Arts Initiative

Fall 2005 – Spring 2006

Field Advisor

Jackson, Mississippi

Facilitated administration of Whole Schools Arts grants at district schools, serving in an advisory capacity during the process of grant writing and implementation.

- Consulted on curriculum of statewide staff development retreats offered by the Whole Schools Initiative
- Led district-wide staff development workshops for arts integration
- Wrote and implemented grant for the Stern Enhancement School. Grant of nearly \$10,000 was the highest amount granted to a district school

PERSONAL

- Conversational Spanish
- Interests include playing in a variety of musical ensembles, distance running and community theater

AMANDA A. GLINSKI

261 Union Street, Suite 201 ▪ New Bedford, MA 02740 ▪ 508-991-2300 ▪ amandaglinskiesq@gmail.com

Licensed to practice in Massachusetts

EDUCATION

Boston University School of Law

Juris Doctor, cum laude

- GPA: 3.68
- Concentration: Litigation
- Honors: American Journal of Law & Medicine (2002–2004), Managing Editor (2003–2004)
- Research Assistant, Professor Allan Macurdy, Federal Indian Law and Conflict of Laws, Summer 2002

Boston, MA

May 2004

Yale University

B.A. in History

- GPA: 3.43

New Haven, CT

May 1998

LEGAL EXPERIENCE

Law Office of Amanda A. Glinski

Attorney/owner

Solo practitioner law firm focusing on estate planning and probate matters.

New Bedford, MA

June 2010-Present

Robert B. Feingold & Associates, PC

Associate

Develop litigation strategies and recommendations for clients. Draft litigation pleadings, motions such as summary judgment, and discovery requests. Coordinate discovery and interview witnesses. Conference and negotiate with opposing counsel to craft resolutions to litigation matters. Conduct civil litigation trial. Attend civil motion hearings. Attend and conduct depositions. Draft estate planning documents; research estate planning strategies for clients such as GRATs, GRUTs, FLPs. Review and draft residential purchase and sale contracts. Review and draft commercial real estate leases, purchase and sale agreements, loan documents, employment agreements, and litigation settlement agreements. Research and draft memoranda for business clients' employment-law related issues such as sex discrimination and workmen's compensation. Draft brief and successfully defend against appeal of MDUA unemployment benefit decision. Draft successful motion for judgment on pleadings for appeal of ZBA decision.

New Bedford, MA

December 2005-June 2010

Wilmer Cutler Pickering Hale & Dorr LLP

Staff Attorney

Reviewed documents for production and creation of privilege log in securities and patent litigation. Lead document review attorney in software patent litigation, responsible for training contract attorneys and coordinating production process. Researched legislative history of Medicare Act of 2005 and 2005 Class Action Fairness Act, and secondary actor liability under 1934 Securities Act.

Boston, MA

March 2005–December 2005

Bingham McCutchen LLP

Contract Paralegal (Broker-Dealer Litigation Department)

Updated pleading files for partners and associates; maintained master pleading files. Assisted in document production to regulatory agencies by email review and creation and maintenance of case management indices.

Boston, MA

June 2004–December 2004

Wadleigh, Starr & Peters, P.L.L.C.

Summer Associate

Drafted memoranda on hearsay evidentiary questions and loss of consortium claims. Researched and prepared fraud and misrepresentation complaint. Attended depositions for medical malpractice.

Manchester, NH

Summer 2003

Stop & Shop Supermarket Co., Inc.

Legal Department Intern

Quincy, MA

August 2002–May 2003

Researched memorandum in support of summary judgment on false imprisonment and interference with contractual relations claims. Interviewed employees in preparation for hearing before the MCAD. Assisted in compliance with discovery orders in pending cases by coordinating and collecting responsive documentation and facts. Researched social security and I-9 compliance to assist in company policy formation for operations.

Boston University School of Law

Student Attorney (Criminal Law Clinic)

Boston, MA

September 2003–December 2003

Prosecuted six cases in Quincy District Court. Successfully argued against and drafted memorandum opposing defendant's motion to suppress evidence. Independently negotiated plea bargain. Gathered appropriate documentation, and interviewed witnesses and arresting officers. Developed case theories and strategies, and prepared for motion hearings and trials.

BUSINESS EXPERIENCE

Stop & Shop Supermarket Co., Inc.

Assistant Manager

Quincy, MA

June 1998–August 2002

Managed supermarket operations in conjunction with and in the absence of the store manager, ensuring high levels of customer service and satisfaction. Developed strong client relations skills.

Guillermo Gonzalez, Proposed Founding Board Member

GUILLERMO GONZALEZ, MD.

196 Union Street
New Bedford, MA 02740
Office: 508-990-4963 Fax: 508-990-4964
guillermogonzalezmd@comcast.net

CURRICULUM VITAE

NAME: GUILLERMO GONZALEZ
DATE OF BIRTH: July 16, 1949
PLACE OF BIRTH: San Juan, Puerto Rico
OFFICE ADDRESS: 196 Union Street, New Bedford, MA 02740
HOME ADDRESS: 74 Hawthorn Street, New Bedford, MA 02740
TELEPHONE (HOME) 508-999-2225
TELEPHONE (OFFICE): 508-990-4963

Education and Degrees:

Clinical Research Fellow
State University of New York
Downstate Medical Sciences Campus
Brooklyn, New York
July 1976-May 1977

Residency in Psychiatry
University of Puerto Rico
School of Medicine / University Hospital
San Juan, Puerto Rico
July 1973-May 1976

Doctor in Medicine
University of Puerto Rico
School of Medicine
San Juan, Puerto Rico
June 1969-May 1973

Bachelor in Sciences
University of Puerto Rico
San Juan, Puerto Rico
Cum Laude, June 1965- May 1969

Guillermo Gonzalez MD/ Curriculum Vitae

CERTIFICATIONS

Diplomat of Adult Psychiatry
American Board of Psychiatry and Neurology Inc.
Certificate # 28900
Jan 1987

Diplomat in Forensic Medicine
American Board of Forensic Medicine
Certificate # 148
July 1996

LICENCES

Commonwealth of Puerto Rico
License # 4516
Aug 1975

Commonwealth of Massachusetts
License # 59703
June 1988

PROFESSIONAL EXPERIENCE

Private Psychiatric Practice
General Adult and Family Psychiatry
Massachusetts
June 1995- Present

Medical Director
Center for Health and Human Services Inc.
New Bedford, MA
June 1992-May 1995

Private Psychiatric Practice
San Juan, Puerto Rico
General Adult and Family Psychiatry
June 1977-May 1992

Staff Psychiatrist / Consultation Liaison / OB-GYN, Surgery, Internal Medicine Services
University of Puerto Rico
School of Medicine / University Hospital
San Juan, Puerto Rico
June 1977-May 1983

Department of Psychiatry
University of Puerto Rico
School of Medicine
June 1977-May 1983

Guillermo Gonzalez MD/ Curriculum Vitae

Consultant and Expert Witness
Workmen's Compensation Program
Industrial Labor Commission
Department of Labor
San Juan, Puerto Rico
July 1977-May 1992

Disability Determination Consultant
Social Security Administration and Welfare Department
July 1983-Dec 2004

Medical Advisor for Administrative Law Judges
Social Security Administration
Disability Determination Services
San Juan, Puerto Rico, New Bedford, MA and Boston, MA Offices
Office of Hearings and Appeals Unit
July 1985-Dec 2002

Expert Witness in Psychiatry
Federal District Court
San Juan, Puerto Rico
June 1985-Dec 1992

University of Central Caribbean
Chairman Department of Psychiatry
Bayamon, Puerto Rico
June 1987-Dec 1991

Disability Determination Consultant
University of Massachusetts
Disability Determination Program School of Medicine
Worcester, MA
June 1997-July 2002

ACADEMIC APPOINTMENTS:

RANKS	INSTITUTION	DATE
1. Instructor	Department of Psychiatry Medical Science Campus School of Medicine University of Puerto Rico	July 1977
2. Assistant Professor	Department of Psychiatry Medical Sciences Campus School of Medicine, University of Puerto Rico	July 1980

Guillermo Gonzalez, MD/ Curriculum Vitae

- | | | |
|------------------------|---|----------------|
| 3. Associate Professor | School of Medicine
University of Central Caribbean
Bayamon, Puerto Rico | July 1987 |
| 4. Chairman | Department of Psychiatry
School of Medicine
University of Central Caribbean | July 1987-1991 |

OTHER APPOINTMENTS

- | TITLE | DATE |
|---|---------------|
| 1. President, Norms and Rules Committee
Psychiatry Section
University of Puerto Rico Hospital
Rio Piedras, Puerto Rico | June 1982 |
| 2. Member, Research Committee
Department of Psychiatry
University of Puerto Rico, Medical Sciences Campus | June 1987 |
| 3. Member of the Secretary of Health of the
Commonwealth of Puerto Rico Task Force to
Evaluate the Public Mental Health Services | July 1990 |
| 4. Member of the Governor of Puerto Rico
Designated Advocacy Group for the Chronically
Severe Mentally Ill Patients, Sponsored by the US Congress,
Federal Public Law 99-660 | July 1991 |
| 5. APA Practice Research Network | 1998- present |

MEMBERSHIP IN MEDICAL, PROFESSIONAL OR SCIENTIFIC SOCIETIES

1. University of Puerto Rico Alumni Association
2. University of Puerto Rico, School of Medicine Alumni Association
3. American Medical Association
4. American Psychiatric Association
5. Massachusetts Psychiatry Society

TEACHING EXPERIENCE

1. "Man and His Environment", Multidisciplinary Course to first and second year medical students. 1973-1976; 1977-1983.
2. Basic Psychiatry Course to 3rd year medical students. 1974-1976; 1977-1983.
3. Individual Supervision to Psychiatry Residents. 1975-1981.

Guillermo Gonzalez, MD/ Curriculum Vitae

4. Consultation Liaison Seminars to Psychiatry, Internal Medicine, Family Psychiatry, Neurology, and OB-GYN Residents. 1977-1983
5. Medical Students Basic and Advanced courses in Psychiatry School of Medicine, University of Central Caribbean.

RESEARCH EXPERIENCE

1. Behavioral Objectives in Psychiatry Residency Program at Downstate Medical Center, 1976
2. University of Puerto Rico, Psychiatric Departmental Meetings Action Evaluation Research 1978.
3. United States Psychiatric Practices Research: Managed Care Impact 1998.
4. Center for Health and Human Services, Aftercare Psychiatric Services Program Evaluation Research 2004.
5. Evaluation Research of field testing manuals for proposed DSM V: APA 2010.

Postgraduate Courses, Seminars, and Workshops

1. Educational Reviews/ Albert Einstein College of Medicine, 1990; Monthly Audio Courses Category 2 Credits
2. Directions in Psychiatry/ St. Vincent Hospital and Medical Center, 1992-present; Written Category 1 Credit Courses
3. Department of Defense/ Armed Forces Institute of Pathology, 1995-1999; Risk Management Category 1 Credit Course

LEARNING RESOURCES AUTHORED OR CO-AUTHORED

1. Exploring Attitudes and Social Prejudice in Medical Students' Decisions, videotape, author, 1975.
2. Behavioral Objectives for a Psychiatry Residency Program, author, 1977.
3. Exploring Attitudes in Cancer Patients, videotape, author, 1978.
4. Behavioral Approach for the Study of Departmental Meetings of Psychiatry at the University of Puerto Rico
5. Word Processing Format for a Psychiatric Evaluation; Addressed to Incapacity Determination and Diagnosis, author, 1984.
6. Proposal for the Development of an Integrated Primary Care and Mental Health Facility for the School of Medicine, Central University of the Caribbean, Bayamon, Puerto Rico, author, 1989.
7. Practical Steps to Avoid Negative Consequences of Stress, author, 1989. Article for Primary Care Physicians Family Medicine Journal.
8. Quality Assessment of Psychiatric Aftercare Services at the Center for Health and Human Services, Inc., New Bedford, MA; 1993.

Guillermo Gonzalez, MD /Curriculum Vitae

9. The Andrea Yates Case; Implications for the Insanity Defense, El Vocero Hispano, Worcester, MA, 2002
10. Obesity, the Number One Health Problem in the USA. El Vocero Hispano, Worcester, MA, 2002.
11. The Governor's Suits , author; Library of Congress Control # 20066910211
12. Los Trajes Del Gobernador, author; ISBN10: 1-4257-4522-9

PARTICIPATION IN PROJECTS, PROGRAMS, GRANTS, & contracts

1. Evaluation Research of an Alcoholism Behavior Modification Program, Participant observer, Municipal funding, University of Puerto Rico, 1973.
2. Family Therapy Research Program, Participant observer, Municipal funding, University of Puerto Rico, 1974.
3. Cancer Outreach Research Project, Psychiatry Consultant, National Institute of Cancer, Grant Proposal, 1977.
4. Comprehensive Study of Pain in Cancer Patients, Psychiatric Consultant, Grant Proposal, University of Puerto Rico, 1978.
5. Program Evaluation Research of a Mental Health Outpatient, San Patricio, San Juan, Puerto, 1990. Sponsored by the Department of Health of the Commonwealth of Puerto Rico.

EXTRA-CURRICULAR ACTIVITIES

1. President, Board of Directors of the Piedras Tennis Club at Baldrich Puerto Rico 1983-1992.
2. President, Puerto Rico Tennis Federation, 1983-1992.
3. Member, New England Health and Racquet Club, 1992-1997.
4. Member, Marion Indoor Tennis Club, 1992-Present
5. Member, Whaling City Rowing Club, 1999-Present
6. Surgeon sail crew member, *Voyager*, owned by Geraldo Rivera, 1998-present
7. YMCA member, 2000-present
8. Board Member, Coalition for Buzzards Bay, 2001
9. City of New Bedford Mayor's Latino Advisory Committee, 2002
10. Human Relations Commissioner, City of New Bedford, 2004
11. International Amateur Sailor Association, member 2004
12. Greater New Bedford Community Health Foundation Board of Directors, member 2002-2006
13. School Committee of New Bedford, running candidate, 2005
14. People to People Psychiatric Ambassador to Russia, 2006
15. South Coastal Counties Legal Services, Inc. Board of Directors Member, 2006-present
16. People of Color Think Tank at University of Massachusetts at Dartmouth 2006-2008
17. National Hispanic Medical Association 2008

COMMAND OF LANGUAGES

Fluent in Spanish and English

Martha Kay, Proposed Founding Board Member

Martha E. Kay

311 Cross Rd.
No. Dartmouth, MA 02747
(508)992-2212
kaymartha@yahoo.com

Experience

	New Bedford, MA Public Schools
2005-Present	Principal- Alfred J. Gomes Elementary School
1992-2005	Principal- Ingraham Integrated Preschool Center
1990-1992	Assistant Principal Hayden-McFadden Elementary
1985-1990	Title VII Supervisor
1972-1985	Bilingual Elementary Teacher

Responsible for day to day operations of the A.J. Gomes Elementary School and the Ingraham Integrated Preschool Center including, but not limited to, curriculum, programming, supervision/evaluation of staff, purchases, contracts, transportation, professional development, parent programs, grant writing and school-wide planning for more than 850 students

Wrote proposal and directed operations related to the Early Reading First Project- a federal grant supporting the enhancement of early language and literacy of pre-school children

Led activities to support families of preschool children through the state-funded Community Partnerships for Children grant

Planned staff professional development including seminars offered through Erikson Institute, Chicago (2006-2009) and Research for Better Teaching, Acton, MA 2009

Responsible for organization of community resources to rehab the 1898 Preschool site

Responsible for N.A.E.Y.C. Accreditation gained 1993 through 2007

Responsible for rallying Ingraham professional staff in creation of an Integrated Curriculum which is aligned with the MA Curriculum Frameworks and an accompanying Educational Student Profile to be used for measuring student gains

1990-1992	Assistant Principal- Hayden McFadden Elementary School
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Responsible for many of the day to day operations of the approximately 900 student facility grades Pre-school- grade 6 including but not limited to instructional supervision, lunch programs, before and after school programs, provisioning of supplies, translations, professional development, student discipline, staff support

Responsible for curriculum development and implementation of all Bilingual classes and PreK-3 mainstream classes

1985-1991 Title VII Supervisor

Responsible for all grant applications and submissions to the U.S. Department of Education's Office of Bilingual Education and Language Minorities Affairs (O.B.E.M.L.A.)

Responsible for financial, programmatic and evaluative implementation of the grant awards

Awarded Massachusetts Academics in Excellence for Bilingual Programs for Title VII Early Childhood Program

Workshop Presenter for O.B.E.M.L.A. and Massachusetts Association of Bilingual Education

1972-1985 Kindergarten Bilingual Portuguese and Spanish Teacher

Education

2009 Additional training through Research for Better Teaching
2006-2009 Erikson Institute (Chicago) Coursework related to best teaching practices in preschool early literacy
National Institute for School Leadership
2007 Harvard Graduate School of Education course- Critical Issues in Urban Special Education- "Improving Outcomes for Young Children at Risk" (July 16-20)
2003 NAEYC- Trained Validator
2002-1978 Fitchburg State College- Research for Better Teaching
Fisher College- Early Childhood Coursework
C.A.G.S. Degree Program- School Administration-39 credits
Bridgewater State College
Whelock College, Boston, MA – Integration in Early Childhood
1978 M.Ed. Bilingual/ Bicultural Education
Southeastern Massachusetts University, No. Dartmouth, MA
1972 Instituto de Cultura Hispano-Americana
B.S. Secondary Education
Southeastern Massachusetts University, No. Dartmouth, MA

Professional Organizations

NAEYC-National Association for the Education of Young Children
N.B.E.A-New Bedford Educators Association
M.T.A.- Massachusetts Educators Association
N.E.A.- National Educators Association
ΔKT- Delta Kappa Gamma International- ETA Chapter

JUDITH J. LI, PROPOSED FOUNDING BOARD MEMBER

780 Boylston St. #10B
Boston, MA 02199

Judith.Li@gmail.com
917-597-3719

Education

HARVARD UNIVERSITY

Cambridge, MA

- GPA 3.8. *Magna cum laude* with Highest Honors in Neurobiology
- *Harvard College Scholar* (top 10 percent of graduating class). *Harvard College prefect and proctor*

MONTA VISTA HIGH SCHOOL

Cupertino, CA

- GPA 4.71. SAT I: 1600, SAT II: Chemistry: 800, Writing: 800, Math IIC: 800. Valedictorian, graduating class of 493. National Merit Scholar. Commendations from Senators Barbara Boxer and Diane Feinstein Governor Gray Davis
- *Presidential Scholar 2002*. Highest distinction given to high school students; one male and one female per state per year

Professional experience

DIRECTOR, STRATEGY

2009-present

Teach for America

Boston, MA

- Managed strategic planning process for FY10-12 coordinated across different Teach for America silos
- Led several research pieces touching on improvement to Teach for America's teacher preparation and support, admissions process, and staff culture turnaround initiatives

SENIOR BUSINESS ANALYST/JUNIOR ENGAGEMENT MANAGER

2006-2009

McKinsey and Company

New York, NY

- Managed team in coordinating with CEO and top executives at privately held pharmaceutical with \$3.0b annual revenues to develop long-term corporate strategy and top-team performance management
- Led engagement on US product launch strategy for top pharmaceutical, working with head of specialty franchise
- Designed and executed pan-Asia diagnostic for \$11b product division at top pharmaceutical via direct coordination with head of Asia
- Coordinated five project teams as part of a program management office role, serving as central hub coordinating financials, overseeing progress against milestones and tracking performance metrics
- Created indexed database and price/revenue model for \$40b product portfolio at top pharmaceutical

TEACHING FELLOW

2004-06

Harvard College Department of Chemistry

Cambridge, MA

- *Teaching fellowship* for the 2004 fall semester in Inorganic Chemistry. One of four undergraduates awarded this position
- Undertook full responsibility of designing section curriculum for undergraduates

Leadership and volunteer experience

EXECUTIVE DIRECTOR, Hepatitis B Initiative

2003-06

- Managed publicity and operations of two clinics that administered over 300 free vaccines in past 2 years
- Increased volunteer base from 40 to 120 volunteers and expanded organization to nine different colleges
- Secured \$15,000 grant by presenting HBI developments to group of medical professionals
- Organized Jade Ribbon Gala, a fundraising event targeting over 400 Boston area college students

CO-PRESIDENT, Tzu-Chi Foundation for Disaster Relief Worldwide

2000-06

- Coordinated volunteers from six different colleges for nursing home, homeless shelter, and street cleanups
- Planned orientations, cultivation classes, and volunteer communication for over 140 high school students
- *Co-programming Chair, Leadership Summit*. Spearheaded two-day community service leadership camp for 60 students
- *Secretary/Treasurer*. Managed funds, organized member information, meeting minutes, communication

CONSULTANT MENTOR AND WORKSHOP LEADER, New Sector Alliance

2007-present

- Served as experienced consultant mentor for program placing recent graduates in nonprofit consulting positions
- Initiated and led training curricula, including workshops, for Residents placed in programs

Additional

Language skills: Fluent in Mandarin. Conversational in Taiwanese, Spanish.

Ross Moran

308 County St., New Bedford, MA 02740

Cell Phone-774.328.2299

ross.j.moran@gmail.com

Experience:

Citizen Schools – Normandin Middle School, New Bedford, MA

Campus Director, June 2010 – present

Positive Action Against Chemical Addiction, Inc., PAACA, New Bedford, MA

Special Projects Manager, July 2009 – July 2010

- *Green Brigade Project Manager*: Designed/Launched/Implemented master plan for first ever eight week youth summer jobs program focused on sustainability and urban agriculture serving over 70 at-risk youth; Managed a team of 16 staff members at three different locations throughout city; Established stakeholder relationships with local environmental groups; Coordinated work projects at 3-5 locations daily; Coordinated transportation; Facilitated weekly trainings on youth development and programmatic bench marks; Fostered professional growth of 16 staff members; Monitored status of work projects and reporting; Managed daily operations throughout life of project (\$80,000+ budget);
- *Commonwealth Corps Coordinator*: Manage daily operations of Commonwealth Corps grant (\$60,000+ budget); Recruited, Trained and Manage service of 8 Commonwealth Corps members; Develop Individualized Service Plan's for all members; Monitor/Support member professional development; Monitor/Support member service at three sites in city; Complete monthly progress reports submitted to state regulatory agency (Mass Service Alliance); Organize/Maintain member files; Match volunteer assets with community needs
- *Resource Development*: Mini-grant writing up to \$15,000 dollars; Network with community stakeholders for in-kind donations, collaboration and/or establish new initiatives and programs; Invoicing to Public School Dept.

Citizen Schools, New Bedford, MA

National Teaching Fellowship (Teaching Fellow), August 2007– June 2009

- *8th Grade Academy Team Leader*: Mentored/ fostered the growth of 30 at-risk urban 8th grade students, Supported academic achievement, leadership development, and 21st century hands-on learning skills, Designed/ implemented 8th Grade Academy college readiness curriculum, coordinating guest speakers, college visits and high school choice, At least 75% of students improved ELA/Math Grades for two years;
- *Exploration Planning*: Coordinated educational excursions for over 200 students, including transportation logistics, invoicing and development of funds to sponsor trips (\$10,000+ per year), Designed/Monitored project plans for trips, Negotiated rates with local vendors;
- *Family Engagement Lead*: Designed and monitored system for family engagement in program elements including, orientation nights, potlucks, and program events, Managed 6 staff members' weekly communication with families;
- *Data Captain and website management*: Developed/Maintained/Supervised collection of campus data, Trained staff team on data collection, implementation and analysis, performed campus-wide data analysis, Reported weekly data to National Headquarters

Office of Community Outreach, University of Connecticut

Youth Development and Education Coordinator (Adolescence) &

Program Director for Horace Porter School Plus Tutoring, Fall 2004-Spring 2007

- Served on Executive Board, Fostered the personal and professional development of Program Directors, Managed the building of a knowledge domain by sharing best practices, documenting lessons learned and organizing learning events, Communicate regularly with student leaders regarding aspects of the program plan including, but not limited to client activities, community partnership development, volunteer management strategies, and payroll;

Education:

University of Connecticut, Storrs, CT

Bachelor of Science in Human Development and Family Studies (*May 2007*)

Concentration: Childhood and Adolescent Development Minor: History

Honors, Activities and Certifications:

- **University of Connecticut Peer Educator of the Year**, 2007
- **University of Connecticut Student Life Awards, Donald L. McCullough Leadership Award**, *Finalist*, 2007
- **Volunteer Coordinator (Taste of SouthCoast and Chowderfest Events)**, Downtown New Bedford Inc., 2009-present
- **Your Theatre Inc.**, Board of Directors, *June 2010 –present*

David M. Prentiss, Proposed Founding Board Member

DAVID M. PRENTISS

69 Maple Street, New Bedford, MA 02740

work: (508) 999-6276 home: (508) 993-2123 email: dprentiss@nbsymphony.org

PROFESSIONAL EXPERIENCE

New Bedford Symphony Orchestra **New Bedford, MA**
President and CEO, 2008-present

Buttonwood Park Zoological Society **New Bedford, MA**
Executive Director, 2001-2008

University of Massachusetts **Dartmouth, MA**
Part-time Visiting Lecturer in Political Science, 2000-present
Courses taught: Introduction to American Politics, Classical Political Thought, American Political Thought I&II, Modern Political Thought, Contemporary Political Thought, Introduction to Political Theory, Constitutional Law, Civil Liberties, Public Opinion Seminar, Presidential Leadership Seminar

Southern New England School Of Law **Dartmouth, MA**
Acting Dean, 1998-1999
Associate Dean, 1994-1998
Assistant Professor of Law, 1994-1999
Adjunct Professor, 1993-1994

Joined the faculty of this unaccredited law school at time of severe governance and management challenges. Upon being appointed Associate Dean, became responsible for \$3 million budget, academic programs, student recruitment, fund raising, community relations and accreditation efforts.

- ◆ Chaired accreditation committee and achieved accreditation by the Commission on Higher Education, New England Association of Schools and Colleges
- ◆ Negotiated \$3.5 million letter of credit with Fleet Bank and issuance of tax-exempt bonds through the Massachusetts Financial Development Agency
- ◆ Established Partners Council fund raising program
- ◆ Oversaw school's qualification by the U.S. Department of Education for participation in federal student loan program

- ◆ Developed legal clinic program, continuing education program, bar preparation program, career services program, and alumni program
- ◆ Formed several partnerships with the University of Massachusetts-Dartmouth, including reciprocal library privileges, technology sharing, housing assistance, and joint undergraduate/law degree program

COMMUNITY INVOLVEMENT

Non-Profit Advisor: Providing assistance on strategic planning, fund raising, management, marketing and partnership-building issues to various organizations, including New Bedford Festival Theatre, Southcoast Humane Society and Shelter, AHA! (Arts-History-Architecture), SEEAL (Southeastern Massachusetts Environmental Educational Alliance), and Whaling City Rowing.

- ◆ Developed fund raising and board development plans for SouthCoast Humane Society and Shelter
- ◆ Drafted business plan for AHA! Community art initiative
- ◆ Facilitated several strategic planning sessions for SEEAL
- ◆ Assisted with grant-writing, fund raising plan, and strategic planning for Whaling City Rowing

New Bedford Symphony Orchestra Board of Directors, 1998-2002, 2006-2008: Board President, 2000-2002, 2007-2008; Chair, Long Range Planning Committee, 1998-1999

- ◆ Chaired Symphony's long range planning process which resulted in organizational growth, quality improvement of orchestra, and board effectiveness
- ◆ Symphony presented first "international soloists" season featuring three winners of the Tchaikovsky Competition
- ◆ "Symphony Seaside Swing" gala launched
- ◆ Season subscriptions increased by 100% from 1999 to 2001
- ◆ Symphony hired first Executive Director and established downtown office

Whaling City Rowing Board of Directors, 1998-2001: President, 1999-2001, 2006-2008

Regional Community Congress, 1998-2001

AHA! (Arts-History-Architecture) Steering Committee, Treasurer, 2000-2002; Marketing Committee, 2009-present

Greater New Bedford Workforce Investment Board, 2000-2002: Chair, Youth Council Strategic Planning Committee

Bristol County Convention and Visitors Bureau Board of Directors, 2002-2007
Arts New Bedford Steering Committee, 2003-2007: Founding Co-Chair, 2003-2004
New Bedford School Drop Out Prevention Committee, 2005-2006
New Bedford Whaling Museum President/CEO Search Committee, 2008
New Bedford Public School Superintendent's Roundtable, 2009-present
New Bedford Ballet Board of Directors, 2008-present
New Bedford Economic Development Creative Economy Task Force, 2008-present
Tourism Marketing Committee chair, 2010- present
Tri-County Symphonic Band, Board of Directors, 2010-present
Greater New Bedford Civil War Roundtable, 2009-present
Presented paper "Lincoln's Pursuit of Justice and the Preservation of Democracy" 2010

EDUCATION

New England School of Law

Boston, MA

Juris Doctor, magna cum laude; Graduated second in class

Executive Case and Note Editor, *New England Law Review*

West Publishing Co. Award for Outstanding Scholarship, *New England School of Law*

N. E. School of Law Trustee Scholarship, awarded to two highest ranking students of each class

American Jurisprudence Prize for Evidence, *New England School of Law*

American Jurisprudence Prize for Federal Courts, *New England School of Law*

Dean's List and *New England Scholar*, *New England School of Law*

Published law review article on the first amendment

Boston College

Chestnut Hill, MA

Ph.D. candidate, Political Science

Thomas P. O'Neill, Jr. Fellowship; Boston College Ph.D. Fellowship

All course work done, foreign language examination passed, and comprehensive examinations passed with distinction.

Assumption College

Worcester, MA

Bachelor of Arts, cum laude

Philosophy major with course concentrations in Politics and Sociology

Mark Rasmussen, Proposed Founding Board Member

Mark Prescott Rasmussen

39 Fort Street, Fairhaven, Massachusetts 02719

EDUCATION

Harvard University

Cambridge, MA

M.P.A. 2006 Masters in Public Administration, John F. Kennedy School of Government

Studies focused on environmental policy and organizational management

Boston College

Chestnut Hill, MA

B.A. 1992 Political Science/Environmental concentration *Cum Laude*

Study Abroad: University College, Oxford University, England Dean's List Scholar

O'Neill Award for Best Senior Political Science Thesis

Harvard University – Extension School

Cambridge, MA

Courses in Geology, Statistics, and Economics

Feb. 1994 – Jan. 1997

University of Massachusetts, Dartmouth

Dartmouth, MA

Courses in Biology and Mathematics

Sept. 1992 – Dec. 1994

EXPERIENCE

The Coalition for Buzzards Bay

New Bedford, MA

President/Buzzards Baykeeper

May 1998 – Present

Issues and Policy Director

Sept. 1994 – Dec. 1995

Local Government Monitoring Coordinator

Feb. 1993 – Sept. 1994

- Chief Executive Officer (CEO) of 23 year old, private, nonprofit membership organization dedicated to the restoration and protection of Buzzards Bay and its watershed.
- Oversee strategic planning, fundraising, and implementation of all education, conservation, research and advocacy programs. Manage \$1.5 million annual budget and fourteen person staff.
- Develop policy positions and prepare comments on public and private projects with a potential to impact water quality and living resources in Buzzards Bay.

Massachusetts Office of Coastal Zone Management

Wareham, MA

Buzzards Bay Project National Estuary Program

Regional Planner

Jan. 1996 – May 1998

- Provided technical and planning assistance to municipalities within the Buzzards Bay watershed on issues related to bay protection and restoration including land use planning, habitat restoration, stormwater remediation, Geographic Information System (GIS) mapping, and land conservation.
- Administered \$.5 million Buzzards Bay Municipal Grant Program to 17 watershed communities for pollution remediation, habitat restoration and land use planning.
- Directed two-year initiative to develop state-approved Open Space and Recreation Plans for the City of Fall River and the towns of Westport, Mattapoisett, Wareham and Plymouth.

Woods Hole Oceanographic Institution

Woods Hole, MA

Guest Student

July 1993 – Mar. 1997

Assisted in the collection and analysis of water quality, sediment, bathymetric and biotic data.

Research centered on the impacts of nutrient loading to coastal ecosystems.

Eleanor I. Rounds

152 Chestnut Avenue, Apt. 1 ♦ Jamaica Plain, MA 02130 ♦ (617) 688-7313 ♦ ellie.rounds@gmail.com

Dean of Special Education & Student Support, *Neighborhood House Charter School*, August 2006-present

- Supervise six teachers, two paraprofessionals, and all related service provides, including the school nurse.
- Coordinate and chair Student Support Team meetings.
- Oversee English Language Learner Program, as well as supervise ELL teacher.
- Act as homeless education liaison for school.
- Manage an annual budget of \$50,000.
- Organize and provide professional development for all staff on various special education and English Language Learner topics.
- Develop and maintain partnerships with outside agencies to provide services for students.
- Serve as Project Director for Elementary and Secondary School Counseling Grant with a budget of \$200,000 over three years.
- Serve as member of Executive Board of Parent Council.
- Coordinate all initial evaluations of students referred to special education.
- Manage caseload of 15 students in IEPs who receive related services.
- Supervise After School Program and Summer Academic Institute.
- Process all billing for After School programming and Summer Academic Institute.

Adjunct Lecturer, *Simmons College*, September 2006-May 2009

- Taught "Formal and Informal Assessment" in the graduate program of special education.

Support Services Coordinator, *Smith Leadership Academy Charter Public School*, June 2003-July 2006

- Supervised five teachers and all related service providers, including weekly observations, and mid-point and final evaluations.
- Co-wrote two grants for Safe and Supportive Learning Environments with awards of \$25,000 each.
- Chaired all IEP and 504 meetings.
- Organized and provided professional development for all staff on various special education and English Language Learner issues.
- Coordinated initial and 3 year evaluations of students in special education.
- Organized Special Education Parent Advisory Council meetings.
- Administered state mandated testing for English Language Learners.
- Oversaw direct instruction for ELL students.
- Managed a budget of \$50,000.
- Arranged small group testing for standardized testing for all external assessments.

Teacher, *Frederick Douglass Charter School*, September 2001 – June 2003

- Taught 7th grade English Language Arts in an inclusive classroom.
- Collaborated with faculty to develop new school schedule and advising system.
- Generated IEP goals for students receiving special education services.
- Developed with faculty and administration enrichment program for 6th graders.

Teacher, East St. John High School, August 1998- May 2001

- Initiated an English II inclusion class for mild/moderate students.
- Co-taught inclusion English II and English III.
- Co-presented workshop on inclusion best practices for faculty.
- Monitored and maintained 15 Individualized Education Plans.
- Taught self-contained classes of students with mild/moderate disabilities.
- Developed and coordinated on-campus work program for students in Careers II.

LICENSURE AND APPOINTMENTS

- Massachusetts Preliminary Licensure in Political Science/Political Philosophy, grades 5-8
- Massachusetts Initial Licensure in Moderate Disabilities, grades 5-12
- Member of the Special Education State Advisory Council (2003-2006)
- Member of State-wide Taskforce on Recruitment, Preparation and Retention of Special Educators and Related Service Providers (2004-2006)
- Member of Comprehensive System of Professional Development Advisory Committee (2005-2006)

PRESENTATIONS

- "Teacher Led Student Supports" at the Bridging the Gap Conference, March 2010; 15th Annual Conference on Advancing School Mental Health, October 2010; PSI Learning Exchange, October 2010.

EDUCATION

- **University of Massachusetts-Boston**, July 2009-present
Certificate of Advanced Graduate Study in Educational Administration (Special Education Administrator License)
- **Simmons College**, Boston, MA; September 2001- May 2004
Masters of Science in Education, Moderate Special Needs, Grades 5-12
- **Southeastern Louisiana University**, Hammond, LA
Enrolled in Alternate Post-Baccalaureate Certification Program in Special Education (Mild/Moderate)
- **Mount Holyoke College**, South Hadley, MA; 1994-1998
Bachelor of Arts in History, conferred May 1998

Additional Attachment B: Description of Curriculum for Other Grades

Academic Content				
Grade Level	English and Language Arts	History and Social Studies	Mathematics	Science and Technology
<p><i>Sample Learning Expedition: The impact of natural forces on civilization: Students will identify the natural resources of Massachusetts and the New Bedford area, analyzing how these resources have shaped the growth of local towns and prominent industries. Students will also apply these skills to current economics, hosting local business representatives to learn how they have harnessed wind energy or other natural resources to support the community. Students will then apply this knowledge to the study of U.S. geography, making inferences and comparisons between Massachusetts topography and resources, and other U.S. regions.</i></p>				
4 th grade	<ul style="list-style-type: none"> Identify and use figurative language and playful language. Distinguish fact from opinion. Distinguish cause from effect. Summarize main idea and supporting details. Revise writing to determine the level of detail. 	<ul style="list-style-type: none"> Define and give examples of natural resources in the US Give examples of limited and unlimited resources and explain how scarcity compels people to make choices about goods and services Describe the climate, major features and natural resources of each region. 	<ul style="list-style-type: none"> Identify and compare large numbers Add and subtract up to 5 digit numbers Measure amounts in different quantities 	<ul style="list-style-type: none"> Give an explanation of what a mineral is Identify the physical properties of a mineral Identify the 3 categories of rocks and how they are formed Recognize and discuss the different properties of soil
<p><i>Sample Learning Expedition: How have plants and animals adapted to changes in their environment (either as a result of changing seasons, climates, or human migration)? Working in groups students will identify and examine plants and animals within a geographic region, highlighting changes within the environment and their causes, and how these have affected the population, migration or adaptation of particular species of plants and animals.</i></p>				
5 th Grade	<ul style="list-style-type: none"> Compare traditional literature from different cultures. Revise writing to improve the level of detail and precision. Group related ideas and place them in logical order when writing summaries or reports. Apply steps for obtaining information from a variety of sources 	<ul style="list-style-type: none"> Interpret timelines of events studied. Use maps and globes to identify locations. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income or climate change. 	<ul style="list-style-type: none"> Describe and compare data sets Construct and interpret tree graphs, line plots and other graphs Identify relationships among points, lines and shapes Solve problems involving proportional relationships 	<ul style="list-style-type: none"> Give examples of how changes in the environment have caused some plants and animals to die or move to new locations Differentiate between observed characteristics of plants and animals that are fully inherited and those affected by climate, environment, Give examples of how inherited characteristics may change over time as adaptations to changes in environment
<p><i>Sample Learning Expedition: Students will research and track the movement of people across different global regions, examining the impact of human migration on agriculture, horticulture, and technology. Students will create a web-based resource that maps human impact on each of these areas in a particular region.</i></p>				

Grade Level	English and Language Arts	History and Social Studies	Mathematics	Science and Technology
6 th Grade	<ul style="list-style-type: none"> Students read texts set in locations around the world, focusing on the culture of the regions studied in social studies. Students identify themes across texts, such as a quest, self-discovery, duty/filial piety, honor, prejudice, and perseverance. 	<ul style="list-style-type: none"> Use map skills to interpret different kinds of projections. Define what a nation is and give examples of how nations are formed Give examples of products traded among nations and barriers to trade. Explain how factors have influenced settlement and economics of major African regions. 	<ul style="list-style-type: none"> Use properties of equality to solve equations, produce and interpret graphs, Measure and describe circles with different radii, diameter, circumference and area Find volumes and surface areas of 3 dimensional shapes 	<ul style="list-style-type: none"> Recognize, interpret and be able to create models of the earth's common physical features Describe the layers of the Earth Differentiate among radiation, conduction, and convection, Explain the relationship among the energy provided by the sun, the global patterns of the atmosphere
<p><i>Sample Learning Expedition: Ancient Greece: How have past events, ideas and philosophies informed the present? Students will research ancient Greek life, including its culture, architecture, mathematics, science, philosophies, and government, analyzing how the ideas of ancient Greek have impacted our current system of government and culture. Students will develop a presentation in which they take on the role s of notable Greeks, such as Hippocrates and Plato, and stage a mock debate between Athenians and Spartans.</i></p>				
7 th Grade	<ul style="list-style-type: none"> Analyze mythology from Greece and other ancient civilizations Use appropriate techniques for oral persuasion. Determine the meaning of unfamiliar words using their Latin or Greek roots. Recognize and use arguments for or against a topic. 	<ul style="list-style-type: none"> Identify multiple causes and effects when explaining historical events. Explain why the government of ancient Greece is considered the beginning of democracy. Compare and contrast life in Athens and Sparta. Describe the status of women and function of slaves in ancient Athens. 	<ul style="list-style-type: none"> Use ratios and proportions to solve problems Use inverse relationships to solve problems Given formulas convert from one system of measurement to another Apply formulas to solve problems, such as the Pythagorean Theorem 	<ul style="list-style-type: none"> Classify organisms by kingdom Recognize that all organisms are made up of cells, and compare and contrast plant and animal cells Recognize that heredity information is contained within genes located in chromosomes of cells Give examples of ways in which genetic variation are causes for diversity
<p><i>Sample Learning Expedition: How does literature reflect the culture, philosophies, or struggles of the different periods of American history? Working in small groups, students will select a significant period of American history, such as the Civil Rights Movement or American Revolution. Students will work with local historians to research the time period, using primary source documents (including interviews), while also reading texts written in that time period. As a culminating project, students will develop a literary guide to historical fiction and nonfiction texts, reviewing the historical accuracy of specific texts, and critiquing each author's work.</i></p>				
8 th Grade	<ul style="list-style-type: none"> Relate a literary work to information about its setting. Relate a literary work to artifacts, artistic creations, or 	<ul style="list-style-type: none"> Show connections between historical events and ideas, and larger social, economic, and political trends and developments. 	<ul style="list-style-type: none"> Simplify numerical equations Describe, complete, extend, analyze, generalize, and 	<ul style="list-style-type: none"> Explain and give examples of how the motion of an object can be described Properties of matter Differentiate between weight and mass and

	<p>historical sites of the period of its setting.</p> <ul style="list-style-type: none"> Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. Differentiate between primary and secondary sources 	<ul style="list-style-type: none"> Interpret the past in terms of its own historical context rather than in terms of present day norms and values. Explain the political and economic factors that contributed to the American Revolution. 	<p>create a variety of patterns</p> <ul style="list-style-type: none"> Solve everyday problems that can be described using the systems of linear equations or inequalities. Find solutions to quadratic equations 	<p>volume and mass</p> <ul style="list-style-type: none"> Give examples of elements and compounds Differentiate between physical and chemical changes
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