

Board of Education Meeting

Wednesday, January 8, 2025 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

2. **STAFF AND STUDENT RECOGNITION**

2.1. Mini-Grant Awardees for 2024-2025

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Administrative Hire - Effective December 10, 2024

8.1.b. Teacher Resignations

8.1.c. A-1 Teacher Hires

8.1.d. A-2 Hire - Effective November 14, 2024

8.1.e. A-3 Hire - Effective November 14, 2024

8.1.f. Teacher Leave of Absence Request

8.2. GRANTS

8.2.a. School-Based Health Alliance Grant

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

10.1. REACH Charter School Application

10.2. 2025-2026 Program of Studies

10.3. Bristol Central High School Exchange Program - Spring 2026

10.4. Bristol Central Trip to Italy - Spring 2027

10.5. Pupil Personnel Services Report

11. CURRICULUM REVISION

11.1. Pottery 3 (New Course)

11.2. Improv Comedy (New Course)

11.3. Found Object Art (New Course)

11.4. 6-8 Wellness Revision

12. NEW BUSINESS

12.1. BoE Member Appointment to the Edgewood
Pre-K Renovation Building Committee

13. INFORMATION/LIAISON REPORTS

14. VOTE TO CONVENE INTO EXECUTIVE SESSION

15. VOTE TO RECONVENE INTO PUBLIC SESSION

16. ADJOURNMENT

2024-2025 Mini-Grant Award Winners Mini-Grant Winners

Name	School	Grant Title	Amount Awarded
1. Erin Winger	BAIMS	Wellness Fair	\$500.00
2. Shannon Burton	BAIMS	Walls that Talk	\$820.42
3. Christel Russman	BCHS	The Ramily Report	\$904.96
4. Gina Gallo	BCHS	Let's Speak Italian	\$1,355.00
5. Gina Gallo	BCHS	Practice Makes Perfect	\$620.00
6. Steve Troche	BCHS	Unity in Diversity	\$500.00
7. Brittany Mercari	BEHS	DECA	\$1,000.00
8. Justin McDermott	BEHS	Friends of the Spanish Speaking World	\$600.00
9. Katherine Reddick	BEHS	Latin Alive	\$540.00
10. Kimberly DiFusco	BEHS	Color My World	\$1,000.00
11. Jessica Epps	BEHS	Destinations Academy	\$500.00
12. Steve Tierrinni	CHMS	PBIS School Store	\$900.00
13. Gina Wiese	GHS & WBS	Sensory Library	\$2000.00
14. Terry Grant	GHS	Quail in the Courtyard	\$730.00
15. Marcy Deschaine	MTV	Our Knowledge is for Us	\$470.00

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [December 4, 2024 Regular Meeting Recording](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, December 4, 2024 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, December 4, 2024, at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via the Zoom Meeting Platform.

ATTENDANCE:

Russell Anderson:	Present
Eric Carlson:	Present
Jill Fitzsimons-Bula:	Present
Kristen Giantonio:	Present
Lorianne Osenkowski:	Present
Shelby Pons:	Present - Virtual
Maria Simmons:	Present
Dante Tagariello:	Present - Virtual
Jennifer Van Gorder:	Present

ALSO PRESENT: Iris White, Acting Superintendent, Lynn Boisvert, Business Director, and Erick Rosengren, Council Liaison

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Vice Chair Simmons called the December 4, 2024, Regular Board of Education meeting to order at 7:01 p.m. and asked the audience to stand for The Pledge of Allegiance.

Vice Chair Simmons reminded commissioners to use their microphones when speaking and voting so those on Zoom are able to hear the discussion.

Vice Chair Simmons asked the audience to join her in a moment of silence for Cathy (Martel) Benlock a Secretary at Ivy Drive from 6/22/94 to 9/9/2020 and Frederick Mascola a teacher at Bristol Central from 9/5/59 to 9/11/64 and an Administrator at Bristol Eastern and Northeast from 7/1/69 to 6/30/74.

2. STAFF AND STUDENT RECOGNITION

French Quiz Bowl - Bristol Eastern H.S. Students

Nadia DeRoy, a French Teacher at Bristol Eastern High School was present to discuss the French Quiz Bowl the Bristol Eastern High School students recently attended. Every November since 2000, UConn ECE hosts the annual French Immersion Day and Quiz Bowl Competition. Teams of 1-4 UConn ECE French students from across the state come together at the UConn Storrs Campus to participate in academic sessions with UConn French Department teaching assistants (TAs) in the morning and compete in a Jeopardy-style quiz in the afternoon. Academic sessions range from French literature, cinema, history, and culture to French cuisine and sports. Students from different districts compete in the afternoon quiz bowl, which is conducted in French. This year BEHS students competed against nine teams from across Connecticut, including schools from Glastonbury, Wilton, New Fairfield, and Milford, they demonstrated remarkable intensity and pride, ultimately earning second place. They truly represented Bristol Eastern with distinction! Mrs. DeRoy was joined this evening by four students who had participated in the quiz bowl Maya Ledwochowski, Charles Johnson, Anna Matthews and Celina Perzan. Anna Matthews addressed the Board briefly about her positive quiz bowl experience.

3. APPROVAL OF MINUTES

1. October 2, 2024 - Regular BoE Meeting Minutes

That the Board of Education vote to approve the October 2, 2024, Regular Meeting Minutes as written.

Motion made by Eric Carlson, Seconded by Russell Anderson. Carried Unanimously. Commissioner Dante Tagariello Abstained.

2. October 9, 2024 - Special BoE Meeting Minutes

That the Board of Education vote to approve the October 9, 2024, Special Meeting Minutes as written.

Motion made by Dante Tagariello, Seconded by Kristen Giantonio. Carried Unanimously. Commissioners Lorianne Osenkowski and Shelby Pons Abstained.

3. November 6, 2024 - Regular BoE Meeting Minutes

That the Board of Education vote to approve the November 6, 2024, Regular Meeting Minutes as written.

Motion made by Eric Carlson, Seconded by Jill Fitzsimons-Bula. Carried Unanimously. Commissioners Russell Anderson, Kristen Giantonio, Lorianne Osenkowski, Jennifer Van Gorder, and Shelby Pons Abstained.

4. COMMITTEE REPORTS

Student Achievement Committee

Commissioner Fitzsimons-Bula reported that the committee met on November 20th. It was a data-rich meeting with several curriculum presentations. The curriculum revisions will appear later on the agenda. The next meeting will be held on Wednesday, December 18, 2024.

Policy Committee

Commissioner Fitzsimons-Bula reported that the next Policy Committee meeting will be held on Wednesday, January 22, 2025.

5. STUDENT REPRESENTATIVE REPORTS

Bristol Central

Junior Amélia Brown, presented the BC monthly Student Representative report. Highlights from her report included: InterAct Club activities such as volunteering at the Imagination Birthday Bash, delivering two adopt-a-family baskets (one to a family of eight and one to a family of seven), volunteering to serve Thanksgiving Dinner at the senior center, and assisting with the in the Powderpuff girls' football game. Approximately, \$2,000 was raised for the Connecticut Make A Wish Foundation. Over the years, the InterAct club has raised more than 54,000, it is amazing to see high school students of various ages and grades make such a difference. The Athletics playoffs took place for the football team, they made it to the state championship after beating Bristol Eastern in the Battle of the Bell game. Seven band students were labeled the best in the state and were chosen for the Honors Band. The volleyball team also made it to the State Championships. Lastly, the BCHS Central Stage presented The Play That Goes Wrong, the show was amazing and had a good turnout.

Bristol Eastern

Bristol Eastern Junior Paige Ansah, presented the BE monthly Student Representative report. Highlights from her report included the annual pep rally; the bell game against Bristol Central; Spirit week leading up to the pep rally; a successful fire drill and the continuation of regular safety drills; the first band concert of the year; upcoming band performances on December 18th and December 23rd; the staff and student basketball game on December 23rd; planning for a possible field day in the spring is underway, proposals and committees have been created to focus on different themes, fundraising and coming up with fun safe games. Fall sports have ended and winter sports have begun practices and trials; the BETA team upcoming production of Harry Potter

5. STUDENT REPRESENTATIVE REPORTS

Bristol Eastern – cont'd

and the Cursed Child; field trips to New York hosted by Model UN, trip to CCSU for the CCSU equity symposium, and a trip to France is being planned for April of 2026. Paige congratulated the French team for placing 2nd at the French Quiz Bowl.

6. CHAIR REPORT

There was no Chair Report given this evening.

7. SUPERINTENDENT REPORT

Mrs. White provided the monthly Superintendent Report that included information on Redistricting and the Carousel Museum Grade 3 Field Trip Partnership. Ms. White shared that she would like to hold a separate meeting with the Board of Education to discuss the Redistricting Plan and provide an opportunity for the public to offer their comments.

Ms. White shared that the Carousel Museum partnered with BPS this Fall to offer a unique three-part program for all third-grade students in the district. This initiative blended science and art seamlessly to support the third-grade science curriculum. Students had the opportunity to visit the Carousel Museum and engage in three STEAM-based, hands-on activities focused on balance, centripetal force, and stories told through carousel art. This exciting program and transportation was generously funded by the Stocker Family Foundation. Ms. White recognized Jillian Romann for organizing this partnership.

8. CONSENT AGENDA

Vice Chair Simmons informed the Board that Item 8.1.j. Certified Personnel Who Have Attained Tenure does not need to be voted on as it is a Statutory item, so the item should be removed from the Consent agenda.

The Board of Education voted to remove the Item 8.1.j. Certified Personnel Who Have Attained Tenure from the Consent Agenda.

Motion made by Eric Carlson, Seconded by Kristen Giantonio. Carried Unanimously.

Vice Chair Simmons called for a motion to approve the Consent Agenda which includes Items 8.1.a through 8.2.g. (with Item 8.1.j omitted)

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1. PERSONNEL

8.1.a. Administrative Resignation - Effective December 31, 2024

Gomes, Emily – ID – Principal

That the Board of Education vote to approve the Administrative Resignation - Effective December 31, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.b. Teacher Retirements

Cannata, Josephine - STAF - Music Teacher effective June 30, 2025

Chora, Maria - WB - Grade 4 Teacher effective August 1, 2025

Elliot, Lauri - BEHS - Chemistry Teacher effective June 30, 2025

Kecskes, Melinda - SS - Grade 4 Teacher effective June 30, 2025

Palmieri, Maureen - GH - Literacy Instructional Support Teacher effective June 30, 2025

Scanlon, Katherine - GH - Literacy Instructional Support Teacher effective June 30, 2025

That the Board of Education vote to approve the Teacher Retirements as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.c. Teacher Resignations

Browne, Celia - WB - Grade 8 Science Teacher effective October 31, 2024
Lord, Chandler - WB - Special Education Teacher effective October 28, 2024
Ricci, Melanie - WB - Health Teacher effective October 4, 2024
Elkey, Rachel - EPH - Literacy Coach effective November 28, 2024
Hanley, Eileen - WB - Special Education Teacher effective November 23, 2024

That the Board of Education vote to approve the Teacher Resignations as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.d. New Teacher Hire - Effective December 2, 2024

Brunet, Trystan - HUB - Grade 2 Teacher effective December 2, 2024
Poole, Abby - GH - Special Education Teacher effective December 2, 2024

That the Board of Education vote to approve the New Teacher Hires – Effective December 2, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.e. A-1 Resignation - Effective October 31, 2024

Browne, Celia - WB - Grade 8 Team Leader

That the Board of Education vote to approve the A-1 Resignation - Effective October 31, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.f. A-2 Hires - Effective August 29, 2024

Abucewicz, Danielle - BCHS - Bell City Choir and Madrigals effective August 29, 2024
Cirillo, Jason - BEHS - National Honor Society effective August 29, 2024
MacDonald, Theresa - BAIMS - Musical effective August 29, 2024
Machol, Kerilyn - BCHS - Freshman Class Co-Advisor effective August 29, 2024
McElwee, Rebecca - BEHS - National Honor Society Co-Advisor effective August 29, 2024
Reichler, Elizabeth - BCHS - Freshman Class Co-Advisor effective August 29, 2024
Carroll, Lisa - BAIMS - .5 Head Drama effective August 29, 2024
Maust, Andrew - CHMS - .5 Head Drama effective August 29, 2024
Nyerick, Joanne - BCHS - Co-Assistant Drama Advisor effective November 7, 2024

That the Board of Education vote to approve the A-2 Hires - Effective August 29, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.g. A-3 Resignation - Effective June 18, 2024

Lachance, Derrick - WB - Instructional Resource Coordinator and Science Curriculum Coordinator

That the Board of Education vote to approve the A-3 Resignation - Effective June 18, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.h. A-3 Hires - Effective August 29, 2024

LaChance, Derrick - WB - AVID Coordinator
Wininger, Erin - BAIMS - Recruiting Coordinator
Lizotte, Amanda - WB - Science Curriculum Coordinator
Vitale, Dayna - WB - Instructional Resource Coordinator

That the Board of Education vote to approve the A-3 Hires - Effective August 29, 2024 as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.i. Teacher Leave of Absence Request

Mamuya, LaShay - BAIMS - Gr. 6-8 Math Teacher effective March 25, 2025, through the end of the 24-25 school year.

That the Board of Education vote to approve the Teacher Leave of Absence Request as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.1.k. TEAM Mentors

Teacher	Assignment
Jennie Brady	BEHS, English
Jeremy Sloate	NEMS, Physical Education
Michelle Bartucca	MTV, Grade 2
Rebecca Kohan	WB, Grade 5

That the Board of Education vote to approve the TEAM Mentors as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2. GRANTS

8.2.a. FRC Grant - Girl Up! Leadership and Empowerment Skills for Girls

That the Board of Education vote to approve the FRC Grant - Girl Up! Leadership and Empowerment Skills for Girls as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.b. FRC Grant - Raising Readers Grant

That the Board of Education vote to approve the FRC Grant - Raising Readers Grant as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.c. FRC Grant - School Readiness, QE Grant

That the Board of Education vote to approve the FRC Grant - School Readiness, QE Grant as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.d. FRC Grant: SDE, Parent Trust Fund, Parent Leadership Training Grant

That the Board of Education vote to approve the FRC Grant: SDE, Parent Trust Fund, Parent Leadership Training Grant as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.e. FRC Grant - WatchD.O.G.S. Fatherhood engagement program (Year 3)

That the Board of Education voted to approve the FRC Grant - WatchD.O.G.S. Fatherhood engagement program (Year 3) as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.f. FRC Grant - WORKS Grant

The Board of Education voted to approve the FRC Grant - WORKS Grant as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

8.2.g. Barnes Foundation Grant for RIF/FRC Traveling Storytime

The Board of Education voted to approve the Barnes Foundation Grant for RIF/FRC Traveling Storytime as written.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

9. PUBLIC COMMENT

1. Roberta Alane – 514 Pine Street – Addressed the Board Regarding Prayer in School.
2. Elizabeth Coliani – 120 Rita Drive – Submitted Public Comment regarding the November board meeting attendance.

10. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

10.1. Bristol Eastern H.S. Trip to France - April 2026

Leszek Ward presented the Bristol Eastern H.S. Trip to France in April 2026. As Ms. DeRoy explained last month, students from Bristol Eastern would travel to Normandy, Paris, and Nice during April vacation of 2026. During that time, the students would immerse themselves in the language and culture of France by visiting D-Day Beaches, the Louvre, the Notre Dame Cathedral, and the beaches of Nice. Full details can be found in the attached itinerary. In addition to gaining greater cultural sensitivity, global citizenship, and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional and personal lives.

That the Board of Education vote to approve the Bristol Eastern H.S. Trip to France in April 2026.

Motion made by Kristen Giantonio, Seconded by Dante Tagariello. Carried Unanimously.

10.2. Mountain View School PTO Playground Equipment Donation

Lynn Boisvert presented the Mountain View School PTO Playground Equipment Donation. Mountain View PTO seeks approval to donate approximately \$20,000 of playground equipment.

That the Board of Education vote to accept the approximately \$20,000 donation of playground equipment by the Mountain View PTO.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

10.3. Platinum Car Wash Donation to BAIMS

Lynn Boisvert presented the Platinum Car Wash Donation to BAIMS. Platinum Car Wash in Bristol made a monetary donation of \$2,500 to BAIMS. This was one of four donations to local organizations. The other three organizations were the Bristol Boys and Girls Club, The Imagine Nation Museum, and the Get Up Stage Company. This donation was not solicited and will be used to support arts integration projects and programs at BAIMS.

That the Board of Education vote to accept the monetary donation of \$2,500 from Platinum Car Wash to BAIMS.

Motion made by Dante Tagariello, Seconded by Eric Carlson. Carried Unanimously.

10.4. West Bristol School Custom Built Gaga Pit Donation

Lynn Boisvert presented the West Bristol School Custom Built Gaga Pit Donation. As explained last month by Boy Scout Ryan Bogli from Troop 425, Bristol CT he is seeking approval to build a Gaga Ball Pit at West Bristol School as his Eagle Scout Project.

That the Board of Education vote to approve the Eagle Scout project donation of a custom-built gaga pit to West Bristol School.

10.4. West Bristol School Custom Built Gaga Pit Donation – cont'd

Motion made by Dante Tagariello, Seconded by Eric Carlson. Carried Unanimously.

10.5. Approval of 2025 Board of Education Regular Meetings

In accordance with Section 1-21 of the Connecticut General Statutes and in keeping with Board of Education policy, a schedule of Board of Education meeting dates for the 2025 calendar year is required by the Town and City Clerk. The meeting will be held on the first Wednesday of every month (except January, July and September) at 7:00 p.m. virtually or in the Auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

That the Board of Education vote to approve the 2025 Board of Education meeting dates as presented.

Motion made by Eric Carlson, Seconded by Dante Tagariello. Carried Unanimously.

10.6. Athletics - Fall 2024 End of Season Wrap-up

Cera Galluzo, Athletic Director presented the Athletics - Fall 2024 End of Season Wrap-up.

10.7. Pupil Personnel Services Report

Amy Martino Director of Special Services provided the monthly Pupil Personnel Services Report. Mrs. Martino shared that a more in-depth report will be provided at the next weeks Finance and Operation meeting. The numbers from that report will be presented at next month's board meeting as well.

11. CURRICULUM REVISION

11.1. Grades 3-5 Science Curriculum Revision

Jillian Romann presented the **Grades 3-5 Science Curriculum Revision**. The grades 3-5 Science curriculum was last updated in 2020. The goals of the revision were to adjust lessons to better fit our 6-week science and social studies cycles, increase the ease of use for teachers and update resources. Some of the updated resources include: the addition of learning targets and success criteria that are aligned with the Next Generation Science Standards, added Universal Design for Learning teacher actions, and supports for Multilingual learners.

That the Board of Education vote to approve the Grades 3-5 Science Curriculum Revision as presented.

Motion made by Kristen Giantonio, Seconded by Eric Carlson. Carried Unanimously.

11.2. History of Popular Music - UCONN ECE

Ken Bagley presented the History of Popular Music - UCONN ECE. This is a curriculum revision to American Music Studies that updates the materials studied and collaborates with UCONN as an ECE class. This was presented to the Student Achievement Committee on 11/20/24 and passed to move to the full board for approval.

That the Board of Education vote to approve the History of Popular Music - UCONN ECE course revision as presented.

Motion made by Kristen Giantonio, Seconded by Eric Carlson. Carried Unanimously.

11.3. Music Theory 1 - UCONN ECE & Music Theory 2 - UCONN ECE

Ken Bagley presented Music Theory 1 - UCONN ECE & Music Theory 2 - UCONN ECE. This is a curriculum revision to Music Theory 1 and Music Theory 2 that updates the materials studied and collaborates with UCONN as an ECE class. This was presented to the Student Achievement Committee on 11/20/24 and passed to move to the full board for approval.

That the Board of Education vote to approve the Music Theory 1 - UCONN ECE & Music Theory 2 - UCONN ECE course revision as presented.

Music Theory 1 - UCONN ECE & Music Theory 2 - UCONN ECE – cont'd

Motion made by Eric Carlson, Seconded by Kristen Giantonio. Carried Unanimously.

11.4. Marketing II – New Course Curriculum

Laura Lanza presented Marketing II – New Course Curriculum. This advanced course offers students hands-on experience in real-world marketing concepts. Students will develop a deep understanding of marketing strategies, including sales techniques, merchandising principles, promotional strategies, social media marketing, pricing, and profit analysis. Students will be able to apply their theoretical learning through the operation of a school-based enterprise. Students enrolled in this course will have the opportunity to earn a school-based enterprise certification. This course equips students with practical skills and knowledge essential for pursuing careers in Marketing, Business Management, Entrepreneurship, and Retail Operations while fostering creativity, teamwork, and leadership.

That the Board of Education vote to approve the Marketing II New Course Curriculum as presented.

Motion made by Kristen Giantonio, Seconded by Russell Anderson. Carried Unanimously.

11.5. PLTW Cybersecurity - New Course Curriculum

Laura Lanza presented the PLTW Cybersecurity - New Course Curriculum. The PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

That the Board of Education vote to approve PLTW Cybersecurity New Course Curriculum as presented.

Motion made by Lorianne Osenkowski, Seconded by Russell Anderson. Carried Unanimously.

11.6. Three-Dimensional (3D) Modeling - New Course Curriculum

Laura Lanza presented the Three-Dimensional (3D) Modeling - New Course Curriculum. This course provides an introduction to creating, editing, and analyzing 3D models. It develops foundational skills to work with, and navigate the digital 3D modeling workspace to create 3D objects and integrates math and literacy. The basic elements of the 3D development of modeling, texturing, lighting, animating, and rendering are explored. Along with building foundational skills in 3D modeling, students work toward the advanced skills of creating 3D models with moveable parts. This expands on students' knowledge from prior courses with regards to drafting 3D parts in TinkerCAD and/or SketchUp. New technology of Autodesk Fusion 360 is introduced.

That the Board of Education vote to approve the Three Dimensional (3D) Modeling New Course Curriculum as presented.

Motion made by Eric Carlson, Seconded by Russell Anderson. Carried Unanimously.

12. POLICY REVISION

12.1. Bylaw 9325.1 - Quorum

Commissioner Fitzsimons-Bula presented Bylaw 9325.1 – Quorum. This is a CABA model Bylaw 9325.1 recommended to be adopted by the Bristol Board of Education with modifying #1 to read as - A minimum of five members of the Board of Education shall constitute a quorum at any regular or special meeting of the Board. In the absence of a quorum, the Board may take no action except to adjourn to another date. A majority of the votes of those present shall be required to pass or defeat any motion. This was reviewed in the Policy Meeting on October 23, 2024 and was approved to be moved to the full board for approval.

12.1. Bylaw 9325.1 – Quorum -cont'd

A question followed regarding adjourning a meeting without a quorum present. The board needed a motion to open discussion.

That the Board of Education vote to approve revisions to Bylaw 9325.1 - Quorum as presented.

Motion made by Eric Carlson, and seconded by Dante Tagariello.

Discussion followed regarding adjourning a meeting without a quorum present and a possible amendment to the policy.

Jill Fitzsimons-Bula proposed an amendment to the policy to add a #8 which would read “A majority of the votes of those present shall be required to pass or defeat any motion.”

Discussion continued regarding the purpose of the amendment and a request to send it back to the committee for further discussion.

Motion made by Eric Carlson, and seconded by Kristen Giantonio to approve the amendment to add a #8 which would read “A majority of the votes of those present shall be required to pass or defeat any motion.”

Commissioner Carlson, withdrew motion to amend the policy.

Following a roll call vote, two (2) Commissioners (Giantonio and Van Gorder) voted in favor of the motion and seven (7) Commissioners (Carlson, Fitzsimons-Bula, Simmons Osenkowski, Anderson, Tagariello, and Pons) OPPOSED the motion. The motion FAILED.

That the Board of Education vote to approve revisions to Bylaw 9325.1 - Quorum as presented.

Motion made by Eric Carlson, and seconded by Dante Tagariello.

Following a roll call vote, seven (7) Commissioners (Carlson, Fitzsimons-Bula, Simmons Osenkowski, Anderson, Tagariello, and Pons) voted in favor of the motion and two (2) Commissioners (Giantonio and Van Gorder) OPPOSED the motion. The motion PASSED.

12.2. Bylaw 9340 - Memberships in School Board Associations

Commissioner Fitzsimons-Bula presented Memberships in School Board Associations. Bylaw 9340 was reviewed in the Policy Meeting on October 23, 2024. Bylaw 9340 was reviewed, approved to be kept as is, and moved to the full board for approval.

That the Board of Education vote to approve revisions to Bylaw 9340 - Memberships in School Board Associations as presented.

Motion made by Jill Fitzsimons-Bula, and seconded by Dante Tagariello. Carried Unanimously.

12.3. School, Family and Community Partnership Goal

Commissioner Simmons presented the School, Family, and Community Partnership Goal. The School, Family, and Community Partnership Committee Goal was reviewed and approved in the October 23, 2024, SFCP meeting. It is being moved to the full board for approval.

That the Board of Education vote to approve the School, Family, and Community Partnership Committee Goal as presented.

Motion made by Dante Tagariello and seconded by Jill Fitzsimons-Bula.

12.3. School, Family and Community Partnership Goal – cont'd

Discussion followed regarding the need to vote on a committee goal.

Following a roll call vote, nine (9) Commissioners (Carlson, Fitzsimons-Bula, Giantonio, Van Gorder, Simmons Osenkowski, Anderson, Tagariello and Pons) voted in favor of the motion. The motion PASSED

12.4. School, Family and Community Partnership Strategic Action Plan

Commissioner Simmons presented the School, Family and Community Partnership Committee Strategic Action Plan. The School, Family and Community Partnership Strategic Action Plan was reviewed and approved in the October 23, 2024, SFCP meeting. It is being moved to the full board for approval.

That the Board of Education vote to approve the School, Family, and Community Strategic Plan as presented.

Motion made by Dante Tagariello, Seconded by Jill Fitzsimons-Bula. Carried Unanimously.

13. NEW BUSINESS

There was no New Business to come before the board.

14. INFORMATION/LIAISON REPORTS

Russell Anderson - Provided a liaison report for Mountain View School.

Council Liaison Erick Rosengren - Shared information regarding the School Readiness Council.

Lorianne Osenkowski - Provided a liaison report for Chippens Hill Middle School.

Jennifer Van Gorder - Provided a liaison report for Hubbell Elementary School.

Marie Simmons - Provided a liaison report for South Side School and Bristol Eastern High School.

Kristen Giantonio - Provided a liaison report for West Bristol School and shared information regarding attendance at the November 6, 2024 Board Meeting.

15. VOTE TO CONVENE INTO EXECUTIVE SESSION *for the purpose of:*

Vice Chair Simmons called for a motion to Convene into Executive Session for the purpose of:

1. Discussion concerning records of collective bargaining strategy with respect to negotiations with AFSCME 818 Supervisory Contract (proposed for executive session).

2. Discussion concerning records of collective bargaining strategy with respect to negotiations with AFSCME 2267 Contract (proposed for executive session).

Motion made by Eric Carlson, and seconded by Dante Tagariello. Carried Unanimously.

Vice Chair Simmons called for Ms. White, Mrs. Boisvert, and Dr. Culkin to join the Executive Session. (8:38 p.m.)

EXECUTIVE SESSION

PRESENT: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Lorianne Osenkowski, Shelby Pons (by phone), Maria Simmons, Dante Tagariello (by phone), Jennifer Van Gorder:

ALSO PRESENT: Iris White, Acting Superintendent, Lynn Boisvert, Business Director, and Dr. Kimberly Culkin, Chief Office of Talent Management

CALL TO ORDER

Executive Session was called to order at 8:44 p.m.

Board members received handouts of the working agreement between the BoE and 818 of Council 4 AFSCME, AFL-CIO. Dr. Culkin presented. Discussion followed regarding records of collective bargaining strategy with respect to negotiations with AFSCME 818 Supervisory Contract.

Board members received handouts of the working agreement between the BoE and Local 2267 of Council 4 AFSCME, AFL-CIO. Dr. Culkin presented. Discussion followed regarding records of collective bargaining strategy with respect to negotiations with AFSCME 2267 Contract

16. RECONVENE INTO PUBLIC SESSION

PRESENT: Russell Anderson, Eric Carlson, Jill Fitzsimons-Bula, Kristen Giantonio, Lorianne Osenkowski, Shelby Pons (virtual), Maria Simmons, Dante Tagariello (virtual), Jennifer Van Gorder:

ALSO PRESENT: Iris White, Acting Superintendent, Lynn Boisvert, Business Director, and Dr. Kimberly Culkin, Chief Office of Talent Management

Vice Chair Simmons called for a motion to reconvene into Public Session to take votes on matters discussed in Executive Session. (9:53 p.m.)

Motion made by Dante Tagariello, and seconded by Eric Carlson. Carried Unanimously.

17. Possible Action Concerning the Proposed Successor Contract with AFSCME 818 Supervisory Contract

That the Board of Education voted to approve the AFSCME 818 Supervisory Contract as presented.

Motion made by Eric Carlson, and seconded by Kristen Giantonio. Carried Unanimously.

18. Possible Action Concerning the Proposed Successor Contract with AFSCME 2267 Contract

That the Board of Education voted to approve the AFSCME 2267 Contract as presented.

Motion made by Eric Carlson, and seconded by Russell Anderson. Carried Unanimously.

19. ADJOURNMENT

There being no other business to come before the Board, the meeting should be adjourned. (9:55p.m.)

Motion made by Eric Carlson, and seconded by Lorianne Osenkowski. Carried Unanimously.

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [December 18, 2024 Special Meeting Recording](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, December 18, 2024 – 5:00 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, December 18, 2024, at 5:00 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson (Virtual), Eric Carlson, Jill Fitzsimons-Bula, (Virtual), Lorianne Osenkowski (Virtual), Shelby Pons (Virtual), Maria Simmons (Virtual), Dante Tagariello (Virtual) and Jennifer Van Gorder (Virtual)

ABSENT: Commissioner: Kristen Giantonio

ALSO PRESENT: Iris White, Acting Superintendent, Lynn Boisvert, Business Director, and Dr. Kimberly Culkin, Chief Office of Talent Management

1. Call to Order/Pledge of Allegiance

Chair Pons called the Special Meeting to order at 5:01 p.m. and asked the audience to stand for The Pledge of Allegiance.

2. Discussion concerning records of collective bargaining strategy with respect to negotiations with Bristol Federation of Teachers Local 1464 AFT-CT, A.F.L.-C.I.O. (proposed for executive session).

3. VOTE TO CONVENE INTO EXECUTIVE SESSION

Chair Pons called for a motion to Convene Into Executive Session for the purpose of discussing records of collective bargaining strategy with respect to negotiations with Bristol Federation of Teachers Local 1464 AFT-CT, A.F.L.-C.I.O. The Board invited Acting Superintendent Iris White, Chief of Talent Management Kim Culkin, and Director of Business Operations Lynn Boisvert to join.

Motion made by Dante Tagariello, and seconded by Eric Carlson. Carried Unanimously. (5:06 p.m.)

4. RECONVENE INTO PUBLIC SESSION to vote on any items discussed in Executive Session

PRESENT: Commissioners: Russell Anderson (Virtual), Eric Carlson, Jill Fitzsimons-Bula, Lorianne Osenkowski (Virtual), Shelby Pons (Virtual), Maria Simmons (Virtual), Dante Tagariello (Virtual) and Jennifer Van Gorder (Virtual)

ABSENT: Commissioner: Kristen Giantonio

ALSO PRESENT: Iris White, Acting Superintendent, Lynn Boisvert, Business Director, and Dr. Kimberly Culkin, Chief Office of Talent Management

Chair Pons called for a motion to reconvene into public session to vote on any items discussed in executive session.

Motion made by Dante Tagariello, and seconded by Russell Anderson. Carried Unanimously. (5:46 p.m.)

5. Possible Action Concerning the Proposed Successor Contract with Bristol Federation of Teachers – Local 1464 Contract

The Board of Education voted to accept the proposed contract between the Bristol Board of Education and the Bristol Federation of Teachers, Local 1464, AFT-CT, AFL-CIO dated July 1, 2025, through June 30, 2028.

Motion made by Dante Tagariello, and seconded by Eric Carlson. Carried Unanimously. (5:46 p.m.)

6. Adjournment

There being no other business, the meeting should be adjourned.

Motion made by Dante Tagariello, and seconded by Eric Carlson. Carried Unanimously. (5:48 p.m.)

Respectfully Submitted,
Susan Everett
Recording Secretary
Bristol Board of Education



**SCHOOL-BASED
HEALTH ALLIANCE**

The National Voice for School-Based Health Care

Wednesday, December 18, 2024

Bristol Public Schools

Erika Treannie

860-584-3361

erikatreannie@bristolk12.org

Subject: Partial Award - Notice of Award Status for the School-Based Health Alliance Request for Applications in Connecticut

To **Bristol Public Schools**,

Congratulations! On behalf of the State of Connecticut, Department of Public Health, the School-Based Health Alliance is pleased to announce that **Bristol Public Schools** has been selected to have one or more sites/schools receive partial funding to implement, expand, or promote programs within school-based health service sites. This initiative focuses on enhancing health education, mental health support, nutritional education, and outreach efforts aimed at students, families, and at-risk populations within these sites. By prioritizing student and family engagement, the initiative seeks to empower communities to play an active role in shaping school-based health services. Through this effort, the School-Based Health Alliance aims to foster healthier school environments that promote well-being and resilience across Connecticut’s school communities.

It is the School-Based Health Alliance’s honor to announce the following schools/sites were selected through a highly competitive review process, in which each individual application was reviewed by a team and scored based on the qualifications and requirements listed in the request for applications.

Site Name	Award Amount*
Bristol Public Schools	\$20,103.00

**The School-Based Health Alliance reserves the right to make multiple awards, including partial awards. We reserve the right to eliminate the lowest-scoring application(s) or make awards at amounts less than that requested.*



**SCHOOL-BASED
HEALTH ALLIANCE**

The National Voice for School-Based Health Care

The determination of partial award was based on the requirements in the application request and the provided information in the submitted application(s). The School-Based Health Alliance has modified the applicant's award amount to the abovementioned amount. Due to the change in the amount of funding, the following must be updated and submitted: an updated work plan with measurable objectives describing tasks to be performed, deliverables, and timelines, including a project start date and an updated budget, prioritizing removing budget items that are not required to support increased access to healthcare. The **School-Based Health Alliance requests a response via email by Friday, January 3rd, 2025 stating the applicant accepts the award with an updated work plan and updated budget attached. The applicant's application(s) may be forfeited if no response is received within the noted timeline.**

Upon receipt of the updated work plan and budget, the School-Based Health Alliance will review and determine acceptance of the documents and will contact the **Bristol Public Schools. Upon acceptance of the award, please be prepared to provide your company W9 and banking information (a form will be provided) for seamless processing of funds.** This Notice of Conditional Contract Award is subject to execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the School-Based Health Alliance and the **Bristol Public Schools.** The School-Based Health Alliance further reserves the right to cancel or modify this Notice of Conditional Contract Award at any time prior to the execution of a written contract.

Should you have any questions, please reach out to the School-Based Health Alliance Funding Team at CTSBHCFunding@sbh4all.org.

Sincerely,

Theresa Domínguez, MPH (she/her)
Director
School-Based Health Alliance



**SCHOOL-BASED
HEALTH ALLIANCE**

The National Voice for School-Based Health Care

202-381-0580 • TDominguez@sbh4all.org
1032 15th St. NW, Suite 365 • Washington, DC 20005

**Join us in Washington, D.C., June 29 – July 1, 2025, as we celebrate 30 years:
Honoring the Past, Inspiring the Future. #SBHC25**



REACH Academy Charter School
Application for Charter Approval – Bristol Connecticut

Respectfully Submitted to:
Connecticut State Department of Education
November 5, 2024

CHARTER SCHOOL APPLICATION SUMMARY

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

REACH Academy Charter School of Bristol
Proposed Charter School Name

Bristol
School Location (*city, town*)

August, 2026
Proposed Opening (*month, year*)

Contact Person: Linda A. Marszalek
Organization: REACH Academy Charter School
Mailing Address: 115 Ash Street
City: Buffalo **State:** NY **Zip Code:** 14204
Telephone: (716) 248-1485 **Cellular Phone:** 716-392-3821
Email: lmarszalek@reachacs.org

Returning Applicant: **Yes** **No** (please circle)

TYPE OF SCHOOL	
Local charter school	
State charter school	X

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?		X
If yes, when will you be able to take occupancy?	Date:	

	PK	K	1	2	3	4	5	Total
Year 1	100	100						200
Year 2	100	100	100					300
Year 3	100	100	100	100				400
Year 4	100	100	100	100	100			500
Year 5	100	100	100	100	100	100		600



 Signature (Charter Applicant Representative)

11/5/2024

 Date

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I. SCHOOL VISION AND DESIGN

1. MISSION AND VISION STATEMENTS

a. Describe the mission of the school.

Our Mission, Our Promise:

The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Bristol students through a hands-on, authentic learning environment and rigorous instruction. Scholars at REACH Academy Charter School will learn the value of service, leadership, character, and citizenship, along with effective communication skills, which are evident in reading, writing, mathematics, and technological competencies. REACH Academy Charter School will provide the tools for scholars to rise above the limitations often posed by poverty, disability, and the struggle to achieve English Language Proficiency.

b. Define the core purpose and key values of the school, including the school model and total number of students it is estimated to serve.

Core Purpose and Objectives:

1. To close the poverty gap and ensure high academic standards, REACH will provide an enormous amount of rich language experiences designed specifically to develop language abilities in vocabulary and background knowledge.
2. The development of strong literacy and language skills makes up the basic foundation for all learning. Scholars at REACH will develop strong communication skills as evident in reading, writing, mathematical, and technological competencies.
3. While learning to read fluently and comprehending meaning is critical to academic success, it is not enough to bridge the gap for students in poverty. Building background knowledge and increasing vocabulary skills are essential components to strengthen the language skills of students from impoverished homes (Snow K., 2013). REACH will provide rich, authentic opportunities for students to build the necessary language skills needed to thrive in the 21st century.

Key Values Include:

1. Ensuring equity to high-quality learning opportunities for all Scholars,
2. Immersing Scholars in rich language experience daily,
3. Developing background knowledge and vocabulary are the keys to diminishing the achievement gap,
4. Highly structured learning environment coupled with a rigorous and culturally responsive curriculum,
5. Engaging Scholars in authentic meaningful learning tasks are essential to overcoming the negative impacts of poverty,
6. Facilitating individualized and data-driven small group hands-on instruction will develop critical thinking skills and higher active level thinking rather than large group instruction focused on passive engagement.

Enrollment Projection:

REACH Bristol will initially serve grades Pre-K through Kindergarten in its first year. Each subsequent year, we will add 100 scholars until we reach our maximum capacity of 600 scholars by year five.

The chart below indicates our ideal enrollment overall, knowing some cohorts may vary in size slightly depending on student retention and our ability to backfill these seats with new students. Depending on parent demand and need we may seek to add additional middle school grades at renewal.

GRADE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Pre-K (4 Year Old's)	100	100	100	100	100
Kindergarten (5 Year Old's)	100	100	100	100	100
Grade 1 (6 Year Old's)		100	100	100	100
Grade 2 (7 Year Old's)			100	100	100
Grade 3 (8 Year Old's)				100	100
Grade 4 (9 Year Old's)					100
Totals	200	300	400	500	600

c. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.

Key Design Elements: The following key design elements are designed to achieve this vision and will make REACH a dynamic, cutting-edge, unique school of the 21st Century, well-equipped to improve student learning and achievement. These design features, which demonstrate the school’s core beliefs and values about education, are woven into the development of every aspect of the school and provide students who are at risk of academic failure, specifically, those students who qualify for the Federal Free and Reduced Lunch Program, the opportunity for critical and reflective thinking throughout their educational experience to ensure the achievement of high academic standards.

1. Instructional Design – The Six-Point Plan to Increasing Student Achievement will improve student learning and achievement. This model articulates the elements necessary to ensure high student achievement as outlined in the school’s mission by defining the culture of attitude (Step 1), describing the necessary steps of the teaching-learning cycle (Steps 2, 3, and 5), and allowing for continuous evaluation of student progress (Step 4) and immediate modification to the student’s learning plan when needed (Step 6.) The six points, explained in more detail later, are:

1. Setting Up a Culture of High Expectations
2. Articulating the Curriculum
3. Ensuring Best Instructional Practices
4. Administering Common Benchmark Assessments
5. Providing Interventions
6. Monitoring Progress



2. Authentic Classroom Learning Environments – It has been clearly documented that student engagement increases when students are cognitively involved and thinking critically about the content. (Wilmington, 2007.) Authenticity has a major impact on student engagement and includes meaningful tasks that are real or have a purpose, include student choice, and are product-focused (Schlechty, 2002). The classroom themes at REACH will be directly tied to the English, Math, and Social Studies curriculum, enhancing vocabulary and building a more authentic learning environment. The classrooms at REACH will be designed as “mini” real-world environments. Themes for kindergarten may include the Five Senses, Plants, Kings and Queens, and history-focused themes like Columbus and the Pilgrims, Presidents, and American Symbols. All these themes are intended to enhance and enrich students' learning while improving their vocabulary. As Scholars get older, themes become more conceptual and less hands-on. Classroom themes aligned with the State Standards include themes from Science and Social Studies as well. As students get older the themes develop into broader, more sophisticated concepts such as: Types of Weather, Outer Space, The Wild West, etc. For example, in the 2nd grade, The Wild West Room and the Superheroes Room would focus on the elements of Historical Fiction and Graphic Novels respectively. In the upper grades, for example, themes might include Sports, Exploring Connecticut (local history and getting to know the Town of Bristol), Math and Chemistry in Everyday Lives, and Physics in Motion. As stated in the school's mission, the classroom design involves a hands-on, authentic learning environment intended to broaden the background experiences and vocabulary of students who live in poverty and expand learning opportunities for all students at risk of academic failure. It has been reported that an average student going to kindergarten coming from a lower socio-economical household has an estimated 4.2 million fewer language experiences than an average student coming from a middle-class home. This study showed that students from poverty hear as many as 30 million fewer words by the time they turn three compared to children from average-income households (Hart and Risley, 2004). In order to bridge the gap for those in poverty, an enormous amount of rich authentic language experiences and exposure to a wide range of books across a variety of genres are essential (Snow. and Shattuck, 2014). Each classroom will have a large inventory of authentic texts which will be included in the budget. This will provide parents and students with a variety of high-quality, rich, and unique educational opportunities.

3. Balanced Literacy Approach - Literacy Focused – At REACH, we believe that students from low-income backgrounds need extensive rich language experiences to overcome the challenges of poverty. Our mission is to equip them with the tools to rise above these limitations. For students at risk of academic failure, we provide focused, personalized literacy instruction throughout the school day using Amplify CKLA and mCLASS to monitor progress in real time. Our balanced literacy approach incorporates best practices, engaging students in standards-based learning through mini-lessons, book discussions, and writing activities, all aligned with Connecticut State standards. Staff will receive ongoing professional development to ensure instructional excellence.

4. Utilizing Technology to Enhance Instruction, Engagement, and Learning – A Gallup State of America's Schools Report showed that only 55% of US K-12 students are “engaged” in the learning process, while 28% are “not engaged,” and 17% are “actively disengaged.” At REACH, teachers will create situations that encourage students to be actively engaged. Actively engaged students are those who are learning by dynamically interacting, constructing, dissecting, analyzing, comparing, collaborating, contributing, creating, and reflecting upon information and ideas. At REACH, technology is a vital tool that will be used to foster student engagement through active learning tasks. Teachers will use technology-based instructional methods that encourage students to actively engage with the curriculum to increase students' overall academic engagement. The benefits of including technology are many, including; providing students with real-world problem-solving opportunities; providing students with experimental methods for reaching a conclusion, and encouraging students to think about and

discuss learning activities during and after a lesson. Additionally, REACH will increase engagement through instructional methods that utilize technology by making use of visual displays (for comparing, constructing, dissecting, and analyzing), creating opportunities where students have choices on how they interact with content, allowing for opportunities to collaborate both within the classroom and across classrooms or the world and by using up-to-date real-world news in teaching. Additionally, technology will support both formative and summative assessments online, aiding in data analysis, identifying gaps, improving academic outcomes, and strengthening intervention support. By leveraging these technological methods, REACH aims to increase students' overall academic engagement and success.

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- Ron Clark Academy. (n.d.). RCA House System Overview. Retrieved from <https://www.ronclarkacademy.com/house-system>
- Snow, C. E., & Shattuck, J. (2014). Closing the Vocabulary Gap: Evidence-Based Approaches.

d. Present the vision of the school and its specialized focus. Indicate a specialized focus in ways in which the school will positively impact its stakeholders and community.

What makes REACH distinctive from other schools are our authentic learning environments that are rich with literature and allow for hands-on learning. This uniqueness is deeply tied to our rigorous, culturally relevant curriculum. Through the use of authentic classroom designs, students will be exposed to 5-8 different themes over the course of each school year. Each room identifies over 100 vocabulary words associated with the theme. This will allow for hundreds of new opportunities for exposure for students to be immersed in. To expand on this and ensure that scholars are building background knowledge, we will connect field trips and guest speakers to the rooms that the scholars are in. For example; if scholars are in the Farm Room, they might take a trip to a local farm to learn about basic farming techniques or animals. In the same room, they might have a beekeeper come in to talk about the production of honey or other products made on a farm. The goal is to expose scholars to opportunities that they may not otherwise have access to.

Appendix J goes into more detail about the innovative aspects of the REACH model. Below is a portion of “The Day in the Life of a Scholar at REACH Academy” that helps to illustrate how we bring this vision to life for students on a daily basis. The full version can be found with images in our appendices as Appendix K.

This example takes place in a Kindergarten Room in the Supermarket Classroom Learning Environment. The classroom is designed to look just like a mini supermarket. The Special Education Teacher pushes into the classroom using the Integrated Co-Teaching Model. The pair alternates among using one of the 6 formats of co-teaching that Marilyn Friend has identified (Friend, 2015.) The day begins with the start of a two-hour literacy block where students will meet with the teachers for a brief Large Group Mini-Lesson in reading. The teachers use the Team-Teaching format for the mini-lesson. Team Teaching involves both the Classroom Teacher and Special Education Teacher presenting the lesson with each “playing off” of the other while sharing the instructional role. Clear evidence is present that reveals that the teachers planned together in order to integrate their roles seamlessly within the delivery of the lesson (Friend, 2015.) Beginning with a hook, the teachers talk about the different

areas of a grocery store such as the frozen section, the canned goods, produce (see Figure II.1) dairy products, etc.

They hold up pictures of each of the main areas of the store and ask the students to guess the “theme” of each area. They then go on to say that authors also have “themes” when they write and we call this the “main idea.” She then reads three brief passages and asks students to guess the main idea or the theme of each passage (R.I.K.2). After the mini-lesson, the students sit on the carpet and listen to a Read-Aloud by the teacher. The teacher reads the story *Something Good* by Robert Munsch. (Figure II.2). While reading, the Special Education Teacher highlights unfamiliar vocabulary, points out text features, and identifies the characters, setting, and conflict in the story (S.L.K.2). Students each have a copy of the text and follow along as they listen to the teacher reading. Located in a pocket in the back of each book are felt pieces which individually depict the characters, setting, and conflict in the story. Students are then asked by the teacher to place each of their pieces (Figure II.3) in the appropriate category on their felt boards (R.L.K.3). Before transitioning, the students must share their felt boards as the “Exit Ticket” in order to complete the activity. Literacy Centers begin and the Classroom Teacher then pulls a small homogeneous group of students over to a kidney-shaped table for a Small Guided Reading Group (Figure II.4.) This format, known as the ‘Station Method of Co-Teaching’, involves each teacher working with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content or objective (Friend, 2015.) While the Classroom Teacher works with a group of students in the small guided reading group, four other literacy centers will take place simultaneously. Each literacy center, including the Small Guided Reading Group will focus on aspects aligned to the Science of Reading to support the development of early foundational literacy skills. The Special Education Teacher accompanies the four or five identified students who have IEPs, rotating through these other centers and providing the appropriate amount of support needed. The time spent with students with disabilities will be in accordance with the law mandated by the number of minutes on their IEP.

REACH is also committed to providing scholars with a school environment that is centered around social-emotional needs. Focusing on Social Emotional Learning (SEL) in grades PK-6 allows us to teach skills that increase student engagement and lead to improved academic performance. SEL classes are 20-30 minutes a day and focus on age-appropriate lessons that can be used in day-to-day situations. In addition to this, we also focus on the use of Restorative Circles to maintain a strong sense of community within our classrooms. The use of Restorative Circles builds and restores relationships among teachers and students so that when conflict arises there is a healthy support system within the classroom. We understand the importance of a strong academic program, but we also know the value of providing our scholars with background knowledge and social-emotional skills that they will use for years to come when they leave REACH.

e. The vision should align with the mission and provide an image of how the school will operate.

REACH will create a supportive and inclusive learning community that empowers scholars to reach their full potential and become leaders. Our vision is to inspire a passion for learning and provide opportunities for growth and development in a safe and nurturing environment, equipping scholars with the knowledge and skills they need to succeed in college and career and make a positive impact on their communities and the world.

Our vision emphasizes the school's commitment to academic excellence, equity, and student-centered learning, while also promoting values such as leadership, community engagement, and social responsibility. By striving towards this vision, Reach Academy Charter School will create a strong and

vibrant community that benefits its students, staff, families, and the wider Bristol, Connecticut community.

The school will positively impact stakeholders in the school and the community, in the following ways;

1. **Providing education and skills:** We aim to fulfill our mission and achieve our outcomes by developing a small, structured school community where students receive rigorous academic instruction. This is paired with individualized academic support to ensure students have access to grade-level work and receive help to address any academic gaps. REACH will provide scholars with knowledge and skills that are essential for success in their future careers and personal lives. This not only benefits the students but also the community as a whole, as educated and skilled individuals will contribute to the growth and development of the community.
2. **Creating a sense of community:** REACH will create a sense of community among scholars, parents, teachers, staff, and other stakeholders. This can be achieved when there is a shared sense that we all are working toward a common goal and that families and Scholars have a voice where they feel safe and supported. A strong sense of community, fueled by monthly family events and top-shelf school-to-family and family-to-school communication will lead to increased engagement and support from stakeholders, and ultimately, a more positive and productive school culture. To further enhance students' sense of belonging and aid character development, REACH will adopt the Ron Clark Academy (RCA) House System. This innovative approach is recognized for fostering a positive climate and culture within educational settings (Clark, 2018). By integrating RCA's methods, REACH will implement effective strategies to build character, strengthen relationships, and cultivate school spirit, thereby reinforcing the sense of community (Ron Clark Academy, n.d.). Monthly family events and high-quality communication between the school and families will boost engagement and support from stakeholders, ultimately contributing to a more positive and productive school and community culture.
3. **Offering resources and services:** REACH will offer various resources and services that benefit stakeholders including home visits, library space, counseling services, and extracurricular programs. These resources and services can improve the well-being and success of scholars and their families, and ultimately, positively impact the community as a whole.
4. **Supporting local businesses:** We plan to support local businesses by partnering with them for fundraising events, using their services for school events, and promoting them to scholars and families. This will help to strengthen the local economy and create a sense of community pride.
5. **Fostering civic engagement:** We will encourage students to become active and engaged members of their community by providing opportunities for community service, volunteer work, and leadership roles. This will help to instill a sense of responsibility and civic duty in scholars and contribute to a stronger and more engaged community.
6. **Additional innovative elements:** REACH will provide an extended school day and year that affords parents and guardians the ability to work without having to worry about leaving their jobs to pick up their child. In addition, we plan to host an after-school program that will run for two and a half hours after normal school hours.

2. EDUCATIONAL PHILOSOPHY

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

“Do Whatever it Takes, Get the Job Done and Make No Excuses” Mentality – REACH holds the strong belief that it is our job as educators and professionals to “Do Whatever it Takes, Make no Excuses, and Get the Job Done” when it comes to meeting the needs of the scholars we serve.

“Personalized Instruction is key” – We believe that hands-on, center-based small group instruction is critical to supporting all students regardless of where they are. Exposing students to literature-rich environments with a focus on vocabulary throughout the day is also a belief we hold strongly at REACH. We offer our students endless opportunities to interact with print and learn about a wide range of themes through our theme-based learning environments.

We value the **family-school connection**, fostering a welcoming, supportive environment for students and families, and offering tools for success. At REACH, **data drives instruction**, shaping personalized learning and ensuring academic success, accountability, and transparency. Our **“Sharpen the Saw”** philosophy emphasizes continuous growth in all dimensions, fostering lifelong learning and development. We **strive for academic excellence**, preparing students for college or careers through a rigorous, high-quality education. We **uphold equity** by meeting diverse needs, confronting discrimination, and empowering every member of the REACH community with respect and opportunity.

REACH has a commitment to recruiting excellent teachers. Research shows that academic excellence begins with high-quality teachers. At REACH Academy Charter School, teachers are required to participate in ongoing professional development throughout the year. The aforementioned PD is primarily focused on methods to differentiate instruction based on assessment data and individualized Scholar needs for the purpose of increasing academic achievement. Recruitment, hiring, and training of high-quality educators, along with having a supportive school culture will empower teachers to achieve their optimal level of performance. REACH is working at generating a deeper pool of diverse candidates. Developing educators over time requires ensuring there are multiple pathways for growth, including but not limited to, teacher modeling, mentor-teacher opportunities, and instructional leadership across the school. REACH Academy is working to develop consistent, high-quality systems for selecting teachers. Identifying and selecting mission-focused, high-performing teachers who are relentless in their pursuit of scholar achievement is the key building block of ensuring scholar academic achievement.

REACH teachers have a passion and commitment to teaching and inspiring young minds. This includes a commitment to continuous growth (for themselves, their scholars, and the school), an understanding of the importance of flexibility and adaptability, a laser focus and professional commitment to eradicate the achievement gap, the ability and willingness to collaborate, and the responsibility to be reflective practitioners.

REACH has a commitment to rigor. Over the past seven years, REACH Academy has developed its blend of research-tested curricular approaches aligned to the Standards. Each year, the curriculum is refined and improved to reflect new learning on the most effective practices. REACH’s curriculum is designed to accelerate at-risk scholars and support them with diverse educational experiences. REACH will do so by offering a multitude of specifically tailored learning experiences, including but not limited to; project-based learning, small group instruction, and technology integration to develop scholar understanding and track scholar progress.

REACH has a commitment to a Whole-Child Approach that encourages critical thinking, problem-solving, and creativity. REACH Academy will build strong relationships and a professional learning community where scholars feel recognized, welcomed, and cared for.

REACH Academy is anchored in the pedagogy that all scholars can learn and achieve at the highest levels within an environment designed to maximize differentiation. REACH will offer scholars a wide

array of enrichment opportunities in order to develop positive self-images and to create additional channels for scholars to develop their identity through their individual talents and interests via clubs and leadership opportunities.

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

At REACH Bristol, we understand that every child has unique needs. We pride ourselves on being a data-driven school, which underscores the importance of data in our approach. We will collaborate with parents, teachers, catalyst teachers, and the school counselor to identify and gain a deeper understanding of each student's needs. With this collaborative effort, REACH will cultivate a culture of high expectations for all students.

To demonstrate a willingness to embrace and serve the diverse needs of individual students, our school is committed to providing personalized and targeted support, tailored to each student's unique learning profile. This approach is grounded in high-quality Tier 1 instruction, ensuring that all students receive rigorous and differentiated teaching. When additional support is needed, we implement Response to Intervention (RTI) or Scientific Research-Based Intervention (SRBI), addressing academic and behavioral challenges through evidence-based strategies and data gathered during instruction, assessments, and social interactions. (Fuchs & Fuchs, 2006; Batsche et al., 2005)

We utilize a variety of data points to continuously refine our approach, ensuring that every child not only learns but also feels supported and valued throughout their academic and social-emotional journey at REACH. We place a strong emphasis on effective strategies tailored to each scholar's social-emotional development. Our child-centered, whole-child approach is built on the belief that every student has the potential for excellence. This model is both research-backed and proven over time, enabling us to effectively address the diverse needs of our students while supporting their academic growth and personal development.

Our instructional model, focused on small group center-based instruction that is differentiated allows us to support students at all levels. It also allows for more specialized support (i.e., Special Education pull-out) to occur as needed without students missing whole group instruction. We will provide a robust curriculum designed by effective teachers who regularly monitor progress to inform targeted and fluid interventions based on common formative assessment data. Having a very structured Response to Intervention (RtI) model will ensure that teams of general and special education teachers meet students' needs as they arise, rather than waiting for students to fail. We believe that all Scholars are gifted and talented in different ways. Our language-rich environment, explicit vocabulary instruction, and focus on building background knowledge are also aligned with research-based best practices for serving English Language Learners.

To support Multilingual Learners (MLs), REACH Academy is dedicated to creating an inclusive and supportive environment that addresses their unique linguistic and academic needs. We will implement evidence-based strategies that are tailored to support language acquisition, such as Sheltered Instruction Observation Protocol (SIOP) and explicit instruction in academic language (Echevarria, Vogt, & Short, 2017). Teachers will receive specialized training in differentiating instruction for MLs, ensuring that language development is integrated across all content areas. We will also provide targeted language support through small group instruction and individualized interventions, closely monitoring progress to adjust our approach as needed. Our goal is to empower MLs to achieve academic success while maintaining their cultural and linguistic identities, fostering a sense of belonging and pride within our school community.

At REACH Academy Charter School Bristol, we are dedicated to creating an inclusive educational environment. Our curriculum reflects diverse cultures and perspectives, promoting equity and inclusivity (Banks, 2015). We integrate Social-Emotional Learning (SEL) to support students' emotional and social development, helping them build resilience and positive relationships (Durlak et al., 2011). We also offer vital support services, including special education and counseling, ensuring that every child receives the necessary resources to thrive academically and personally.

Banks, J. A. (2015). **Cultural diversity and education: Foundations, curriculum, and teaching**. Routledge.
 Batsche, G., et al. (2005). "Response to intervention: Policy considerations and implementation." National Association of State Directors of Special Education (NASDSE).
 Echevarria, J., Vogt, M., & Short, D. J. (2017). **Making content comprehensible for English learners: The SIOP model**. Pearson.
 Fuchs, L. S., & Fuchs, D. (2006). "Introduction to response to intervention: What, why, and how valid is it?" **Reading Research Quarterly**, 41(1), 93–99. doi:10.1598/RRQ.41.1.4

c. Explain how the proposed philosophy of the school will lead to student academic achievement.

Scholar achievement can only occur if the right steps are in place to cultivate a rigorous academic environment focused on supporting the needs of all scholars. Our philosophy is centered around the fact that we must do whatever it takes to meet the scholars where they are and scaffold what is needed to help them grow.

At REACH, we take pride in our commitment to using data to inform our decisions and instruction. One key strategy for improving academic performance is the deliberate and strategic use of data. At REACH, we prioritize data to enhance instruction and academic performance. Our instructional leaders prepare thoroughly by reviewing unit assessments, identifying priority standards, and collaborating with teachers on unit plans that include criteria for success and pacing guides. This data-driven culture is integral to daily teaching and learning (Gerzon, 2015).

We conduct benchmark assessments at the beginning, mid-year, and end of the year (National Center for Education Statistics, 2021), along with formative and summative assessments to guide instruction. After each assessment, we analyze data to create “reteach” lesson plans for standards not mastered and retest using varied strategies, addressing instructional gaps while maintaining rigor.

At REACH, we implement 'First Teach' observations as well as weekly or bi-weekly walkthroughs to identify improvement areas early, allowing teachers to adjust instruction and identify school-wide trends. Weekly observations help track trends and instructional effectiveness, with action steps assigned to teachers and followed up to ensure sustained improvement. Weekly check-ins with teachers focus on their well-being and data review, enabling discussions on action steps and resource support (Taylor, 2023). This data is also shared with the SPED and ML teams to create personalized support for students.

Our core design elements are grounded in research and have shown results at our campus in Buffalo, NY. Historical data shows that we can close the achievement gap by providing engaging and consistent instruction. The chart below shows a group of first-grade scholars that started with us in 2017. By the end of their 6th grade year, their reading data showed dramatic improvement with over 90% of scholars reading on or above grade level.

READING LEVELS	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade				Sixth Grade			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Total Students	51	54	54	55	49	49	48	45	46	46	46	46	44	44	43	42	41	40	39	38	35	35	35	34
% of Red	61%	17%	15%	20%	27%	27%	13%	16%	11%	11%			23%	11%	12%	7%	12%	10%	8%	8%	6%	6%	6%	6%
% of Yellow	20%	48%	44%	35%	27%	33%	33%	13%	20%	15%			9%	7%	0%	2%	10%	0%	0%	0%	3%	3%	3%	0%
% of Green	6%	4%	7%	11%	18%	12%	19%	24%	24%	22%			28%	43%	12%	14%	5%	15%	3%	3%	3%	20%	20%	0%
% of Blue	14%	31%	33%	35%	29%	29%	35%	47%	46%	52%			40%	39%	77%	76%	73%	75%	90%	89%	89%	71%	71%	94%
Below Grade Level	80%	65%	59%	55%	53%	59%	46%	29%	30%	26%			33%	18%	12%	10%	22%	10%	8%	8%	9%	9%	9%	6%
On or Above Grade Level	20%	35%	41%	45%	47%	41%	54%	71%	70%	74%			67%	82%	88%	90%	78%	90%	92%	92%	91%	91%	91%	94%

Through a combination of research and real-world success, the founders of REACH Academy know the school will lead to positive academic outcomes for its scholars. REACH began as a kindergarten to grade 5 elementary school. Today, REACH Academy Charter School in Buffalo, New York serves grades K-8 over two campuses and has had a scholar return rate of 95%.

These results are possible because the philosophy results in a comprehensive approach to developing an inclusive learning community with a family-centered approach. Scholars will achieve both academically and in their social-emotional development. Through personalized, data-driven learning and effective support, each scholar will be an active participant on their academic journey as they work toward and beyond proficiency against State standards and develop as critical thinkers. Critical aspects of the REACH instructional model are also supported by research showing benefits to scholars. For example, the use of data-driven instruction is paramount. Further, the field of education widely recognizes the impact of developing critical thinking skills and linking classroom learning to real-world problems as this helps prepare scholars for future academic success and life beyond high school.

The founders are confident the educational philosophy will lead to scholar success because it has already done so within REACH Academy Buffalo. In addition, it is important to note that there are many other indicators of success that demonstrate how the REACH model supports scholars in comprehensive ways to impact positive life outcomes. In an email from the State Department of Education, the school was applauded by being granted a maximum 5-year renewal. as a stellar example of how schools can work to ensure students have the resources to succeed in their postsecondary pursuits.

The REACH Academy Charter School philosophy is research-based. It is built on best practices of high-achieving schools across the United States. We are dedicated to inspirational teachers who use data to drive instruction with a teaching and learning environment focused on high academic achievement. Understanding the differences between how all scholars learn differently is critical to better preparing our young scholars to become successful adults.

REACH Academy incorporates essential strategies available for teachers in their framework:

- Increase the use of graphics, pictures, and storyboards in ELA/Reading classes and assignments. Scholars tend to write with more details, retain more information, and achieve better grades when these resources are utilized.
- Include project-based educational approaches to facilitate hands-on learning. The more learning that is hands-on and project-driven, the more scholars will be engaged in their learning, causing more information to be retained, as evident on tests and assignments.
- Cooperative learning experiences include, but are not limited to, content-related games and activities for which there are achievable goals.
- Include training in time and classroom management.
- Afford the teachers the opportunity to move around the classroom during class. A teacher's physical movements increase scholar engagement by moving the teacher closer to the scholars.
- Allow scholars to move around as needed in the classrooms while learning and practicing self-discipline in how and where they can move. This strategy is particularly useful when scholars are reading or writing.

REACH Academy Charter School has demonstrated scholar academic achievement in the past eight years by focusing on three levers related to key aspects of our school philosophy:

1. Commitment to Excellent Teachers;
2. Commitment to Rigor and
3. Commitment to a Whole Child Approach.

We will improve all scholars' academic performance, including those scholars with the highest need. This is done by leveraging social-emotional learning and research-tested instructional practices.

Brown, J. (2020). Using formative and summative assessments effectively. *Educational Leadership*.
Gerzon, N. (2015). *The data-driven classroom: A guide to using data to improve teaching and learning*. Teachers College Press.
Johnson, L. (2021). *Observational data and instructional improvement: Strategies for effective teaching*. Routledge.
National Center for Education Statistics. (2021). *The Condition of Education 2021*. U.S. Department of Education.
Smith, R. (2023). *Data-informed instruction: Strategies for educational success*. Wiley.
Taylor, M. (2023). *Supporting teachers through data: Best practices for instructional leadership*. Sage Publications.

3. CURRICULUM

a. Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.

At REACH Academy, our curriculum has been carefully selected to prioritize research-based resources that align with both state and national standards, including Connecticut's Approved K-3 Curriculum Models. We have chosen an evidence-based curriculum that enhances instructional practices and enables frequent data collection on student performance. This approach allows teachers to provide targeted, individualized support to ensure every student achieves academic success. Our goal is to ensure the curriculum is rigorous, fully aligned with Connecticut State standards, and responsive to the diverse needs of all scholars at REACH Academy-Bristol.

Pre-Selection Protocol:

The curriculum at REACH Academy includes Eureka Math² for mathematics, Amplify CKLA for English language arts, and OpenSciEd for science. These programs were chosen for their strong alignment with state and national standards and their proven effectiveness in improving student outcomes. Each curriculum fosters a challenging learning environment, supporting REACH Academy's mission to provide students with a robust, well-rounded education.

REACH Academy prioritizes professional development to ensure effective implementation. Teachers have received extensive training on the selected materials, and ongoing support and monitoring are provided to guarantee the curriculum leads to improved student outcomes. The Academic Leadership Team (ALT) will conduct regular reviews to ensure the curriculum remains current and aligned with the latest educational research and standards.

Post Selection Protocol:

REACH Academy's program of study encompasses English language arts, mathematics, science, social studies, visual and performing arts, physical education/health, and various co-curricular activities, ensuring students receive a comprehensive educational experience. All curriculum components are regularly revised and strengthened to maintain high academic standards through authentic, hands-on tasks that promote rich language learning experiences.

During the planning period and throughout the school year, the ALT team, Connecticut founders, key staff, and/or selected consultants who specialize in Curriculum Design, will use The Connecticut State Standards and Common Formative Assessments (Connecticut State Department of Education, 2024) to work with teachers to develop the comprehensive scope and sequence for the rigorous curriculum for

the school. The consultants will include nationally recognized authors and presenters, educators, higher education faculty, professional developers, and/or other curriculum specialists committed to working with children in urban settings. When new members of the school’s learning community join REACH Bristol, as part of the in-depth orientation provided, teachers will be trained in the following process for curriculum design:

- 1. Identify Units of Study** – Units in ELA, Math, Science, and Social Studies will be identified and laid out for the entire school year running.
- 2. Prioritize Standards** – Priority Standards or essential outcomes represent a carefully selected subset of the total list of grade-specific and course-specific standards within each content area. This subset represents what students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course (Ainsworth, 2011). Using Ainsworth’s selection criteria: endurance, leverage, readiness for the next level of learning, and alignment to high-stakes assessments, priority standards will be identified and agreed upon.
- 3. Map Priority Standards to Units** – Grade-level teams will then determine which Priority Standards will be taught with which units to develop the pacing calendar.
- 4. “Unpack” or “Unwrap” the Standards** – “Unpack” or “Unwrapping” a standard is a process of deconstructing the standard. It is an analysis of the standard in order to understand the learning intention (Ainsworth, 2003). To do this, teachers will identify the concepts/skills within the standard and agree on the cognitive demand of each skill.
- 5. Determine DOK Ceiling Level for Each Standard** – Using Webb’s Depth of Knowledge Levels (DOK), determining the DOK ceiling of a standard is critical in aligning the cognitive rigor of formative assessments to the end-of-year state summative assessments.
 - a. **DOK Level 1 - Recall and Reproduction**
 - b. **DOK Level 2 - Skills, Concepts and Basic Reasoning**
 - c. **DOK Level 3 - Strategic Thinking**
 - d. **DOK Level 4 - Extended Thinking**
- 6. Develop Common Formative Assessments (CFAs) Tasks for each Standard** – In order to develop effective CFAs, teams will determine the item type and/or product for the assessment followed by developing the assessment items, student directions, scoring guides, rubrics, and/or answer keys. Levels for “Advanced,” “Proficient,” “Progressing” and “Needs More Practice” need to be determined for each standard.
- 7. Identify Skills and Content to be Taught** – Skills and content that are required in order to meet the learning standards will be identified at this point in the process.
- 8. Identify Learning Activities Needed to Achieve Success on the State Standards** – Cognitive psychologist Daniel Willingham states that students need to interact with content in a deep and thoughtful manner. Through the use of thematic classrooms, activities involving authentic experiences will be designed to teach the skills and content in order to help students make meaningful connections.
- 9. Identify Vocabulary for Each Course of Learning** – Vocabulary including technical vocabulary related to the unit theme and scholarly vocabulary related to the skills and content needs to be identified and explicitly taught in each unit of study.

Each grade level is responsible for collaboratively compiling Unit Plans that address each standard given the chosen curriculum’s components in collaboration with the assigned member of the ALT Team. Grade levels meet weekly to update and revise Unit Plans based on continuous assessment and documentation completed for each standard. Plans are submitted to Instructional Coaches who provide feedback on necessary changes or areas in need of improvement. This is an ongoing process where the data drives instruction. Over the summer, teams work together to outline the curriculum map in each

content area and target items in need of revision. Because curriculum is able to be modified based on the needs of the scholars, Units Plans should be updated and developed as necessary. This process helps determine which activities yield the most effective Scholar learning.

Hard copies will be developed and centrally located. Later, once units are refined, they will be accessible online for the entire professional learning community to view. Each unit will clearly articulate the following:

- The priority standards that the unit focuses on,
- Learning objectives for each unit,
- The learning activities to achieve each objective,
- Technical vocabulary related to the unit/theme,
- Scholarly vocabulary related to the skills being developed,
- Common formative assessments with proficiency levels defined and
- Interventions and enrichment opportunities.

In addition to core curriculum programs, thematic grade-level units are designed for Scholars to have real-world connections and to be actively engaged learners in authentic learning environments. This presents an opportunity for Scholars to work either collaboratively on certain aspects or to work at their own individual pace. The goal of a well-rounded curriculum is to ensure success among all learners regardless of their differences.

Ainsworth, L. (2003). *Unwrapping the Standards: A Guide to Effective Curriculum Design*. Corwin Press.

Ainsworth, L. (2011). *Rigorous Curriculum Design: How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment*. Corwin Press

Brown, J. (2020). *Using Formative and Summative Assessments Effectively*. Educational Leadership.

Davis, S., & Clark, P. (2018). *Targeted Support in Education: Strategies for Academic Success*. Academic Press.

Johnson, L. (2021). *Observational Data and Instructional Improvement: Strategies for Effective Teaching*. Routledge.

Webb, N. L. (2002). *Depth of Knowledge: A Review of Webb's Depth of Knowledge Levels*. University of Wisconsin-Madison.

White, K. (2019). *Reteaching and Retesting: Best Practices for Mastering Academic Standards*. Corwin.

Connecticut State Department of Education. (2024). *Connecticut State Standards and Guidelines*. Retrieved from Connecticut State Department of Education website.

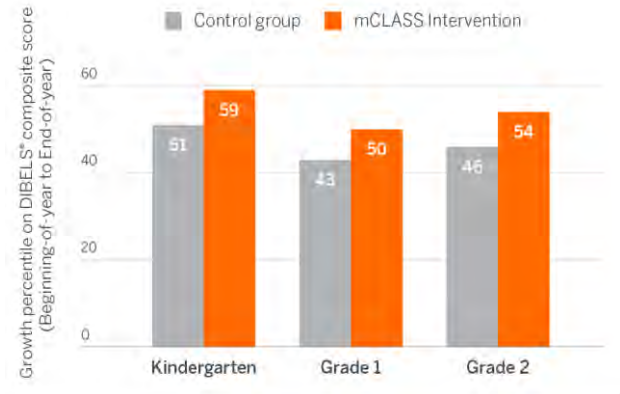
b. Use appropriate legislation to demonstrate that the curriculum is aligned to the CCS for English Language Arts and Mathematics and the NGSS for Science.

At REACH Bristol, we have carefully selected curricula that not only align with the Connecticut Core Standards (CCS) for English Language Arts (ELA), Mathematics, and the Next Generation Science Standards (NGSS) for Science, but also support our mission of providing culturally responsive, rigorous, and evidence-based education to our scholars. This dual alignment ensures that our students receive a high-quality education that meets state requirements while also being tailored to reflect and honor the diverse cultural backgrounds of our community, preparing our scholars for success in a global society.

PK-5: English Language Arts (ELA): Amplify CKLA

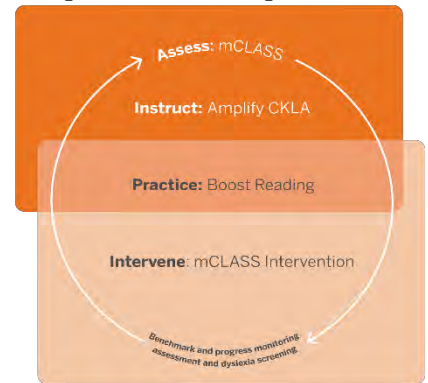
Our school will use Amplify Core Knowledge Language Arts (CKLA), a comprehensive ELA program aligned with the Connecticut Core Standards. Amplify CKLA emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension, helping students meet the standards for reading complex texts and using text-based evidence.

Grounded in the Science of Reading: Amplify’s CKLA program is grounded in the Science of Reading, providing systematic instruction in foundational skills and a knowledge-building sequence. We will use mCLASS for diagnostic assessment and mCLASS Interventions for targeted support. According to the Institute of Education Sciences (IES), K–2 students in mCLASS® Intervention showed up to 8 percentile points more growth in early literacy compared to peers not enrolled. (Amplify, 2024)



Furthermore, we will implement Amplify Boost Reading, a supplemental program designed to accelerate reading growth for struggling readers. These resources will work synergistically to ensure all students, regardless of their starting point, are able to achieve literacy proficiency and meet the rigorous demands of the Connecticut Core Standards. - (Amplify, 2024)

Phonics/Word Study: Students enter Kindergarten with a wide range of prior knowledge concerning letters and sounds, and this variability continues to present challenges in first grade. Using Amplify’s CKLA’s structured approach, along with Amplify’s mCLASS for diagnostic assessments and progress monitoring, we will gain a deeper understanding of each student’s zone of proximal development (Vygotsky, 1978) to tailor instruction effectively. mCLASS provides valuable, research-based insights through one-on-one assessments that track foundational reading skills, such as phonemic awareness and decoding. It also offers ongoing progress monitoring to ensure timely interventions. The CKLA phonics and word study curriculum will build upon this data to emphasize phonemic awareness, letter/sound associations, understanding of spelling patterns, and mastery of high-frequency words. Furthermore, Boost Reading will be integrated to strengthen fluency and automaticity in decoding, ensuring that students develop the critical reading skills they need for future success (Torgesen, 2006).



Writing with CKLA: We will be using Amplify CKLA, which models letter/sound relationships, spelling and grammatical patterns, and punctuation conventions. The teacher will scaffold these skills, creating a risk-free environment where students can practice their writing before transitioning to independent work. Amplify CKLA will also incorporate exemplar texts, providing students with clear models for various themes and genres, enhancing both their comprehension and writing abilities (Graham & Perin, 2007).

Small Group Instruction (Guided Reading, Strategy Lessons, and Interventions): We will use data gathered from direct instruction, mCLASS assessments, Boost Reading, Benchmark Assessments, and i-Ready, alongside state standardized assessments and interim block assessments to group students based on their individual needs. This data-driven approach ensures instruction is tailored to each student’s instructional level, with appropriate text difficulty. Small group strategy and skill lessons will be collaboratively planned and delivered by classroom teachers, using increasingly challenging texts to address specific learning needs and support students’ growth (Fountas & Pinnell, 2017).

Literacy Time: The components listed below define how the daily instructional time in English Language Arts will be used: Guided Reading Groups, Large Group Mini-Lesson in Reading, Independent Reading Time, Reading Vocabulary Work, Research Activities, Listening Center, Phonics/Word Study, Computer ELA Software, Sight Words, Large Group Mini-Lesson in Writing, Guided Writing Group, etc. (Pressley, 2002).

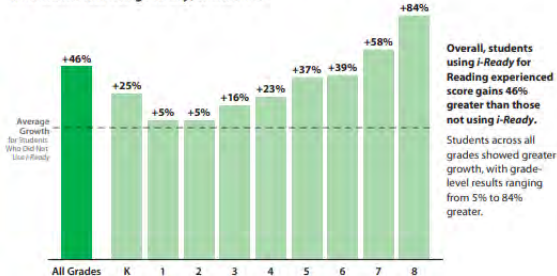
Fountas, I. C., & Pinnell, G. S. (2017). *Guided Reading: Good First Teaching for All Children*. Heinemann.
 Gambrell, L. B. (2011). *Getting Students Hooked on Books*. In *Comprehension Instruction* (pp. 103-118). Routledge.
 Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. A Report to Carnegie Corporation of New York.
 Pressley, M. (2002). *Effective Strategies for Teaching Reading*. In *Handbook of Research on Teaching the English Language Arts* (pp. 434-454). Lawrence Erlbaum Associates.
 Robb, L. (2003). *Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Engagement*. Scholastic Inc.
 Torgesen, J. K. (2006). *A Comparison of the Efficacy of Two Approaches to Teaching Reading to Children with Reading Difficulties*. *Journal of Learning Disabilities*, 39(6), 529-540.
 Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

PK-5 Mathematics: Eureka Math²

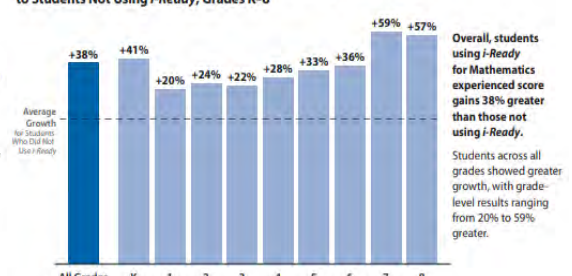
The ALT at REACH Bristol chose to integrate Eureka Math² and i-Ready to enhance our mathematics instruction in alignment with our educational goals and student needs. Eureka Math² was selected for its robust alignment with the Connecticut Core Standards for Mathematics, emphasizing conceptual understanding, procedural fluency, and application (Eureka Math², 2024). Its incorporation of Universal Design for Learning (UDL) principles ensures accessibility for all students, including those with diverse learning needs, facilitating engagement with challenging math concepts (Eureka Math², 2024). The curriculum’s emphasis on readability, using clear and concise language, supports our objective to make mathematics accessible and engaging for every learner (Eureka Math², 2024).

To complement Eureka Math², i-Ready was chosen for its strong diagnostic capabilities and personalized learning experiences. I-Ready provides detailed data on student performance, allowing us to tailor interventions effectively and address individual learning needs (i-Ready, 2024). According to Curriculum Associates, a research study meets the ESSA Level 3 criteria for Promising Evidence, “i-Ready students showed significant improvements in math scores, with growth percentiles ranging from 8 to 16 points higher than those not using the program” (Curriculum Associates, 2024).

Graph 1: Reading Score Gains for Students Using i-Ready Relative to Students Not Using i-Ready, Grades K-8



Graph 2: Mathematics Score Gains for Students Using i-Ready Relative to Students Not Using i-Ready, Grades K-8

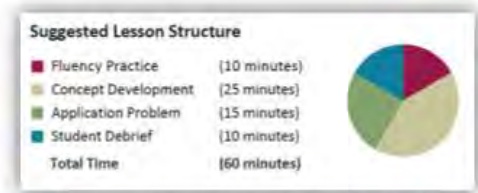


This data-driven approach, supported by i-Ready’s analytics, enables us to make informed decisions and adjust instructional strategies to enhance and provide continuous improvement (i-Ready, 2024).

There is also some research that also highlights the effectiveness of i-Ready's personalized learning and intervention strategies, contributing to notable gains in math achievement (Institute of Education Sciences, 2024).

Teachers in collaboration with the ALT Team will develop Units of Study using resources from the Connecticut State Department of Education’s listing of Math Units, and Eureka Math². Our math program will have the following four components:

- Fluency practice
- Concept development (including a problem set)
- Application problem
- Student debrief (including the Exit Ticket)



Above is the suggested lesson structure for Grade 2 Module 1 Lesson 5.

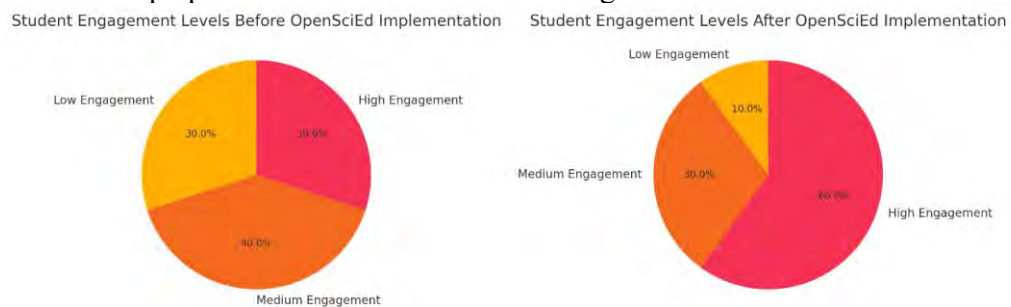
By integrating Eureka Math² and i-Ready, the ALT at REACH Bristol aims to deliver a comprehensive mathematics program that meets rigorous academic standards and supports all students in achieving their full potential.

Curriculum Associates. (2024). Efficacy Study on i-Ready. Retrieved from [Curriculum Associates website]
 Eureka Math². (2024). Curriculum Overview. Retrieved from [Eureka Math² website]
 I-Ready. (2024). Program Impact and Data Insights. Retrieved from [i-Ready website]
 Institute of Education Sciences. (2024). Research Findings on i-Ready. Retrieved from [Institute of Education Sciences website]

Science

At REACH, scholars in grades PK-2 will engage in multiple periods of science each week using OpenSciEd in conjunction with Connecticut-developed Model Science Units, both aligned with the Next Generation Science Standards (NGSS) (NGSS Lead States, 2013).

OpenSciEd, in conjunction with Connecticut-developed Model Science Units, is designed to meet NGSS by focusing on three-dimensional learning—disciplinary core ideas, science and engineering practices, and cross-cutting concepts (OpenSciEd, 2024). Research indicates that this inquiry-based approach enhances students’ understanding of scientific concepts and processes, leading to improved performance in science (Next Generation Science Standards, 2023). Collectively, these curricula provide a robust foundation that supports academic growth, ensuring students meet and exceed state standards and are well-prepared for future academic challenges.



OpenSciEd is an open-source curriculum designed to support K-12 science education, focusing on inquiry-based learning and aligned with the Next Generation Science Standards (NGSS). Here are the main components of OpenSciEd:

- **Storylines:** Each unit is built around a coherent storyline that connects students' questions, investigations, and discoveries. This helps students see the relevance of science concepts in real-world contexts.

- **Phenomena:** OpenSciEd units center around engaging phenomena that drive student inquiry. These phenomena are observable events or situations that can spark curiosity and lead to scientific investigation.
- **Three-Dimensional Learning:** The curriculum emphasizes three dimensions of learning;
 - Disciplinary Core Ideas (DCIs): The fundamental concepts and content from science.
 - Science and Engineering Practices (SEPs): The skills and processes that scientists and engineers use.
 - Crosscutting Concepts (CCCs): Ideas that link different domains of science and help students make connections.
- **Assessment:** Formative and summative assessments are integrated throughout the units to gauge student understanding and inform instruction. Assessments are designed to evaluate students' mastery of the three dimensions of learning.
- **Teacher Resources:** OpenSciEd provides teachers with a range of instructional materials, including lesson plans, guidance for facilitating discussions, and strategies for supporting diverse learners.

Ainsworth, L. (2003). "Unwrapping" the Standards: A Simple Process to Make Standards Manageable. Denver, CO: Advanced Learning Press.

Ainsworth, L. (2011). Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Englewood, CO: Lead Learn Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing Words to Life. New York: Guilford.

Marzano, R. (2003). What Works in Schools: Translating Research into Action. Association for Supervision and Curriculum Development.

National Reading Panel (NRP) - Publications and Materials. (2000). Retrieved: August 18, 2015.

Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Massachusetts: Harvard University Press.

Weizman, Z.O., & Snow, C.E. (2001). Lexical Input as Related to Children's Vocabulary Acquisition: Effects of Sophisticated Exposure and Support for Meaning. *Developmental Psychology*, 37, 265-279.

c. Provide evidence demonstrating that the curriculum is likely to improve students' academic performance. Provide research on the curriculum, including citations, that demonstrates the potential of the curriculum to result in high student achievement. Provide examples of curricula documentation (i.e., curriculum map, scope and sequence, and lesson plan for course of study).

Our curriculum has been carefully selected based on its alignment with state standards, research-based instructional methodologies, and demonstrated success in improving student achievement in diverse, high-need settings.

Eureka Math² (Grades K-5)

Research Evidence: Eureka Math² is the updated version of Eureka Math, which has consistently demonstrated success in improving student math performance. A study by Mathematica Policy Research found that schools using Eureka Math significantly outperformed their peers on standardized assessments, with gains equivalent to an additional 1.5 months of instruction over the course of a year (Mathematica, 2020). Eureka Math² builds upon this success by integrating deeper conceptual understanding, real-world applications, and rigorous problem-solving approaches, all of which align with Connecticut's Common Core State Standards (CCSS).

Curriculum Map: Details a year-long progression of mathematical concepts from basic numeracy in K-2 (e.g., addition, subtraction) to more advanced topics such as multiplication, division, fractions, and geometry in Grades 3-5.

Scope and Sequence: The scope of each grade level's math instruction is broken into quarterly units, ensuring that all major domains (Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry) are covered systematically.

Amplify Core Knowledge Language Arts (CKLA) (Grades K-5)

Research Evidence: The Amplify CKLA curriculum is grounded in the Science of Reading, a comprehensive body of research that shows that early literacy instruction focused on phonics, phonemic awareness, vocabulary, and comprehension yields strong gains in student reading proficiency. A study conducted by the Institute of Education Sciences (IES) demonstrated that K-2 students using mCLASS, which supports the Amplify CKLA curriculum, improved early literacy skills significantly, showing growth of up to 8 percentile points more than students not using the program (IES, 2020). Amplify CKLA's systematic, knowledge-building approach has been found to accelerate vocabulary development and reading comprehension, particularly for low-income students who enter school with limited language exposure (Hirsch, 2020).

Curriculum Map: Provides a week-by-week outline of thematic units (e.g., "Animals and Habitats," "Early World Civilizations") integrating science, social studies, and literature, ensuring cross-curricular connections.

Scope and Sequence: Clearly outlines phonics instruction, vocabulary development, and comprehension strategies by unit, gradually building from foundational skills in early grades to more complex text analysis by the upper elementary levels.

OpenSciEd Science (Grades K-5)

Research Evidence: OpenSciEd is a next-generation science curriculum that is aligned with the Next Generation Science Standards (NGSS) and designed to engage students in hands-on, inquiry-based learning. Research from the NGSS Early Implementers Initiative found that students in classrooms using NGSS-aligned science curricula demonstrated higher engagement, deeper conceptual understanding, and improved performance on science assessments compared to peers using traditional curricula (Education Development Center, 2019). The curriculum's focus on real-world problem-solving and cross-disciplinary integration enhances students' scientific literacy and critical thinking skills.

Curriculum Map: Details thematic units such as "Waves, Energy, and Information" and "Ecosystems and Interactions," with explicit connections to the NGSS performance expectations.

Scope and Sequence: Organizes learning objectives around core scientific practices (e.g., developing and using models, analyzing and interpreting data) and cross-cutting concepts (e.g., patterns, cause and effect) across all grade levels.

Durlak, J. A., et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

Education Development Center. (2019). Evaluation of NGSS Early Implementers Initiative. Retrieved from <https://edc.org>.

Hirsch, E. D. (2020). Why knowledge matters: Rescuing our children from failed educational theories. *Harvard Education Press*.

Institute of Education Sciences. (2020). Evaluation of mCLASS® Intervention and early literacy growth. Retrieved from <https://ies.ed.gov>.

Mathematica Policy Research. (2020). Evaluation of Eureka Math on student achievement. Retrieved from <https://mathematica-mpr.com>.

d. Explain why the curriculum is appropriate for the students the school intends to serve as well as students with disabilities, English learners/Multilingual learners (EL/ML), students below or above grade level, and other at-risk students.

At REACH Academy Charter School, we have tailored our curriculum to address the diverse needs of our students, including those with disabilities, English learners, and students performing below or above grade level. Our curriculum integrates evidence-based practices to ensure inclusivity through the following components:

English Language Arts (ELA): We utilize the Core Knowledge Language Arts (CKLA) curriculum alongside Amplify's mCLASS and Boost Learning. CKLA's structured scope and sequence supports all learners by providing explicit instruction in phonics, vocabulary, and comprehension. mCLASS offers individualized assessments and interventions, while Boost Learning enhances literacy skills for students needing additional support, ensuring all students develop proficiency in reading and writing.

Mathematics: Eureka Math² delivers a rigorous and coherent curriculum focused on conceptual understanding and problem-solving. It includes built-in scaffolding and differentiation strategies to accommodate diverse learning needs. Complemented by the i-Ready program, which provides additional resources for students performing below grade level, this combination ensures foundational skills and enrichment opportunities.

Science: The OpenSciEd curriculum aligns with Next Generation Science Standards (NGSS) and promotes hands-on, inquiry-based learning. This inclusive approach benefits all students, encouraging active participation and critical thinking while addressing varying levels of readiness.

Support for Special Populations: At REACH, we believe in a personalized education model. Our center-based approach allows teachers to work with students in small groups, facilitating individualized instruction. Teachers adapt materials to meet diverse learning styles and continuously revise their strategies to meet each scholar's unique goals. We utilize data to identify areas of need and drive instruction. We also train teachers on differentiated instruction and utilizing the right number of scaffolds to enhance instruction without compromising rigor.

Our Academic Leadership Team (ALT) conducts comprehensive data reviews, analyzing formative and summative assessments, classroom performance, and progress reports. They collaborate closely with Special Education staff to assess the effectiveness of accommodations for students with Individualized Education Programs (IEPs), adjusting personalized learning plans as needed to ensure targeted support. For Multilingual Learners, the ALT evaluates language acquisition and academic performance, collaborating with ESL/ML specialists to meet language development goals. Targeted interventions and differentiated instruction are implemented to enhance English proficiency while accessing grade-level content.

Regular data reviews allow the ALT to monitor the effectiveness of support strategies for all special populations, ensuring informed adjustments to learning plans and instructional practices. This iterative process fosters continuous growth and ensures every student, including those with IEPs and multilingual learners, receives the support needed to reach their full potential.

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

The Six Point Plan to Increasing Student Achievement outlines the teaching and instructional framework which drives success. The process will begin and recur annually during summer staff development. Staff will work together first by outlining the curriculum map for each content area and developing the detailed units of study. The units will continue to be refined, reviewed, shared and

enhanced regularly throughout the school year during weekly grade level meetings. Staff will work in grade levels and across grade levels when preparing curriculum and instructional strategies. Review of the units will be updated as teachers reflect and refine the units each year. Having units available electronically for all teachers to view will provide opportunities for cross-curricular development of topics and sequencing of skills over grades. Below you will find a breakdown of the refining and improvement process of the curriculum at REACH Bristol.

Action	Process	Impact on Student Outcomes
Study Connecticut State Assessment Items and Standards	Review CT standards and, after the 3rd year, review released Connecticut assessment items (e.g., Smarter Balanced).	Use assessment data to compare student performance against state averages, identifying strengths and gaps. Implement targeted intervention based on assessment trends.
Study and Align Connecticut State Content Standards	Study and align Connecticut state content standards for each subject area. Break down content standards into measurable skills and objectives.	Track progress on how students perform against these skills in assessments, using formative data to adjust instructional strategies.
Create a Detailed Content Standards Breakdown Map	Create detailed content standards breakdown for each subject area.	Evaluate students' mastery of broken-down skills through formative and summative assessments to monitor improvement over time.
Develop and Adapt Scope and Sequence	Use the content standards breakdown to create a scope and sequence. Organize content standards by complementary skills and learning progression.	Ensure that student mastery of skills aligns with scope and sequence milestones. Track interim assessment performance to measure growth and adjust pacing as necessary.
Review Exemplars for Each Content Standard	Review exemplar test items. Review how content standards are grouped within the scope and sequence. Create interim assessments aligned with each content area's standards and exemplars.	Analyze student outcomes on interim assessments to adjust teaching strategies and provide targeted support for underperforming areas.
Develop and Adapt Unit Plans and Calendar	Prioritize teaching objectives, including both power and supporting standards. Chunk skills based on student progression and learning needs. Calendar teaching objectives for each unit.	Track unit assessment results and analyze how the pacing affects student mastery of key skills, making adjustments to the calendar as necessary.

<p style="text-align: center;">Develop a System for Tracking Student Mastery</p>	<p>Continually track student mastery of content standards utilizing Illuminate. Upload teaching objectives into the tracking system. Share the tracking system with the leadership team and teachers.</p>	<p>Use mastery tracking data to identify trends, evaluate overall student progress, and measure impact of instructional adjustments on performance.</p>
<p style="text-align: center;">Develop Daily Lesson Plans</p>	<p>Align daily lesson plans to measurable objectives. Create daily exit tickets that assess the objective taught. Develop student-centered activities that promote autonomy. Review the rigor of lesson objectives, activities, and assessments.</p>	<p>Use data from exit tickets and daily assessments to make real-time adjustments to instruction, improving student outcomes over time.</p>

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

To evaluate the curriculum's impact on student outcomes, REACH Academy will use a combination of formative and summative assessments, including the SBAC and internal tools like mCLASS and i-Ready, to track student growth. Instructional rounds and classroom observations will provide insights into curriculum implementation and student engagement.

The use of Common Formative Assessments (CFAs) will enable regular monitoring of student progress, helping teams identify areas for real-time adjustment. Data analysis meetings will further inform decisions on pacing and instructional strategies. The curriculum will be regularly reviewed for alignment with state standards and will incorporate differentiation strategies to support diverse learners, ensuring it remains accessible without compromising rigor.

Effective curriculum is a dynamic, living document that is continually changed, updated and developed. After each unit is carried out, teachers will go through a questionnaire that will be designed to have teachers reflect on the success of each unit. By analyzing assessment data, the ALT Team and teachers will determine which learning activities had the most impact on student learning and which yielded the least positive results. Curriculum will then be redesigned and redeveloped for the following year. All teachers will have the opportunity to develop enrichment activities for each unit if time permits.

To ensure the ongoing development, improvement, and refinement of the curriculum at REACH Academy, the school will implement a structured, collaborative plan focused on continuous evaluation and responsiveness to student needs. Grade-level teams will meet weekly to refine Unit Plans, aligning them with Connecticut State Standards and instructional goals. Instructional Coaches will provide feedback to ensure content rigor and alignment, while summer planning sessions will allow for curriculum revision based on past student performance data

Feedback loops will involve external consultants reviewing the curriculum for rigor and alignment, as well as parents and the community providing input through surveys and engagement events. At the end of each school year, the instructional team will reflect on the strengths and weaknesses of the curriculum, making necessary adjustments for the following year. Unit Plans will be stored in a central digital repository, allowing for continuous updates and easy access for all staff. This approach ensures

the curriculum remains highly aligned, responsive to evolving student needs, and effective in improving student outcomes.

4. INSTRUCTION

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

Ensuring Best Instructional Strategies is the 3rd Point in *The Six Point Plan to Increasing Student Achievement*. Students learn best when they are actively engaged in their work. Student engagement increases when tasks include authenticity, choice, creative thinking, critical thinking, and those that are product-focused or have an audience incorporated (Schlechty, 2011.) Students learn best when faced with genuine challenges, choices, and responsibilities in their own learning. Students need to thoughtfully interact with content to increase understanding (Daniel Wilmingham, 2009.) Large group lectures, where students are passively listening are not an effective way of teaching students, yet continue to be heavily relied upon practice in classrooms across the nation. The classroom environment will be built to enhance learning and provide additional language experiences. Students should be the active participants in the classroom, not the teacher. Teachers should be the facilitator of learning, not the disseminator of knowledge (Rubley and Phillips, 1999.) Active, hands-on concrete experiences are the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject. Investigating students' own questions should take precedence over arbitrarily and distantly selected content (S. Zemelman, H. Daniels, A. Hyde, 2012.) Learning is socially constructed and interactive; teachers need to create classroom interactions that scaffold learning.

REACH Academy Charter School in Bristol will also partner with The Lavinia Group to implement targeted instructional strategies aimed at boosting student achievement through rigorous, data-driven teaching methods. This collaboration aligns with Lavinia's proven approach of enhancing curriculum effectiveness and improving student outcomes, as evidenced in schools across the U.S. (Lavinia Group, 2024). Through this partnership, REACH Bristol seeks to leverage Lavinia's expertise in high-quality professional development to support its educators in driving significant academic gains for all students (EdWeek, 2023).

At REACH Bristol, we will also adhere to best practices and a commitment to continuous improvement to ensure that our students receive the highest quality education possible. We will achieve this by implementing the following evidence-based instructional methods:

- 1. Hands-On Authentic Learning:** This approach emphasizes replacing traditional methods like worksheets and textbooks with interactive, engaging activities that allow students to learn by doing. Instead of passively absorbing information, students actively participate in their learning. By integrating classroom themes (e.g., nature, space, historical periods), teachers can introduce themed objects, tools, or real-world examples that align with the curriculum. For instance, students might handle real artifacts, conduct experiments, or work on projects that bring the subject matter to life. This makes learning more meaningful and memorable by connecting it to tangible, real-world experiences.
- 2. Differentiated and Personalized Learning:** We will implement personalized learning plans tailored to individual student needs, interests, and learning styles. This approach includes flexible

grouping, differentiated tasks, and tailored instructional materials to ensure that each student receives instruction at their appropriate level.

3. Adaptive Learning Technologies: Utilize adaptive learning technologies that adjust to each student's performance in real-time, providing personalized support and challenges. Tools like i-Ready for math and Amplify's mCLASS for literacy will be used to monitor progress and provide targeted interventions.

4. Co-Teaching and Support Structures: Use co-teaching models to provide additional support in the classroom. This includes collaborative teaching between general education and special education teachers, ensuring that students with diverse needs receive targeted instruction and support. We will also use instructional aides to support individualized or small group instruction, particularly for students needing extra assistance with specific skills or content areas.

5. Technology and Digital Tools: Integrate interactive digital platforms that enhance student engagement and learning. Tools like Google Classroom, interactive whiteboards, and educational apps will be used to facilitate interactive lessons and provide immediate feedback.

6. Data-Driven Instruction: Utilize data analytics tools to track student performance and guide instructional decisions. This includes analyzing assessment data to identify trends, gaps, and areas for targeted instruction.

7. Evidence-Based Teaching Techniques: Employ explicit instruction techniques that involve clear, direct teaching of skills and concepts, followed by guided practice and independent practice. This method ensures that students understand and apply new knowledge effectively.

8. Assessments: Use assessments data regularly to gauge student understanding and adjust instruction accordingly. This includes quizzes, exit tickets, and observational assessments that inform immediate instructional adjustments.

9. Physical Space and Learning Environment: Design flexible learning spaces that accommodate various instructional methods, including collaborative group work, independent study, and hands-on activities. Classrooms will be arranged to support both individual and group learning. Classrooms will be equipped with a variety of resources, including manipulatives, visual aids, and technology tools, to support diverse learning activities and accommodate different learning needs.

10. Teacher Development Using the Get Better Faster Framework: To ensure continuous improvement in teaching quality, we will employ Doug Lemov's "Get Better Faster" framework, which emphasizes rapid teacher development through focused, deliberate practice of key teaching techniques. This framework ensures that new and developing teachers are equipped with practical, research-based strategies to improve instruction quickly. Best practices such as building a strong classroom culture, using effective questioning techniques, and managing student engagement will be core focuses.

11. Observation and Feedback: Teachers will receive ongoing, actionable feedback and coaching, allowing them to refine their practices based on real-time classroom experiences. Regular observations and short, targeted practice sessions will help teachers implement changes effectively and increase their instructional impact over time.

12. Professional Development: Provide ongoing professional development for teachers on evidence-based instructional methods, technology integration, differentiated instruction, and effective use of Doug Lemov's techniques from the "Teach Like a Champion" and "Get Better Faster" playbooks along with many other evidence-based training. The training will focus on enhancing teaching practices and staying updated with the latest research and techniques.

By implementing these evidence-based instructional methods and techniques, REACH Academy Charter School aims to create a high-quality learning environment that meets the diverse needs of students, promotes engagement, and drives academic success.

Education Week. (2023). *Data-driven instruction and its effects on student achievement in partner schools*. Education Week. Retrieved from <https://www.edweek.org/>

Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Jossey-Bass.

Lavinia Group. (2024). *School partnerships: Elevating student achievement through targeted professional development*. Retrieved from <https://laviniagroup.org/>

Miller, D. (2008). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers.

Rubley, L., & Phillips, D. (1999). *Active Learning Strategies for the Classroom*. Sage Publications.

Schlechty, P. (2011). *Engaging Students: The Next Level of Working on the Work*. Jossey-Bass.

Tompkins, G. (2010). *Literacy for the 21st Century: A Balanced Approach*. Pearson.

Willingham, D. (2009). *Why Don't Students Like School?*. Jossey-Bass.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best Practice: Bringing Standards to Life in America's Classrooms*. Heinemann.

b. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including English Learners/Multilingual Learners, special education students, students who enter below grade level, and other at-risk students.

At REACH Bristol, our evidence-based instructional methods foster high achievement for every student, including English learners (ELs), multilingual learners (MLs), students with disabilities, and those entering below or above grade level.

- **Differentiated Instruction:** We implement differentiated instruction, allowing teachers to tailor assignments to meet diverse learning needs. This includes scaffolding for ELs and at-risk students, such as visual aids and simplified language, ensuring they engage with the curriculum rigorously.
- **Targeted Support for Diverse Learners:** For students with Individualized Education Programs (IEPs), we adapt instruction to align with their specific learning goals. This may involve modifying content and assessment methods, enabling these students to fully access grade-level standards.
- **Adaptive Learning Technologies:** Using adaptive technologies like i-Ready and mCLASS, we assess student performance in real-time and provide targeted interventions. These platforms help identify skill gaps and offer enrichment opportunities for advanced learners, ensuring all students are challenged appropriately.
- **Science of Reading:** Our literacy instruction follows the Science of Reading approach, emphasizing explicit phonics and vocabulary development. This method supports both ELs and students with disabilities by building foundational literacy skills through structured and sequential instruction.
- **Collaborative Co-Teaching:** Our co-teaching model promotes collaboration between general education teachers and specialists, allowing for inclusive instruction. This ensures that ELs and students with disabilities receive tailored support alongside their peers, fostering equity.
- **Formative Assessment and High Expectations:** Regular formative assessments guide instruction, helping identify students who need additional support. We maintain high expectations for all learners while providing necessary scaffolds, such as vocabulary pre-teaching for ELs and assistive technology for students with disabilities.

REACH Bristol's instructional methods create an inclusive and rigorous environment, supporting high achievement for all students. By focusing on differentiation, targeted support, adaptive technologies, and collaboration, we empower every learner to thrive academically.

Rubley and Phillips, (1999). *Developing Logical Thinkers*, 5th Edition. Dubuque, IA: Kendall/Hunt

Miller, Debbie, *Teaching with Intention, Defining Beliefs, Aligning Practice, Taking Action*, Stenhouse, Portland, Maine, 2008.

Schlechty, P. (2011). *Engaging Students: The Next Level of Working on the Work*. San Francisco: Jossey-Bass.

Tompkins, G. E. (2010). *Literacy for the 21st Century: A Balanced Approach*. (5th ed.). Boston, MA: Pearson Education, Inc.

Willingham, D. (2009). *Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. San Francisco, CA: Jossey-Bass.

Zemelman, S., & Daniels, H. (2005). *Best Practice: Today's Standards for Teaching and Learning in America's Schools* (3rd Ed.) Portsmouth, NH: Heinemann.

c. Describe how the proposed school will create a data-driven culture to meet a wide range of students' needs using differentiated tiered instruction.

At REACH Bristol, we will create a robust data-driven culture by integrating data from multiple sources, including i-Ready, Boost Reading, mCLASS, and the Illuminate Education Academic Dashboard. These tools will provide comprehensive insights into student performance, allowing us to tailor our instruction to meet the needs of all learners, including English learners, students with disabilities, and those at risk of falling behind.

Using data strategically will drive curriculum development, best practices in instructional delivery and response to intervention plans. This is a core component of *the Six Point Plan to Increasing Student Achievement* that is fundamental to what we do at REACH. The assessments will document the growth and development of our scholars' skills in meeting the Connecticut Learning Standards, our school's mission and objectives and educational priorities. At REACH Academy Charter School, data is collected in areas ranging from academics to the Social and Emotional needs of the Scholars. Qualitative data is constantly monitored to assess student learning or other important trends in the classroom.

Component	Description	Purpose
1. Comprehensive Data Collection	I-Ready: Diagnostic assessments in reading and math; provides real-time adaptive data. Boost Reading: Intervention for reading fluency and comprehension. mCLASS: Tracks foundational reading skills for early learners.	Understand student strengths and areas for improvement; personalize learning.
2. Data-Driven Meetings	ALT Team Collaboration: Regular meetings using data from all assessment tools to analyze trends and student progress. Continuous Monitoring: Use Illuminate to consolidate data for holistic tracking.	Inform decisions on instruction; ensure timely adjustments for continuous student growth.
3. Differentiated Instruction	Customized Learning Plans: Create individualized plans based on data for diverse learning needs. Flexible Grouping: Dynamically group students based on performance levels.	Tailor interventions to meet unique student needs; ensure appropriate challenges and support.
4. Targeted Interventions	Real-Time Adjustments: Continuously monitor data to identify students needing additional support. Support for English Learners: Use data to implement tailored supports without reducing rigor.	Ensure all students receive the necessary support to succeed; address specific needs effectively.

<p>5. Illuminate Academic Dashboard</p>	<p>Consolidating Data Sources: Central hub for tracking progress across subjects and effectiveness of interventions.</p> <p>Data-Driven Feedback: Facilitate timely feedback and instructional adjustments.</p>	<p>Create a culture of continuous improvement; keep students and educators informed and</p>
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Teachers use daily observations, quick conversations and teacher-student conferences to collect information on things such as the comprehension of material being taught. Quantitative data is a bit more complex as each item that is assessed has some sort of numerical value attached to it. This data is typically made up of work that is assessed using rubrics or other point values to make up proficiency grades. This type of data also allows educators to see trends in certain areas as well as historically or over time. Quantitative data helps close learning gaps and predict scholar achievement on things such as the end-of-year state assessments. Below you will find a breakdown of the components we utilize to gather data and personalize instruction.

By using data from i-Ready, Boost Reading, mCLASS, Benchmark Assessments, and the Illuminate Education Academic Dashboard, REACH Bristol will foster a data-driven culture that meets the needs of all students. These tools will help us implement differentiated and personalized instruction, ensuring that all students, including those with disabilities, English learners, and those performing below or above grade level, receive the necessary support to achieve academic success.

Data collection is comparable among teachers for a number of reasons. It is easier to see and resolve red flags when there is a common method to gather and review information. Should a problem arise, it is easier to revise and adapt the material to best suit the needs of the Scholar. Looking for trends in data can help teachers evaluate the effectiveness of particular lessons or instruction as a whole. The collection of data also identifies areas where professional development may be needed among educators. Overall, this process is critical to ensuring that the whole child’s needs are met and accounted for and if they are not, that a plan for improvement is designed and monitored.

Data is used on an ongoing basis to create small groups throughout the day, develop differentiated center activities, identify students for intervention and evaluate program effectiveness. This includes teacher developed activities, i-Ready provided instruction that meets students where they are, guided reading texts and a range of other components of our day.

d. Explain how the proposed school will support staff to be proficient in delivering high quality instructional methods to their students (i.e., professional development, instructional coaching, administrative support, etc.).

To ensure teachers at REACH Bristol are proficient in evidence-based instructional methods, we will implement a comprehensive and ongoing professional development (PD) program. This program will focus on building teacher expertise in data-driven instruction, differentiation, and educational technology. Here’s how we will meet their professional development needs:

- **Initial Onboarding and Training:** Before each academic year, all teachers will undergo intensive onboarding to familiarize themselves with our evidence-based methods, including the Science of Reading, Benchmark Assessments, Eureka Math², mCLASS, i-Ready, Illuminate, and Amplify’s

Boost Reading program. They will also receive specialized training to support diverse learners, focusing on scaffolding techniques, IEP implementation, and culturally responsive teaching.

- **Ongoing Professional Development:** Throughout the year, teachers will engage in ongoing PD focused on key instructional strategies, classroom management, and effective data use. Professional learning communities (PLCs) will facilitate collaboration among teachers to share best practices. PD will align with the “Get Better Faster” (GBF) framework and “Teach Like a Champion”, Relay, and other proven strategies, emphasizing high-leverage teaching practices. Instructional coaches will provide in-classroom support, model best practices, and offer feedback through observations.
- **Data-Driven Professional Development:** Teachers will regularly meet with the Academic Leadership Team (ALT) to analyze student performance data, identifying areas where additional support is needed. Each teacher will receive an individualized PD plan based on data and observations to enhance their instructional practices.
- **Classroom Observations and Feedback:** ALT and instructional coaches will conduct regular classroom walkthroughs to observe instruction and engagement. Following each observation, teachers will receive actionable feedback focused on areas for improvement, with ongoing support from instructional coaches.
- **Mentorship and Peer Collaboration:** To support new teachers, we will implement a mentorship program pairing novice educators with experienced teachers for guidance on classroom management and evidence-based methods. Additionally, teachers will participate in PLCs to collaborate, share insights, and engage in reflective practice.
- **Technology Integration Training:** Teachers will receive training on integrating technology tools like i-Ready and Boost Reading for data collection and personalized learning. Ongoing tech support will ensure they are proficient in using these tools effectively.
- **Evaluation of Professional Development Effectiveness:** The effectiveness of the PD program will be assessed through teacher feedback, student performance data, and classroom observations. The ALT will regularly evaluate whether the PD is improving teacher practice and student achievement, making necessary adjustments. Teachers will also complete self-assessments to reflect on their growth areas and develop personal growth plans.

REACH Bristol will implement a robust professional development program based on evidence-based practices, ongoing coaching, and a data-driven approach to ensure teachers deliver high-quality instruction. Our commitment to continuous improvement, supported by the GBF framework and personalized PD plans, will foster a culture of excellence and ongoing teacher development that directly enhances student achievement.

A core component of our teacher retention strategy is job-embedded professional development aligned with our model. We dedicate time weekly for PD, provide daily collaborative planning, and offer individualized PD, including summer sessions with financial resources for expert support.

School leadership will monitor the effectiveness of PD initiatives through data-driven measures. The Professional Development and Training Plan will be evaluated by the Director of Instruction, Instructional Coaches, and the Academic Committee of the Board of Trustees, incorporating subjective and objective data as well as low inference data gathered from teacher evaluation surveys and the data from benchmark and state assessments. To continuously improve our PD, we will distribute surveys after each session to gather anonymous feedback and constructive analysis, along with reviewing quantitative measures to assess effectiveness.

Lemov, D. (2015). *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass.
TNTP. (2020). *Get Better Faster: A 90-Day Plan for Coaching New Teachers*.

e. Using a coherent systems approach, explain how your school will provide high-fidelity interventions, efficient and sustained intervention implementation, and continuous regeneration of effective, efficient, and relevant practices.

1. High-Fidelity Interventions

- **Data-Driven Identification:** Using mCLASS, i-Ready, and classroom-based formative assessments, the school will continuously assess student performance. This data will be used to identify students who need additional support in academic or behavioral areas. Benchmarks will be set for universal screenings, and students will be placed in intervention tiers based on their performance.
- **Targeted Tiered Interventions (MTSS):** REACH will implement a three-tiered intervention model:
 - **Tier 1:** High-quality instruction for all students with built-in support within the core curriculum (Eureka Math² and Amplify CKLA).
 - **Tier 2:** Small-group interventions for students who require additional support. These interventions will focus on skill gaps identified through data analysis, utilizing evidence-based programs like mCLASS® Intervention.
 - **Tier 3:** Intensive, individualized interventions for students who exhibit significant learning or behavioral difficulties. These interventions will be highly personalized and may include one-on-one tutoring or targeted behavioral support plans.
- **Research-Based Programs:** All interventions will be grounded in research and evidence-based strategies (e.g., mCLASS and i-Ready for literacy and math). Each program will be delivered with fidelity through ongoing monitoring of instructional practices.

2. Efficient and Sustained Intervention Implementation

5. **Systematic Progress Monitoring:** Student progress in interventions will be monitored regularly using formative assessments and progress monitoring tools like mCLASS® and i-Ready. Teachers and interventionists will review data frequently to adjust intervention intensity, duration, and content.
6. **Intervention Schedules:** To ensure interventions are delivered consistently, REACH will develop intervention blocks within the daily schedule for Tier 2 and Tier 3 students. These will be dedicated periods where targeted support can be provided without interrupting core instructional time.
7. **Cross-Department Collaboration:** Regular collaboration between general education teachers, special education teams, and ESL instructors will ensure all students' needs are met comprehensively. The school will promote team-based decision-making and shared accountability for student outcomes.
8. **Professional Development for Fidelity:** Teachers and interventionists will receive continuous professional development to ensure the high-fidelity delivery of interventions. Training will include evidence-based instructional strategies, progress monitoring techniques, and tools to deliver interventions effectively and adapt them as needed.
9. **Family Engagement:** The school will involve families in the intervention process by regularly communicating about their child's progress, offering resources for at-home support, and collaborating with families to address challenges that may impact learning.

3. Continuous Regeneration of Effective, Efficient, and Relevant Practices

- **Data Teams for Continuous Improvement:** REACH will establish data teams at each grade level to analyze intervention effectiveness regularly. These teams will review student performance data, identify trends, and adjust interventions based on data outcomes.
- **Annual Review of Interventions:** At the end of each academic year, school leaders will conduct a comprehensive review of intervention programs. This review will focus on the effectiveness, efficiency, and relevance of current practices. Adjustments will be made based on outcomes, including the adoption of new evidence-based programs if needed.
- **Professional Learning Communities (PLCs):** Teachers will participate in PLCs to share strategies, analyze data, and reflect on intervention practices. This collaboration will drive continuous improvement and innovation, allowing for the regeneration of effective teaching and intervention strategies.
- **Instructional Coaching for Adaptation:** Instructional coaches will work closely with teachers to adapt interventions based on real-time classroom data. This allows the regeneration of practices that respond to current student needs and ensures interventions remain relevant.
- **Feedback Loops:** Teachers, coaches, and administrators will engage in feedback loops to ensure practices stay aligned with school goals. Feedback from staff and students will be used to fine-tune instructional practices and interventions, ensuring ongoing relevance and effectiveness.

4. Sustained Implementation through Support Systems

- **Administrative Support:** School leaders will provide continuous administrative support by ensuring that intervention programs have adequate staffing, resources, and time allocations. The leadership team will also play an active role in monitoring progress and addressing any barriers to sustained implementation.
- **Technology Integration:** Technology platforms like i-Ready and mCLASS will be integrated to streamline progress monitoring and data analysis, making it easier for teachers to access data and adjust interventions swiftly.
- **Mentorship and Coaching:** Sustained implementation will be supported by regular mentorship and coaching from instructional leaders and peers. This system will ensure teachers remain aligned with best practices and can refine their approach based on emerging trends and student needs.

Through this systems approach, REACH Bristol will ensure that interventions are not only implemented with fidelity but are continuously refined and regenerated to meet the evolving needs of students. This holistic, data-driven framework will ensure that students receive the support they need for academic success, while teachers are empowered with the tools, training, and resources to deliver high-impact interventions effectively.

5. Student Assessment

a. Describe the proposed school’s comprehensive assessment system, diagnostic, formative, benchmark, interim and summative assessments. Please ensure that the assessment system is aligned to the curriculum and educational philosophy.

A balanced assessment system will effectively measure the depth and extent of Scholar learning. At REACH, formal and informal assessment strategies will be used to evaluate and track the achievement of Scholars. REACH’s comprehensive approach to assessment is designed to support both the continuous growth of students and the evaluation of their mastery of learning, ensuring that instruction is responsive, data-driven, and aligned with state standards and curriculum. The assessment framework

is structured around formative and summative assessments, with additional diagnostic tools used to tailor interventions and instruction for individual student needs.

Participation of All Students in Assessments: The school is committed to ensuring that all students participate in state-mandated testing, including the SBAC, NGSS assessments, and Interim Assessment Blocks (IABs), and other alternative assessments as necessary. For students with disabilities, we will work closely with special education staff to implement the appropriate accommodations or modifications to ensure they can participate meaningfully in assessments. For students requiring alternative assessments, we will follow the state’s guidelines for administering such tests, ensuring that their unique learning needs are considered and addressed.

English Language Learners (ELLs) will also receive appropriate accommodations, such as extended time or test translations when available, to ensure that assessments accurately reflect their knowledge and skills without language barriers unfairly affecting performance. By using assessment data, we can track the progress of all student subgroups and ensure equity in instruction and outcomes.

Computer-Based Assessment Tools:

- i-Ready: Adaptive assessments in reading and math provide diagnostic insights and personalized learning paths for K-2, tracking progress to inform instruction.
- Boost Reading: Targets reading interventions using adaptive assessments to enhance comprehension and fluency.
- Benchmark Testing: Conducted three times a year in reading, language, and math, these tests offer detailed progress data to support the RTI/SRBI process.

Our data-driven assessment strategy aligns with state standards and includes both formative (quizzes, exit tickets) and summative assessments to monitor progress and adapt instruction.

Formative and Summative Assessments: Formative assessments will be used continuously throughout the year to monitor student progress, provide immediate feedback, and inform instruction. Teachers will implement a variety of formative assessments, including exit tickets, quizzes, and observations, to gauge daily understanding and adjust lessons based on student needs. These formative assessments are aligned with the curriculum, designed to track mastery of specific standards, and are valid for their intended purpose of informing instruction. Data from formative assessments will be used to group students for small-group instruction and provide targeted interventions where needed.

Summative assessments will be administered at the end of each unit, quarter, or semester to evaluate students' mastery of content and skills. These assessments are aligned with state standards and the school’s curriculum, ensuring that they accurately measure students’ progress toward grade-level proficiency. Summative assessments will include:

State-mandated standardized tests such as the Smarter Balanced Assessment (SBAC) and NGSS assessments to evaluate overall student achievement and growth, Benchmark assessments through platforms such as i-Ready to track growth over time, End-of-unit tests in core subjects like literacy, math, and science, aligned to programs such as Amplify CKLA, Eureka Math², and OpenSciEd.

The validity of these assessments lies in their close alignment with instructional content and standards, ensuring that students are assessed on what they have been taught. They provide an accurate measure of learning and readiness for the next level of instruction.

Use of Interim Assessment Blocks (IABs) for Progress Monitoring: Interim Assessment Blocks (IABs), provided by the state, will be a key component in our progress monitoring strategy. IABs are designed to assess students’ mastery of specific content standards throughout the year, offering timely and actionable data on student performance. These interim assessments will serve as a bridge between formative and summative assessments, allowing educators to adjust instruction and intervention strategies based on data gathered from these shorter, more focused assessments. By integrating IABs into the school’s assessment system, we ensure that student progress is continuously monitored against state standards, providing valuable insights into whether students are on track to meet grade-level expectations.

School-Wide Use of Illuminate for Data Visualization and Trend Analysis: To manage both formative and summative data effectively, the school will utilize Illuminate, a comprehensive assessment platform that facilitates the collection, visualization, and analysis of student data. Illuminate enables school leaders and teachers to conduct school-wide assessments and identify trends through powerful data visualization tools. This helps in identifying not only individual students' progress but also broader school-wide trends, informing instructional adjustments, and driving decision-making for student supports. Illuminate will be used to track student performance on both state-provided interim block assessments and other standardized and non-standardized measures, providing a clear view of progress toward proficiency and mastery of standards.

State Mandated Assessments: Scholars at REACH Academy Charter - Bristol will participate in the required Smarter Balanced (SBAC) assessments for grades 3-5, the Next Generation Science Assessments in grades 5, and the Connecticut Alternate Assessment System and English Language Proficiency assessment as appropriate. The Kindergarten Entrance Inventory will be administered to incoming kindergarteners.

Grade	Assessment/Tool	Description	Purpose
K-2	Reading Benchmark (3x/year)	Measures overall reading proficiency (aligned with state standards).	Tracks growth and identifies needs.
	Math Benchmark (3x/year)	Evaluates foundational math skills.	Monitors progress in math skills development.
	Kindergarten Entrance Inventory (1x/year)	State-required assessment of kindergarten readiness skills.	Identifies developmental support needs.
	Sight Word Assessment (Monthly)	Tests recognition of high-frequency words.	Tracks sight word acquisition.
	mCLASS every 10 days and DIBELS (3x/year)	Literacy progress monitoring tool used statewide.	Informs instructional adjustments.
	IREADY	Adaptive learning tool for reading and math.	Provides personalized learning paths.
3-4	Reading Benchmark (3x/year)	Evaluates overall reading proficiency (aligned with state standards).	Tracks growth and identifies needs.
	Math and science Benchmark (3x/year)	Measures math and science proficiency and application skills.	Monitors progress and mastery of math and science concepts.
	Smarter Balanced (SBAC) (1x/year)	Connecticut state standardized test for ELA and math.	Measures mastery of state standards.
	mCLASS every 10 days and	Literacy progress monitoring tool	Tracks literacy growth.

	DIBELS (3x/year)	used statewide.	
	Vocabulary Assessment (Weekly)	Assesses understanding of new words.	Monitors vocabulary development.
	IREADY	Adaptive learning tool for reading and math.	Provides personalized learning paths.
	CT Physical Fitness Test	State-mandated fitness test.	Evaluates physical health and fitness level.
5	Reading Benchmark (3x/year)	Measures overall reading skills (aligned with state standards).	Tracks proficiency and growth.
	Math Benchmark (3x/year)	Evaluates math skills and problem-solving ability.	Monitors progress and mastery of math concepts.
	Science Benchmark (3x/year)	Assesses understanding of science concepts.	Tracks progress in science proficiency.
	Smarter Balanced (SBAC) (1x/year)	Connecticut state standardized test for ELA and math.	Summative evaluation of state standards mastery.
	NGSS Science Assessment (1x/year)	Connecticut state science assessment for 5th grade.	Evaluates mastery of Next Generation Science Standards (NGSS).
	IREADY	Adaptive learning tool for reading and math.	Provides personalized learning paths.

We will also participate in the following tests as needed: Connecticut Alternate and Assessment English Language Proficiency: LAS-Links.

The ALT Team and teachers will constantly monitor a student’s growth across subject areas, using a variety of assessment tasks to determine the Scholar’s level of knowledge, skills, and understanding at the beginning of a grade level, unit and/or lesson. Diagnostic assessments may include running records, Fry sight word list, informal reading assessments, observation, etc. These assessment tasks are carried on throughout the year and typically are revisited at each school quarter to assess progress. Regular and ongoing assessment and data collection provides a summary of Scholar achievement. By looking at this data, the curriculum can be updated based on each individual Scholar’s academic needs.

b. Explain how the proposed school will ensure the participation of all general education students, students with disabilities and students identified as English Learners/Multilingual Learners in the applicable Connecticut Smarter Balanced Assessment, Next Generation Science Standard Assessment, Connecticut SAT School Day, LAS Links Assessment, Kindergarten Entrance Inventory, Connecticut Physical Fitness Assessment and/or Connecticut Alternate Assessment System.

REACH Academy Charter School will work with families, teachers, and all stakeholders to understand the importance of State assessments. As a charter school, we understand that State assessment scores are an integral part in maintaining a healthy overall status. Multiple informational meetings will be held geared towards specific audiences including testing information, frequently asked questions, and past results. Teachers will engage in rigorous training from Instructional Coaches so that they feel comfortable and prepared when providing instruction to students. Parents will be given test information in a timely manner so that any questions or concerns can be answered prior to the testing window. As the test becomes closer, the entire school will become supporters as we celebrate student success

through pep rallies, raffles, and other celebrations. For students with disabilities, we will provide the appropriate accommodations as needed both leading up to during practice and on the actual day(s) of the assessment.

1. General Education Students: Assessment Participation: All general education students in grades PK-5 will participate in the required state assessments, including the Kindergarten Entrance Inventory, the Connecticut Smarter Balanced Assessment (SBAC) for grades 3-5, and the Next Generation Science Standards Assessment (NGSS) for grade 5.

Testing Environment: We will provide a supportive testing environment that minimizes distractions and optimizes conditions for students to demonstrate their knowledge effectively.

2. Students with Disabilities: Individualized Accommodations: We will work closely with special education staff to ensure that accommodations and modifications outlined in Individualized Education Programs (IEPs) or 504 Plans are implemented during state assessments. Accommodations may include extended time, assistive technology, or alternate formats.

Participation in Alternate Assessments: For students with significant cognitive disabilities, we will ensure participation in the Connecticut Alternate Assessment System (CTAA). This assessment is tailored to measure the progress of students with severe cognitive impairments in a way that reflects their individual learning needs.

Training and Support: Educators will receive training on administering assessments in compliance with IEPs and ensuring that all necessary accommodations are provided consistently.

3. English Learners (ELLs): Language Support: English learners in grades PK-5 will receive appropriate language support to aid their participation in assessments. This includes the LAS Links Assessment for monitoring English language proficiency.

Accommodations: We will provide necessary accommodations for ELLs during state assessments, such as extended testing time, bilingual dictionaries, or test instructions in their native language when available. These supports will be provided following state guidelines to ensure assessments accurately reflect their content knowledge.

Assessment Participation: ELLs will take part in the SBAC assessments starting in grade 3 and the NGSS assessment in grade 5. We will ensure that accommodations are in place to support their participation.

4. Kindergarten and Physical Fitness Assessments: Kindergarten Entrance Inventory - All incoming kindergarten students will complete the Kindergarten Entrance Inventory to assess their readiness for school and identify areas where early interventions may be needed.

Connecticut Physical Fitness Assessment: For the physical fitness assessment, which is typically administered in grades 4 and 5, we will ensure that students with disabilities and ELLs receive appropriate accommodations to participate fully.

c. Explain how assessments will be used to determine, monitor, and report, individual student, cohort, and school progress over time. Please describe a purposeful approach for measuring student progress towards achieving high, academic and non-academic goals, tied to the schools' mission and educational priorities.

At REACH Academy Charter - Bristol, we will implement a comprehensive progress monitoring system that integrates Benchmark Assessments, i-Ready, and Amplify Boost Reading alongside state-standardized assessments and interim block assessments. This approach ensures that student progress toward academic and non-academic goals is tracked holistically while minimizing unnecessary testing. The combination of adaptive assessments and focused, targeted interventions will provide a complete picture of each student's growth and needs.

Benchmark Assessments will be conducted three times a year in reading and math, offering adaptive evaluations that adjust to student performance. This method provides precise data on proficiency and growth, allowing teachers to make timely instructional adjustments and target areas of struggle while minimizing testing time. The data will guide differentiated instruction and individualized interventions for students not meeting learning targets.

To enhance progress monitoring, we will implement i-Ready, which administers diagnostics three times a year to create personalized learning paths for each student. This adaptive tool aligns interventions with students' strengths and weaknesses, while its online modules facilitate independent practice, reducing in-class intervention time.

For literacy challenges, we will use Amplify Boost alongside the Amplify CKLA curriculum, focusing on targeted reading interventions for students needing support in foundational skills like phonics and decoding. Amplify Boost will leverage data from tools like mCLASS for small-group instruction, minimizing redundant assessments and ensuring struggling students receive the necessary support.

Interim and focused block assessments aligned with state standards will monitor student progress throughout the year. These shorter assessments provide timely insights without requiring full-length tests. By strategically using tools like mCLASS and adaptive tests, we will ensure that all collected data informs instruction and interventions.

For students not meeting achievement targets, our progress monitoring system will enable early identification of learning gaps. Individualized intervention plans will include personalized instruction through i-Ready and Amplify Boost. Our Response to Intervention (RTI) framework will provide increasingly intensive support, with the Academic Leadership Team regularly reviewing data for effectiveness. This comprehensive, data-driven approach ensures all students receive necessary support while minimizing unnecessary testing time.

Data Teams will regularly share information to prepare for prescriptive support for every student. Benchmark assessments will help form appropriate RTI groups, with grade-level data shared in faculty meetings and displayed in the staff workroom. The Head of School will present ongoing benchmark data and State Assessment scores to the Board of Trustees.

The Academic Leadership Team will evaluate academic progress with goal-specific data throughout the year, measuring students on a scale from "meets standards" to "falls far below standards." Each quarter, the school leader will compile a report for the Board, with the Director of Instruction overseeing the administration and analysis of benchmark assessments. REACH Bristol's assessment scores will be reviewed during grade-level data meetings to identify trends, with the Head of School and staff analyzing achievement data in comparison to other schools, particularly the home district.

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

Teachers, in collaboration with instructional coaches and the ALT Team, will use student data to create learning opportunities that foster idea discovery and knowledge construction. They will collect informal and formal assessments, including quizzes, diagnostic tests, observations, student surveys, and exit tickets. These assessments will guide instruction, monitor achievement, and be included in portfolios to track progress toward academic and non-academic goals.

To build educator capacity, comprehensive training on formative assessment practices will be provided. Teachers will learn to create, administer, and analyze assessments such as exit tickets, mCLASS, i-Ready, and IABs. Collaborative data meetings will identify learning gaps, plan interventions, and apply scaffolding techniques. Teachers will also use data visualization tools like Illuminate to track trends and adjust instruction.

Weekly, grade-level and subject-area teams will analyze assessment data and student work to ensure alignment with standards and evaluate instructional effectiveness. Data will be reviewed school-wide, for individual students, and by student cohorts, with disaggregation by demographics to address areas of concern. School-wide data reviews will align with charter performance expectations and include academic, attendance, and culture metrics.

e. Explain the process to use assessment data to apply appropriate and timely tiered student interventions, support, and targeted goals with a plan to address the needs of students who do not meet established achievement targets.

Teachers with support from their coaches will be responsible for documenting academic progress in the classroom and will receive PD on best practices as well as ongoing support during daily collaborative planning meetings. Through the use of exit tickets, rubrics, assessments, etc. a teacher can see the child's areas of need based on an overview of data collection. If a child is performing below grade level expectations, they will be referred to receive additional intervention to assist with their academic needs.

The entire school will use Rati (Response to Intervention) to support Scholars who may be falling behind in either ELA or Math. This is a 30-minute period during the school day where Scholars are split into homogeneous groups based on academic need to practice targeted skills. All teachers will utilize research-based interventions that are not only high quality but designed to produce positive results when effectively implemented. Most groups last for 5 to 8 weeks and all data is documented to monitor progress. A teacher will assess the child at the end of 5 weeks and if no progress is demonstrated, a new intervention will be chosen.

The data gathered through Illuminate and other assessments will be used to:

- **Group students for targeted interventions:** Data will help identify specific areas where individual students need additional support. This information allows us to group students based on their needs, ensuring they receive targeted interventions that address their unique challenges.
- **Design differentiated instruction:** By analyzing assessment data, we will create customized instructional plans for students who are below, at, or above grade level. This differentiation ensures that each student receives the appropriate level of challenge and support to maximize their learning potential.
- **Track the progress of intervention programs:** We will continuously monitor the effectiveness of our intervention strategies using data from assessments. This will help us determine if students are

making adequate progress in areas where they have previously struggled and adjust our approaches as needed to improve outcomes.

- **Incorporate Interim Assessment Blocks (IABs):** Including IABs in our progress monitoring will provide an additional layer of data. This data will give us insight into how well students are mastering specific standards over time, allowing us to make more informed decisions about instructional adjustments and interventions.
- **Timely and Appropriate Interventions:** Our approach to progress monitoring ensures that interventions are timely and appropriate. The data collected from formative and summative assessments, diagnostic tools, and IABs will be reviewed regularly, allowing teachers to implement immediate support for students who are struggling. Intervention strategies will be tailored to meet the unique needs of each student and may include:
 - Small group instruction, where students are grouped according to their needs based on assessment data,
 - Targeted interventions for literacy and math, focusing on skills such as phonics, decoding, problem-solving, and fluency,
 - Additional support for ELLs and students with disabilities, based on data from their individualized education programs (IEPs) and progress reports.

By using Illuminate to visualize and analyze student data, school leaders will be able to identify trends across classrooms and grade levels, ensuring that resources are allocated where they are most needed. If a student is still struggling after multiple rounds of Rati, they may be referred to the Committee on Special Education (CSE) to be tested for additional services. This process is done through the child's local school district and outside evaluators come in to assess the student using a variety of methods. From that point, a meeting will be set up for all professionals involved to review the compilation of data on the child as well as to discuss next steps. Open lines of communication create a community where collaboration and the opportunity to share ideas among professionals leads to the best possible scenario for the child.

II. STRENGTH OF ORGANIZATIONAL EFFORT

1. Experience and Expertise of Founders

- a. Identify which members intend to serve on the governing council of the proposed school. In addition, please describe whether members of the founding group anticipate moving into another role or relationship, (employee, consultant, etc.) with the proposed school and, if so, how many.*

Below is the list of the founders and the proposed roles. See Appendix A for more information on experience, roles, and responsibilities.

Linda A. Marszalek: President of Charter Management Organization

Amie Olsen: Director of Operations

Lisa A. Rogers: Director of School Culture

Michael D. Olsen: Director of Technology and Facilities

Robin Nellis: Director of Strategic Planning

Lee Pierce: Director of Strategic Partnerships

Anna Chiavaroli: Director of Curriculum and Instruction

Anthony Favata: Director of School Culture

Yaimara Duarte Wheaton: Leader of the Academic Leadership Team (ALT) and Outreach

At this present time, no members of the Founding Group anticipate moving into another role or relationship with the proposed school.

In addition to the above, we have hired a community outreach team with deep knowledge of the Bristol community to support our community engagement efforts. We hope the team will stay with us as an engagement specialist team after the school's opening. The resumes of founding team members are included in the Appendix A to this application.

REACH Academy Charter School of Bristol will be governed by a Board of Trustees; this board will be established once we are approved. The Founders of REACH Academy Charter School of Bristol, all of whom will be part of the Charter Management Organization, will work to identify local members of the community to serve on the Board which will range from five to eleven voting members in size with terms lasting three years staggered initially. In addition to these voting members, there will be two of these founding team members/CMO employees who will also serve on the Board of Trustees as ex officio members (without voting privileges), who will serve to help guide and lead the board. There may be additional ex officio members, as described later in this application. We have identified two founding board members (resumes included in Appendix B) and will continue recruitment efforts.

The Board of Trustees will be responsible for ensuring that the school is operating in compliance with its charter and all applicable state and federal laws as well as overseeing the school's progress towards achieving its mission ensuring high levels of academic success. Major responsibilities of the Board will include setting strategic goals for the school, developing school policies, approving the annual budget, responding to parent complaints, and overseeing and annually evaluating the Head of School. The Board President, along with the Executive Committee of the Board, takes on the role of acting as the final point of accountability for the school in its relationship with their state authorizer as the chartering entity. The Board of Trustees is entrusted with the charter agreement with the Connecticut State Education Department and is responsible for making sure that the school is upholding the promises contained in the charter agreement.

Once approval has been granted for a charter, a Charter Management Organization (CMO) will be formed. The members of the founding team will all be employed by the CMO to provide direct oversight and guidance in carrying out a successful replication of REACH Academy Charter School of Buffalo in Connecticut. The CMO employees will also be employees of RACS Buffalo but with more limited duties to allow them to also support the CT school. The amount of time devoted to the CT school by the CMO team will be clearly documented and the Board of Trustees will hold the CMO accountable to meeting these guidelines.

Their dual roles of continuing to work at REACH – Buffalo while directly overseeing their counterpart in Connecticut will not only serve to create a successful replication but will also ensure the longevity of REACH – Buffalo by clearly articulating and memorializing the daily operations and best practices of each of the founding members. The roles of the founding members will mimic that of a consultant that is charged with direct oversight of the school’s leadership. In his book, *Good to Great*, Jim Collins (2001) describes Level 5 Leaders as fanatically driven, infected with an incurable need to produce sustained results and an unwavering resolve to do what must be done. Level 5 Leaders set up successors for success and they start preparing their succession plan on Day 1.

The CMO’s role may include the following but is not limited to:

- Sharing resources,
- Operation sharing,
- Direct oversight of the head of school,
- Procedures and policies (Handbook, HR, Orientation, PD, New teacher orientation, etc.),
- Staff overseeing grade-level curriculum/development.

More detail on the role of the CMO is provided later in this application.

b. Identify any organizations, agencies or consultants that are partners in designing or establishing the proposed school. Please include a brief description of their role in any resources they have contributed or plan to contribute to the proposed school’s development.

The Founding Team will form a Charter Management Organization to oversee development and day to day operations of REACH Academy Charter School of Bristol to successfully replicate REACH Academy Charter School of Buffalo (REACH – Buffalo). The team will use and build upon its proven track record of success as Founders and Administrators.

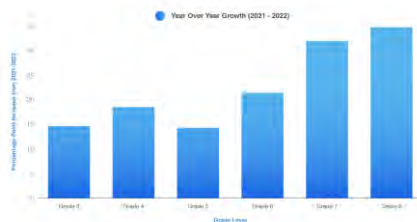
The following organizations will be partnering with REACH – Bristol:

1. *REACH Academy Charter School – Buffalo*: This school will serve as a model for REACH Bristol by sharing best practices, curricula, and administrative strategies. REACH -Buffalo has been called one of the most innovative Charter Schools in the country and labeled as the epitome of envisioned charter schools as incubators for innovative approaches to education. Their collaboration will include mentoring opportunities, resource sharing, and alignment of educational goals, helping to strengthen REACH Bristol’s educational framework.
2. *The Boys and Girls Club Bristol*: The Boys and Girls Club will provide after-school programs, mentorship, and recreational activities for REACH students. Their involvement will foster a sense of community and support students in developing social skills, enhancing engagement and enrichment outside of the classroom.

3. *The NAACP Bristol*: The NAACP will advocate for educational equity and social justice, providing resources and support for families of REACH Academy students. Their efforts will focus on policies that benefit students and families from marginalized backgrounds, promoting a more inclusive educational environment.
 4. *Latinos for Educational Advocacy and Development (LEAD)*: LEAD will support REACH Academy by advocating for educational equity and access for Latino students and families. They will provide resources, networking opportunities, and training for staff to better understand and address the unique needs of Latino communities. Additionally, LEAD will continue to assist in fostering partnerships with local organizations to enhance educational opportunities and support services for students and families at REACH Academy.
 5. *Arts for Learning Connecticut*: Arts for Learning Connecticut will potentially enrich the educational experience at REACH Academy by integrating arts education into the curriculum. They will provide workshops, artist residencies, and hands-on learning experiences that promote creativity and critical thinking among students. By collaborating with classroom teachers, they will enhance engagement, improve student outcomes, and help foster a well-rounded education that values the arts as an essential component of learning.
 6. *M. R. Home Care, Inc.*: M. R. Home Care who expressed interest in supporting our school by offering after school tutoring and health and wellness services to REACH Academy students and families. Their involvement will ensure that students' physical and mental health needs are met, creating a supportive environment that promotes overall well-being and academic success.
 7. *Lucia and Carmen Buck Family Foundation*: The Buck Family Foundation is deeply committed to expanding high-quality education options in Connecticut and has been invaluable to the founding team in understanding the local context and providing resources for application development.
 8. *The Connecticut State Charter School Association*: The CT State Charter School Association has also been a valuable resource in understanding the local context and needs of the communities in CT. They have also connected us with other local charter leaders we can learn from and provided feedback on our application. This association will advocate for REACH Academy and other charter schools in Connecticut, providing support and resources. They will help REACH Bristol navigate regulatory challenges, share best practices, and enhance the overall charter school movement in the state.
- c. If the founding team is partnering or planning to partner with an organization, please include evidence demonstrating the organization's record of student achievement, and ability to operate a high-quality school.***

We are partnering with an educational consultant company called Lavinia, who has also provided a letter of support. Lavinia's approach emphasizes high-quality, rigorous instruction that fosters mastery of content, critical thinking, and active student engagement—principles that align closely with our mission at REACH Academy Charter School in Bristol. This partnership will integrate Lavinia's strategies to elevate instructional quality, ensuring a supportive and challenging environment that promotes student growth and success (Lavinia Group, 2023).

Below you will find data from a sample of 29 Lavinia partner schools that revealed an average year-over-year growth of 57.4% on end-of-year state English Language Arts exams from 2021 to 2022.



Additionally, we are collaborating with REACH Academy Charter School in Buffalo, NY, to benefit from their expertise and established methodologies in operational excellence which can be referenced throughout this application. This partnership enables us to exchange best practices and resources between campuses, fostering a unified commitment to academic excellence and an innovative school culture.

2. School Governance and Management

a. Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school.

REACH will have a dedicated, well-rounded, and diverse Board of Trustees (governing council) selected for their connection to Bristol and their commitment to improving educational options for the Bristol community. The Board of Trustees will have no fewer than five and no more than eleven voting members at any time. This governing body will oversee commitments made to the community and help ensure a positive, collaborative relationship between REACH Academy Charter School-Bristol and Bristol Public Schools. Each stakeholder will have clearly defined roles, including, but not limited to, regulating policies, procedures, and mechanisms for evaluating effectiveness. All aspects of these components will work cohesively to provide scholars with a learning environment aligned with REACH Academy's mission and vision, focused on the healthy academic, social, and physical development of the scholars. Given the founding team's experience in recruiting high-quality board members for REACH - Buffalo, including in partnership with Education Board Partners, we are confident that we will be able to recruit strong board members aligned with our needs. Additionally, we are still engaging key community members in the development of this application and next steps and are hopeful that many of these community members will be interested in serving as board members in the future. These engagement efforts are supported by our Bristol, Connecticut outreach team.

The founding board members will serve staggered initial terms of 1, 2, or 3 years to ensure a smooth transition during trustee turnover; members who join the board after the initial year will serve 3-year terms. Terms will remain staggered to prevent a mass turnover of board members at the completion of a term. The founding Board of Trustees, upon the receipt of a school charter, will seek additional candidates to further diversify the Board of Trustees and fill additional seats. Individuals with diverse backgrounds who are aligned with the school's mission will be highly sought after. Such examples may include those with expertise in legal matters, finance, architectural design, leadership, business management, facilities, human resources, education, media and advertising, mental health, and community advocacy. The Board will hold monthly public meetings throughout the school year and

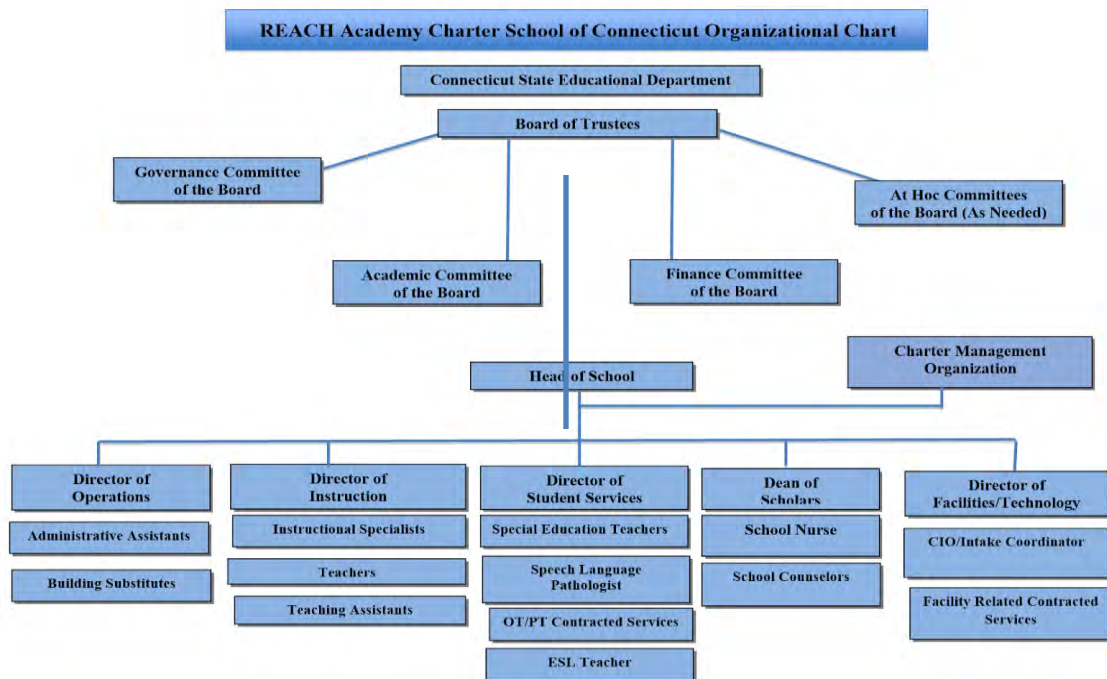
may have an annual full-day retreat each summer. Board meetings will be conducted in accordance with Robert’s Rules of Order, the school’s bylaws (included as Appendix D), and The Connecticut Freedom of Information Law Sec. 1-225. The Board of Trustees will set and approve the budgets for the school, be responsible for oversight of all aspects of the school's use of public and private funds, and authorize the appointment and termination of the school leader. Parents and the public will be welcome to attend Board meetings, which will provide an opportunity for public comment and a chance to directly address the Board with concerns.

	Position	Length of Initial Term	Chair of Committee	Voting Member
1.	Board President	3 Years	Governance Committee	Yes
2.	Board Vice President	3 Years		Yes
3.	Treasurer	2 Years	Finance Committee	Yes
4.	Secretary	2 Years		Yes
5-11	Board Member	1-3 Years	Academic Committee, Ad Hoc Committee as needed, such as Facilities, Personnel, etc.	Yes
12.	CMO Representative	Unspecified		Yes
13.	Parent Representative	2 Years		Yes
14.	Ex Officio – Teacher Representative	1 Year		No
15.	Local School Representative /Superintendent or Designee	2 Years		TBD

General Responsibilities of Officers of the Board

- The Board President has general supervision, direction, and control of the policies of the school, subject to board control, and such other powers as the board may prescribe. When present, the President will preside at board meetings.
- The Vice-President acts in the place of the President, if the President is absent or unable to fulfill his or her duties, and when so acting will have all the President’s powers and be subject to the same restrictions.
- The Treasurer acts as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school’s ongoing fiscal condition.
- The Secretary, along with the Board Clerk will maintain records of board membership and decisions, interpret the by-laws in the case of a dispute, and any other duties the Board may prescribe.
- The Board will have three permanent standing committees: Governance, Finance and Academic. The President may create ad hoc committees to handle emergent issues such as Facilities, Fundraising or Personnel. The Treasurer will chair the Finance Committee on a permanent basis, but the chairs of other committees will be appointed by the Board President and may rotate among the members. At an appropriate interval, the chairs of any permanent and standing committees will provide a report of committee activity to the Board-at-large. Each Board Member is encouraged to join at least one Board Committee based on what their background level of expertise is or interest.

- The Governance Committee**, chaired by the Board President is responsible for, but not limited to updating and implementing the Board By-Laws, Code of Ethics, and Board Policies adopted by the school. They are also responsible for actively recruiting new Board members with diverse backgrounds and expertise along with training and staff development of board members. This committee will execute the full powers of the Board of Trustees. This committee will consist of no fewer than three members.
- The Finance Committee**, chaired by the Treasurer, coordinates the board’s financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short and long-term plans of REACH Academy Charter School and submitting them to the Board of Trustees for review and vote. The budget is reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school’s audit requirements, facilities, and financial management initiatives. The finance committee will periodically review all Financial Board Policies ensuring that operations are aligned. The Finance committee is supported by the Head of School and school’s Comptroller. This committee will consist of no fewer than three members.
- The Academic Committee** works to ensure the school is meeting its accountability goals related to student achievement, helps to ensure the academic quality and credibility of the school as an academic institution and supports the Head of School in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the Board on the School’s core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with the school’s vision, mission and strategic plan; adopting procedures to effect Board-approved academic policies; building and enhancing the quality of the school’s academic programs at all levels; advising the board on the academic aspects of the strategic direction of the school; and working in conjunction with the Head of School and CMO to monitor and advance the quality of all academics. The Academic Committee is also responsible for monitoring the effectiveness of the CMO as it relates to the academic program. This committee will consist of no fewer than three members.



b. Describe the criteria for selecting officers and members of the governing council. List the individuals as officers and members of the governing council; include their names, relevant experience, and/or qualifications for serving on the council, as well as their relationship to the community in which the school would be located. Please note that the council should include the involvement of teachers, parents, and the chairperson of the local or regional board of education of the town in which the proposed school would be located, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the district or his/her designee.

The selection and development of Board of Trustee members are critical elements in the success of any school. Service on the REACH-Bristol Board of Trustees will require a significant commitment of personal and professional resources to the school's mission. Therefore, every member of the REACH Academy-Bristol Board of Trustees must share a passion for educating ALL scholars of Bristol. The REACH Board of Trustees will take their roles very seriously as the governing body. They will be responsible and accountable for ensuring that the school operates responsibly and in accordance with its Charter, and they will be fully trained in areas of academic accountability and fiscal responsibility.

The Founders will recruit, evaluate, and oversee the appointment of trustees who bring specific talents and expertise that help fulfill the Board's charge to ensure the sanctity of the Charter. Five initial members will be recruited through outreach in the home district of Bristol and surrounding areas, as well as by working with agencies that specialize in recruiting not-for-profit board members, such as Charter Board Partners. Additionally, up to two Parent Representatives will be seated on the Board as non-voting Ex Officio members after the school opens and the parent governing body known as The Family Council is operational. The Family Council will seek interest from its members or anyone willing to serve on the Board of Trustees through an application process. The membership of the Family Council will call a vote to nominate up to two members who will attend Board Meetings and report back at Family Council Meetings. The CMO will also provide up to two people to serve on the Board as non-voting Ex Officio members to help inform, lead, and guide the Board in making thoughtful decisions, goals, and actions. One Teacher Representative will be elected by the vote of the teaching staff to be an Ex Officio member of the Board of Trustees without voting rights. This Board member will report back at monthly faculty meetings on current updates from the Board of Trustees. The Chairperson of the Bristol Public Schools or their designated board member, or the Superintendent of Bristol Public Schools or their designee, will be invited to be an Ex Officio member of the REACH-Bristol Board of Trustees.

Unquestionably, each trustee will value the mission of REACH Academy Charter School of Bristol and work tirelessly to ensure the sustainability of the school.

All individuals on the Board will:

- Possess skill sets that fully align with our Mission and our Promise of REACH Academy Charter School of Bristol. We will initially prioritize expertise in legal, finance, education and relationships within the local community; these needs may evolve as the school grows.
- Commit to providing a charter option that focuses on rigorous academic standards and high achievement for Scholars.
- Attend monthly Board meetings.
- Serve on committees that support and serve the Scholars, their families, and the staff of REACH Academy Charter School of Bristol.
- Participate in ongoing professional development, school-wide events, and community partnerships that further the Mission of the Charter.

- Bring their unique expertise and viewpoint to the continuing work of the Board of Trustees and represent the diversity of the community we are serving.
- Attend any required annual training necessary to carry out the roles and responsibilities of their duty as Board Members.
- There will be a Parent Representative on the REACH Bristol Board of Trustees.

c. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.

Recruitment Process for Board Members and Officers

- 1. Needs Assessment:**
 - The board periodically assesses its current composition to identify skill gaps or areas where additional expertise is needed.
- 2. Outreach and Identification:**
 - Potential candidates are identified through outreach to professional networks, community organizations, and other educational stakeholders.
 - The school may also engage in public recruitment campaigns via local media and community forums.
- 3. Screening and Vetting:**
 - A nominating committee (or similar body) conducts initial screening interviews with candidates, reviewing their qualifications, experience, and commitment to the school's mission.
 - Background checks and reference reviews are conducted to ensure the integrity of candidates.
- 4. Selection and Appointment:**
 - The nominating committee presents its recommendations to the full board for approval.
 - New members are appointed by a majority vote of the current board members.
- 5. Onboarding and Training:**
 - Once selected, new board members undergo orientation that includes training on charter school laws, governance best practices, and the school's specific policies and goals.

Criteria for Selecting Board Members and Officers

- 1. Professional Expertise:**
 - Board members and officers should have relevant professional backgrounds, such as experience in education, finance, law, fundraising, marketing, or nonprofit management.
 - A mix of expertise is preferred to ensure that all necessary areas of the charter school's operations are covered.
- 2. Commitment to the School's Mission:**
 - Individuals must demonstrate a strong commitment to the school's mission, vision, and educational philosophy.
 - They should be passionate about student success, equity in education, and community involvement.
- 3. Leadership and Governance Experience:**
 - Prior experience in leadership roles, particularly within a board or similar governance structure, is desired.
 - Knowledge of the roles and responsibilities of board members in overseeing charter schools and nonprofits is a plus.
- 4. Diversity of Perspectives:**

- The board should reflect the diversity of the community it serves, including representation of various cultural, racial, socioeconomic, and professional backgrounds.
 - This ensures that decisions are made with a broad range of perspectives in mind.
- 5. No Conflict of Interest:**
- Prospective board members and officers must disclose any potential conflicts of interest that may affect their ability to act in the best interest of the school.
 - Immediate family members of school employees should not serve on the board to maintain objective governance.

Removal Process for Board Members and Officers

- 1. Grounds for Removal:**
 - Violation of board policies or code of conduct.
 - Failure to attend a specified number of meetings (usually outlined in the bylaws).
 - Conflicts of interest that affect impartial governance.
 - Inability or unwillingness to fulfill the responsibilities of the role.
 - Mismanagement, financial impropriety, or other legal infractions.
- 2. Initiating the Removal Process:**
 - A written notice is provided to the board member or officer in question, outlining the reasons for potential removal.
 - A special committee may be formed to investigate the allegations or reasons for removal, allowing for a fair review of the situation.
- 3. Hearing and Response:**
 - The board member or officer has the right to address the board and provide a defense against the allegations before any final action is taken.
- 4. Board Vote:**
 - After considering all information, the board votes on the removal of the individual.
 - Removal typically requires a two-thirds majority vote of the remaining board members, as outlined in the bylaws.
- 5. Vacancy and Replacement:**
 - If a board member or officer is removed, the board will initiate the recruitment process to fill the vacant position.
 - An interim officer or member may be appointed until a permanent replacement is found.

With a planned opening not before the Fall of 2026, The founding team is currently recruiting for the REACH Academy Charter School of Bristol Board of Trustees and plans to have no fewer than 5 Board members in place after receiving Charter approval. REACH Academy Charter School of Bristol Founders will conduct a thorough search and vetting process to assure appointment of an initial Board of Trustees that consist of a minimum of five members. Each of the prospective council members will have These members will work with the CMO in hiring a strong school leader focused on the Mission and Promise of the school. Initial Board members will be recruited by the founding group and its locally based community liaison. The founding members will work to cultivate and maintain connections with stakeholders within the Bristol region to establish and keep a viable pool of candidates for Board recruitment. Upon initial charter approval and during the school’s planning year, founding members will recruit and appoint additional Board of Trustees Members and Officers. They will be chosen using the criteria outlined above in Section II.2b. Additionally, the school will elicit the support of the Chairperson of the Bristol Board of Education, or another designated school board member or the Superintendent of Bristol or his/her designee thereof, to serve as a member of the school’s Board of Trustees. There will be a Parent Representative on the REACH Bristol Board of Trustees.

The purpose of incorporating a parent representative on the board is to ensure that there is always a parent stakeholder on the governing council and that parents have a way to connect to the governance of the school and that Board members have a window into the life and concerns of our parent community. This person representative will attend monthly Family Council Meetings to; report to the parent community on relevant board business; receive feedback from parents to communicate to the board; report any needs that the board may have that can be met by the parent body; assist in the planning of school events; and attend school events. One Teacher Representative will also serve as a non-voting member along with up to two CMO representatives.

The Board of Trustees will work to continue recruiting members to the governing council. This task will be specifically charged to the Governance Committee chaired by the Board President. New board members will be properly vetted and voted on by a quorum of the Board of Trustees. If the position of President of the Board of Trustees becomes open, the Vice President will become Acting President until nominations and a board vote can be taken. When a vacancy occurs with any officer of the board other than the Board President, the board will take nominations and vote to fill openings within 30 days of the vacancy.

The Governance Committee will decide if additional expertise on the board is warranted or if a vacancy is expected. They will determine the background and expertise of a potential board member that would be beneficial to the board and seek out local organizations that specialize in that area. Other resources to be utilized include the state charter school association, nationwide charter school board member recruiting organizations such as Charter Board Partners, local colleges and universities and retiree organizations of professionals with that background. Potential board members will complete a one-page application, provide a resume, and submit to a background check. The Governance Committee will be tasked with reviewing the applications and interviewing promising applicants. Once a viable interested candidate is found, the Governance Committee will recommend the individual to the full Board of Trustees to vote on their appointment.

d. Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including, but not limited to, educational programs, governance, and fiscal management, personnel, facility maintenance, and community outreach. In addition, please explain how the governing council will hold the proposed school accountable to both families and stakeholders.

The Board of Trustees of REACH Academy Charter School of Bristol will be professionals, concerned citizens and community representatives who are committed to offering school choice to the diverse families of Bristol. The Board will oversee all aspects of the charter as allowed by law. As required by Connecticut law, all members of the Board will receive training on the roles and responsibilities of the governing council at least once during the term of the charter and as often as needed.

The Board of Trustees will have the following responsibilities:

- Ensure that the school operates in compliance with all federal and state laws and regulations.
- Review all school-based data results on financials, student achievement, enrollment, scholar behavior, and teacher retention.
- Hire an independent auditor to perform an annual audit of the school's financial management.
- Review and approve annual fiscal audit reports and ensure that any recommendations have been incorporated into daily financial management.

- Approve and monitor the school budgets, ensuring that funds are strategically spent on the accomplishment of the school's goals.
- Work closely with the Charter Management Organization to hire the Head of School, provide timely feedback on leadership performance, and annually evaluate the Head of School based on performance objectives.
- Draft and regularly review school policies to ensure that procedures are carried out in accordance with the Board's objectives and obligations.
- Ensure that the facilities are well maintained and in compliance with local and state fire and building requirements.
- Regularly review parent and stakeholder survey results to gauge satisfaction with the school.
- Ensure the integrity of the admissions lottery whenever held, in the event that more applications are received than openings, and manage subsequent waitlists.
- Conduct an annual review of the performance of the Charter Management Organization based on criteria outlined in the contract, which includes academic, financial, and operational benchmarks.
- Promote positive community relations.
- Establish, review, and amend by-laws as necessary.
- Recruit and appoint additional members to the Board of Trustees.
- Hold a minimum of 10 Board meetings annually, following Connecticut's Open Meeting Laws, with announcements to the public and open attendance as prescribed by law.
- Develop committees to carry out additional work as necessary and as determined by the Annual Board Goals.
- Ensure that the school makes progress toward retention targets for students from low-income households, English language learners, and those with special needs.
- Follow all applicable laws pertaining to the education of students with disabilities, including providing a least restrictive environment, implementing students' Individualized Education Plans (IEPs), and holding manifestation determination hearings for the suspension of students with special needs.
- Take action, if necessary, to remove the Head of School or the Charter Management Organization if either is not fulfilling their obligations in meeting key performance outcomes in fiscal, operational, and student performance areas.

The Board of Trustees will be annually assessing its ability to meet its annual and long-term goals. Annually, by September 1, the Board will establish its annual goals, revise its long-term goals and set mid-year benchmarks. The goals will be driven from the Board's responsibility to oversee the school's financial, academic and operational performance. The Board will review their performance at the December and June Meeting and more often as needed.

REACH Academy Charter School of Bristol Board of Trustees will be composed of individuals who support the school's mission, believe in it, and seek to promote it. Advocating for the charter school and its educational philosophy is an important function of the Board and involves promoting the mission and goals of the school within the community. REACH – Bristol's founding Board of Trustees will be representative of a diverse group with a broad array of experiences and skills that is capable of launching, overseeing, and growing this high-quality charter school. The Board of Trustees will identify and remain mindful of areas of expertise, qualities and skills that will be needed to provide consistency, stability, and growth in Board membership. Should vacancies arise, this understanding will provide a pool of candidates to quickly fill Board openings.

e. Describe the authority the governing council will delegate to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the

distinct roles and responsibilities of council officers, members, committees, and school administration.

The REACH Academy Charter School of Bristol will clearly delineate the roles and responsibilities of the Board of Trustees, the Head of School, building level administrators and all other staff. While the Board will be responsible for hiring, supervising and evaluating the Head of School and for creating and implementing policies that govern all educational, curricular and financial operations of the school, the day-to-day operation will fall to the Head of School, Administrators and other staff. The CMO may make recommendations to the board around Head of School hiring and evaluating; they will also provide ongoing coaching and support to the Head of School.

Under the general direction of the Board, the Head of School will be responsible for all management of REACH Academy Charter School of Bristol, as well as outreach to all stakeholder groups. These responsibilities are outlined in Policy 4310 (Appendix N).

f. Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).

During REACH's planning year of 2025-2026, the Board of Trustees (BOT) will collaborate closely with the CMO to implement a rigorous interview process that may include a nationwide search to recruit the most highly qualified candidates for the lead administrator position. The BOT may establish a contract with a hiring firm to screen and develop the initial pool of candidates, leveraging the CMO's expertise to refine this process. Additionally, the BOT will seek support from the school's founding members and community affiliations to enhance the search.

Once the initial candidates are identified, the academic committee, supported by the CMO and a diverse group of stakeholders—including teachers, parents, and community members—will take responsibility for the initial round of screening. This screening may encompass phone interviews, face-to-face interviews, video conferencing, credential research, and performance tasks or scenarios that reflect how candidates would handle specific responsibilities in their roles. The committee will then present its recommendations to the entire Board of Trustees, which will vote by majority to hire the lead administrator, ideally by January 2025. Training for the new school leader will include time spent at REACH Academy Charter School – Buffalo and visits to other high-performing schools.

The BOT, in collaboration with the CMO, will conduct a formal performance evaluation of the lead administrator annually. Based on the Marshall Model, this evaluation process will include an orientation, a goal-setting conference, evidence collection, observations, a mid-year formative review, and an end-of-year summative review.

The Board of Trustees will ensure that the evaluation process is approved by the Connecticut State Department of Education and aligns with the guidelines for Educator Evaluation and Development. The BOT will utilize the Marshall Model results to inform the lead administrator's goal setting, ongoing professional development, and decisions regarding contract renewal or termination.

Qualifications of the Future Head of School – The future head of REACH- Bristol will be a visionary leader who has the capacity, experience, and fortitude to establish and then lead a School Community toward greatness. This transformational leader will recruit the strongest personnel and focus them together on building an organization yielding the highest results. Jim Collins discovered when analyzing the research for his book *Good to Great* that the leaders who ran the “great” organizations

were all “Level 5” leaders. According to Collins (2001), there are five attributes that typify the Level 5 Leader: they are self-confident enough to set up their successors for success; they are humble and modest; they have “unwavering resolve;” they display a “workmanlike diligence – more plow horse than show horse; they give credit to others for their success and take full responsibility for poor results. REACH -Bristol will recruit and hire a Level 5 Leader. In terms of practical experience, the ideal leader should have; at least 5 years of teaching experience, at least 5 years as a building administrator with experience in both a public district and a charter school and at least 5 years working in schools with similar demographics. The leader should have a strong background in special education with a solid understanding of literacy and language development. He or she will have demonstrated experience with the following: designing curriculum with the Common Core State Standards, using data to drive instruction, developing assessments and providing interventions, administering teacher evaluations, negotiating collective bargaining agreements, overseeing a multi-million-dollar budget, facilitating board governance and managing personnel and overseeing human resources.

g. For applicants planning to partner with an organization: Detail any plans to contract with an organization and explain why the organization was chosen to assist with the proposed school. If the governing council of the proposed charter school intends to contract with a charter management organization for whole school management services, include a description of the following:

REACH Academy Charter School (RACS)-Buffalo plans to enter into a Charter Management Agreement for the management of REACH Academy Charter School-Bristol on July 1, 2026. By that date, the REACH Academy-Buffalo central office team, who has to date, opened and operated a highly successful and sought-after charter school in Buffalo, New York, will be in place as the leadership team and prepared to support the opening and management of REACH Academy-Bristol. Under the management of REACH Academy Charter School (RACS)-Buffalo, RACS has become well known for its unique model and family-oriented atmosphere. It, too, has a positive image as a Charter School serving a racially and socio-economically diverse scholar population. REACH Academy Charter School-Bristol was specifically selected by the RACS founding team because of their history of working successfully with all student populations, all of which encompass its breadth of diversity to the scholar population in REACH Academy Charter School-Buffalo. REACH Academy operates an Elementary School and a Middle School in Buffalo, New York, both of which have significant waiting lists due to the high demand RACS-Buffalo’s unique model, design elements and scholar and family centered approach.

REACH Academy Charter School-Buffalo outscored the district of location and exceeded most NY State assessment averages in its first two years of participating in the NY State Assessments in ELA and Mathematics in grades 3 and 4. In addition to its strong record of academic performance, RACS has operated its Buffalo schools with a strong focus on building operational systems that can scale and leverage for greater success and impact on student learning across a larger organization. RACS is also very prudent financially, in each of the past six years of operation REACH Academy Charter School-Buffalo has operated with a surplus at year’s end. And finally, RACS has led the way to three successful facility negotiations - one for each of its schools, and a separate property for its proposed Pre-Kindergarten facility. This Pre-Kindergarten structure was purchased, while the other two facilities operate under a long-term lease and have required significant capital investment. All capital facility projects have been funded using School savings or private funding campaigns.

A. Evidence of the charter management organization's ability to:

i. Serve student populations that are similar to the student population that will be served by the proposed charter school,

REACH Academy Charter School – Buffalo serves a population that is even more at-risk than the population in Bristol in the area of economically disadvantaged populations and very similar for populations of English as a New Language Learners and Students with Disabilities.

Percentage of Students from Special Populations		
	REACH Academy – Buffalo	District of Location – Bristol School District
Percentage of English Language Learners	6.9%	5%
Percentage of Students with Disabilities	14%	20.5%
Percentage of Economically Disadvantaged	94%	55%

Special Population Retention Rates have been solid since the opening of REACH Academy Charter School in Buffalo:

Special Populations	2017-2018	2018-2019	2019-2020	2020-2021 As of 5/5/21
F/R Meals	89.2%	93.6%	95.6%	99.2%
Special Education	97.8%	99.1%	99.1%	100%
ENL	99.3%	100%	98.8%	99.7%

ii. Create strong academic outcomes for students, and

REACH– Bristol Board of Trustees will enter into a Charter Management Agreement with the Founders of REACH Academy Charter School – Buffalo. REACH Academy – Buffalo has a proven track record of success.

Highlights include:

- The percentage of Students Reading on Benchmark in Grade 1 in Year 1 went from 20% to 94% at the 4th Quarter of 6th Grade in Year 6.
- Following COVID, it only took one quarter to regain stamina toward proficiency due to a rigorous academic program.

READING LEVELS	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade				Sixth Grade			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Total Students	51	54	54	55	49	49	48	45	46	46	46	46	44	44	43	42	41	40	39	38	35	35	35	34
% of Red	61%	17%	15%	20%	27%	27%	13%	16%	11%	11%			23%	11%	12%	7%	12%	10%	8%	8%	6%	6%	6%	6%
% of Yellow	20%	48%	44%	35%	27%	33%	33%	13%	20%	15%			9%	7%	0%	2%	10%	0%	0%	0%	3%	3%	3%	0%
% of Green	6%	4%	7%	11%	18%	12%	19%	24%	24%	22%			28%	43%	12%	14%	5%	15%	3%	3%	3%	20%	20%	0%
% of Blue	14%	31%	33%	35%	29%	29%	35%	47%	46%	52%			40%	39%	77%	76%	73%	75%	90%	89%	89%	71%	71%	94%
Below Grade Level	80%	65%	59%	55%	53%	59%	46%	29%	30%	26%			33%	18%	12%	10%	22%	10%	8%	8%	9%	9%	9%	6%
On or Above Grade Level	20%	35%	41%	45%	47%	41%	54%	71%	70%	74%			67%	82%	88%	90%	78%	90%	92%	92%	91%	91%	91%	94%

iii. Successfully manage nonacademic school functions.

REACH Academy – Buffalo has shown to successfully manage nonacademic school functions as demonstrated by the following indicators:

- Annual Financial Audits that have consistently demonstrated no material findings,
- Waitlists that exhibit the needs of the community in wanting additional seats for a high-quality school,
- Requests made by the Charter School Office of the New York State Education Department suggesting that we replicate in New York State,
- Overwhelmingly positive survey responses from parents indicating that they are very satisfied with the school.

B. A term sheet that sets forth:

- i. ***The Length of the Contract for Whole School Management Services*** – 5 years – renewal upon submission of the charter renewal to Connecticut Department of Education.
- ii. ***The Roles and Responsibilities of the Governing Council of REACH Academy - Bristol, the Staff of REACH Academy - Bristol, and the REACH Academy Charter Management Organization.***
See Appendix O.
- iii. ***The Scope of Services and Resources to be provided by the REACH Academy Charter Management Organization,***

Scope of Services, Support, and Resources Provided	
1.	Educational Services
2.	Business Operations
3.	Human Resources
4.	Financial Management and Reporting
5.	Operational Structure
6.	Staff Development
7.	Other Processes as mutually agreed upon

iv. The Performance Evaluation Measures and Timelines

The Governing Board will adopt a Performance Evaluation Measure to be administered annually on the Charter Management Organization similar to the found in Appendix L. This tool will be customized by the Board of Trustees.

v. The Compensation Structure, including a clear identification of all fees to be paid to the Charter Management Organization

The School shall pay to the CMO on a monthly basis a management fee equal to 10% of the school's gross revenues. The management fee does not include additional purchases made by the CMO on behalf of the School.

vi. The Methods of Contract oversight and enforcement

The CMO will remain actively engaged in the oversight of the CMO agreement execution. Members of the CMO team will spend days setting up systems and then regularly revisiting management expectations to ensure that systems have been adopted and adapted for REACH -Bristol. The CMO will meet weekly with management either in-person or virtually to ensure that high-quality systems have been put in place and are being effectively carried out. The Board of Trustees will also evaluate the CMO annually; contract provisions will allow for breach of contract should the CMO not meet expectations.

vii. The Conditions for Renewal and Termination of the Contract

Renewal - The Board of Trustees may vote to renew the Charter Management Agreement upon completion of the first 4 years of the agreement. The renewal will be contingent upon the successful renewal of the Charter Agreement with the Connecticut State Education Department AND the successful performance evaluation as set forth in the original CMO contract agreement.

Termination By the School - The school may terminate the agreement if the CMO materially breaches the Agreement and has not cured the breach within a reasonable period of time OR if the law changes in a manner that would prohibit the School from entering into an agreement.

Termination By the CMO - The CMO may terminate this Agreement if the School fails to pay Fees on terms set forth, if the School materially breaches the Agreement and has not cured the breach in a reasonable amount of time or the law changes as per the above. Agreement may also be terminated by mutual agreement.

c. Evidence of compliance with the provisions of C.G.S. § 10-66tt.

In accordance with the provisions of C.G.S. § 10-66tt, REACH – Connecticut will submit the contract for whole school management services between the REACH–Bristol Board of Trustees and REACH– Buffalo founding group to the State Board of Education for approval. The founding members of REACH Bristol will immediately organize a separate non-profit corporation upon being granted a charter agreement by the Connecticut State Education Department.

3. School Leader

a. For applicants with an identified school leader: List the name of the individual who would serve as the lead administrator of the proposed school as well as their qualifications, experience, certifications and

education. In addition, please provide evidence that demonstrates whether the individual has a record of leading a high-quality school.

REACH Academy Charter School Bristol has not yet identified a school leader.

- b. For applicants without an identified school leader: Present a plan for attracting and hiring a lead administrator with a proven record of success. Please describe the characteristics and skills that the proposed school will look for in recruiting and selecting a leader.***

The school will contract with a national school recruiting firm and seek support from founding members and network affiliations to identify the initial pool of candidates. However, the Charter Management Organization will work closely with the Board of Trustees to screen the Head of School candidates through a series of interviews, credential reviews, and performance tasks, with a goal of having the Head of School in place well before the planned opening in the Fall of 2026.

The Head of School will possess the following characteristics and skill set:

6. He/she shall administer all policies and enforce all rules and regulations of the Board.
7. He/she shall constantly review the local school situation and recommend to the Board areas in which new policies seem to be warranted.
8. He/she shall be responsible for organizing, administering, evaluating, and supervising the programs and personnel of all school departments, instructional and non-instructional.
9. He/she shall recommend to the Board the appointment of all instructional and support personnel.
10. He/she shall be responsible for the preparation and recommendation to the Board of the annual School budget in accordance with the format and development plan specified by the Board.
11. He/she shall determine the need and make plans for plant expansion and renovation.
12. He/she shall be responsible for recommending for hiring, evaluating, promoting, and dismissing all professional and non-professional staff personnel.
13. He/she shall prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other School-wide staff materials.
14. He/she shall plan and coordinate the recruitment of teachers and other staff to assure the school of the best available personnel.
15. He/she shall plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to be of a high degree of competence will work for the school.
16. He/she shall continually strive to distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the school's administrative personnel.
17. He/she shall, when necessary and/or desirable, transfer such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, School policies and negotiated contracts.
18. He/she shall submit student data as necessary to the appropriate department and/or other such reports of school performance as prescribed by and in accordance with requirements of the Commissioner of Education.

4. Evidence of Support

- a. Illustrate the scope of community support for the proposed school. Please provide evidence through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students,***

business, community members and/or institutional leaders; such evidence of support must be current or recent.

The founding team embarked on a community engagement and listening mission in the Fall of 2022 and have continued to engage parents, community organizations, faith-based leaders, non-profit agencies, Bristol Public Schools representatives, state officials, and the Mayor to gain an understanding of the current Bristol educational landscape, evolving scholar demographics and the educational needs and challenges of Bristol. The founding team has met twice with Bristol Mayor, Jeffrey Caggiano, as well as with several local business and community leaders. Meetings have allowed the team to tap into the knowledge of lifelong residents and business managers with experience on the city hospital board, the Board of Finance, the Connecticut Development Authority and the Board of Education. Local daycares and preschools were also canvassed.

The Mayor has helped the founders focus on connecting with key stakeholders and has written a letter in support (See appendix for Evidence of Support) of the REACH application. Mayor Caggiano has also offered to assist the founding team to recruit community leaders from strategic backgrounds who will be willing to serve on the Board of Trustees. The team will be looking to attract Trustees with experience in the fields of Education, Law, Finance, Technology, Architecture, Fundraising, Marketing, Facilities and others.

Working with a Community Liaison in Bristol, the founding team has attended many community events, distributed printed materials detailing the REACH-Bristol application, and met with family-focused groups and individuals willing to learn more about the proposed school and what it might offer to families in Bristol and the surrounding area.

Some of this outreach for REACH Bristol has focused on educating the community of Bristol about charter schools and the choice they might offer parents. Members of the founding team have canvassed the area, attending meetings, mixers, and other events in order to engage with officials, business owners, and parents to let them know about REACH Academy Charter School of Bristol and the possibility that the school could be opening in Bristol as soon as the Fall of 2026.

Printed materials explaining the Key Design and Mission of the school have been distributed and a mailing to nearly 100 Community Stakeholders was also done to introduce the idea of the Charter School to a broad base of Bristol officials, agencies, clubs, libraries, and community centers. This mailing asked for input on the school and solicited partners interested in having a voice in the process.

Meetings were also held with City, School and Business Leaders to begin discussions about a true collaboration between REACH Bristol and the Bristol Public Schools. During the past several months, particular attention has been paid to forging a connection with local Latino/Hispanic community groups, recognizing the growth in the number of Hispanic households in the most recent census and a discussion with Bristol Mayor Caggiano about the demographic shifts he has seen in his city.

We sat with Katherine Young of St. Joseph Church to tap into her experience serving local Latino/Hispanic families as part of the diverse population at their school. Instead of seeing REACH-Bristol as a potential competitor, Katherine was very gracious in suggesting that we could find ways to work together and even proposed further meetings with church leaders.

Areas of commonality were evident when we met on several occasions with Jay Maia of the Bristol Boys and Girls Club. This club is a vibrant community gathering place and eager to work with

REACH-Bristol to create quality before and after school programming. The founding team has experience partnering with the Boys and Girls Club in Buffalo, NY and welcomes the chance to put that knowledge of the Club's strong commitment to empowering kids to work in Bristol, Connecticut. Several discussions have been had with LEAD (Latinos for Educational Advocacy and Diversity), and more interactions are planned. LEAD has offered us space for community meetings and events and has been pivotal in helping us network with Latino/Hispanic groups.

Meetings were also held or are in the process of being scheduled with the following: The National Hispanic Christian Leadership Conference, the Bristol chapter of the NAACP, the United Way of Bristol, Arts for Learning Connecticut, The Women and Families Center, CT Family Support Center, and Scott Rosado at M.R Home Healthcare. The founding team has also joined several Facebook groups and is a member in good standing of the Central Connecticut Chamber of Commerce. Letters of support and a full listing of evidence of outreach can be found in Appendix F.

III. STUDENT COMPOSITION, SERVICES AND POLICIES

1. School Demographics

a. Describe the needs of the community, including demographics, and the student population to be served by the proposed school, and how it will potentially increase student achievement.

REACH Academy Charter School of Bristol will provide the families of the Bristol region with a high-quality, hands-on, theme-based educational option that brings together all stakeholders to fulfill a vision of transforming the educational landscape. REACH Bristol will provide a quality option and opportunity for families searching for a high-performing and innovative school program.

Bristol, Connecticut is a vibrant community describing itself as “All Heart.” This city of roughly 60,000 residents is home to lovely neighborhoods, picturesque parks, world famous businesses and a healthy economy.

Demographic	CT	% Change from 2010 Census	Bristol	% Change from 2010 Census
Population, 2020	3,605,944	+9%	60,833	+6%
Persons under 18 years, percent 2020	736,717	-9.8%	12,029	-7.2%
White (2020)	2,279,232	-10.5%	43,296	-13.7%
Black/African American (2020)	360,937	+7.7%	3109	+52.8%
American Indian, Alaska Native (2020)	6404	-7%	64	-14.7%
Asian alone (2020)	170,459	+27.1%	1542	+33.5%
Hispanic, Latino (2020)	623,293	+30.1%	9935	+70.4%

As illustrated in the table above, Bristol mirrors the State of Connecticut in terms of gains and losses between the 2010 and 2020 Census in the listed demographics. However, the gains in Bristol were much larger for the Black/African American and Hispanic demographic categories. Bristol registered a 52.8% increase in the number of Black/African American residents and a jump of 70.4% in residents identifying as Hispanic. An increase can also be noted in Asian demographics, with the state growing by 27.1% and Bristol by 33.5%. More than ever, recruitment and retention of diverse Scholars is crucial and REACH Bristol will work hard toward this goal. REACH Bristol Scholars benefitting from an education in a diverse classroom will gain perspectives that go beyond their own experiences and create the ability to work with people of differing backgrounds. Learning about their own culture, as well as the cultures of others in a school climate that promotes understanding will create a skill set desired by employers and beneficial to their communities.

The Bristol Public Schools use the phrase “Teach and Learn with Passion and Purpose”. The core values listed by the district include Accountability, Excellence, Innovation, Trust and Inclusiveness. This phrase and these values are to be admired, and REACH Bristol looks forward to a

strong working relationship with Bristol Schools and an opportunity to partner with the District on projects and initiatives whereby the goals of the Charter and the District intersect, particularly as it relates to innovative educational practices. The REACH Bristol model will offer a different approach in many ways and a proven track record of academic success, a commitment to enrolling and retaining Scholars who are English Learners, Economically Disadvantaged, or Identified with a Disability, a focus on Social/Emotional wellbeing and a true partnership with Parents and other stakeholders to work together to achieve the Mission.

The Bristol School District has an enrollment of roughly 7,600 students. The following table provides a side-by-side comparison of the demographic composition of Bristol School District and the State of Connecticut for 2020-2021.

Demographics – Bristol School District 2022-2023			
Category	Bristol SD (PK-12)		State
	#	%	%
Asian	254	3.3	5.2
Black/African American	595	7.6	12.5
Hispanic or Latino	2854	36.7	30.0
White	3627	46.6	47.5
English Learners	468	6.0	9.7
Eligible for Free/Reduced-Price Meals	4186	53.8	42.4
Students with Disabilities	1625	20.9	17.1

A higher percentage of Scholars eligible for free or reduced priced meals, Scholars with Disabilities, and higher percentages of White and Hispanic Scholars can be observed in comparison to state averages. Percentages for Bristol schools are lower for Asian and African American Scholars as well as for Scholars identified as English Language Learners. REACH Bristol, in keeping with its Mission Statement and Promise to Stakeholders, will work hard to recruit and retain Scholars in numbers comparable to the District of Location. This commitment will warrant targeted outreach on several fronts, facilitated by the school’s Community Liaison, website, social media campaigns and designated advertising agency. REACH Academy Charter School in Buffalo has used a dedicated Advertising Agency in Buffalo for nearly six years, for print, radio and digital advertising. This successful campaign has consistently resulted in meeting enrollment and waitlist targets.

Demographic Composition – Bristol and Neighboring Districts					
Category	Bristol	Southington	Farmington	Wolcott	Plainville
District Data 2022-2023					
Total Enrolled	7,784	6,284	4,147	2139	2,291

Free/Reduced Lunch	53.8%	23.9%	16.2%	29.5%	42.3%
English Learners	6.0%	2.8%	4.7%	4.4%	7.4%
Students with Disabilities	20.9%	16.1%	13.0%	15.6%	14.9%
Race/Ethnicity					
Asian	3.43%	4.4%	24.6%	2.5%	2.9%
Black/African American	7.6%	2.5%	4.8%	3.8%	5.5%
Hispanic	36.7%	12.0%	11.3%	15.3%	23.6%
Two or more races	5.7%	4.9%	6.0%	3.2%	4.8%
White	46.6%	76%	53.2%	74.9%	62.9%
Other Statistics					
4 Yrs. Graduation Rate	84.5%	94.1%	97.9%	96.6%	92.5%
Per Pupil Expenditure	\$18,740	\$17,251	\$19,398	\$16,721	\$19,569%
Priority/Alliance District (Y/N)	Y	N	N	N	N
Town Profile 2023					
Poverty Rate	9%	5%	7%	3%	7%
Educational Attainment					
High School Graduate	32%	26%	14%	31%	31%
Associate Degree	11%	11%	7%	9%	11%
Bachelor's degree	17%	25%	31%	22%	16%
Master's Degree or Higher	10%	17%	31%	12%	10%
Median Household Income	\$73,604	\$104,93	\$106,733	\$103,523	\$72,197

A comparison of Bristol and neighboring districts, using data from the Connecticut State Education Department (CSDE) District Profile and Performance Reports for the 2022-2023 school year and from Town Profiles for 2023 shows Bristol with a higher percentage of Economically Disadvantaged Scholars, Scholars with Disabilities, and English Learners. Bristol also educates a higher percentage of minority Scholars, has a higher poverty rate, a lower Median Household Income, and has a lower 4-year Graduation rate than the surrounding districts. A strong academic program, coupled with a powerful Mission Statement, a full range of services and programs to focus on social and emotional needs, and innovative Key Design elements will position REACH Bristol to support the areas where Bristol Scholars struggle in order to match achievement levels attained by Scholars throughout the surrounding region and the State of Connecticut on the whole.

**Performance Comparison of 2022-2023 Smarter Balanced Assessment Results
Percentage of Scholars Proficient**

	Bristol	Southington	Farmington	Wolcott	Plainville	State of Connecticut
Reading	48%	64%	74%	63%	54%	48%
Math	37%	58%	67%	50%	40%	42%

This comparison shows that Bristol scholars are achieving the lowest level of proficiency compared to surrounding districts. The percentage of scholars meeting proficiency in Math and ELA is also slightly below state levels. REACH Bristol will establish a school in the Bristol community that embraces the cultures and demographics of the area, aligns with the city's branding as "All Heart," and reflects the pride embodied by both the city and the school district. REACH Bristol will:

- Follow a rigorous curriculum that incorporates innovative design, high levels of engagement, frequent progress assessments, and individualized interventions to effectively support struggling scholars.
- Create and foster a school culture based on the five pillars of the REACH Bristol name: Responsible, Everyone is safe, Always prepared, Caring community, and Have respect.
- Utilize practices such as PBIS, Restorative Justice, and Trauma-Informed Care to mediate differences, ensure scholars feel safe, and foster healthy relationships.
- Establish open communication that builds a trusting relationship between home and school, nurtured through monthly family events.
- Provide supports that recognize the importance of social and emotional well-being.

b. Describe the grade range in ages the proposed school will serve, including grade levels upon opening and the growth plan for each year covered by the desired charter. Please provide a rationale for the enrollment plan, including reasons for choosing to serve the specified grades.

If interest in REACH Bristol mirrors the demographics of Bristol and its surrounding communities, there should be a strong interest in programs that serve an increasingly diverse population and provide support for Scholars with disabilities as well as those facing economic disadvantages. Outreach efforts will focus on understanding parents' expectations for their child's school and will emphasize that REACH Bristol is designed to meet those expectations.

Teachers will receive top-tier professional development to deliver academic instruction. Scholars will learn in classrooms designed to resemble exhibits in a children's museum, filled with books, technology, and rich language experiences. Every 5-8 weeks, both Scholars and teachers will rotate to a new classroom setting, keeping engagement high and significantly increasing language exposure. Progress will be monitored regularly, and interventions will be implemented for those not meeting benchmarks, while Scholars who meet or exceed benchmarks will engage in Challenge Learning to encourage deeper thinking.

The school will identify families eligible for the Free or Reduced Lunch Program and ensure they receive all the benefits available, as well as access to other local nutrition programs. A partnership with the local food bank could provide non-perishable foods for Scholars to take home to ease the strain on family resources and assure Scholars are receiving proper nutrition. Quality school uniforms will eliminate peer pressure, promote equality, and foster school pride. REACH Bristol will partner with a local vendor to provide uniforms at a reasonable cost and offer assistance to families who may struggle financially. Since uniforms are a key part of the culture at REACH Bristol, the school will ease the financial burden in other areas by using its buying power to provide free school supplies to all students. Bus transportation will be available to support working families or those without a vehicle.

Diversity will be celebrated at REACH Bristol. One themed classroom will highlight cultures present in Bristol and around the world. A Multicultural Celebration will be one of the monthly family events each year, offering opportunities to learn about different cultures through performances and food tastings. An ENL teacher will work with Scholars identified as Multilingual Learners (ML).

REACH Bristol will collaborate with the local district to identify Scholars with disabilities. Scholars with an Individualized Education Plan (IEP), 504 Plan, or who need related services such as speech, occupational, or physical therapy, will receive these services at school.

REACH Bristol will use an integrated co-teaching model, where a general education teacher and a special education-certified teacher work together to support Scholar learning. Class sizes will be capped at 20 Scholars for grades PK-2, ensuring a favorable Scholar-to-teacher ratio in integrated co-teaching classrooms. A cap of 25 Scholars per classroom for grades 3 and 4 will also support optimal conditions for integrated co-teaching.

In addition to serving special populations, REACH Bristol will distinguish itself by addressing the social and emotional needs of its Scholars. Academic and Behavior Coaches, Counselors, and Social Workers will be available to address these needs through programs designed to promote learning and mediate conflicts. A focus on relationship-building will create a positive, family-centered culture where distractions to learning are not tolerated.

REACH Bristol will serve a Pre-Kindergarten through 4th-grade range during the course of its initial, five-year charter period (detailed table in Section 1 of this application). In the initial year, REACH Bristol will start with five sections of 20 Scholars in both Pre-K and Kindergarten, with a total enrollment of 200. In subsequent years, REACH Bristol will move Scholars up one grade level and continue to enroll five sections of Pre-Kindergarten Scholars.

Rationale for Enrollment Size - In year one of operation, REACH Bristol will enroll up to 200 Scholars in Pre-Kindergarten and Kindergarten with 100 Scholars in each grade level. Pre-Kindergarten Scholars who are 4 years of age will start school on the last Monday in August, as long as they turn 4 years of age by September 1st. Consistent with the district of location, all Kindergartners who apply must turn 5 years of age by September 1st of their Kindergarten year. In each subsequent year of the initial 5-year charter, REACH Bristol will add one grade level - rolling existing Scholars up to the next grade level and enrolling a new class of Pre-Kindertners. Since the themed classroom designs are such an engaging and exciting learning opportunity for Scholars, and since there is great demand for quality Pre-Kindergarten programming, it is anticipated that the increased enrollment will be easily filled each year allowing REACH Bristol to meet its enrollment targets and maintain a strong waitlist.

Starting with Pre-Kindergarten and Kindergarten and adding one grade level each of the next four years balances community need with the desire to maintain a culture of excellence, a feeling of “family” and a

“sense of community” at REACH Bristol. This controlled growth will help build and strengthen the foundation for all aspects of the school.

Investing in the creation and sustainability of a quality early childhood program will reap both short- and long-term benefits. Pre-Kindergarten Scholars will achieve cognitive growth, development of character skills, language development, socialization and the freedom to imagine and be curious. They will enter Kindergarten ready. REACH Bristol believes that investment in quality early interventions may reduce grade repetition, decrease the gaps between those deemed at risk and those who are not, provide long term Social/Emotional benefits and save money on remediations later on.

Alignment with the Connecticut Early Learning and Development Standards will provide the backbone of the REACH Bristol Pre-Kindergarten program. REACH Bristol will also use the state’s Dual Language Development Framework. This Framework includes a general progression of skills, loosely based on what might be typical for a child with some initial experiences in their home language who receives continued support in their home language while learning a second language. Pre-Kindergarten English Learners will be enrolled at a time when their classmates are all working on language skills in a literacy-rich, authentic environment. This even playing field will lessen the challenge of language acquisition for these Scholars.

Statistics from the State of Preschool 2021: State Preschool Yearbook from the National Institute for Early Education Research and Rutgers University Graduate School of Education reflect on the 2020-2021 school year and show Preschool enrollment dropping for the first time in nearly 20 years as schools dealt with the Covid 19 pandemic.

In Connecticut, the report shows preschool programs enrolled 9,666 children, a decrease of 5,193 children from the prior year. State funding was down 2%, when adjusted for inflation, since the previous year. State spending per child equaled \$12,982 in 2020-2021, up \$4,345 from 2019-2020, adjusted for inflation. 15% of four-year-olds were enrolled in Pre-Kindergarten programs for 2020-2021, just 1% higher than the rate of four-year old’s enrolled in 2014, when Connecticut rolled out the Smart Start Initiative to expand Pre-Kindergarten enrollments in public school settings, proof of the devastating effects of the pandemic on education. Similarly, PK enrollments dropped from 285 Scholars in the 2019-2020 school year to an estimate of 231 in the 2020-2021 school year.

REACH Bristol will endeavor to drive Pre-Kindergarten enrollment by offering a high-quality program and investing in effective outreach that will portray the benefits of enrollment. The Pre-Kindergarten program will assure readiness for Kindergarten the following year. Pre-Kindergarten and Kindergarten Scholars will receive the full benefit of REACH Bristol’s rigorous program from the inception of their education and, together, the first two years of enrollment at REACH Bristol will create a solid foundation in support of the Mission, the Promise and Vision of the school.

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G., Gardiner, B. A., Jost, T. M. (2022) The State of Preschool 2021: State Preschool Yearbook. New Brunswick, NJ: National Institute for Early Education Research.

c. Describe the procedures to be used to encourage involvement by parents and guardians of enrolled students in student learning, school activities, and school decision-making.

The founders recognize that establishing a solid relationship with the families of REACH Bristol is pivotal. Parent engagement is a crucial design element for REACH Bristol. As such, REACH

Bristol will provide multiple avenues for parents and guardians to engage with the school community.

Parents who transport their children to school will be greeted by school administrators and teachers as they drop them off. The atmosphere will be energetic and welcoming, and will offer parents an opportunity for a quick chat as upbeat music plays and staff tell Scholars how much they have been missed and how glad they are to see them! The same scene will play out at the end of day, again providing a touchpoint for parents and staff. Teachers and administrators will all carry cell phones and the numbers will be provided to parents so that they have a direct line of communication with them. Parents and guardians will also be invited to join both a classroom communication app such as ClassDojo, and to opt into a messaging service that will keep them up to date on deadlines, events and meeting notices.

Creation of a Family Council and regular monthly meetings of the Council will keep families informed and engaged in all aspects of the school. These meetings will be open to all parents and guardians and will feature a quick “temperature check” of everyone’s feelings about the school. Families will be informed of important school news, upcoming events and other updates. There will also be time for comments and input, including helping to choose the themes of REACH Bristol classrooms. A “Room Parent” system might be employed, offering both Moms and Dads a chance to volunteer. And school pictures will not only be provided to Scholars, but Family Photo Buttons will be created so that parents can proudly wear their photo buttons to school events.

Families will be provided a copy of the REACH Bristol behavior expectations matrix (as described in Section III, item 5 of the School Discipline Section) as well as a Parent/Scholar Handbook, with the hope that clear communication of the expectations and “buy in” from home will create a true partnership for handling behaviors and instilling a positive and productive school culture. Part of that handbook will discuss REACH Bristol’s planned participation in the LEAP Program, an attendance focused program launched in Connecticut in 2021 and aimed at using strong school to family relationships to address barriers to consistent school attendance. A well laid out approach to this program will provide crucial Social/Emotional support and pay dividends in the form of Scholar achievement.

Additionally, parents and guardians will be encouraged to help plan and participate in school-wide Town Hall meetings, activities and fundraisers. REACH Bristol families will feel welcome at the school and welcome to visit and observe their Scholar or otherwise volunteer their time and talents.

There will be a Parent Representative on the REACH Bristol Board of Trustees. And an annual Parent/Guardian Survey will identify areas of concern and help direct the school’s response. Surveys will be done on at least an annual basis to ensure that parents can share thoughts on school leadership. School leaders will be able to use this data to understand what is working and what can be improved. Should additional information be needed, REACH Bristol will hold town-hall meetings to solicit support of stakeholder groups be it, staff, community members or other stakeholders.

2. Special Education and Section 504 of the Rehabilitation Act of 1973

- a. Describe the proposed school’s plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504.*

Students with Disabilities

REACH Bristol's plan to address the needs of its Students with Disabilities (SWDs) has been carefully designed and aligned to Connecticut's Framework for Response to Intervention (RTI) and Scientific Research-Based Interventions (SRBI). REACH Bristol will use research-proven instructional practices and interventions to support all students within the general education setting before considering special education services. This will be done through constant communication of the message that all scholars are welcome and expected to succeed. We will provide a robust curriculum designed by highly effective teachers who regularly monitor progress to inform targeted and fluid interventions based on common formative assessment data. Having a very structured Response to Intervention (RtI) model/Scientific Research-based Interventions (SRBI) will ensure that teams of general and special education teachers meet scholars' needs as they arise, rather than waiting for them to fail. Teachers will be key participants in grade-level teams that share in the accountability of all the scholars' success, not just placing that responsibility on the Special Education Teacher. By closely tracking their success, REACH Bristol will ensure that required retention targets are met while demonstrating scholars' success in their program.

REACH Bristol will achieve these goals for Students with Disabilities in an inclusion environment, where scholars receiving Special Education or 504 services are provided those services in the least restrictive environment and in compliance with their IEP or 504 plan. REACH Bristol will not only serve Students with Disabilities but will also serve scholars with other special learning needs like speech, occupational or physical therapy. The school will provide comprehensive services to all its scholars under IDEA and 504 through team teaching that support diverse learning needs, consultant special education teacher support services with direct and indirect instruction, resource room, school health services, school counseling/social services, speech, occupational, and physical therapy, and testing modification and accommodations.

REACH Bristol will coordinate with the local district to outsource for Speech, Occupational, and Physical Therapy services, which will be provided on site to the maximum extent possible. As an inclusive model, REACH will utilize SRBIs for all learners in order to maximize scholar achievement. Each classroom will have one certified lead teacher and a certified special education teacher. This provides more individualized support in a smaller learning environment. With five classes per grade level and approximately 20-24 scholars in each class, the staffing plan reduces scholar-to-teacher ratios and allows us to facilitate small group and individualized instruction. The Director of Student Services will act as the Special Education Coordinator (SEC). This person will be the main point of contact with district personnel as it relates to the Committee on Special Education, and will be responsible for helping teachers progress-monitor scholars and stay in compliance with scholars' IEPs.

The curriculum will be developed with the intent to have authentic hands-on learning experiences to meet the needs of all scholars who are at varying developmental levels. Teachers will maintain anecdotal records of every scholar's performance from programs like I Ready and mClass assessments. Teachers will use data to modify and differentiate instruction for all scholars, inclusive of SWDs. In addition to the data collection, teachers will provide small group instruction in flexible groupings according to scholar reading levels and math achievement levels in which teachers can facilitate activities and lessons tailored specific to scholars' needs.

At REACH Academy Charter School, both Core Knowledge Language Arts (CKLA) and Eureka Math² play vital roles in supporting students with disabilities and Section 504 plans. These research-based programs provide targeted instruction, scaffolding, and accommodations, ensuring that all students receive the individualized support necessary for success in both literacy and math.

CKLA is a comprehensive literacy program that emphasizes building foundational reading skills through phonics and knowledge-based content. For students with disabilities and those with 504 plans, CKLA offers a variety of supports to ensure equitable access to learning. The program includes explicit, systematic instruction in phonemic awareness and phonics, making it ideal for students who struggle with reading or have learning disabilities. CKLA also integrates multi-sensory activities, allowing students to engage with content in various ways—through visual, auditory, and kinesthetic means. Additionally, teachers can implement accommodations such as providing additional time for reading tasks, offering audio versions of texts, or using simplified language to help students grasp more complex ideas. The program’s focus on building background knowledge across subjects further supports students with diverse learning needs by making content more accessible through context and repetition.

Eureka Math² is a rigorous math curriculum that emphasizes deep conceptual understanding, procedural fluency, and real-world application. For students with disabilities and 504 plans, Eureka Math² provides scaffolding that helps break down complex concepts into more manageable steps. Visual models, manipulatives, and problem-solving strategies are embedded within the lessons, giving students with learning disabilities or cognitive impairments additional support in understanding mathematical concepts. Teachers can differentiate instruction by adjusting the pace of lessons, offering alternative ways to solve problems, and providing accommodations like extended time or visual aids. Progress monitoring tools within the curriculum allow teachers to track student understanding and adjust instruction as needed, ensuring that all students have access to grade-level material while receiving the support they require.

By using both CKLA and Eureka Math², REACH Academy ensures that students with disabilities and Section 504 plans receive personalized, data-driven instruction. These programs are designed to provide differentiated support, enabling students to access core academic content in both literacy and math. Through tailored instruction, scaffolding, and continuous progress monitoring, CKLA and Eureka Math² help all students achieve their full potential, regardless of their individual learning needs.

REACH Bristol’s small scholar-to-teacher ratio will allow teachers to provide more personalized interactions and opportunities to engage scholar learning at a deeper level. Teachers will be equipped with strategies to support scholars who are struggling or have specific learning differences. These strategies include but are not limited to: checks for understanding, clear, step-by-step instruction; multisensory teaching methods; use of manipulatives; provide visual and/or oral instructions; breaking down multi-step directions into smaller, manageable tasks; allowing time for breaks and movement; providing extra time for assessments and classwork; special seating arrangements; explicit modeling of reading and math strategies; individualized writing checklists and rubrics; organizational checklists; school to home planners; color-coded materials; and support with organization. Teachers will use this range of strategies, accommodations, and supplemental resources to ensure that every scholar has equal access to a rigorous curriculum with appropriate levels of support and scaffolding. This approach guarantees that all scholars receive instruction that is both supportive and challenging without diluting the content. REACH will work closely with scholars, families, specialists, and the Student Placement Team (SPT) for each identified scholar. Together, they will collaborate on designing and faithfully implementing Individualized Education Programs (IEPs) at the school.

REACH Bristol will offer intensive, individualized instruction across the three tiers of Scientific Research Based Interventions (SRBI) services and will monitor progress closely at the individual, cohort, and school-wide levels to ensure adequate growth. IEPs will be reviewed annually in partnership with district Student Placement Teams. REACH will adhere to all federal, state, and local regulations, including IDEA, FAPE, FERPA, Section 504 of the Rehabilitation Act of 1973, and regulations from

the Connecticut State Education Department (CSDE) and The Bureau of Special Education (BSE). The school will also regularly consult with the CSDE, BSE, local Special Education Departments, PPTs, and the Connecticut Alliance of Regional Educational Service Centers (RESC) for additional support and guidance.

Committed to supporting every scholar, REACH Bristol will ensure that its special needs program is comprehensive, effective, inclusive, and compliant. All scholars will be held to the same high academic and behavioral standards as their peers across the state, fostering excellence for all. Recognizing that a scholar's disability might affect their performance, REACH will consider the Student's Individualized Education Plan (IEP) or 504 Accommodation Plan, using these documents to guide differentiated instruction, individualized scaffolding, and accommodations. This approach has proven successful at REACH Academy Charter School in Buffalo, New York, our model institution. Regardless of IEP/504 eligibility, REACH will provide all scholars with the support necessary for optimal individual success.

b. Clearly indicate that the proposed school understands its responsibility to meet the requirements of individualized education programs and Section 504 plans, and has a detailed plan for the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.

As required and mandated by Connecticut Education Law, REACH Academy Charter School of Bristol, recognizes its responsibility, the significance, and the value of meeting requirements for the provision of services mandated in scholars' IEPs and Section 504 plans. In addition to federal and state statutes such as IDEA, FAPE, and FERPA, as a service provider of young school-aged children, REACH - Bristol will also ensure compliance with Child Find[1] [AC2] regulations under the IDEA. The school will ensure compliance through the provisions listed below:

Certified Support Services– REACH Bristol will employ highly qualified and certified Special Education Teachers, licensed Social Workers, Counselors. Additionally, we will coordinate with the district to outsource other service providers, such as Speech, Occupational, and Physical Therapists, as well as Nursing services. REACH -Bristol will collaborate with the local district and community organizations to provide these services through licensed professionals. A nurse will be on staff to provide necessary medical services and screenings. REACH will also aim to hire teachers with dual licensure, such as in Early Childhood and Special Education or Special Education and Reading Intervention, to offer a broader range of services as the school expands.

REACH Bristol plans to hire a Special Education Teacher for each grade level as needed and one administrator will serve as the designee to be the Special Education Coordinator (SEC). The local school district will coordinate the Planning & Placement Team (PPT) efforts while REACH will be responsible for providing services and accommodations according to each scholar's IEP and Section 504 plan. The SEC will serve as the main liaison between the district and school staff, manage official scholar documentation related to services, and ensure compliance with local, state, and federal regulations. Additionally, the SEC will support the development of a team of educators and support staff for scholars who may qualify for special education and/ or 504 eligibility.

Receipt and Retention of Appropriate Documentation - For scholars with IEPs or 504 Plans, the REACH SEC will store all related documentation in a locked cabinet within a restricted-access office. Only parents, direct service providers, and instructional staff will have access. The SEC will also securely archive any revisions or updates to these documents, along with copies of materials distributed to parents and staff (such as Procedural Safeguards and referral forms). When a scholar enrolls, the

school will request all relevant documentation from previous districts, schools, or early intervention programs. REACH Academy will work closely with these districts to ensure timely receipt of documentation and prompt provision of necessary services. Secure communication channels will be maintained with the PPTs of the districts where scholars reside, potentially using systems like IEP Direct/Frontline for ongoing communication and performance tracking. Access to documents like IEPs, 504 Plans, BIPs, evaluations, accommodation forms, and RTI/SRBI interventions will be restricted to individuals directly involved in teaching and providing services to the scholar. REACH Academy is committed to maintaining strict confidentiality to protect each scholar's privacy.

Scholar Assessments – REACH is committed to ensuring the faithful implementation of IEPs and 504 plans. These plans will be reviewed annually or updated as needed based on changing circumstances. If a scholar's IEP or 504 plan no longer meets their needs, REACH will collaborate with the scholar's district PPT to reassess and make necessary revisions. Unless specified otherwise in a scholar's IEP, all scholars are expected to participate in the school's assessment program, which includes curriculum-based assessments, informal classroom evaluations, interim benchmarks, diagnostic screenings, and statewide performance tests. For Connecticut's Smarter Balanced state assessments, REACH Academy will ensure that each scholar receives the appropriate assessments, alternative measures, and accommodations/modifications as outlined in their IEP or 504 plan.

Classroom Adaptations – REACH Academy will ensure that its facilities are fully accessible and adaptable, adhering to the regulations set forth by the Americans with Disabilities Act (ADA). The school will feature dedicated classrooms, communal areas, and resource rooms designed to support its educational programs. Additionally, REACH will incorporate technology to assist with interventions, such as magnified text and voice command dictation, along with adaptable furniture to accommodate mobility needs and provide preferential seating options.

To meet the needs of special education scholars, the school employs a range of classroom adaptations tailored to support diverse learning requirements. These adaptations include modifying classroom layouts to create accessible and distraction-free zones, providing assistive technologies such as speech-to-text software and adaptive keyboards, and offering specialized instructional materials like large-print books and visual aids. Teachers will use differentiated instruction techniques, adjust lesson plans and activities to accommodate varying levels of ability and learning styles. Additionally, the school will implement individualized support strategies, such as one-on-one tutoring and small group instruction, ensuring that each scholar receives personalized attention. By integrating these classroom adaptations, the school fosters an inclusive environment where special education scholars can thrive academically and socially.

Technology Support for Special Education and Section 504 students - At REACH Academy Charter School in Bristol, we utilize several powerful educational platforms—mCLASS, i-Ready, and Illuminate—that offer built-in support for students with Section 504 plans and special education needs. These tools ensure that all students, regardless of their learning challenges, receive personalized, data-driven instruction and interventions tailored to their unique needs.

mCLASS is designed to provide differentiated instruction and intervention, particularly in literacy. It helps identify early learning difficulties through assessments like DIBELS, offering early intervention for reading challenges. The platform allows for frequent progress monitoring to ensure that interventions are effective and can be adjusted as needed. mCLASS also provides accommodations for students requiring additional support, such as extended time or oral reading, ensuring that every child has the opportunity to succeed.

I-Ready offers a comprehensive system of assessments and personalized learning pathways based on diagnostic results. For students with special needs, i-Ready provides accessibility features like text-to-speech, adjustable font sizes, and visual aids, making it easier for all students to access grade-level content. The platform's built-in intervention programs allow teachers to assign custom lessons based on individual needs, helping students progress academically while meeting their specific learning goals.

Illuminate Education is a robust assessment and data analytics platform that supports special education students by offering customizable assessments and data-driven individualized instruction. Teachers can create assessments with accommodations, such as simplified language or reduced answer choices, ensuring equitable testing conditions. Illuminate progress monitoring features enable educators to track the growth of students with 504 plans or IEPs, ensuring compliance and alignment with individualized learning goals.

At REACH Bristol, we are committed to using these tools to provide a rigorous yet supportive learning environment. Each platform allows us to track progress, provide targeted interventions, and ensure that every student has access to the support they need to thrive academically, socially, and emotionally. Through these comprehensive educational resources, we can better serve our students with Section 504 plans and special education needs, ensuring they reach their full potential.

Professional Development: REACH Bristol's professional development will prioritize maximizing growth for scholars with IEPs and 504 plans through targeted, data-driven support. Weekly administrative walkthroughs will identify instructional trends and areas for improvement, allowing training to be customized to meet the unique needs of these scholars. Teachers will receive specialized training in differentiated instruction, progress monitoring, and effective IEP implementation, equipping them with the tools necessary for personalized learning. Special education and general education teachers will collaborate during all training sessions, fostering a unified approach to student support. Additionally, staff will receive in-depth training on SRBI, the referral processes, and maintaining compliance with IEP requirements. They will also be well-versed in policies and procedures mandated by IDEA, FERPA, and Connecticut standards for protecting personally identifiable information. Training will cover reporting requirements and discipline policies, ensuring educators are fully prepared to support the diverse needs of all students while upholding legal and ethical standards.

New teaching staff will complete 2 weeks of professional development upon hiring as well as 1 week each year thereafter. Special education teachers will work closely with general educators during training and practice to ensure all scholars receive appropriate support. Additionally, teachers and staff will receive training on the school's SRBI program, referral processes, IEP implementation, reporting requirements, and discipline policies.

Ongoing Training: REACH Bristol will provide ongoing professional development for teachers on evidence-based instructional methods, tech integration, differentiated instruction, and effective use of Doug Lemov's techniques from the "Teach Like a Champion" and "Get Better Faster" playbooks. Training will focus on enhancing teaching practices and staying updated with the latest research and techniques.

By implementing these evidence-based instructional methods and techniques, REACH Bristol aims to create a high-quality learning environment that meets the diverse needs of scholars, promotes engagement, and drives academic success.

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

REACH Bristol will comply with all state and federal regulations regarding the identification, referral, and provision of services for Students with Disabilities or those suspected of needing special services. Referrals may be made by any professional staff member, parent/guardian, or physician.

REACH Bristol will implement a three-tiered approach to RTI aligned with Connecticut's Scientific Research Based Interventions (SRBI) to Framework. This approach provides the necessary services, solutions, personnel, resources, and strategies to support scholar success. RTI/SRBI ensures that all scholars have access to timely interventions. Scholars with academic delays receive scientific research-based interventions, and their progress is monitored frequently. If a scholar shows minimal improvement despite well-designed interventions, it may indicate an underlying disability. Interventions, delivered by both Special Education, General Educators, and/or Interventionists, will involve direct and indirect instruction aimed at achieving specific, measurable goals. These interventions will be based on accurate performance data, realistic implementation plans, and ongoing progress monitoring.

Scholars at REACH Bristol will benefit from the reduced scholar-to-teacher ratios, individualized and differentiated instruction in flexible groupings, and frequent assessments that provide real-time data for teachers to track progress and adjust instruction. Every scholar will receive Tier I interventions integrated into the core instructional day. Additionally, a team-teaching approach will be utilized, where a grade-level instructional team, including a Special Education Teacher, will oversee individual scholar performance and the performance of the entire grade level cohort. This means that each scholar at REACH-Bristol will be supported by a team of 3-5 grade-level teachers. The grade-level Special Education Teacher will offer feedback, guidance, and resources during weekly team meetings, focusing on strategies to assist scholars with special needs. Consequently, scholars who require or are suspected of needing special services will benefit from a dedicated SRBI team working collaboratively to address their needs.

At REACH Bristol, all teachers will keep detailed records of each scholar's progress, including anecdotal notes and quantitative data. This information will be reviewed and discussed during weekly grade-level meetings. When a staff member suspects a scholar is struggling academically or exhibiting disruptive behavior, the grade-level Special Education Teacher or Interventionist will help the team gather more specific information related to the concern. Each scholar's case will be evaluated based on multiple data points, including teacher observations from both General and Special Education Teachers, results from universal and school-wide assessments (e.g., mid-year I-Ready or F&P interim assessments), classroom assessments, behavioral referrals, and avoidance behaviors such as frequent visits to the nurse or complaints about not understanding the content. The comprehensive data collected will guide the progression through the SRBI process.

REACH Bristol will adhere to performance standards and benchmarks to help teachers monitor and ensure scholars make adequate progress throughout the year toward achieving end-of-year goals. The academy will also establish and quantify criteria for assessing when scholars are not making sufficient progress at each Tier level. The Special Education Coordinator (SEC) will guide the SRBI team in setting these criteria and timelines for scholars to demonstrate adequate progress or advance to the next

Tier of interventions—moving from Tier I to Tier II, and from Tier II to Tier III. Interventions will be tailored to each scholar's needs. If a scholar continues to show insufficient progress, they will receive interventions at the next Tier level. According to the school's SRBI practices, teachers must ensure that all other interventions have been fully explored before referring a scholar to the PPT of their district of residence. Below is an outline of how interventions will be implemented at each Tier level:

Tier I: Effective core instruction implemented by ALL classroom teachers

- *General classroom setting - Core classroom instruction and scheduling is used*
- *Preventative and proactive in approach to meeting needs of Scholars*
- *Behavioral interventions are proactive and preventative in nature*
- *General hetero- and/or homogeneous groups are suitable*
- *General time of core instruction is deemed sufficient to implement*
- *Stresses the importance of effective core instruction*
- *Reteaching as needed is done for small groups of Scholars who may have been absent or who just struggled with a particular concept.*

Tier II: Assessment and placement as per data implemented by Special Education, and Classroom Teachers and Math or Reading Interventionists. Typically, Scholars are only behind with one year or less.

- *Setting can be push-in or pull-out or pull aside.*
- *The Scholar's response to support is rapid as it is intended to be short-term, 6 weeks.*
- *Behavioral interventions are proactive and preventative in nature*
- *Scholars in the bottom 20-30% of the school population*
- *For Scholar's who did not respond to Tier 1 intervention*

Tier III: Scholars with an IEP and Scholars severely below grade level; small groups led by special education teachers or Reading or Math Interventionists. Typically, Scholars are at least one year or more behind.

- *Setting is usually pull-out individually or in small groups up to three Scholars who have similar Scholar needs and areas of deficits.*
- *The exit and entrance into Tier III are assessment based and support will consist of an increase in intensity, duration, and/or frequency, 8-12 weeks, 3-5 times per week.*
- *Behavioral interventions are intensive and individualized.*
- *Supplementary instruction is used in addition to core classroom instruction.*

Teachers will create Intervention Plans for all scholars who meet the criteria for Tier II and Tier III interventions. This plan must be reviewed and approved by the Instructional Coaches and/or the Director of Student Services before implementation. Both the classroom teacher and special education teacher will be responsible for monitoring the scholar's progress and collecting relevant data, with oversight provided by the Director of Student Services.

REACH will follow the critical RTI/SRBI elements checklist from Jim Wright at interventioncentral.org. The checklist can be found in Appendix P. The following checklist for academic interventions and scholar behaviors will be a guideline for teachers who need to collect appropriate data on a scholar who is being referred for special education services. The classroom

teacher, special education teacher or interventionist that is working to identify the scholar will be responsible for monitoring the scholar's progress and collection of data under the guidance of the Director of Student Services.

If multiple data points indicate that a scholar is struggling academically or behaviorally, the classroom teacher will contact the scholar's parent or guardian to discuss these concerns. Parent referrals are encouraged when concrete academic or behavioral issues are evident. Meetings with parents will be scheduled to include teachers, special education support staff, the Director of Student Services, and the principal (if necessary) to address and discuss areas of weakness that impact the scholar's school performance. Parent referrals can be submitted independently, ensuring all communications remain confidential and professional.

For a Special Education evaluation referral, teachers must provide sufficient documentation of academic or behavioral concerns. Evidence of these concerns, along with records of interventions and their evaluations, must be included in the referral. Each referral must also receive approval from school leadership before submission. The steps for referring a scholar are as follows:

Procedures For Addressing the Needs of At-Risk Scholars for Support And/ Or Special Education Services

9. Classroom Teacher, will retain copies of scholar's academic work and/or anecdotal records of scholar's behavior.
10. Teachers will bring issues to the parents' attention by communicating regularly to inform them of actions being taken, support staff involved, and scholar progress. A record of all communications will be kept.
11. Classroom Teacher will consult with all relevant parties such as the Grade Level Team, Special Education Teachers, Math/Reading Interventionists, Academic and Behavioral Coaches, Director of Student Services, Dean of Students, and Principal. A record of all communications will be kept.
12. The Director of Operations or SEC will alert the Leadership Team of concerns if the scholar has not demonstrated significant improvement.
13. If referring for Speech Therapy or Occupational Therapy, the Classroom Teacher will notify the Director of Student Services (SEC) to set up an observation with the Speech Therapist or Occupational Therapist.
14. If referring a scholar due to academic delays, Classroom Teachers will consult with the Instructional Coaches/Special Education Teachers, Director of Student Services (SEC), and the Dean of Scholars for suggestions on how to address the child's needs in the classroom or initiate other academic interventions.
15. If referring for behavioral support, Classroom Teachers will consult with the Dean of Scholars to develop a Behavior Intervention Plan (BIP) and/or initiate at-risk counseling.
16. If interventions have been attempted, but the child does not demonstrate adequate progress through extended Tiers of Response to Intervention, all teachers and specialists involved, as well as the SEC, will review data to decide if a Special Education evaluation is warranted to determine if a disability exists. The parents will be notified of the school's recommendation. Staff members will document all interventions provided. Additionally, a letter must be sent home to notify parents at the initiation of intervention services.
17. The school will refer the scholar to the District of Location for formal assessment based on the documentation of inadequate progress by the child. The parent will be notified prior to the submission of a Special Education Referral.

18. With parental consent, the district in which a scholar resides will conduct a formal evaluation. School administrators are responsible for the decision to proceed with the Initial Referral Procedures if the child does not have an Individual Education Program (IEP) or requests a modification to add a service to an existing IEP.

Individual scholar needs will determine the intensity of services. Intensity of services means the provision of services for scholars based on the level of their needs as determined through multiple measures and sources of evidence. Scholars with the most intense needs will receive more scheduled services for a longer duration of time, and with more individualization, while other scholars with the least number of needs may only receive Progress Monitoring.

Following an evaluation, if a child qualifies for special services, REACH-Bristol staff will work with the home district as well as the teacher and parent to develop an IEP for the scholar. REACH Academy will ensure that all services are provided and enacted with fidelity, and in accordance with all local, state, and federal regulations. Scholar progress will continue to be monitored, documented, and reported to parents as needed. If a scholar does not qualify for an IEP, he/she will continue to receive interventions from classroom teachers and specialists who will maintain collaboration and provide as much support as necessary for the scholar's success. Accordingly, teachers will continue to document interventions to support learning and maintain communication with the child's parent/guardian.

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

One of REACH Bristol's beliefs is the active engagement of all stakeholders within the school community, with a particular focus on parent involvement, especially when a child is struggling and requires additional support. REACH is committed to ensuring families are actively engaged in both scholar and school activities.

To achieve this, REACH maintains strong, frequent, and ongoing communication with all families throughout the school year, regardless of whether their child qualifies for Special Education Services. Upon enrollment, families are welcomed with introductory meetings during orientation. The school also hosts an Open House, Parent Information Nights, Parent-Teacher Conferences, and provides regular communication through such things as written, personal, and verbal updates. Families will receive Quarterly Report Cards, Interim Progress Reports, and are encouraged to participate in Family Council Meetings, Monthly Family Events, Town Hall Meetings, and Committee on Special Education Meetings. Additionally, parent workshops will be organized, covering topics such as state testing, preparation, and post-graduation educational options. Workshops and informational sessions will be scheduled outside traditional work hours to maximize participation.

To gather feedback from parents of SPED and Multilingual Learner (ML) students and share progress, the school will use several approaches. Regular surveys will be conducted to assess satisfaction and areas for improvement, while one-on-one conferences with parents will provide opportunities for personalized discussions about their child's progress. Focus groups and a Parent Advisory Council (PAC) for SPED/ML parents will also be established to foster collaboration and ongoing feedback.

Progress updates will be shared through individualized reports aligned with students' IEPs or 504 plans, sent monthly or quarterly. A secure online portal will offer real-time access to student data, and newsletters will provide general updates and resources for parents. Frequent SPED/ML-specific parent-teacher meetings will ensure consistent communication.

For families with children eligible for special education services or those suspected of having a disability, REACH will provide detailed information at the start of the school year. This includes guidance on their rights, the referral and evaluation processes, available services, and the school's model for supporting scholars. Parents will also have access to important resources from the Connecticut State Department of Education (CSDE) and Bristol Public Schools websites, as well as necessary forms and procedural safeguards.

3. English Learners/Multilingual Learners*

- a. ***Present a comprehensive plan that addresses the proposed schools' methods and strategies for identifying and serving EL\ML students, administering the mandated annual language assessment scale (LAS) links assessment and how students will exit from the program. In addition, present how data will be used to inform instruction and how the school will monitor the continued progress of exited ML\EL students.***

REACH Bristol will be a learning environment that embraces diversity, celebrating the differences of every individual, and uniting under the same mission and vision, providing a high-quality educational program for all learners. The need for more options and better outcomes for the state's MLs is urgent and immediate. As REACH Bristol is predicted to host a relatively large percentage of families whose household language is one other than English, this is particularly critical. REACH Bristol intends to close this achievement gap and provide equitable opportunities for every Scholar using several Connecticut State of Education guidance documents and best practices.

REACH will create a responsive general education classroom designed to provide Multilingual Learners (MLs) full access to the general education curriculum through a variety of evidence-based strategies. These strategies will ensure that ML students receive the academic and linguistic support they need while being fully integrated into the school's educational program.

REACH Academy will also support Multilingual Learners (MLs) by implementing Sheltered Instruction and the Sheltered Instruction Observation Protocol (SIOP) to ensure that students have access to the general education curriculum while developing language skills. Teachers will be trained in SIOP to deliver content through scaffolding, visual aids, and interactive strategies.

For math, Eureka Math² supports Multilingual Learners (MLs) by emphasizing key strategies such as explicit vocabulary instruction, visual aids, and differentiated learning which aids teachers in providing support. The curriculum focuses on building mathematical language through structured lessons that incorporate vocabulary scaffolds, helping MLs better understand complex concepts (Zwiers, 2014). Visual models and diagrams are also used to present abstract ideas in concrete ways, making content more accessible (Echevarria et al., 2017). Additionally, Eureka Math² promotes collaborative learning, where students can engage in discussions and practice using mathematical language with peers, enhancing both language development and content mastery (Gibbons, 2015). These features ensure that Eureka Math² provides the necessary supports for teachers and ML teachers to better support Multilingual learners to thrive academically.

Adaptive technology such as i-Ready, mCLASS, and Benchmark Assessments schools will further support MLs. I-Ready and Benchmark Assessments will provide personalized learning paths and progress monitoring, while mCLASS will focus on early literacy, and CKLA will build vocabulary and comprehension through a content-rich curriculum. These tools and strategies ensure ML students can

access grade-level content while receiving the language support they need as well as helping to identify gaps and getting additional support in the general education classroom.

Once learning challenges/gaps are identified, Scholars can begin receiving interventions and special support services that will help them to overcome those disparities earlier. For English as a New Language Scholars will be immersed at an early age when all children are developing and acquiring needed language skills. Pre-Kindergarten through grade 2 is an educational phase when children are developing foundational language skills, REACH Bristol ML Scholars will be faced with fewer challenges of language acquisition with a program that initiates language-rich instruction at an early age.

Furthermore, REACH Bristol does not anticipate high levels of enrollment attrition. However, in the event that a Scholar enrolls at a higher grade level (grades 2-4) with limited English proficiency, REACH Bristol will assess the child's academic developmental level during intake and create an individualized plan for the child based on the Scholar's needs. REACH Bristol's plan will focus on providing a transition to the school with support that may include access to materials in the Scholar's native language.

REACH Bristol faculty and staff will integrate cultural traditions of ML families throughout our school community. Each year, REACH Bristol will host a Cultural Night where all families in our school community are invited to share a special family ethnic dish that is shared and sampled by all. Cultural Night will also invite parents to share a special ethnic or cultural tradition or custom. Areas of the school may be designated by country and those represented by that country will share individual distinctive customs, traditions or activities that they strongly value. Families will then be able to stroll through the school, learning about the unique differences within our own school community. By creating a welcoming school environment that respects the cultural traditions and customs of our Scholars and their families, we will build a strong sense of community within our school environment.

REACH Bristol will maintain high expectations for MLs and provide the individualized and differentiated support they need for academic achievement through the school's three-tiered RTI program. The level of support and intensity will be determined on a case-by-case basis based on a Scholar's performance on identification criteria and ongoing monitoring assessments. As with all Scholars, MLs will benefit from the school's smaller learning environment and hands on, center-based model as well as the reduced Scholar-to-teacher ratio offered at REACH Bristol, and that lends itself to more personalized interactions.

REACH Bristol views bilingualism and biliteracy as a powerful asset that greatly enhances the lives of Scholars and will provide appropriate English as a New Language services for MLs. The purpose of these supports is to help Scholars acquire academic English through explicit instruction in the form and function of the English language and to remove English language proficiency as a barrier to accessing the general curriculum. It typically takes 5-7 years for an ML to fully acquire English (Echevarria, Vogt & Short, 2013).

Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcells (2007) identify the following as recommendations for promoting literacy among MLs: Screen for reading problems and monitor process, provide intense small group reading interventions, provide extensive and varied vocabulary instruction, develop academic English, and schedule regular peer-assisted learning opportunities.

Echevarria, Vogt & Short (2013). *Comprehensible for English learners: The SIOP model* (4th Edition)

Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcells (2007). Effective literacy and English language instruction for English learners in the elementary grades. (IES Practice Guide NCEE 2007-4011).
 Amplify. (2024). *Core Knowledge Language Arts (CKLA) Curriculum*.
 Curriculum Associates. (2024). *i-Ready Diagnostic and Instruction*.
 Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom* (2nd ed.). Heinemann.
 Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines*. John Wiley & Sons.

Tiered Level of Supports for Multilingual Learners

Tier I:

Like all other Scholars, Multilingual Learners (MLs) are entitled to learning that is meaningful and intellectually challenging. The fact that a Scholar may be learning English does not indicate that he or she cannot reason at a sophisticated level if given the proper support. At REACH Bristol the teachers will hold high expectations for MLs while also providing support for them to meet the set expectations.

Teachers will provide MLs with a variety of Tier I supports which may include:

- Effective core instruction implemented by all classroom teachers for all Scholars
- Structured English immersion for Scholars identified as MLs coupled with SIOP strategies.
- General classroom learning environments that are rich and authentic
- Flexible, small-group differentiation based on fluid assessment data Daily schedule will provide adequate time to implement strategies.
- Differentiate instruction and make accommodations in reading and math (For example a teacher may use small guided reading groups, interactive writing, or the CKLA program as ways to tailor instruction to a scholar's level of readiness.)
- Scheduled blocks for academic intervention for any Scholar who may be struggling

Tier II:

Like all REACH Bristol Scholars, MLs have to take several assessments in MLA and Math each year. Depending on their grade level, Scholars will take a variety of benchmark assessments such as the i-Ready assessment in reading and math, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Sight Word assessment, and Fountas & Pinnell Reading Level Assessments etc. These assessments along with other curriculum-based measures and teacher observations can be used to monitor MLs as they progress through interventions. As a Scholar increases English Language proficiency from Tier III interventions, Tier II interventions may be put into place. Intensity of support or additional blocks of instruction may be adjusted for Scholars who may be responding to Tier III interventions.

In Tier II interventions:

- Classroom Teachers will have direct/indirect consult from ML Teachers coupled with SIOP strategies.
- Setting can be push-in or pull-out
- Small group settings for 1-3 times per week
- The Scholar's response to support is rapid in response as it is intended to be short-term.
- Flexible grade-level small group differentiation based on ongoing assessment data.

Tier III:

MLs who have very limited English language experience should receive more intensive Tier III interventions. As in Tier II, determining whether or not a Scholar should receive a Tier III Intervention can be challenging given the difficulty of finding appropriate normed assessments. In order to ensure the MLs receive Tier III instructions when and only when appropriate, the RTI team will use the

Language Assessment Scale Links data and other normed referenced assessments to make this determination. Additionally, bilingual psychologists and or interpreters will be used when necessary.

In Tier III interventions:

- For all ML Scholars who have very limited English experience will receive small group instruction led by the ML Teacher
- Setting is usually pull-out and push-in but can be re-designed depending on Scholar's needs
- Sessions are usually a group no larger than three Scholars with similar needs and occur daily
- The exit and entrance into Tier III are assessment-based and support will vary in duration and/or frequency depending on the need.

b. Describe the proposed schools plan to support a responsive general education classroom that will provide EL/ML students access to the general education program.

REACH Bristol will serve all Multilingual Learners (MLs) using structured English language immersion and use Connecticut State Department of Education (CSDE) guiding documents. One such document is the Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut's Public Schools, released by the State Education Resource Center of the CSDE, to ensure all programs meet state and federal requirements. REACH Bristol will stay in compliance with all applicable laws Identifying ML Scholars.

In order to identify an ML Scholar, the school will follow these steps:

1. Administer the HLS (Home Language Survey) revised and put into use by the Connecticut State Department of Education in March 2022 at the time of registration.
2. Review the HLS results to determine if it indicates the Scholar may have a primary or home language other than English and may be an English learner.
3. If one or more of the answers on the home language survey is in a language other than English, refer to the Scholar's assessment. Use the state-approved placement assessment only.

Once a Scholar has been identified as an ML, they will need to take the annual mandated Language Assessment Scale Links assessment. This assessment determines reading, writing, speaking, and listening proficiency levels. Once the scores are reviewed, the ML coordinator can determine if a Scholar is eligible to exit.

Exit eligibility is as follows:

- Score of 4 or higher overall
- Score of 4 or higher in reading subtest
- Score of 4 or higher in writing subtest

When a Scholar exits services, the school is required to monitor the Scholar for at least 2 years and up to 4 years following their exit date. This includes reviewing grades, assessment scores, and intervention documentation.

c. Describe the manner in which the proposed school will ensure that it provides parents and guardians of EL/ML students report cards and progress reports that address progress in both language development and academic content in the same manner and with the same frequency as general education reporting, including translation services.

REACH Bristol will work hard to get to know each family enrolling a scholar and to engage with them on many levels. Family events and home visits will help connect with scholars and their families, and partnerships with local social service agencies—especially those working with immigrants—will assist

in overcoming any language barriers. REACH Academy will prioritize hiring multilingual teachers and staff whenever possible and will use translation services as needed to ensure effective communication with families. The school will identify a scholar's home language through their initial registration and home language paperwork. With this information, all documents sent home will be translated into the family's native language. These documents will also be posted on the school website for ease of access. Home languages and cultural differences will be celebrated, and the importance of scholars hearing both their home language and English will be emphasized. The library will feature books in the native languages identified by ML learners as well.

All ML scholars are entitled to the same progress monitoring and frequency of reporting as general education scholars. Scholars will receive quarterly report cards that include progress notes from any additional service providers, such as ENL teachers and speech therapists, as well as grades and overall comments from the classroom teacher. At least two parent-teacher conferences will be scheduled for the year, where parents are formally walked through their child's academic progress. Parent-teacher conferences can include translators if requested by a parent. Additionally, it is at the parent's discretion to arrange extra meetings with the classroom teacher or other support providers should questions or issues arise.

For parents who are not familiar with the U.S. educational system, we may offer workshops that inform families about the U.S. school system and complex topics such as standardized testing, special education services, grading, parent-teacher conferences, and homework expectations. It is the school's responsibility to ensure that parents can understand all information provided, and engaging parents in their child's education can be a strong indicator of the child's potential for success. REACH Bristol hopes to build a strong community of diverse scholars. In doing so, we may have scholars with similar cultural and linguistic backgrounds. The support of other families is crucial for an ML family to feel successful and heard within the school community.

To ensure that parents and guardians of Multilingual (ML) students receive report cards and progress reports with the same frequency and in the same manner as general education students, REACH Bristol will implement a standardized reporting schedule that aligns with general education timelines. Report cards and progress reports will be issued quarterly or biannually and translated into the primary languages of the ML student population, ensuring clear communication of academic performance and attendance.

In addition to providing printed and digital formats, the school will conduct regular parent-teacher conferences in the preferred language of the parent or guardian, facilitating meaningful discussions about their child's progress. Ongoing communication through newsletters, phone calls, and emails will keep families informed about academic updates and available resources. Lastly, feedback mechanisms will be established to gather input from parents, allowing the school to continuously improve its reporting process. These strategies will promote engagement and support for the learning journey of ML students.

Working with an online enrollment App such as SchoolMint and a local marketing firm, REACH Bristol will craft an aggressive and well-funded campaign to encourage enrollment not only from Bristol but also from surrounding communities. Diversity goals will be laid out, relying on data gathered via outreach conducted during the lengthy pre-approval period. Advertising, Open Houses, the school website, and continued Community Outreach will portray REACH Bristol as a school welcoming to all cultures and all types of learners and capable of communicating with ML Scholars and their families to make them feel welcomed, valued, and supported. Once enrolled, ML Scholars will work with ENL teachers to create an extra layer of services and supports. REACH Bristol will feature a

Multicultural themed classroom and will celebrate a Multicultural Night family event as well each year so that families can all come together in celebration of diversity

d. Present a detailed plan that addresses how the academic and linguistic needs of EL\ML students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of EL/ML students are met.

REACH Bristol will constantly monitor the effectiveness of its ML program through the same means of monitoring general education instruction. Scholars' progress will be monitored using various means of tracking and assessment to demonstrate the effectiveness of individualized instruction being presented. The ML teacher may be tasked to differentiate material further should the instruction be too overwhelming. This is applicable in all subject areas to ensure that our ML Scholars have equity in the education being presented.

REACH Bristol will evaluate its success in serving ML Scholars in various ways, such as: using standardized tests taken by all Scholars, and teacher evaluation of each Scholar's performance in academic content areas to measure the Scholar's progress in core subjects; and, informal teacher observation to determine English comprehension and speaking. REACH Bristol will monitor if MLs are meeting Annual Measurable Achievement Objective (AMAO) targets. If an ML Scholar does not show progress in academic areas measured by these assessments and teacher assessment of classroom work, modifications to the instructional program may be made for individual Scholars. However, if deficits are noted comprehensively for a majority of Scholars, REACH Bristol will determine if the gaps are due to schoolwide curriculum and strategies and will adjust accordingly. Short-term instructional modifications will be made by the teaching staff and coaches, while more comprehensive adjustments will be made at the leadership and Board levels. The Board of Trustees will rely on data reports and dashboards furnished by the Head of School.

The faculty and staff at REACH Bristol will encourage native language use at home and suggest that parents read and tell stories to their children in their native language which will also facilitate their literacy skills in English. By explaining to parents that strong native language skills will help their children, we will reassure our parents that we value their ethnic background and family values. Bilingual books will be available in the school library.

Assisting parents in finding ways to help their child with homework will also make parents an integral part of their child's success in school. Parents can check their child's work to see if it is completed nightly and ask their child to tell them about their day in school each evening and keep in regular contact with the teacher. Parents will be encouraged to volunteer in the classroom, main office, lunchroom, and library in a Scholar club or after-school program. We will encourage parents to visit their classroom on a regular basis so that they become familiar with the classroom, teacher, and school activities, ties, especially during reading and math time. This way parents can follow along with their children while they learn more about read-alouds, math stories, guided reading, guided math, and how to interact with text. This will help parents to work together at home to increase reading comprehension and math fluency.

It is essential that data is collected and reviewed in regard to the ML population versus the general education population. By identifying gaps in achievement, instruction can be modified to better suit groups of ML Scholars. REACH Bristol will monitor and adjust as data changes through classroom instruction, school assessments as well as standardized state assessments. REACH Bristol will use its data on State proficiency tests for ML Scholars as a group to evaluate whether the Scholars are making

progress in the acquisition of the English language as well as progress in core subjects. Linguistic and academic performance will mirror that of non-ML Scholars. REACH Bristol will monitor how many Scholars are declassified as ML and the number of instructional years it takes for declassification to occur. Finally, we will track our Scholars longitudinally throughout their years at REACH Bristol to determine if there is significant variation in the academic achievement of Scholars who were once classified ML and non-ML Scholars as measured by standardized assessments and non-standardized assessments.

e. Detail how the proposed school will meet the state bilingual education requirements and federal requirements of ML students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.

REACH Bristol will strive to employ at least one Teacher of English to Speakers of Other Languages (TESOL), or other highly trained professionals with experience with CELP Standards, or training in second language acquisition programs. This individual will act as the English as a New Language Coordinator and take on all necessary responsibilities for consulting with teachers for effective instruction to ML Scholars. The goal will be to increase the English Language Proficiency of EL/ML Scholars and provide quality long-term professional development that will enhance the skills and knowledge of staff charged with creating curricula and strategies for EL/ML learners. The ENL Coordinator will assure and oversee assessment of EL/ML Scholars and provide tracking and documentation of their growth. The ENL Coordinator will also include parents, family members, and other community agencies in programs and events for EL/ML Scholars. As enrollment grows, it is expected the school will add as many full-time ENL teachers as needed in order to keep pace with the expanding number of EL/ML Scholars. The Head of School or his/her designee will be responsible for monitoring programs, Scholar achievement, and reporting requirements. The Head of School will also oversee federal Title III funding that helps ensure EL/ML Scholars attain proficiency. Since it is expected REACH Bristol will initially receive less than \$10,000 in Title III funding, the school will work with one or more LEAs to form a consortium that makes the best use of Title III funds awarded.

REACH Bristol is committed to providing a quality instructional program for its EL/ML Scholars that will drive Scholar achievement and provide rich English language development services. The school will use all resources, guiding documents, and support that are available in the district and the state to ensure that the EL/ML program is fully compliant with all local, state, and federal legislation and regulations. REACH Bristol will monitor and regularly assess the progress of all MLs including those that have opted out of ML programs by conducting an annual MLP assessment and measuring performance in grade-level core content areas.

REACH Bristol will comply with the provisions listed below:

Certified Personnel – REACH Bristol will recruit, develop, and retain certified TESOL educators in order to ensure that our ML program models successfully achieve our educational objectives. REACH Bristol will hire an adequate number of teachers who are qualified to provide ML services, and core-content teachers who are highly qualified in their field as well as trained to support ML Scholars. These teachers will meet state requirements and have mastered the skills necessary to effectively teach in the ML program. The Head of School will appoint at least one teacher to be the lead and assume all necessary responsibilities for consulting with teachers for effective instruction to MLs. The lead teacher will be responsible for monitoring programs, Scholar achievement, and reporting requirements to the Head of School. Pursuant to Connecticut’s Bilingual Statute, REACH Bristol understands its responsibility to

provide a bilingual education program if 20 or more speakers of the same native language are identified as MLs and are enrolled in the school's programs. REACH Bristol will ensure that a teacher who is bilingual in both English and the prevailing language of the Scholars in the class is available to provide instruction.

Documentation – The school's lead teacher will maintain all documentation pertaining to the school's ML Scholars (including assessment results, parent notifications, services and interventions, annual assessments, and academic and linguistic progress records) in a locked cabinet in a designated office with limited access only to parent and direct service and instructional providers. Upon Scholar matriculation at the school, REACH Bristol will request any existing documentation from the district/school/early intervention programs of previous attendance. REACH Bristol will collaborate with each of the districts of Scholars' residences to ensure the timely receipt of all documentation that identifies Scholars who require language support services so that they receive the appropriate services. The school will ensure that all documentation and communication is held in strict confidence to safeguard every child's right to privacy in accordance with state and federal laws.

Scholar Assessments – All Scholars regardless of classification will participate in the school's assessment program unless otherwise stated on the Scholar's learning plan. Every Scholar will be expected to participate in the school's assessment program, including curriculum-based assessments, informal classroom measures, interim benchmark assessments, diagnostic screenings, norm-referenced tests, and statewide performance assessments. REACH Bristol will ensure that every Scholar is provided with the appropriate assessment, alternative measure, and/or accommodations per CSDE requirements if deemed necessary.

Classroom Adaptations – REACH Bristol's unique themed classroom designs lend themselves to supporting the needs of ML Scholars. Each classroom will be furnished with at least 100 vocabulary words associated with the theme of the room. This model will help non-English speaking Scholars as well as general education Scholars who process concepts better with visuals. Each room will be spacious to allow for center-based lessons and small group work. There will be resource rooms/breakout rooms where Scholars can work with intervention teachers in support of the educational program. REACH Bristol will also be equipped with technology that will allow for assistive interventions, such as headphones and microphones for practice with enunciation and formation of linguistic sounds, visual cues, and adaptations.

Professional Development – All teachers at REACH Bristol will be provided with meaningful ongoing professional development that is differentiated to promote maximum growth for each individual. Each teacher will have a yearly ongoing evaluation that will help them develop measurable goals and strategies for achievement for themselves that they will work on throughout the school year. Additionally, each teacher will participate in about 200 hours of PD each year. In addition to a two-week professional development training in the summer for new teachers and a one-week professional development training for all teachers, these hours will be fulfilled by a combination of activities including coursework for advanced degrees, workshops, presentations, or building leadership capacity. Teachers will benefit from common planning periods, weekly meetings with coaches, grade-level team meetings that include both general and ML educators, and mentoring. REACH Bristol will also seek to collaborate with local district and support organizations such as the RESC, CSDE's State Education Resource Center, as well as attendance at regional, statewide, and national conferences. ML and bilingual teachers will work closely with general educators in training and in practice to ensure that every Scholar receives effective support. Finally, teachers and staff will receive training on the school's RTI program, identification process, implementation strategies, reporting requirements, and test administration.

REACH will include and provide training on The Sheltered Instruction Observation Protocol (SIOP) model which is designed to support English Language Learners (ELLs) by integrating language and content instruction, making academic content accessible while promoting language development (Echevarria et al., 2017). The SIOP model consists of eight key components: lesson preparation, which incorporates language objectives alongside content objectives; building background, which connects new content to students' prior knowledge; comprehensible input, which uses visuals and simplified language to enhance understanding; and employing diverse instructional strategies to engage learners. Additionally, SIOP encourages interaction among students and between students and teachers, providing meaningful opportunities for practice and application of learning. Effective lesson delivery ensures that students remain engaged, while regular review and assessment of understanding solidify key concepts (Echevarria et al., 2017).

Implementing SIOP training at REACH Bristol offers several benefits, including enhanced instructional strategies that support differentiation for diverse learners (Gibbons, 2015), increased student engagement through interactive learning environments, and improved academic outcomes for ELLs and all students (Chamot, 2005). For successful implementation, continuous professional development and support for educators are vital, as is collaboration to share best practices among teachers.

Chamot, A. U. (2005). *Language Learning Strategy Instruction: A Teacher's Guide*. Center for Applied Linguistics.

Echevarria, J., Vogt, M., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model*. Pearson.

Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*. Heinemann.

4. Admissions Policy and Criteria

- a. Describe the students' admissions policy and criteria. Please include a plan for the admission lottery, explaining how the proposed school would enroll students during the year if spaces become available. If necessary, please indicate whether the proposed school is applying to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 1066bb(j)***

As a tuition-free public charter school, authorized by the State of Connecticut Department of Education, and situated within The Bristol Public School District, and as stated in C.G.S. 10-66bb, REACH Academy School of Bristol will offer enrollment to any school-age child meeting the enrollment criteria. Pre-Kindergarten applicants must turn 4 by September 1st of the school year they enroll, and Kindergartners must turn 5 by September 1st of the year they enroll as well. REACH will work with parents who decide to seek an exception to the September 1st date for Kindergarten, providing them guidance from the Connecticut Office of Early Childhood on making that decision. If an exception is sought, the school will conduct an assessment of whether the exception would be developmentally appropriate. REACH Bristol School of Bristol will not discriminate against any Scholar, based on ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion, or ancestry.

Application forms will be available beginning September 1, 2025 (for a fall 2026 opening) by a variety of means, including the school office, the school website, and at any and all forums and recruitment events. Applications will be available in multiple languages and additional assistance will be provided to those speaking languages other than English. All interested applicants will be informed via the school website that REACH-Bristol will be using an online application such as SchoolMint that will accept enrollment applications and facilitate an enrollment Lottery should the number of applications exceed the number of open seats. The website will provide clear directions and links for the timely submission of the applications. REACH Bristol staff will also provide one-on-one assistance to complete and

submit the enrollment application for anyone confused by the process or not having access to a computer or the internet. Recruitment language and all outreach messaging will make clear that the application must be submitted by the Lottery Qualification deadline in order to be included in the lottery process. It is expected that the Lottery, if needed, will take place in early April of 2026, with acceptances issued soon after. REACH Bristol staff will assist all families with completion and submission of the official Registration packet within two weeks of acceptance, in order to secure that Scholar's roster spot.

If the number of applications does not exceed the number of openings, applicants will be contacted and given instructions regarding completion of registration paperwork. Applicants will be given two weeks to submit a Registration Packet, complete with supporting documentation. Registration of Scholars will continue on a first come, first enrolled basis until grade levels are filled. If REACH Bristol has more applicants than available seats, names will then be placed on the official waitlist in an order reflecting the date and time of the application submission. We will then fill any openings that may arise throughout the school year using this waitlist.

If the number of applications exceeds the number of open seats, an Enrollment Lottery will be held publicly one week after the close of the open enrollment period, beginning with the lowest grade level. The procedure will continue until each successive grade level is filled in the same manner. Preference will be given to residents of the City of Bristol and children of REACH-Bristol staff, not to exceed allowable limits. Applying siblings will also receive preference. Later that day, the results of the Lottery will be made available and offers extended to accepted applicants, who will be notified and given a list of required enrollment documents to bring to the school for processing. Once grade-level rosters are completed, those placed on the Waitlist will be notified of their numerical position. REACH Bristol staff will assist families with the completion of all registration documentation, including the Home Language Questionnaire, the Free and Reduced-Price Lunch Application, and Transportation Requests. Staff will also schedule screening appointments to ensure that the programmatic needs of each Scholar are met. The School Nurse will assist families with School Physical and Immunization paperwork and coordinate appropriate health screenings. If an applicant chooses not to register their child, the next name on the Waitlist will be contacted and offered a spot until all openings are filled.

When an opening becomes available during the school year prior to May 1st, the next available name on the Waitlist will be contacted to offer enrollment. The Waitlist order set by the lottery will be followed. After May 1st, openings will not be filled until the following school year.

In year two of the school and thereafter, applications for the following school year will be accepted beginning September 1st, with all apps due in early April. The school will regularly post updates on deadlines and offer suggestions for gathering documents that will be needed later for Registration. Returning Scholars will be identified through the use of an Intent to Return Form. As before, the need for an Enrollment Lottery will be determined by the number of openings available and the number of applications received. If a lottery is needed, preferences will be given to siblings of enrolled Scholars, City of Bristol residents, and children of staff members (not to exceed allowable limits). Returning Scholars will not need to reapply. The lottery will begin with the lowest grades and proceed until all names are placed on an official list reflecting the order of names drawn in the lottery. Openings will be filled from that list as they are identified. Those offered admission will always have two weeks to complete the Registration process and all paperwork. If anyone refuses offered enrollment, REACH Bristol will move on to the next name on the Waitlist. Any opening that may occur during the school year will be backfilled through May 1st.

b. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. Please detail the proposed school’s plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who qualify for free or reduced-price meals pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are ELs/MLs; or students of a single gender. Please also specify how the school will ensure that it complies with the provisions of C.G.S. § 10-15c (see Appendix E) and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language.

Recruitment of REACH Bristol Scholars will take place in many forms and in all sectors of the Bristol Public School District., including Community Centers, Preschools, and neighborhoods and churches located in diverse neighborhoods. Outreach will also include the area surrounding Bristol, Connecticut, with a clear understanding that residents of the District of Location (Bristol) will have a preference for acceptance.

Before families can be expected to choose REACH Bristol, especially in a district where there are no Charter Schools, they must be fully aware of what charter schools are and why enrollment at REACH Bristol will be an excellent choice. A website has been established to introduce the effort to establish a Charter School in the community of Bristol, Connecticut. The site features in-depth information on REACH Bristol and offers the opportunity to learn about upcoming outreach events, complete a survey about what parents are looking for in choosing a school, and find ways to volunteer to help with the marketing and outreach efforts for the new school. The site also features an email link to speak directly to the founding group.

A Community Liaison has been hired to coordinate all outreach initiatives in Bristol and surrounding communities. This Liaison has extensive knowledge of the Bristol, Connecticut area and has valuable experience working with schools and stakeholders to build a mutually beneficial partnership. The liaison will work hand in hand with school founders to lead an awareness campaign designed to educate Bristol families about charter schools and the choices they offer to families. The liaison will also be working with a marketing team to create messaging for REACH Bristol and to schedule outreach events, meetings, town halls, and other opportunities to interact with families searching for school placement. Traditional and Social media will be utilized to optimize the ability to connect with families searching for a high-quality preschool or kindergarten classroom and especially families of Scholars with English as a new language, with disabilities, or those economically disadvantaged.

Since the school plans to open in the Fall of 2026, outreach will be ongoing long after submission of the Charter Application in November 2024. Community outreach will continue and survey responses will continue to be solicited as the opinions and ideas that come from the surveys will truly help the founders to shape the design and culture of the school. The REACH Bristol marketing team will also help to establish a local media presence, including social media.

Level of Outreach	When	Outcome
Pre-Submission Period	Fall 2024	Updating of the school’s website, email address, and social media page. Hiring of Connecticut-based Public Relations professionals to assist with petitions, community meetings, and solicitation of letters of support. REACH founders will continue visits to Bristol

		to shore up partnerships with community agencies and leaders, including Mayor Jeffrey Caggiano.
Submission of Application	November 2024	Founding group submits the application to establish REACH Bristol of Connecticut.
Community Engagement	Ongoing	Hold regular community meetings, continue outreach to local agencies, daycares, and organizations serving the families of Bristol. Using multimedia presentations and an informative Position Paper, outreach will undertake an awareness campaign to familiarize the community with Charter Schools and the choice they provide for parents. Outreach will focus on local events and festivals, community meetings, and organizations active in the Bristol area. Letters of support will be solicited and included with the application.
Planning Period	Spring, 2025 - April, 2026	Community engagement and outreach continues throughout the Bristol area.
Open Enrollment/Registration	December 1, 2025 - April, 2026	Applications will be accepted, reviewed and a determination will be made if a Lottery is necessary. If needed, the Lottery will be held one week after the close of Open Enrollment. Families will be notified of the timetable for completion of Registration paperwork.
Pre-Opening	April, 2026 - August, 2026	Scholar files will be created, all data entered into the Scholar Management System, and an Orientation will be held for all families.

There will be an emphasis on speaking with local and area school officials in the hopes of sharing ideas and looking for ways to partner on projects and programs of interest to both the public district and the charter school. Particular attention will also be paid to reaching out to organizations and agencies working with families enrolling Scholars with Disabilities, Multi-Language Learners, and those who qualify for free and reduced-price meals.

As the Pre-opening period progresses applications will be printed in English and Spanish and made available at every outreach stop, including community events, ethnic organizations, churches, centers featuring bi-lingual programming, and any agencies working with immigrant families and children. In addition to MLs, REACH Bristol will work with area social workers, Special Education teachers, and local CPSE Coordinators to tell them all about the benefits of the small class sizes and integrated co-teaching Scholars will get at REACH Bristol. Recruitment materials will all mention the special education services that will be offered. Families struggling to get by will also learn about the school's participation in the Community Eligibility Program which provides a free and nutritious breakfast and lunch to Scholars. A school uniform policy will eliminate the need for costly, trendy school clothes and the fact that REACH Bristol provides free school supplies to all Scholars will also help economically disadvantaged Scholars. Working parents who choose enrollment in the REACH Bristol Pre-Kindergarten program will get in on the ground floor of an outstanding learning opportunity while

saving the cost of daycare services. And an After-School Enrichment Program will offer a safe and secure place for children of working families.

As evidenced by our Mission Statement, our entire program is geared toward helping the struggling Scholar who might not find success in a more traditional school setting. Serving these Scholars and their families well will be important to retaining Scholar enrollment. REACH Bristol will work hard to achieve and maintain high levels of parent satisfaction, measure that level frequently, and address any concerns that are identified. Parents who are fully engaged and satisfied will refer others to REACH Bristol as the school grows, creating a strong foundation for growth and sustainability.

c. Describe the efforts the proposed school would take to reduce racial, ethnic and/or economic isolation. Please discuss relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), if any, the school plans to implement.

REACH Bristol will present the families of Bristol, Connecticut with a choice of what type of school enrollment will work best for them, and, for the very first time, that choice will include a Charter School. Not only is this Charter School a tuition-free, public charter, but it is a program filled with innovation, and ready to take on the educational, social, and emotional needs of an initial Scholar body of 200 four- and five-year-old's.

REACH Academy Charter School in Bristol, Connecticut, will actively work to reduce racial, ethnic, and economic isolation through a variety of targeted strategies:

1. **Diverse Enrollment Practices:** REACH Academy will implement outreach programs to attract a broad student population that reflects the diverse racial, ethnic, and socioeconomic makeup of Bristol and surrounding areas. This includes hosting information sessions in different neighborhoods, partnering with community organizations, and using culturally inclusive marketing materials to ensure the school is accessible and welcoming to all families.
2. **Equitable Access to Education:** The school will prioritize equitable access to high-quality education by offering free, open-enrollment opportunities to students, ensuring that families from low-income and minority backgrounds can participate. Transportation will be provided to make the school accessible to students who may not live nearby.
3. **Culturally Responsive Curriculum:** REACH Academy will integrate a culturally responsive curriculum that reflects the diverse backgrounds of its students, fostering an inclusive learning environment. The curriculum will highlight multicultural perspectives and teach students about different cultures, histories, and traditions, promoting mutual respect and understanding among students of various racial and ethnic backgrounds.
4. **Community Partnerships:** REACH Academy will collaborate with local community organizations, including cultural and advocacy groups, to create programs and events that promote cultural awareness and inclusivity. These partnerships will help the school connect with diverse families and provide resources to help reduce isolation.
5. **Socioeconomic Support:** The school will provide support services such as free or reduced lunch programs, after-school care, and academic interventions to help low-income students succeed academically and socially. These efforts will help to level the playing field for economically disadvantaged students, reducing economic isolation.
6. **School Culture and Inclusion:** REACH Academy will create a school culture that celebrates diversity through initiatives like the Ron Clark Academy House System, which fosters positive relationships and a sense of belonging among students and staff from various backgrounds.

Additionally, events like cultural appreciation days, assemblies, and projects focused on diversity will be woven into the fabric of the school's community.

7. **Family and Community Engagement:** The school will engage parents and families from diverse racial, ethnic, and economic backgrounds by offering multilingual communications, flexible meeting times, and culturally relevant family programming. By involving parents in the school community, REACH Academy aims to build strong ties across different communities, thereby reducing social isolation.

These efforts, combined with an intentional focus on creating an inclusive, welcoming environment, will ensure that REACH Academy plays a significant role in reducing racial, ethnic, and economic isolation in Bristol.

REACH Bristol will employ a calculated approach to Recruitment, Enrollment, and Retention of both Scholars and Staff. This plan will be communicated to all stakeholders via a comprehensive marketing plan that will drive enrollment. This plan will encompass the development of an engaging, hard-charging curriculum, specific plans to create and sustain a positive, nurturing school climate through the use of a School-Wide PBIS program, encouragement of family involvement, unparalleled customer service, and a marketing plan that effectively communicates the story of the school and why families should want to become a part of the school's Mission. The plan will detail the importance REACH Bristol places on Recruitment, Enrollment, and Retention as these elements can impact Scholar achievement, efficiency, and financial health of the organization, and the overall success of REACH Bristol.

Recruitment: REACH Bristol will work with a marketing firm to create a cyclical approach to marketing and recruitment. Once a strategy is identified to brand the school, a campaign will be used to convey the message that REACH Bristol will offer parents in the Bristol region a new choice, will intentionally and aggressively recruit a diverse population, and will feature an innovative school design that fosters Scholar engagement and drives academic success. The school will employ a well-rounded approach to advertising that may include radio, television, direct mail, promotional materials, billboards, and social media to meet the recruitment goals, and a realistic budget will be set to achieve the goals. School leaders will hold monthly meetings with the marketing firm to view the analytics of which approaches are working best and make adjustments that drive results. Recruitment will be seen as an ongoing, rather than a finite, process.

It will be important to utilize Community Outreach data to know what a family is looking for when choosing a school so that REACH Bristol can address those factors. With the emergence of Charter Schools and other school choices, parents may not be solely relying on neighborhood connections to schools. Social Media provides parents with a wealth of information on school programs that might be available. Trends show parents may be more open to exploring all of those options. Therefore, REACH Bristol must know - Why Do Families Choose a Certain School? Extensive outreach conducted by the school founders has taught them what parents want in a school: academic success for Scholars, innovative and specialized programs that meet differing individual needs, a reputation for providing a safe and nurturing climate, and customer service that includes top-shelf communication and friendly and helpful staff. Continuing outreach will take place in Bristol and surrounding communities and be targeted to agencies and centers likely to be working with families of Scholars who qualify for free and reduced-price meals, who have been identified with a disability, those who are multi-language learners, and anyone struggling with meeting academic or behavioral expectations. REACH Bristol will be guided by its Mission Statement in seeking out a diverse Scholar population ready to "rise above the limitations often posed by poverty, disability, and the struggle to achieve English Language

Proficiency.” REACH Bristol will aggressively seek out enrollment of all types of learners, specifically learners entitled to free or reduced lunch prices, those with a history of low academic performance, and those identified for support in Special Education or ML/EL services. A comprehensive marketing plan that tells the school’s story highlights the positive culture, captures the emphasis on customer service, and touts the successes of the organization and the Scholars is crucial to conveying the school’s message and compelling families to choose an education at REACH Bristol.

Enrollment: REACH Bristol will set specific goals, mirroring the demographics of the District of Location, for enrolling Scholars who qualify for free and reduced-price meals, multilingual learners, students with disabilities, and those struggling with academic performance, behavior, or socialization. For example, the marketing plan will use digital advertising to target specific zip codes, or those searching for keywords pertaining to charter schools, Special Education, or behavior counseling. The plan will accurately portray REACH Bristol as welcoming to all types of learners. Marketing will highlight the fact that REACH Bristol will provide free school supplies and use a quality, yet cost-effective school uniform provider. REACH Bristol Scholars will be able to participate in the Community Eligibility Program used in all other Bristol Public Schools.

The campaign will be built around directing families to the school website for information on REACH Bristol, upcoming Open Houses, or recruitment events and will provide links to the online app, where they can apply for admission. REACH Bristol will also offer to work with families to complete the online application in person on laptops provided for their use. Once the online profile is created for the family, REACH Bristol will be able to communicate freely to keep families engaged during the Pre-Opening period.

At the close of the Open Enrollment period, an Enrollment Lottery will take place. All applicants will be able to watch the Lottery live and will see the results quickly to determine if their child was accepted for enrollment or placed on a Waitlist. Families will be notified of deadlines for submission of all paperwork and will be given the choice of submitting all paperwork online or making an appointment to come in and do the paperwork for registration in person. While the streamlined online process might appeal to many busy families, a more personal touch might be necessary for others, so REACH Bristol will accommodate both methods of registration. The school will create student files, and work with the Bristol district and any school in surrounding areas to assure transfer of records, including Special Education records, if needed. During this period, the school will also continue to hold orientations and events to build the family culture and a Family Barbecue as a means of coming together just before the start of school.

Retention: Successful retention of Scholars and staff from year to year will be contingent upon strong relationship-building, engagement, and communication efforts. Scholars and their families will feel a sense of belonging at REACH Bristol, and they will stay because they will be satisfied with the innovative program, the individualized interventions, and other attractive programs and services. Satisfied families re-enroll their children and also tend to refer others to the school where they feel at home.

A mindset geared to customer service that fosters job satisfaction can also positively impact teacher retention, and reduce teacher turnover and attrition rates that can be detrimental to Scholar achievement. Teachers will stay where they feel safe, receive effective coaching, and have access to ongoing high-quality professional development. Since it is known that nearly half of new teachers leave the profession within the first five years, it will be important that REACH Bristol hire and work to retain truly irreplaceable teachers in order to avoid the pitfalls of staff turnover.

Should circumstances lead families or staff to leave REACH Bristol, the school will do its best to understand why they are leaving. The data will be valuable as the school makes adjustments in support of retention.

In addition to all of the above, there are facets of the Curriculum and other programs that will assist the school with recruiting, enrolling, and retaining special populations of Scholars who receive free or reduced-priced meals, Multilingual Learners, Scholars with Disabilities, academically struggling Scholars and those dealing with behavioral and social/emotional challenges.

Curricular programs that will help assuage racial, ethnic, and/or economic isolation: The curriculum is aligned to the state standards. Grade-level leaders work weekly with their teams and with the instructional coaches on unit plans, prioritizing the standards and ensuring that they are met by year-end. The plans are then shared out to confirm horizontal alignment and that Scholars are ready for the demands of the upcoming year as well. REACH Bristol believes education is not a “one size fits all” model and each Scholar has a different roadmap when it comes to learning. Because of this, it is crucial that teachers constantly review and revise their instruction and differentiate to ensure that all Scholar’s goals are met. Because REACH Bristol follows a center-based model where Scholars work in small groups, teachers have a chance to work on a more individualized basis. Small groups allow teachers to diagnose areas of need for each Scholar. Due to the various learning styles that may be present in a single classroom, teachers adapt materials or concepts to meet the Scholars at their levels.

The school’s learning environment is inclusive and specifically designed for all types of learners. A structured environment where expectations are consistent and clear presents the best setting for Scholar success. Through highly personalized approaches, Scholars with disabilities or other learning needs are given the same opportunities as their grade-level peers with the necessary accommodations or modifications. In addition to the resources present in the classroom, Scholars may also be given additional support through programs such as RtI (Response to Intervention) or small group tutoring. Through the use of differentiated instruction, all Scholars will REACH Bristol's high expectations.

Extracurricular programs that will help assuage racial, ethnic and/or economic isolation: REACH Bristol will develop extracurricular programming that adds dimension to the curriculum. An After School Enrichment Program will be offered that will provide all sorts of recreational and educational opportunities for Scholars. This will help working parents who have hours that don’t align directly with the school day. A before-school program may also be needed if parents need to get to work in the morning. Field Trips and assemblies that enhance the learning experience will also be provided.

5. Student Discipline Policies

- a. Discuss how the proposed school will create and maintain a clear behavior management system that encourages positive behaviors and integrate restorative practices into the Scientific Research-Based Interventions (SRBI) and Multi-Tiered System of Supports (MTSS). Describe how Tier 1 and positive behavioral interventions and supports (PBIS) will be used to support all students, including students identified as eligible for special education.*

REACH Bristol will cultivate a nurturing, family-friendly, yet highly accountable learning environment where all Scholars will be responsible for maintaining appropriate behavior and conduct reflective of the School’s Family Handbook, Discipline Policy, and Code of Conduct. The Mission of REACH

Bristol is to produce highly engaged and motivated Scholars who can read, write, communicate, compute, express themselves artistically, use technology, think critically, and conduct themselves with a strong sense of self-control, and who are respectful and responsible citizens. Scholars will be nurtured and supported, but expected to conduct themselves accordingly, with the school's high standards, daily. Scholars at REACH Bristol will be welcomed and embraced in a safe, positive educational setting that fosters high expectations, lifelong learning, character building, and academic excellence. REACH Bristol is committed to ensuring every Scholar is educated in a respectful and caring environment and every educator teaches in an atmosphere free from disruption and obstacles that impede teaching and learning.

At REACH Academy in Bristol, CT, we are dedicated to fostering a structured, supportive, and accountable learning environment where students are encouraged to maintain appropriate behavior. We adhere to high standards of conduct in alignment with our Family Handbook, Discipline Policy, and Code of Conduct, aiming to produce well-rounded, motivated scholars who excel both academically and socially.

Community Building and Accountability: To foster belonging, community, and accountability, we implement the Ron Clark Academy House System, which organizes students into 'houses' that promote teamwork, leadership, and friendly competition (Clark & Moran, 2018). Students are encouraged to participate actively, produce high-quality work, support peers, and attend school consistently. By embodying these values and developing prosocial behaviors, they earn points for themselves and their Houses, emphasizing both individual achievement and teamwork.

Additionally, we employ Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) to enhance emotional intelligence and conflict resolution skills (Sugai & Horner, 2006; Durlak et al., 2011). Restorative Justice practices, such as circle discussions, enable students to reflect on their actions and understand their impact on others (Zehr, 2002).

Promoting a Respectful and Safe Learning Environment: Through progressive discipline, community building, and restorative practices, REACH Academy promotes a respectful and inclusive environment. Our focus on early intervention, professional development, and clear guidelines ensures that all students, including those with disabilities, receive the necessary support and due process rights (Horner et al., 2009; Clark & Moran, 2018).

Dress Code: At REACH Bristol, all scholars are required to wear school uniforms from Monday to Friday. To minimize financial barriers, each student will receive a free uniform upon enrollment. The uniform policy is an integral part of our school's culture, promoting equality and a sense of belonging. Uniforms help create a professional and unified appearance, and students who are not in uniform may be prohibited from entering the building. This approach is intended to maintain a cohesive and respectful school environment, aligning with best practices for school dress codes (Education Commission of the States, 2021).

Safe School Climate Plan: REACH Bristol is committed to fostering a safe, inclusive, and supportive educational environment, free from bullying, harassment, and discrimination. Our Safe School Climate Plan, aligned with Connecticut state law, is designed to promote a positive school culture and address bullying effectively.

- **Education and Training:** Staff and students will receive comprehensive training on anti-bullying policies and practices to support a positive school climate (U.S. Department of Education, 2020).

- **Safe School Climate Coordinator:** A designated staff member will serve as the Safe School Climate Coordinator, collaborating with school personnel and the Board to prevent and address bullying.
- **Safe School Climate Specialist:** The Principal, or their designee, will act as the Safe School Climate Specialist, overseeing investigations of bullying incidents and ensuring appropriate responses (Connecticut State Department of Education, 2021).
- **School-Based Committee:** A committee, including the Coordinator, Specialist, and at least one parent or guardian, will be established to develop and sustain a positive school climate (U.S. Department of Education, 2020).

Classroom Management: Teachers at REACH Academy are expected to manage discipline issues proactively as they arise in the classroom, utilizing effective strategies designed to keep students engaged and in class. We emphasize the importance of classroom management, where staff is trained in Teach Like a Champion techniques and other best practices to enhance their ability to manage behavior constructively. This training, along with our multi-tiered behavior management framework, empowers teachers to address behavior issues at the classroom level first, before escalating to the administration.

Our approach includes progressive discipline strategies, aimed at using least invasive strategies, addressing issues early, and keeping students in the classroom as much as possible. Teachers are equipped with a range of interventions and are supported by administrators when more serious infractions occur.

Steps in the Behavior Management System: Our behavior management system involves the following steps:

1. **First Offense:** Verbal warning.
2. **Second Offense:** Written warning and parent/guardian notification.
3. **Third Offense:** Implementation of a disciplinary or restorative practice, with parent/guardian notification.
4. **Fourth Offense:** Referral to the Dean, with documentation of steps and interventions taken.

Note: Behaviors initially categorized as Tier 1 may escalate to Tier 2 or Tier 3 if they continue over time.

More serious consequences may be applied depending on the nature of the offense. Our goal is to keep students in the classroom as much as possible while addressing behavioral issues effectively.

Disciplinary Action and Redirection Room Policy: Scholars may be referred to the Redirection Room for disciplinary actions after all attempts to resolve issues have failed. Extended durations, not exceeding 90 minutes, may be assigned for severe or chronic behaviors. The Dean of Scholars will notify parents/guardians of any issues.

REACH Bristol will conduct a Parent/Guardian School Culture Survey annually to evaluate the school atmosphere, focusing on safety and stakeholder feedback. Additional surveys may be administered as needed, and parents can provide input to their Board of Trustees representative.

Teachers and staff will implement a Response to Intervention (RtI) framework to support Scholars' academic and behavioral growth. Scholars may be referred to the PBIS Team for tailored interventions, collaborating with staff to establish effective support strategies. The school environment prioritizes strong relationships and promotes social-emotional development through restorative practices.

- b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts. Discuss restorative practices, including strategies to prevent or reduce suspensions, with educational alternatives for students who are expelled.*

Below are examples of actions that will result in disciplinary measures, pending final approval of REACH Academy's disciplinary policy and code of conduct:

At REACH Academy - Bristol, we are committed to maintaining a safe, respectful, and inclusive learning environment. Disciplinary actions will be taken in accordance with Connecticut law, and scholars are subject to consequences for misconduct, even if it occurs off school property, in alignment with Conn. Gen. Stat. § 10-233d

Out-of-School Misconduct: Scholars may face disciplinary consequences, including suspension and expulsion, for off-campus behavior that is seriously disruptive to the educational process or violates board policy. This applies when such conduct poses a reasonable likelihood of threatening the safety, health, or welfare of school property, individuals at school, or the educational environment. Examples of off-school conduct that may lead to discipline include but are not limited to:

- a. Sale, possession, use, or distribution of dangerous weapons**, including martial arts weapons, which is prohibited under Conn. Gen. Stat. § 53a-217b.
- b. Use, possession, or distribution of illegal drugs**, in violation of state law (Conn. Gen. Stat. § 21a-277 and § 21a-278).
- c. Violent conduct**, including the improper use of physical force.
- d. Bomb threats** or the making of false threats to harm individuals or school property.
- e. Threats to harm or kill another scholar or staff member**, where such actions reasonably endanger the school community or disrupt the educational process.
- f. Other serious violations of law or school policy** that disrupt the school environment.

Safeguards:

Bullying: Bullying will not be tolerated at REACH Bristol and incidents will be addressed with appropriate disciplinary measures. Our commitment to respect, inclusivity, and safety is central to our approach, ensuring a supportive environment for all students.

REACH recognizes that learning environments that are safe and supportive can increase Scholar attendance and improve academic achievement. A Scholar's ability to learn and achieve high academic standards, and a school's ability to educate Scholars, are compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, and intimidation. Therefore, in accordance with Public Act No. 19-166 AN ACT CONCERNING SCHOOL CLIMATE, REACH Bristol will strive to create an environment free of bullying, discrimination, and/ or harassment and will foster civility in the school to prevent and prohibit conduct that is inconsistent with the school's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

REACH Bristol is committed to safeguarding the rights given to all Scholars under Connecticut and Federal Law. In addition, to having a safe, healthy, orderly, and civil school environment, all REACH Bristol Scholars have the right to:

- expect a school environment that is conducive to learning;
- be treated respectfully by those in the school community;

- take part in all school activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, or disability;
- be provided with school rules, and when necessary, receive an explanation of those rules from school personnel;
- present their version of the relevant events to school personnel authorized to impose a disciplinary penalty, in connection with the imposition of the penalty.

There will be a Dignity Act Coordinator at REACH Bristol. At least one (1) employee shall be designated as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), and sex. The Board of Trustees shall appoint the Dignity Act Coordinator(s) and share the name(s) and contact information with all school personnel, Scholars, and parents/ persons in parental relation.

REACH Bristol will implement Restorative Justice and Trauma-Informed Care principles, providing comprehensive training for all employees each school year. This training, approved by the Board of Trustees, will enhance staff awareness of bullying, discrimination, and harassment among students and staff, promoting a supportive environment. It will include prevention and intervention techniques to ensure the safety of victims.

REACH Bristol will investigate all complaints of bullying, discrimination, and harassment, taking prompt corrective measures in line with policies and laws. Annual reports of material incidents will be submitted to the Connecticut State Education Department by the designated deadline.

To protect whistleblowers, anyone reporting suspected bullying or harassment will have immunity from civil liability. The Board prohibits retaliation against complainants, victims, and witnesses. Bullying is strictly prohibited on school grounds, buses, and at school events, and intervention measures will be included in the Code of Conduct for all grade levels.

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

- Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- Verbal (including, but not limited to, taunting, malicious teasing, name-calling, and making threats); and
- Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Although this Policy focuses on the bullying of a Scholar by another Scholar, it should be noted that bullying against any individual is strictly prohibited. This includes bullying of staff members against Scholars, Scholars against staff members, staff members against other staff members, and bullying by or against any parents, persons in parental relation, volunteers, visitors, or vendors who may be on school property or at school-sponsored events as defined above.

Sexual Harassment and Title IX: Title IX is a federal civil rights law under the Education Amendments of 1972 that prohibits discrimination based on sex in any education program or activity receiving federal financial assistance. Title IX applies to K-12 schools, colleges, and universities that

receive federal funding. Under Title IX, schools like REACH-Bristol are required to take immediate and appropriate action to investigate and address complaints of sexual harassment, sexual assault, or other forms of sex discrimination.

Title IX Investigation Process at REACH Bristol

- **Report of Misconduct:** Any student, staff member, or parent can report allegations of sexual harassment or discrimination based on sex to the school's Title IX Coordinator.
- **Immediate Response:** Upon receiving a report, the school must promptly investigate the claim. This involves gathering evidence, interviewing involved parties, and ensuring both the complainant and the respondent are treated fairly.
- **Supportive Measures:** While the investigation is ongoing, the school must provide both parties with supportive measures (such as counseling, changes to class schedules, or no-contact directives) to ensure that they are protected from further harm or retaliation.
- **Investigation:** The school must conduct a thorough, impartial, and fair investigation. This includes allowing both the complainant and the respondent to present evidence and witnesses.
- **Conclusion and Decision:** After the investigation, the school must issue a written determination of responsibility, based on the evidence, which includes any disciplinary actions or remedies.
- **Appeals:** Both parties have the right to appeal the decision based on procedural irregularities, new evidence, or conflicts of interest.

Title IX and Connecticut Law

In addition to Title IX, Connecticut state law prohibits discrimination and harassment in schools, which includes sexual harassment under Conn. Gen. Stat. § 10-15c. Connecticut schools must also comply with the Connecticut Safe School Climate Act, which mandates schools take action to prevent and address bullying and harassment, including sexual harassment.

Consequences for Violating Title IX

- If a student is found responsible for violating Title IX, REACH-Bristol may impose a range of disciplinary actions, including:
- Counseling or mandated education
- Detention or suspension (in-school or out-of-school)
- Expulsion in severe cases
- Any other disciplinary actions as deemed appropriate under the school's code of conduct and Connecticut law

Title IX investigations ensure that sexual harassment and sex-based discrimination are thoroughly addressed to protect all students' rights to a safe and equitable educational environment.

EDUCATIONAL ALTERNATIVES FOR STUDENTS WHO ARE EXPELLED OR SUSPENDED

Under C.G.S. 10-233d, expelled students are entitled to an alternative educational opportunity. REACH Bristol will work closely with the local education authority (Bristol Public Schools) to ensure expelled students continue their education. If a student is suspended or awaiting an expulsion hearing, REACH-Bristol will offer virtual learning through its teachers and the Academic Leadership Team (ALT). These virtual classes will provide instructional continuity until a formal decision is made regarding the student's status.

For expelled students, the Pupil Placement Team (PPT) will collaborate with Bristol Public Schools to ensure an appropriate alternative education placement, ensuring the student continues to progress academically.

If a child is suspended, alternative educational instruction will be offered to keep the Scholar from missing instruction. This alternative instruction will preferably be delivered by the Scholar's own teacher. If the Scholar's teacher is not available to work the additional out-of-contract time, an appropriate substitute will be secured. The location of alternative instruction may be in school, either within the school day at a designated location or after school hours. Off-site locations such as the Scholar's home or an appropriate public setting such as the City of Bristol Public Library as mutually agreed upon between parent/guardian and instructor will be designated. The instruction time will be a minimum of one (1) hour per day, affording the Scholar to keep up with his/her instruction and learning.

c. Describe the proposed school's policies regarding student expulsion and suspension (in and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended. In addition, please include the due process procedures the school would follow in applying the discipline policy for all students, including students identified as eligible for special education.

At REACH Academy in Bristol, all students, including general education and students identified with special education needs, are expected to behave in a safe and appropriate manner. Suspension and expulsion are measures of last resort, only implemented when necessary to protect the safety of students, staff, and property. These actions will comply with Connecticut education law, ensuring that disciplinary actions are fair, transparent, and respect students' rights, especially for those with disabilities. We are committed to fostering an inclusive environment where disciplinary actions such as suspension or expulsion are rare and used only after all other interventions have been exhausted. These measures are reserved for situations where a student poses an immediate threat to the safety and well-being of the school community. Examples of such behaviors include but are not limited to:

- Endangering the safety of others
- Serious disruptions to the school's operations
- Assault or threats of harm
- Possession of weapons or illegal substances
- Harassment or discriminatory behavior
- Gang-related activities

Each case will be reviewed individually, taking into consideration the student's age, intent, developmental level, and the severity of the misconduct.

Alternatives to Suspension and Expulsion: In alignment with Connecticut State Department of Education guidelines, REACH Academy prioritizes alternatives to suspensions and expulsions. We implement restorative practices, behavioral interventions, and in-school supports to address student behavior while keeping them in the classroom as much as possible. These alternatives promote a positive school climate and help reduce the use of out-of-school suspensions.

Suspension and Expulsion Procedures: In compliance with Connecticut General Statutes Section 10-233d, REACH Bristol will follow the proper procedures for suspensions and expulsions:

- **Pre-Kindergarten to Grade 2:** In accordance with Connecticut law, students in pre-kindergarten through grade 2 will only be suspended for incidents that involve serious harm to others. The use of suspension for these young students will be rare, with an emphasis on intervention and behavioral support.
- **Grades 3 and Above:** The Principal may issue in-school suspensions for up to five days or out-of-school suspensions for up to ten days, with or without a recommendation for expulsion, as outlined by Section 10-233d. Expulsions may be recommended for more serious infractions, such as possession of weapons, drugs, or acts of violence.

REACH Bristol’s policies for suspension and expulsion, including for both general education and special education students, are designed to ensure fairness, consistency, and compliance with Connecticut General Statutes and federal regulations under IDEA (Individuals with Disabilities Education Act). These policies include detailed procedures for addressing student misconduct, providing educational alternatives, and upholding students’ due process rights.

Child Find and Early Intervention: At REACH Academy, our Child Find process ensures that students who exhibit patterns of repeated disciplinary offenses are identified for early intervention and support. This process helps address potential undiagnosed disabilities in compliance with the Individuals with Disabilities Education Act (IDEA, 2004) and Connecticut’s special education regulations. Early identification and intervention are key to supporting students who may need additional services or behavioral support.

At REACH Bristol, we are committed to adhering to state laws regarding suspension and expulsion, as outlined in Connecticut statutes and the state's Guidelines for In-School and Out-of-School Suspension. We will carefully evaluate each incident to determine whether an in-school suspension (ISS) or an out-of-school suspension (OSS) is most appropriate. According to **Section 10-233c** of Connecticut law, suspensions should primarily be in school unless specific criteria are met for students in grades three to twelve.

Evaluation of Suspension Types: Scholars who commit repeated offenses or an offense of a more severe nature might be given an In-School Suspension. In-school suspension (ISS) may be used for less severe infractions. During ISS, students remain in school under supervision, completing academic work and engaging in behavior reflection and restorative practices. ISS is aimed at addressing behavior while minimizing disruption to learning. Upon imparting an In-School Suspension, a phone call will be placed to the parent/guardian and a letter will be sent home. The Scholar will work quietly in the In-School Suspension Room and is expected to complete schoolwork for the duration of their consequence. Before the student is placed back into the classroom, the parent will be required to meet with the principal or Dean to “clear” the suspension and discuss a plan of action to minimize the behavior from occurring again. Each situation will be carefully assessed to determine whether an in-school suspension (ISS) or out-of-school suspension (OSS) is appropriate. According to Section 10-233c, the following criteria will be considered:

In-School Suspension (ISS) Policy: If an ISS is assigned, the student will remain on school grounds but will be placed in a designated area separate from their regular classroom. The ISS program will include:

- **Learning Support:** Services and supports provided during ISS will align with the student’s Individualized Education Program (IEP) or 504 Plan, ensuring access to grade-level assignments and instructional content.

- **Active Supervision:** Staff will actively supervise students, providing behavioral support and ensuring that students can complete their academic work.
- **Considerations for ISS Implementation:** In implementing the ISS program, the school will be mindful of the following:
 - Staffing: Ensure that personnel supervising the ISS setting possess the appropriate academic credentials and qualifications.
 - Student Grouping: Organize students by grade level and academic needs to facilitate effective learning.
 - Physical Environment: Designate a suitable physical location for ISS that supports a productive learning atmosphere.
 - Instructional Content: Assign relevant classroom work that aligns with curriculum standards.
 - Behavioral Instruction: Teach social skills, positive behavior, and improved decision-making to support students' overall development.

REACH Bristol Out-of-School Suspension (OSS) Policy: Scholars who commit repeated offenses or offenses of a severe nature may receive an Out of School Suspension. Some severe infractions requiring Out-of-School Suspensions may include sexual harassment, severe verbal/physical threats, possession of drugs and or weapons, and violent behavior. Out-of-school suspension (OSS) is reserved for more serious infractions, or when in-school interventions have not been effective. OSS may not exceed 10 consecutive school days for a single incident unless it involves a severe threat to the safety of others, in which case expulsion may be considered. During OSS, students will be provided with schoolwork to complete at home, and a re-entry meeting will occur upon the student's return. During periods of suspension, the Scholar may not attend any academic or extracurricular activities such as dances, sports, club meetings, etc. Also, during periods of suspension, parents/guardians have the right to Alternative Instruction This instruction will be 1 hour a day for every school day missed. Arrangements will be made with the school and the child's parents/guardians. Students who are suspended will have the opportunity to complete the classwork, assessments, and assignments they missed during the disciplinary period. Before the student is placed back into the classroom, the parent will be required to meet with the principal or Dean to "clear" the suspension and discuss a plan of action to minimize the behavior from occurring again.

Expulsion Definition and Criteria: Expulsion is the exclusion of a student from school for more than 10 consecutive days. It may be imposed for serious offenses such as possession of weapons or drugs, violent behavior, or repeated misconduct that endangers the safety and well-being of the school community, in accordance with Connecticut General Statutes (C.G.S.) § 10-233d.

Expulsion Hearing Process

The expulsion hearing process will follow these guidelines:

- **Emergency Situations:** In emergencies, the hearing will be expedited. Otherwise, it will be conducted within 10 school days of the student's removal, as required by law.
- **Notifications:** Written notices, compliant with state law and the Family Educational Rights and Privacy Act (FERPA), will be sent to the parent/guardian detailing the hearing process.
- **Considerations in written note Disciplinary Process:** REACH Academy will consider the individual circumstances of each student when addressing disciplinary matters, including patterns of behavior and any underlying causes that may require intervention.
- **Planning and Placement Team (PPT) Involvement:** If parents request a PPT meeting due to behavioral concerns, REACH Academy will promptly collaborate with the district to initiate the PPT process.

- **Referral for Repeated Suspensions:** As per Connecticut regulations (C.G.S. § 10-76d-7(c)), students with repeated suspensions or unsatisfactory behavior, attendance, or academic progress will be referred to the PPT for review.
- **Evaluations for Special Education:** In cases involving multiple suspensions, a PPT referral will determine whether evaluations are needed to assess eligibility for special education services.
- **Manifestation Determination:** Before expelling a student with a disability, REACH will convene a PPT meeting within 10 school days to determine if the behavior was related to the student's disability. If so, the school will take appropriate steps, such as conducting a Functional Behavioral Assessment and developing a new behavioral intervention plan.
- **Due Process and Procedural Safeguards:** REACH Academy is committed to providing due process to all students, including students with disabilities, before implementing any suspension or expulsion.
- **Notice and Explanation:** Notice will be provided to the student and their parent/guardian, explaining the alleged behavior, evidence, and proposed disciplinary action.

Informal Hearing for Suspension: Prior to a suspension, an informal hearing will be held where the student can present their side. If suspension is imposed, the parent/guardian will be notified promptly.

Formal Hearing for Expulsion: Expulsion cases will be heard by the school's board of directors, following these procedures:

1. The student and family will receive at least five days' notice of the hearing.
2. The student has the right to be represented by legal counsel.
3. Both sides will present evidence and call witnesses.
4. A written decision will be issued by the board after the hearing.
5. Appeal Process

If the parent/guardian disagrees with the expulsion decision, they may appeal to the school board or the local education authority (LEA), in accordance with state law.

Discipline for Students with Disabilities

If a change in placement due to discipline is considered for a student with a disability, REACH Academy will:

1. Notify the parents of the decision and provide the procedural safeguards notice (34 CFR § 300.504).
2. Convene a PPT meeting within 10 school days to review the relationship between the student's behavior and their disability (Manifestation Determination).
3. Manifestation Review: If the behavior is found to be a result of the student's disability, alternative disciplinary measures will be considered.
4. Interim Alternative Educational Setting (IAES): For weapons or drugs-related infractions, the student may be placed in an IAES during the appeal process, pending the decision of the hearing officer.

DISCIPLINE POLICY FOR STUDENTS IN SPECIAL EDUCATION

The REACH Bristol Discipline Policy complies with the Individuals with Disabilities Education Act (IDEA) and all relevant laws, including the Dignity for All Scholars Act (DASA). This policy ensures that scholars with disabilities have the same rights and responsibilities as their peers.

General Discipline Guidelines: Scholars with disabilities may be disciplined for the same offenses as other scholars. If a scholar's Individualized Education Program (IEP) includes a Behavioral Intervention Plan (BIP), discipline will follow the specific guidelines outlined in that plan. For scholars without specific disciplinary guidelines in their IEPs, standard school policy will apply. However, no scholar may be suspended for more than 10 days without a Manifestation Determination Hearing.

Manifestation Determination Hearing: If behavior is found to be unrelated to the student's disability, the school may impose the same disciplinary measures as for general education students. Educational services must continue to be provided to ensure that the scholar receives a Free Appropriate Public Education (FAPE) during any suspension or expulsion.

Interim Alternative Educational Setting (IAES): In cases involving weapons, drugs, or serious bodily injury, a special education student may be placed in an IAES for up to 45 days, irrespective of the manifestation determination outcome. The student will continue to receive educational services in this setting, allowing them to make progress toward their IEP goals.

Parental Rights and Appeal Process: Parents or guardians can challenge any interim alternative education or disciplinary action. If the infraction involves drugs or firearms, formal deliberations must occur before alternative educational arrangements are made. Parents may appeal suspension or expulsion decisions by addressing their appeal to the Board of Trustees within 10 days of the suspension notice. A resolution is expected within 48 hours. If the Board denies the appeal, parents can further appeal to the Connecticut Commissioner of Education.

Suspension Policy: Scholars identified as having a disability will be disciplined according to the guidelines in their IEPs. If those guidelines are ineffective or pose safety concerns, the matter will be referred to the Regional Education Service Center (RESC). Scholars with an accommodation plan under Section 504 of the Rehabilitation Act will be disciplined in accordance with that plan.

If a scholar's IEP does not include specific disciplinary guidelines, standard school policy will apply. The Planning and Placement Team (PPT) of the scholar's district must be notified immediately of any suspension from classes. If there is reason to believe that an infraction is a result of the scholar's disability, the scholar will be referred to the PPT. If a connection is found, no penalty may be imposed, and the school will collaborate with the PPT to consider a possible program modification.

Special Considerations for Disabilities: Scholars with disabilities suspended for a total of eight days in a school year will be referred to the PPT for a review of educational placement. No scholar shall be suspended for more than ten days in a school year without the PPT's involvement before the eleventh day, as this constitutes a change in placement. The PPT will follow standard policies for parental notification and involvement, ensuring a meeting occurs within seven school days of any infractions for scholars with disabilities.

Provision of Services During Suspension: For scholars suspended for less than ten days, REACH Academy will provide all classroom assignments and a schedule for completion during the suspension. Scholars can make up missed assignments or tests, and alternative instruction will be offered to help them master the curriculum. This may include additional instruction, phone assistance, computer instruction, home visits, and one-on-one tutoring. For removals due to drug or weapon offenses, services will be provided to help scholars progress in the general curriculum and meet their IEP goals. If a subsequent removal constitutes a change in placement and is not a manifestation of the disability, services will still be provided.

Planning and Placement Team (PPT) Meetings: PPT meetings are required when a scholar is removed from their placement for more than ten school days or when it constitutes a change in placement. After subsequent removals that do not change placement, the school will collaborate with the PPT to review and modify the scholar’s assessment plan as needed.

Recordkeeping and Compliance: REACH Academy will maintain detailed records of all suspensions, expulsions, and behavioral interventions to comply with Connecticut state laws and the student’s IEP or 504 Plan. The school will coordinate with the student's home district for alternative placements and continue educational services during suspension. Parents will receive procedural safeguards outlining their rights to due process.

Violations of School Law: Complaints about violations of charter school law may be addressed to the Board of Trustees, which must respond within 30 days. Further complaints can be initiated within 30 days to the Connecticut Commissioner of Education, who may remove a trustee or other school officers for misconduct, neglect of duty, or legal violations.

d. Pursuant to Public Act 23-167, explain how the proposed school will incorporate the new restorative practices policy into the code of conduct.

At Reach-Bristol the Code of Conduct Policy or “School Climate Policy” will focus on fostering a positive school climate that supports the social, emotional, and academic development of all students in alignment with Public Act 23-167. Our commitment is to create an inclusive, respectful, and safe environment that enhances student well-being and learning.

REACH-Bristol will focus on the quality and character of school life, including relationships among students, staff, and families. We will focus on restorative practices that build community and address harm through dialogue and mutual understanding. Professional Development will be offered to make sure knowledge and use of restorative practices are up to the minute and a commonplace occurrence within the school.

Core Principles:

- Respect and Dignity: All students are expected to treat each other, staff, and community members with respect and dignity, fostering a supportive school environment.
- Accountability: Students are responsible for their actions and decisions. When conflicts arise, students are encouraged to acknowledge their role and seek constructive resolutions.
- Restorative Practices: Our approach focuses on repairing harm and restoring relationships. Students are encouraged to participate in restorative conversations and circles to address conflicts and promote understanding.

Expected Behaviors:

1. Positive Interactions:
 - Respectful language and behavior
 - Listen actively and empathetically to peers and staff.
 - Celebrate diversity and promote inclusivity.
2. Conflict Resolution:
 - Engage in restorative practices when conflicts arise.
 - Take responsibility for actions and seek to repair harm caused.
3. Compliance with School Policies:
 - Adhere to school rules and guidelines.
 - Respect school property and the property of others.

Prohibited Behaviors:

1. Harassment and Bullying:
 - Any form of harassment, bullying, or intimidation is strictly prohibited and will be addressed promptly.
2. Disruption of Learning:
 - Actions that disrupt the educational environment, including excessive noise, inappropriate behavior, or refusal to follow instructions, are not permitted.
3. Substance Abuse:
 - The possession, use, or distribution of drugs, alcohol, or any illegal substances on school property or during school-sponsored events is strictly prohibited.

Disciplinary Procedures:

1. Restorative Interventions:
 - Initial responses to misbehavior will focus on restorative interventions rather than punitive measures.
 - Students will participate in restorative circles to discuss the impact of their actions and develop a plan for restitution.
2. Consequences for Violations:
 - If behavior persists, additional consequences may be implemented, which may include parental involvement, counseling, or temporary removal from certain activities.
3. Appeal Process:
 - Students and parents/guardians have the right to appeal disciplinary decisions. Appeals should be submitted in writing to the school administration within [X days] of the decision.

Support Services: REACH-Bristol is committed to providing support services for students in need. This includes counseling, mentorship programs, and access to community resources aimed at promoting emotional well-being and conflict resolution skills. The Student Code of Conduct will be reviewed annually to ensure it remains relevant and effective. Feedback from students, parents, and staff will be solicited as part of this process. By implementing this “School Climate Policy” in accordance with Public Act 23-167, REACH -Bristol is committing to creating an environment where every student feels safe, supported, and valued. Together, we will work towards a positive school climate that enhances learning and promotes the well-being of all.

6. Human Resource Policies

- a. *Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff. In addition, please provide a sample job description for a teacher and a principal.*

All staffing applications can be submitted online, in person, or via mail (postal or electronic). As an equal opportunity employer, REACH Bristol will follow CSDE’s Affirmative Action Plan and the state's initiative for “Ensuring Equity and Excellence for All Connecticut Scholars.” Staff will be hired based on their qualifications, skills, education, experience, achievements, and references from prior employers. All decisions will prioritize merit and the needs of the school. The school will not discriminate based on race, ethnicity, gender, disability, marital status, sexual orientation or identity, religion, or any other factor unrelated to a candidate’s ability to perform their professional duties. Additionally, REACH Bristol has a zero-tolerance policy for any form of discrimination or harassment.

Individuals violating these policies may face immediate disciplinary action, including potential termination without compensation. REACH Bristol is committed to fostering diversity within its workforce and aims to attract, recruit, and hire candidates with a wide range of talents, experiences, and backgrounds.

The Board of Trustees will engage a hiring firm to conduct a national search for candidates for the Head of School position. They may also seek assistance from the school's founding members and community partners to aid in the search for the school's primary administrator. After the initial candidates are identified, the Board's Education and Accountability Committee will take over the first round of screening. This process may involve phone and in-person interviews, reviewing candidates' credentials, and evaluating how they would handle specific responsibilities through performance tasks or scenarios. The Committee will then provide its recommendations to the full Board, which will make the hiring decision by majority vote. The ideal candidate must meet the performance criteria set by the Board of Trustees and align with the requirements outlined in the Head of School job description. A similar approach will be used to create a candidate pool for the Directors and any other leadership positions. Once candidates are identified, the Head of School will conduct the interviews and verify credentials. When a final candidate is chosen, the Head of School will present them to the Board for feedback and final approval, followed by a letter of offer.

REACH Academy Bristol Hiring and Personnel Policies and Procedures: All employees of REACH Bristol will be expected to adhere to the policies below. Each employee, upon hire, will be given a copy of the staff handbook. All employees will be expected to sign an Employment Acknowledgement Form which will be kept in the employee file. The staff handbook will be reviewed and updated as needed with approval from the Board of Trustees. REACH Bristol reserves the right to modify, revoke, suspend, or change, any or all such plans, policies, or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations, or applications of policies will be the sole prerogative of REACH Bristol and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the school or the Board.

Equal Opportunity: REACH Bristol is an equal opportunity employer. It is the policy of the school to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Hiring Procedure: REACH Bristol positions will be posted publicly and will include a job description and minimum requirements. All postings will include the following wording: "As an equal opportunity employer, REACH Bristol hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability." All applicants' resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. References will be contacted and background checks will be completed.

REACH Bristol hiring process will include the following phases:

- Submission of Resume, Cover letter, Certifications, and Transcript;
- Interview: REACH Bristol will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Head of School or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge & experience required to work in a manner consistent with REACH Academy Bristol School instructional philosophy and culture.

- **Demonstration Lesson:** Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s).
- **References Check:** REACH Academy Bristol School will call references provided by the employee including a former employer.
- **Employment Offer:** REACH Academy Bristol School will offer employment through an offer to hire memo. REACH Academy Bristol School job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will and will include all benefits REACH Academy Bristol offers its employees such as health, dental, vision life insurance, etc. The offer letter will also include the employee's start date and salary rate. The letter will outline the new teacher orientation schedule which is mandatory that all new teachers attend during their first year of employment. The purpose of the letter is to define and clarify circumstances under which employment will occur.
- **Fingerprint Clearance:** All employees must first clear the Connecticut Education Department fingerprint screening process. OSPRA forms 101, 102, and/or 104 must be submitted to CTSED for each new employee. REACH Academy Bristol School reserves the right to amend, extend, or truncate this process as circumstances require.
- **Teacher and Staff Qualifications:** Administrators, teachers, and staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of REACH Academy Bristol School educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his or her previous relevant experience. Successful candidates must demonstrate that they are willing and able to support the educational and developmental needs of a diverse Scholar population.

REACH Bristol will make efforts to attract key personnel who contribute to the diverse skill set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of experiences, cultures, and countries of origin, to serve a diverse population of Scholars. Additionally, candidates should have a proven track record of high achievement in the classroom or other applicable settings and a commitment to accountability; they should exhibit a belief in and alignment with REACH Academy Bristol's core beliefs and educational philosophy. REACH Bristol will comply with all applicable laws and regulations regarding teacher certification and licensure. In the case of non-certified instructional personnel, REACH Bristol will consider the teacher's experience, references, demonstration lesson, interview, and other criteria deemed appropriate by the Head of School.

Recruiting effective teachers and staff that align with REACH Bristol's Mission: REACH Academy Bristol School will seek to establish a broad applicant pool for all available and vacant positions. REACH Academy Bristol School will diligently seek its employees through a variety of means, including the Connecticut Educator Certification System (CECS), Board referrals, teacher recruitment fairs and targeted advertisements, and relationships with colleges and graduate schools of education. REACH Academy Bristol School will attempt to promote diversity in its applicant pool by advertising positions in targeted media & networking with minority organizations in addition to actions presented in Section III C of this charter proposal.

EMPLOYEE EXPECTATION AND EVALUATIONS: REACH Bristol will have a clear employee handbook (sample policies included as an appendix to this application) to ensure clear expectations for all staff.

Processes for Dismissing Staff: At REACH Academy Bristol, we prioritize establishing clear and fair processes for addressing conduct and performance issues among staff. Employment at REACH

Academy is "at will," meaning either the Academy or the employee may terminate the employment relationship at any time, with or without notice or cause.

All staff will receive and sign the Employee Handbook, which outlines the actions that may lead to disciplinary measures or termination, including poor performance, misconduct, excessive absence or tardiness, discrimination, harassment, and other policy violations. Staff will be hired on one-year terms, with the decision to rehire based on performance.

To support staff, REACH Academy will provide ample opportunities for growth through professional development and ongoing support, ensuring that all employees can improve their skills and performance. These intervention and disciplinary processes will include:

- **Progressive Discipline:** A structured system of progressive discipline will be implemented, where staff receive support and opportunities for improvement before termination is considered. This includes verbal warnings, written reprimands, and performance improvement plans.
- **Conduct and Performance Evaluations:** Staff will be evaluated regularly, with emphasis on conduct and performance. Significant or repeated issues will trigger interventions, such as A performance improvement plan (PIP)s, and other support measures.
- **Formal Dismissal Procedures:** In cases where improvement is not observed after support has been provided, the school will follow a formal dismissal process that adheres to state laws and regulations. This will include:
 - **Investigation:** Thorough investigations into conduct or performance concerns.
 - **Documentation:** Accurate and detailed documentation of all steps taken, including evaluations, interventions, and communications.
 - **Opportunity for Response:** Staff will have the right to respond to any concerns raised prior to a dismissal decision being made.

Compliance with Legal Requirements: All dismissal processes will comply with state and federal laws, ensuring fairness and transparency throughout the procedure.

b. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget.

The Head of School will have the authority to recruit, hire, train, and dismiss employees for all teaching positions. REACH Bristol will evaluate candidates based on the criteria and qualifications outlined in the job descriptions (Appendix E), ensuring they align with the expected performance of their duties. In subsequent years, when teaching staff is already established, the Head of School may opt to seek input from staff by forming an interview panel for candidate selection.

Collaboration is a fundamental aspect of REACH Bristol's mission. Teachers will frequently work together to enhance their teaching practices. The school aims for a teacher-to-scholar ratio of 1:10 to effectively engage scholars in a community-based curriculum.

To support REACH Bristol's educational philosophy of delivering a rigorous academic program grounded in the Connecticut State Standards, the school will hire sufficient staff to cover core instructional areas: English Language Arts, Math, Science, as well as specialist subjects like Art, and Physical Education and computer/technology classes. As the school expands, additional specialist subjects such as music, theater, and dance may be introduced. In its founding year, REACH Bristol anticipates hiring approximately 19 full-time employees, with plans to increase staffing as the school grows.

REACH Bristol is committed to diversity and providing differentiated learning opportunities through the recruitment of qualified Multilingual Learners/Special Education teachers. The school will also

employ School Counselors to address scholar needs. For classes with scholars with IEPs who need more intensive interventions a special education teacher will join the general education classroom teachers to provide support and accommodations as indicated on scholars' IEPs. The school's smaller learning environment coupled with reduced scholar-to-teacher ratios will facilitate more individualized instruction with more meaningful personalized interactions between scholars and staff. See the staffing plan with the budget in (Appendix G).

c. Discuss how the proposed school will attract, retain, and develop high-quality teachers and school leaders and comply with state requirements regarding teacher certification.

REACH Bristol will implement a thorough recruitment, screening, and selection process to ensure the hiring of highly qualified, certified staff capable of meeting performance expectations and delivering an exceptional educational program to families in and around Bristol. To build a diverse pool of faculty candidates, REACH Bristol will employ various recruitment methods, including extensive media advertising (electronic, newspapers, flyers, and educational journals), postings at local universities and teacher preparation programs, recruitment fairs, social media outreach (Facebook, Twitter, LinkedIn, etc.), the school website, and leveraging personal and professional networks (Board members, community members, founding members). REACH Bristol will also collaborate with teacher and administrator preparation programs at regional universities to create a sustainable channel of highly qualified teachers to recruit from.

To enhance diversity within the applicant pool, REACH Bristol will target specific media outlets (e.g., minority newspapers, and local market flyers), network with organizations such as the NAACP, Hispanic Advisory Council, and Urban League, and participate in minority recruitment events. The school will adhere to all federal, state, and local hiring regulations, ensuring no discrimination occurs based on race, gender, age, religion, disability, or any other legally protected category. REACH Bristol aims to recruit teachers who are passionate about the school's mission, vision, and values, and who are eager to join as founding educators.

To retain its faculty, REACH Bristol will foster a family-like professional community where every scholar and staff member feels like part of the REACH community. All staff will be valued and supported in their personal and professional development. REACH Bristol will provide opportunities to build leadership skills, allowing teachers to engage in activities that extend beyond the classroom. Whenever possible, REACH Bristol will promote future leaders from within. Teachers will receive stipends for taking on additional roles and responsibilities, and the school will offer to cover registration fees for workshops and conferences. These initiatives aim to motivate every staff member to continually enhance their skills, ultimately benefiting the scholars they serve.

Ongoing professional development is essential for improving instructional practices and ensuring scholar success. Each school year will commence with a two-week orientation for new staff and a one-week orientation for returning staff, followed by continuous coaching, walkthroughs, and on-site professional development throughout the year. All teachers will create personalized professional growth plans to ensure differentiated and individualized development.

Teachers will meet individually with the leadership team and coaches to set goals for scholars, grade-level, and school-wide achievement based on their professional growth plans. In addition to overarching school goals, teachers will establish specific instructional and learning goals in alignment with the SEED model for educator evaluations. Progress will be monitored and documented in each teacher's growth plan and compiled into a portfolio. Throughout the year, formal meetings will occur twice more to review portfolios, assess progress toward goals, and devise strategies for success. Teachers' advancement in their professional growth plans will contribute to their summative evaluations. REACH

Bristol will utilize the SEED model and may include additional feedback related to the performance expectations outlined in the job descriptions.

d. Describe procedures to document efforts to increase the racial and ethnic diversity of staff.

Over the past 30 years, the percentage of teachers of color in the workforce has grown from 12% to 20%. Incoming teachers, as a whole, are even more diverse. A quarter of first-year teachers in 2015 were non-White, up from 10% in the late 1980s. However, the teacher workforce still does not reflect the growing diversity of the nation, where people of color represent about 40% of the population and 50% of Scholars. And the share of Native American and Black teachers in the workforce is actually in decline, not growing like the populations of Asian American teachers. Furthermore, teachers of color have higher turnover rates than White teachers. For that reason, policies designed to increase teacher diversity should include not only strategies for recruiting more teachers of color, but also for retaining them over the long term. (Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color: Desiree Carver-Thomas, 2018)

REACH Bristol realizes the strength that comes from recruiting and retaining a diverse workforce and creating an inclusive workplace. As an equal opportunity employer, REACH Bristol will hire on the basis of an employee's qualifications, competencies, education, experience, records of accomplishment, and references. Decisions will be based on school needs and merit. REACH Bristol will not discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her duties. Harassment of any nature will not be tolerated. REACH Bristol will comply with all federal, state, and local regulations and requirements for hiring personnel. For a complete explanation of how teachers and administrators will be evaluated refer to section 3f below.

REACH Bristol will create proactive hiring strategies. School hiring practices can influence a prospective teacher's decisions to enter the teaching force and whether they are likely to stay in your schools. REACH Bristol will use several hiring conditions associated with effectively recruiting and retaining teachers such as:

- Providing competitive salaries that are slightly higher than that of the local districts, performance-based rewards to promote improvement of effective practices, and a career ladder that includes pathways to leadership opportunities.
- Partnering with local colleges to coordinate Scholar teaching placements and vet candidates for hire before they graduate. They can also focus on working with Minority- Serving Institutions (MSIs) or Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Native American Pacific-Islander Serving Institutions (AANAPISIs), as well as traditional programs.
- Including teachers of color in the hiring process in meaningful and collaborative ways, such as by creating diverse hiring committees in which teachers of color can shape recruitment and hiring strategies. This sends positive signals to recruits and can ensure greater fairness in the hiring process.
- Offering comprehensive induction to support beginning teachers of color in their first years of teaching. Induction often includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching, and feedback from experienced teachers, and reduced workloads.

Each individual will be part of a larger family that extends beyond the school community. We will provide clear and high expectations and intensive support for our staff to realize their full potential.

Teaching conditions, and administrative support particularly, play a key role in teachers' decisions to stay in a school or in the profession. Recent evidence shows that administrative support is especially critical in improving the retention of teachers of color. REACH Bristol administrative staff will be responsible for making hiring decisions, being instructional leaders, setting norms for Scholars and staff, nurturing a positive and encouraging culture, keeping schoolwide systems running smoothly, and more. State policies can help school leaders develop the skills to do these things well and create school environments in which teachers want to stay.

Just as we guide our Scholars toward excellence, we must also allocate significant resources to guarantee they have equitable access to exceptional teachers and school leaders through our thorough evaluation and professional development processes. To ensure consistency, we will implement various strategies to support emerging teachers and retain our most effective staff.

Sources Referenced for Section III.6.D: Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/559.310>.

e. Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.

All REACH Bristol employees will be “at will”. The offer letters will articulate the terms of employment, position for which the individual is hired, the proposed salary, and the benefits offered. At-will offer letters will be accompanied by an employee handbook, which provides more specific information regarding REACH Bristol policies and procedures pertaining to employment. At-will employment allows both employee and employer the right to sever employment as needed. At will employees may be terminated at any time with or without notice. REACH Bristol will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which REACH Academy Bristol operates. Terminated staff members will have the right to a due process hearing with the Board, and all exited staff may also be asked to participate in an exit interview. REACH Bristol will adhere to all state and federal laws as applicable.

REACH Bristol will offer employees a salary step scale which will be evaluated every 5 years. Salary steps will be commensurate with verification of prior experience, education levels, and position. Stipends will be available for teachers who assume additional responsibilities beyond the scope of the instructional program such as grade-level leaders. The salary scale will be transparent and competitive with prevailing rates of local districts, specifically the Bristol School District.

Full-time employees working a minimum of 32 hours/week will be offered a benefits package during annual open enrollment periods, including health, vision, dental, flexible spending accounts, long- and short-term disability, life insurance, retirement contributions, and a 401(K). Details about each policy, including coverage limitations, inclusions, terms, and costs to employees will be available in the insurance documents provided by the carriers. As the school grows to scale, REACH Bristol will also seek to provide support with degree advancement with partial/full tuition reimbursement.

As mandated by law, all employees will have the standard requisite deductions from each paycheck that include state and federal income taxes and contributions to Social Security. The budget will reflect other deductions such as FICA, Medicare Employer, State unemployment, State disability, and worker's compensation insurance. Whereas non-certified employees will contribute to Social Security, all certified employees will make contributions to the Connecticut Teacher Retirement System pursuant to C.G.S. Chapter 167a. All deductions will be noted on each paycheck stub that employees receive each pay period, to include elected deductions for benefit programs. The amount of each deduction may vary based on earnings, number of dependents, and exemptions claimed on W-4 forms submitted by each

employee. Any court-mandated deductions such as child support payments will be documented on pay stubs and those employees with such deductions will be notified.

REACH Bristol will be an equal opportunity/affirmative action employer. Staff will be hired based on a number of factors including but not limited to; qualifications, education, and experience. REACH Bristol will not discriminate based on race, gender, disability, marital status, sexual preference, religion, or any other factor. Likewise, all forms of discrimination and harassment are not tolerated, and should an individual violate these policies, her or she will be subject to disciplinary action which may include termination.

f. Discuss how the proposed school will evaluate teachers and administrators. Explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt the Connecticut Guidelines for Educator and Leader Evaluation and Support for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the “Core Requirements” outlined in the Connecticut Guidelines for Educator Evaluation.

REACH Bristol Board of Trustees will adopt and implement Connecticut’s System for Educator Evaluation and Development (SEED) model for conducting annual evaluations of teachers and school leaders. The Board will perform a formal performance evaluation of the Head of School, who will then evaluate the secondary leadership team, while the Head of School, with input from the leadership team members, will assess the instructional staff. Following the SEED model, the evaluation process will include an orientation, a goal-setting conference, evidence collection, performance observations, a mid-year formative check-in, and a year-end summative review.

REACH Bristol may also incorporate additional feedback aligned with the performance expectations in job descriptions and individual growth plans. The school will ensure that its evaluation process is approved by the SDE and complies with the Core Requirements for Educator Evaluation and Development. Furthermore, REACH Bristol will provide proper training, licensing, and support for key evaluators involved in implementing the performance evaluation model. Annual performance appraisals will be used to inform goal setting, ongoing development, and decisions regarding contract renewal or termination. This holistic approach ensures that feedback is not only a routine practice but a dynamic tool for continuous improvement within the RBACS community.

Formal observations, integral to the evaluation process, are complemented by a comprehensive framework of meaningful coaching and professional learning opportunities. These initiatives are specifically tailored to address individual needs and are systematically documented in Individual Improvement Plans (IIPs). The school's commitment to evaluation and feedback aligns seamlessly with the SEED model for teacher evaluation and developed According to the Connecticut State Department of Education’s Guidelines for Educator and Leader Evaluation and Support model as detailed below:

- **Focus on continuous learning:** Educators and leaders are expected to actively engage in a process of self-reflection and professional development, with regular check-ins with their evaluator and coaches to discuss progress towards goals.
- **Collaborative goal setting:** Teachers and leaders work with their evaluators/coaches to set specific, measurable goals aligned with state standards and local priorities.
- **Feedback-centered approach:** The primary emphasis is on providing timely and constructive feedback to support growth rather than solely assigning numerical ratings.

- **Support and Development:** Based on evaluation outcomes, targeted professional development opportunities will be offered to enhance educators' skills and address any identified areas for improvement.

Evaluating the Board of Trustees and organizational partnerships is also crucial for ensuring that our school operates effectively and meets its strategic goals. Here's how we will approach this evaluation:

Board of Trustees Evaluation - Each year the Board of Trustees will begin the year with the development of its annual board goals. These goals will be derived from the School's Achievement Goals found in Section II. A as the basis and additional goals will be added specific to the Board's current needs. The Executive Committee will oversee and monitor the progress of these goals. At least twice annually, they will present progress on the goals to the entire board. The Board will be annually evaluated using the 360-degree feedback model. This process allows for the identification of competencies related to the job as well as the development of an action plan to improve upon as a school. The board will also develop annual goals at the start of each school year and evaluate their accomplishments from the previous year.

Evaluation of Organizational Partnerships - Each year a meeting will occur to set annual goals for the organizational partnerships that the school maintains. At least once a year, the Executive Committee of the Board along with the Head of School will review the goals and determine the effectiveness of the partnership, and determine if any revisions are needed to be instituted.

Family and Scholar Satisfaction - Each year, parents of REACH Bristol Scholars will be asked to fill out an anonymous confidential survey to rate every aspect of the school, from teachers and leadership to homework requirements and the Code of Conduct. Parents will be given the surveys after the first year when reregistering their Scholars for the next school year. These data will be collected, analyzed, and utilized to make adjustments as indicated. Additionally, parent satisfaction surveys will be available on the school website at all times. Scholar satisfaction surveys will be administered anonymously. A Google form survey (via electronically) will be administered quarterly to Scholars. Teachers will receive their results to reflect and improve their instruction.

7. Child Day Care Services

At this time, REACH Academy Bristol School of Connecticut does not intend to provide child daycare services. During the planning year, the REACH Academy Bristol Board of Trustees will review the school's budget and resources to determine if an afterschool program would be feasible. In lieu of a typical after-care program that predominantly focuses on the supervision of children, REACH Academy Bristol will explore options for partnering with the Bristol Boys and Girls Club to explore an after-school enrichment program based on Scholar interest, program/personnel availability, and funding. Such activities might include: music, art, dance, chess, girl/boy scouts, and sports. REACH will also consider a before-school program that would support parents who need to arrive at their jobs earlier than the start of the school day.

8. Student Health and Welfare

REACH Bristol is committed to ensuring the healthy development of all Scholars. Pursuant to Connecticut General Statutes Section 10-212, REACH Bristol will employ one full-time nurse to safeguard and manage all health services to Scholars. This certified nurse will be employed once all licensing and background check requirements are met.

REACH Bristol will ensure compliance with all State of Connecticut health services requirements, including annual vision and hearing screenings (C.G.S. § 10-214), immunization requirements (C.G.S. § 10-204a), and mandatory health assessments (C.G.S. §§ 10-206 and 10-206a). The nurse will also be responsible for administering all medications pursuant to C.G.S. §10-212a, maintaining and safeguarding all health records, ensuring the safe operation and inspection of all appropriate medical equipment such as defibrillators, blood pressure cuffs, and providing first aid and responsive medical care within the scope of the clinician's practices. REACH Bristol will also ensure that at least one other administrator and one staff member is trained in CPR, emergent allergy/asthma treatments (EpiPen, nebulizer, etc.), and for the distribution of medications. The nurse will also be responsible for maintaining thorough records documenting activities such as medication dispensing, medical care, screenings, contact with legal guardians, and any other actions under the purview of the medical provider.

REACH Bristol will provide all families with the appropriate medical health forms as a part of the enrollment packets. Parents and Guardians will be required to provide proof of proper immunizations and health screenings prior to the start of the school year. The nurse will review all documentation to ensure proper completion and compliance with C.G.S. § 10-204 and 10-206 has been met.

Additionally, the nurse will safeguard all medical records in a locked cabinet in the designated nurse's office. If a Scholar transfers out of the school during the school year, the nurse may also be required to transfer or cause to be transferred medical records to the Scholar's school of transfer with authorization from the child's legal guardian. The nurse may be asked to conduct and coordinate staff training on identifying and reporting suspected abuse and/or neglect. Lastly, the nurse may also be asked to participate in interviewing Scholars should a physical abuse event be suspected. The nurse will be an essential member of the REACH Bristol Community.

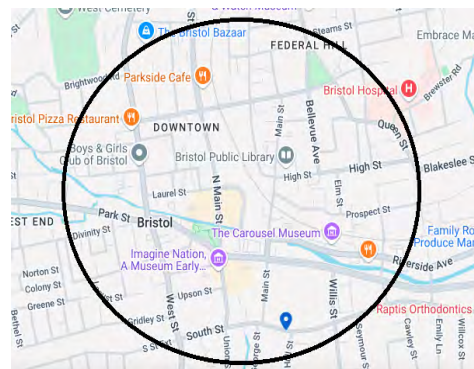
IV. School Viability

1. Building Options

- a. Describe present options for a school building, including location, capacity and timeline for identifying and acquiring the facility.*

The founding team at REACH Academy Charter School in Bristol, CT, plans to secure between 85,000 and 100,000 square feet of space at full scale. The facility will require athletic fields, parking, and open areas to support the school's activities. Based on the network's experience, the ideal facility should provide approximately 20-25 square feet per person, with classrooms accommodating 25-27 individuals, including both scholars and the staff. This setup would require about 500-535 square feet per classroom.

REACH Academy Charter School in Bristol aims to establish its campus in the heart of downtown Bristol, Connecticut. This central location is strategic, ensuring that the school is easily accessible to families and students throughout the community. By being located downtown, REACH intends to foster stronger connections with local businesses, cultural institutions, and community organizations, creating opportunities for partnerships that enrich the educational experience. The central positioning will also make the school more convenient for parents, enhancing the sense of community involvement and support that is key to REACH's mission of providing high-quality education to all students.



Following authorization, the REACH Academy Charter Bristol Founding Team will complete the following action steps to secure and renovate the building outlined above or other building that is identified as the most viable option for REACH Bristol.

- Determine the willingness of the owner to take on the cost of renovation, otherwise identify a developer to take on the financial responsibility of renovations.
- Developed the final Master Facility Plan with Founding Team Member, Michael Olsen who has successfully led the opening of three of our schools in Buffalo and the contracting company.
- Conduct formal assessment of the renovation needed in Year 1- full capacity
- Develop contracts with necessary parties
- Complete necessary improvements
- Receive Certificate of Occupancy

The parties responsible for the process of preparing our facility for occupation include the Public Schools Facilities Authority, building owner, real estate broker and developer, contractor, REACH Academy Governing Board, the Head of School, and the Manager of Operations. Based on projects of similar magnitude facilitated by our realtor, we anticipate the cost for renovations would be approximately \$350,000.

If a new construction is necessary, such as in the potential location near the downtown area, a 15-month construction timeline will be followed, contingent on charter approval and funding. The goal is to complete construction by May of the school's opening year, allowing three months for staff, families, and the community to conduct walkthroughs, test the premises, and become familiar with the space.

For this option, the founding team aims to secure lease approval by August 2026, allowing time for renovations, repairs, and necessary certifications 90 days before opening. This timeline will also give the community the opportunity to inspect the premises, ensuring a smooth and inclusive transition into the new facility.

b. Explain why this facility would be suitable for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.

Once the REACH Academy Charter School of Connecticut Board of Trustees is appointed, it will establish a Finance Committee that will have direct oversight over any real estate involvement. This Committee will oversee the process of identifying, financing, acquiring, and renovating the site. The Board of Trustees will acquire the facility through use of an initial long-term lease. REACH will negotiate a long-term lease with a Bristol developer that will include all necessary renovations in order for the facility to occupy a comprehensive PK-5 program in compliance with all legal requirements for a Charter School. REACH Academy Charter School will provide leasing terms that are financially favorable, recognizing that in the first years of operation, REACH Academy will not be in a financial position, as the early years of operations will be challenging, and thus REACH will negotiate lease costs that will increase as the school grows to capacity. As the building has yet to be identified, the budget currently assumes that the building lease costs will be approximately 20% of the total yearly per-pupil revenue.

REACH Academy is allowing for programming space of approximately 100 square feet per Scholar, aligned with practices at our current campus. This means that a suitable building to house the school would be at least 50,000 square feet. The preliminary space plan may include 25 themed PK through Grade 4, including a minimum of 1 Special Education Teacher per grade level; 1 PK-4 Music Room; a Food Preparation Area with ample storage; 1 Cafeteria; 1 Gym/Auditorium Space; 1 Faculty Room; Administrative Space (includes main reception with separate office for the Head of School, shared offices for the Dean of Scholars; a Conference Room; Sufficient Storage Space for Supplies; Janitor's Closet; and Nurse's Office. Once the building is acquired and/or leasing terms are determined (approximately September of 2025) REACH will identify a reputable architect to develop floor plans and a developer to assume renovations. This process will begin in late Fall of 2025, with a completion of August 2026, and a certificate of occupancy in August of 2026, and operations initiating in September 2026. A timeline is provided in Section IV: School Viability, Number 4: Timetable.

2. Financial Plan

a. Present a pre-opening budget statement detailing estimated start-up activities that are not reflected in the projected five-year budget statement. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.

The pre-opening budget statement detailing estimated start-up activities in regard to revenues and expenditures can be found within the Financial Plan template on the Pre-Opening Budget Statement Tab. Included in the Pre-Opening Budget Statement are detailed line-by-line descriptions to help provide a full year and clear understanding of the school's intentions in preparation leading up to Year One of operations. While revenues for the pre-opening year are not guaranteed, both funders have

provided letters indicating their willingness to accept applications from this school if approved. All budget documents are included as Appendix G.

- b. Present a projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation. The statement should contain all commitments proposed in the application. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.***

The projected 5-year budget statement which details the estimated financial activity of the proposed first 5 years of operation of REACH-Bristol in regards to revenues and expenditures can be found within the Financial Plan template on the Projected 5 Yr Budget Statement tab. Included in that template are detailed line-by-line descriptions which help to provide a clear understanding of REACH-Bristol's intentions for the first 5 years of operation. All budget documents are included as Appendix G.

- c. Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of operation. The statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.***

The projected cash flow statement which details the estimated funds being moved in and out of the proposed school budget for Year 1 of operation in regards to revenues and expenditures can be found within the Financial Plan template on the Cash Flow Schedule tab. All budget documents are included as Appendix G.

- d. Present a schedule of borrowings and repayments. Please identify any estimated funds borrowed (loans, notes, mortgages, etc.), including the source of the funds, repayment schedule, and purpose of the borrowing. The schedule of borrowings and repayments should be aligned to the pre-opening budget, projected five-year budget, and cash flow statement.***

REACH Bristol does not plan on borrowing any funds at this time.

- e. Explain the structure for managing the proposed school's finances; Please include any fiscal staff positions, required qualifications, and job duties.***

The REACH Bristol Board of Trustees ultimately has the final responsibility for the fiscal oversight and management of the school's revenues and expenditures and fiscal policies and procedures. The school will contract out to a local accounting firm to fill the position of Chief Financial Officer (CFO), who will work closely with the Head of School, and who will have responsibility for the school's financial management. Under the direction of the Head of School governed by the Board, the CFO will prepare the annual budget for the Board's review and approval. REACH Bristol will draft financial policies and procedures for adoption by the Board of Trustees. The CFO will oversee the management of REACH Bristol's accounting and finance functions. The Head of School and the CFO will review expenses regularly to ensure that spending remains consistent with the budget, and will provide monthly reports to the Board. The Board will ensure that the budget supports the school's mission and educational priorities and that the financial management plan thoroughly accounts for all aspects of the school's operations and expenses in a fiscally responsible manner. The CMO will receive and review updates regarding the proposed school's financial status.

- f. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the proposed school's financial position.*
- g. Describe a sound financial management system utilizing Generally Accepted Accounting Principles (GAAP), with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.*

The CFO is responsible for ensuring that timely and accurate financial statements are prepared for the end of the fiscal year. The Board will select and hire a public accounting firm to ensure that the school's financial records adhere to Generally Accepted Accounting Principles. An independent auditor will be selected to conduct the annual required financial audit comparable in scope to audits conducted for other public schools. The audit will cover all financial reports required by CSDE, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The audit will also include a report containing any significant findings in the financial processes of the school. The audit report will be reviewed by the Finance Committee and then will be presented to the full Board. Additionally, REACH Bristol will comply with any requests for audits to be completed by the state comptroller's office.

h. Describe how the school will track finances in its daily operations.

1. Budgeting and Revenue Tracking

- Schools create annual budgets to guide spending, with categories for salaries, programs, and operations.
- They monitor revenue from tuition, grants, government funding, and donations. Tuition payments are tracked, and grants must meet compliance requirements.

2. Expense Management

- Procurement: Purchases and vendor payments are logged and matched with invoices to prevent errors.
- Payroll: Staff salaries, taxes, and benefits are managed through payroll systems.
- Operational Costs: Schools track daily expenses like utilities, transportation, and meals.

3. Accounting Systems and Cash Management

- Schools use accounting software (e.g., QuickBooks, PowerSchool) to record transactions and generate reports.
- Petty cash is used for small expenses, tracked via receipts, and replenished regularly.
- Bank accounts are monitored to maintain liquidity.

4. Reporting, Reconciliation, and Compliance

- Regular reconciliation matches bank statements with internal records to detect discrepancies
- Financial reports (e.g., income statements) are reviewed to assess performance.
- Schools follow regulations and often undergo audits for accountability and transparency.

3. Self-evaluation and Accountability

a. Identify clear operational goals at all levels (e.g., school-wide, grade level, classroom, staff, and student).

1. School-wide Goals (Pre-opening Phase)

- 100% Enrollment by First Day of School (FDOS): Ensure that REACH Academy reaches full enrollment capacity (PK-1) by the first day of school through targeted outreach, community engagement, and marketing efforts.
- Academic Framework Completion: Finalize and align all academic curricula (Amplify CKLA, Eureka Math², OpenSciEd) with state standards by FDOS, ensuring instructional readiness and rigor.
- Staff Hiring & Training: Recruit and onboard 100% of required staff (teachers, administrative personnel, support staff) before the first day. Deliver at least 80 hours of professional development to all staff focused on curriculum, behavior management, and instructional strategies.
- School Culture and Climate: Establish a positive school culture using the Ron Clark Academy House System. Ensure that all staff are trained in behavior management, school-wide expectations, and building strong community relationships by FDOS.
- Facility Readiness: Ensure the school building is fully operational, safe, and prepared for students by FDOS, with classrooms set up, learning materials in place, and technology tested.
- Student Attendance: Achieve 95% or higher student attendance rates annually

2. School Operations Goals

- Daily Operations Readiness: Have a clear schedule for daily operations, including arrival and dismissal procedures, breakfast and lunch routines, and transitions between classes.
- Emergency Preparedness: Implement a comprehensive emergency response plan (including fire drills, lockdown procedures, and safety protocols) and train staff and students within the first month.
- Technology & Resources: Ensure all classrooms are equipped with necessary technology (e.g., tablets, interactive whiteboards) and instructional resources are distributed by FDOS.
- Transportation and Logistics: Coordinate and finalize student transportation routes, bus schedules, and pick-up/drop-off procedures to ensure smooth transitions from home to school by FDOS.
- Attendance Tracking Systems: Implement an efficient system for tracking student attendance daily and addressing any absenteeism promptly. Aim for 95% student attendance starting from the first month.

3. Grade-level Goals (Pre-opening)

- Curriculum Alignment: Ensure each grade has fully aligned unit plans with REACH's curriculum (Amplify CKLA for literacy, Eureka Math² for math, OpenSciEd for science) before FDOS, focusing on scaffolding instruction for diverse learners.
- Assessment Readiness: Prepare formative and summative assessment tools (e.g., mCLASS, i-Ready) to track student progress starting from the first week.
- Teacher Collaboration: Grade-level teams will meet before FDOS to review curriculum plans, common assessments, and data analysis strategies. Weekly collaboration will continue to ensure alignment with pacing guides and adjustments based on student needs.
- Engagement: Achieve at least 85% student engagement in lessons through interactive, hands-on learning aligned with the curriculum (e.g., Amplify CKLA, Eureka Math², OpenSciEd).
- Standards Mastery: Ensure each grade level meets or exceeds state standards by aligning curriculum and assessments, with 80% of students achieving proficiency.

4. Classroom Goals (Pre-opening)

- Classroom Setup: All classrooms will be fully equipped with necessary furniture, technology, and learning materials before FDOS, and each will create an inviting, thematic environment that supports the Amplify curriculum's emphasis on vocabulary and content-rich instruction.
- Behavioral Expectations: Teachers will implement consistent classroom management systems aligned with the school-wide Ron Clark Academy House System by FDOS, promoting a positive, structured learning environment.
- Instructional Plans: Teachers will submit and review detailed lesson plans for the first six weeks of instruction before FDOS, ensuring they align with curriculum pacing guides and include differentiation strategies for diverse learners.

5. Staff Goals (Pre-opening)

- Professional Development: Deliver at least 80 hours of pre-opening training focused on curriculum, instructional practices, behavior management, and school culture. Include hands-on sessions for using mCLASS and i-Ready for data-driven instruction.
- Team Collaboration: Build a collaborative culture among staff through pre-opening team-building activities, grade-level meetings, and school-wide workshops.
- Instructional Coaching: Lead Teachers will be trained in providing ongoing coaching and feedback to ensure high-quality instruction is maintained throughout the year, with regular lesson rehearsals before FDOS.
- Retention: Achieve a teacher retention rate of 85% by fostering a supportive, growth-focused work environment.
- Instructional Excellence: 90% of teachers will be rated as proficient or higher in their annual evaluations, focusing on instructional effectiveness and student outcomes.

6. Student and Family Goals (Pre-opening)

- Academic Achievement: Each student will show measurable progress on literacy and math benchmarks, with 85% reaching grade-level proficiency.
- Family Engagement: Host orientation sessions for parents and families to introduce REACH's academic goals, behavior management system, and expectations. Aim for 75% participation in these events.
- Student Onboarding: Plan and implement an orientation program for students during the first week of school to introduce them to the school's routines, academic expectations, and the House System.
- SEL and Behavioral Goals: Ensure that all students participate in an introductory SEL program during the first week to set the tone for emotional regulation and interpersonal skills.

At REACH we also have developed strong operating systems to ensure that the operations and instruction wheelhouses are functioning at a high level.



Meeting	Frequency	Time	Structure	Sample Topic
Huddle	Daily	3-10 min	Standing meeting to coordinate execution, shared accountability , achieve daily targets, communicate announcements . (not decision-making)	<ul style="list-style-type: none"> • Unscheduled meeting for the afternoon • Reminder of change in the schedule
Check-in	Weekly	30-60 min	Prioritize work and ensure job clarity and action steps. Provide and praise	<ul style="list-style-type: none"> • Progress towards goals and trouble areas • Need to give critical feedback
Tactical	Weekly	45-90 min	Build agenda together, shared notes and next steps determine weekly actions , clearly defined roles and processes.	<ul style="list-style-type: none"> • Proactive planning • Coordinate roles for parent night
Strategy	Monthly/Quarterly	2-4 hours	Determine strategies needed, deep analysis of needs, brainstorming, new initiatives	<ul style="list-style-type: none"> • Analyzing persistent struggles in attendance
Step-Back	Biannually	0.5-2 days	Set the team on the right track: set or re-evaluate vision goals , team dynamics, long-term strategies	<ul style="list-style-type: none"> • Setting vision/goals for culture, by reviewing past culture

Our philosophy of “**Do Whatever it Takes, Get the Job Done, and Make No Excuses**” **Mentality** is the approach we take when it comes to having strong operating systems. Here is a breakdown of how the instruction operating systems work to ensure our students receive high-quality, rigorous, and culturally responsive education:

Weekly Self-Meeting

- Self (Weekly, 1-1.5 hours): Leaders reflect on their time spent, its impact on scholar outcomes, and necessary changes for the next week. Set calendars before leaving on Friday for the upcoming week, with feedback from the Manager.
- Lead Team Huddle
- All Team Members (Daily, 5-10 minutes): Lead team members share daily measurable priorities and follow up from the previous day. Norm on the overall team priority of the day. Held outside the Principal’s office.
- Lesson Plan Feedback
- All Instructional Coaches (Weekly, 1.5 hours): Provide timely feedback aligned with lesson plans, strengthening the first teaching by refining plans before implementation.
- Coaching Conversations
- All Managers and Direct Reports (Weekly or Bi-weekly for High-Performing Staff, 30 minutes): Conduct coaching conversations to build proficiency in key knowledge and skills as part of the instructional cycle.
- Rounds: Instructional and Cultural
- All Lead Team Members (Weekly, more frequent at BOY, 1-2 hours): Identify bright spots, trends, and high-leverage opportunities in school culture based on campus culture rubric. Build instructional coaches' capacity through problem-solving, coaching, and development.
- Talent Review
- All Instructional Coaches (Annually, 30 minutes): Review staff potential and results, targeting needs from highest-need teachers to “Irreplaceables.”
- Progress Towards Goals (PTG) Meetings
- All Team Members (Quarterly, 2-3 hours): Achieve clarity and alignment on team goals, identify root cause solutions, and determine next steps.
- Staff Development Cycle
- All Managers and Direct Reports (3 times a year, 30 minutes-1 hour):
 - Round 1: Identify clear, measurable goals for the school year with strategies and tactics.
 - Round 2: Provide and receive feedback on what to continue and improve.
 - Round 3: Assess progress towards goals, identify high-leverage actions to continue, and find solutions for the next school year.

By setting these operational goals, REACH Academy will be fully prepared for a successful opening, ensuring that all students are enrolled, classrooms are ready, staff are trained, and the school community is engaged from day one

- b. Describe the proposed school's self-assessment or evaluation system to ensure that it is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) making sufficient efforts to attract, enroll and retain students from among the populations described in C.G.S. § 10-66bb(c)(A)(i) to (A)(vi); and (4) making efforts to reduce racial, ethnic, and/or economic isolation.***

In the initial stages of planning, REACH will develop a plan to monitor programs related to academic, non-academic, and financial goals. All programs will be reviewed numerous times throughout the year in an effort to maintain steady progress toward all goals.

Academic goals will be developed based on a number of factors. A set of benchmarks for student progress will be developed to ensure that they are on the right track to achieving grade-level expectations. This will also allow academic staff members to inform instruction and make necessary adjustments based on data collected. All standards will be aligned to the CCSS and inputted into regular instruction to ensure that students have the strongest foundation when entering the next grade level. An academic team will regularly meet to review data in a multitude of facets. In doing so, instruction will be adjusted to best meet the needs of all students.

The school leadership team and CMO will provide the Board with regular updates on the school's progress toward annual goals. This may include but is not limited to; student academic data, staffing information, financial reports, fundraising and community connections. This information will be public information and can be shared with all stakeholders interested in the school's overall standing. Once data is reviewed by the Board, all information will guide the decision-making process as changes will be made on a needed basis. It is the Board's obligation to make sure that the school remains consistent with its mission and vision and to evaluate the CMO's effectiveness in supporting this.

REACH will promote a school culture that not only celebrates diversity but welcomes special populations to serve in our community. Special populations will include families from low socioeconomic backgrounds, Multilingual Learners, and students with disabilities. An ongoing recruitment plan will ensure that there is a healthy number of students enrolling at REACH from these special populations. In order to recruit students from these backgrounds, outreach will be done regularly in neighboring communities. An open-door policy will serve as a way for parents and families to tour the school and observe live instruction.

It is our role to ensure that every child has an opportunity to be successful regardless of background or individual needs. Those that attend REACH will be engaged in a rigorous and appealing environment with tools necessary to succeed. We will close the achievement gap by meeting the students where they are and scaffolding instruction to meet individual needs.

REACH Bristol has meticulously crafted its organizational structure to incorporate multiple layers of self-evaluation and accountability, ensuring a thorough and rigorous assessment process.

Comprehensive Evaluation Process: Guided by the expectations of the Connecticut State Department of Education and State Board of Education, REACH conducts continuous evaluations of its progress against renewal standards. This involves utilizing tools such as academic data dashboards and

observation checklists, aligned with the charter agreement. The evaluation unfolds through a series of focused visits throughout the school year.

Visit	Focus Area	Description
1	Classroom Expectations and Initial Goal-Setting Review	Assessing school culture, climate, instruction, and the implementation of the academic program. Reviewing teacher goals and BOY benchmark testing data. Initial goal-setting review.
2	Test Accountability (iReady ELA and Math, SBAC, NGSS)	Focusing on student achievement, growth, and gap closure.
3	Academics and Instruction	Addressing student achievement, growth, gap closure, mission-specific goals, program implementation, and support for special populations.
4	Midterms Data Dive (Progress Towards Goals (PTG))	Reviewing midterm exam data, conducting a PTG meeting to discuss instruction, attendance, leadership, recruiting, operations, and other systems. Includes SWOT analysis and EOY projections.
5	School Culture and Climate Part 1	Examining culture and climate indicators, including attendance, behavior management, and the overall learning environment.
6	Scholar Population (Recruitment, Enrollment, and Retention)	Concentrating on data related to recruitment, enrollment processes, demographic representation, and support metrics.
7	Affective Services Review (SLC and Advisory)	Reviewing goals with a focus on quantitative data in the Affective Domain.
8	Final Progress Towards Goals (PTG) Meeting	Revisiting indicators from Visits 4 and 5, reviewing EOY exam data, sub-population data, teacher and leader evaluations, finance, and operations. Includes SWOT analysis and EOY reflections

Continuous Improvement: Following each visit, data from spreadsheets and observation checklists are compiled, and debriefing sessions are held to support continuous improvement. This process ensures alignment with the school's mission, goals, and commitment to diversity while minimizing racial, ethnic, and economic isolation.

The founders of REACH firmly believe in the indispensability of ongoing feedback for the success of all staff members. Recognizing its pivotal role, REACH Bristol has established a robust approach to professional development and coaching, characterized by the consistent presence of building administrators in classrooms daily. This proactive engagement allows for regular check-ins and the provision of constructive feedback to instructional staff. To further enhance talent retention and development, formal observations have been integrated into the overall strategy.

Formal observations, integral to the evaluation process, are complemented by a comprehensive framework of meaningful coaching and professional learning opportunities. These initiatives are specifically tailored to address individual needs and are systematically documented in Individual Improvement Plans (IIPs). The school's commitment to evaluation and feedback aligns seamlessly with the SEED model for teacher evaluation and development, as detailed below:

- **Multiple Measures of Performance:** Evaluations will incorporate multiple data sources, including student performance metrics, classroom observations, and self-assessments. This comprehensive approach ensures a holistic view of each educator's effectiveness.
- **Professional Learning Goals:** Educators will set specific, measurable goals related to their professional growth. These goals will be aligned with both individual needs and school-wide objectives.

- **Regular Feedback:** Ongoing feedback will be provided through formal observations and informal check-ins. This will help educators reflect on their practice and make adjustments as needed.
- **Support and Development:** Based on evaluation outcomes, targeted professional development opportunities will be offered to enhance educators' skills and address any identified areas for improvement.

This holistic approach ensures that feedback is not only a routine practice but a dynamic tool for continuous improvement within the REACH Bristol community.

Leader Evaluation Tools: In our commitment to transparency and accountability, leaders at REACH Bristol, including the superintendent/Head of School, will undergo evaluations using the Leader Evaluation Rubric (SEED). Connecticut's Educator Evaluation and Development System (SEED) is a model evaluation framework specifically designed in accordance with the Connecticut Guidelines for Educator Evaluation.

Monthly Monitoring by the Board of Directors: At the governance level, REACH Bristol has implemented a comprehensive system for monthly monitoring by the Board of Trustees. This includes the development and deployment of a data dashboard and rubrics featuring key performance indicators, such as student enrollment, academic performance, discipline, operations, and finance. This proven accountability and oversight approach, previously successful at REACH Academy, will be seamlessly applied by the REACH Board.

Monthly Reporting Process: Each month, the Board will receive written and verbal updates on key performance indicators, including student achievement, discipline, enrollment, and retention, with data disaggregated by subgroups to inform decisions and allocate resources effectively. The dashboard aligns with State Department of Education accountability and charter renewal standards. Quarterly reports will also be provided.

CMO Evaluation: The Board will annually evaluate the Chief Management Officer (CMO) using tools outlined in Appendix L.

Board Self-Assessment: The Board will conduct an annual self-assessment as outlined in Appendix D of the By-Laws.

Transparent Reporting: Leadership and the CMO will regularly update the Board on academics, staffing, finances, fundraising, and community connections to ensure mission alignment and informed decision-making.

Connecticut State Department of Education. (2015). *Connecticut Guidelines for Educator Evaluation*. Retrieved from CT State Department of Education.

c. *Identify robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.*

The following systems will be used in order to effectively track leading and lagging indicators of student achievement, enrollment, and organizational operations:

- **Data Management Systems**

- Student Information Systems (SIS): Using platforms like PowerSchool and/or Infinite Campus to maintain records of student demographics, enrollment, attendance, and academic performance.
- Illuminate, i-Ready, mCLASS, and Boost Reading: These platforms will help streamline data collection, monitor progress, and support targeted interventions aligned with students' needs.
- Learning Management Systems (LMS): Platforms like Canvas or Google Classroom can track student engagement and course completion rates.
- **Key Performance Indicators**
 - Student engagement metrics (attendance, participation in extracurriculars)
 - Enrollment trends (applications, inquiries, retention rates)
 - Academic readiness (assessment scores, grades in foundational courses)
 - Standardized test scores
- **Data Collection Processes**
 - Regular Surveys: Conduct student and parent surveys to gather qualitative data on satisfaction and areas for improvement.
 - Real-time Analytics: Use dashboards that provide real-time insights into attendance, grades, and engagement metrics.
 - Standardized Assessments: Administer regular assessments to track academic progress and identify areas needing intervention.
- **Data Analysis and Reporting**
 - Performance Dashboards: Create visual dashboards to present data in an accessible format for stakeholders.
 - Regular Reporting Cycles: Establish monthly or quarterly reporting systems to analyze trends and make data-informed decisions.
 - Benchmarking: Compare performance metrics against local, state, and national averages to assess effectiveness.
- **Feedback**
 - Action Plans: Develop action plans based on data insights to address identified challenges in student achievement and organizational effectiveness.
 - Stakeholder Involvement: Involve teachers, administrators, and parents in interpreting data and developing strategies for improvement.
- **Professional Development**
 - Training Programs: Offer professional development for staff on data, enabling them to effectively use and interpret data to enhance teaching and learning.
- **Data Governance**
 - Privacy Policies: Ensure compliance with regulations like FERPA and establish protocols for data security and ethical use of student information.
 - Stewardship: Appoint data stewards to oversee data quality, integrity, and access across the organization.

d. Present a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is to be located.

An Academic Committee will be developed to provide updates on student learning practices and experiences to the local Board. The team may be composed of the Head of School, the Director of Instruction, the Academic Coaches as well as teacher representatives. The makeup of the presenting team will change based on the necessary topic or specific subject area.

The Academic Committee will survey the Board to gauge interest on a variety of topics. Based on responses, the committee will create a presentation on that topic. It is within the role of the Academic Committee to summarize academic standings among grade levels at REACH. The presentation will include best practices being used among instructional staff as well as data collected based on instruction given. If the data shows areas in need of improvement, it is the responsibility of the Academic Committee to update the Board on steps being taken to intervene. Also included in the presentation will be evidence of student learning as well as concrete examples of student learning experiences.

Following the presentation, the Board as well as any other stakeholders are invited to visit the school to see live student learning practices. Feedback from the Board is welcomed and appreciated as the Academic Committee continues to monitor student progress.

4. Timetable

- a. Provide a detailed timetable of projected activities and days leading to the opening of the proposed school. The timetable should include, at least, activities related to community outreach, student enrollment, curriculum development, recruiting and hiring high-quality teachers and leaders, and building acquisition.*

TASK	PERSON (S) RESPONSIBLE	TIMEFRAME (For a Fall 2026 Opening)
Hold Organizational Board of Trustees Meeting -adopt BOT by-laws, establish meeting schedule, set up committees, approve school fiscal policies, draft FOIL/Open Meetings policies, distribute Code of Ethics, notify SED within 5 days, appoint BOT Clerk. Recruit additional BOT members. Apply for 501 c3, Apply for regent’s certificate of incorporation.	BOT	Upon initial certification
Development of School Website	Intake Coordinator	Ongoing development throughout pre-opening. Full Launch Spring 2025
Initial Certificate of Approval	Connecticut Dept of Education	Submitted 11/1/2024 Decision expected within 90 days
Initiate search for Head of School/ Hire Head of School	BOT	Summer 2025
Designate legal counsel, accountant, insurance agency, and establish banking relationships.	BOT	Spring 2025
Identify/authorize negotiations on lease/purchase of school facility future site. BOT to notify SED of the building agreement.	BOT	Sept 2025
File paperwork for grant funding.	BOT	Summer/Fall 2025
Develop job descriptions for key leadership and other staff positions.	BOT	Summer/Fall 2025
Strategize student and staff recruitment and authorize appropriate methods	BOT	Summer 2025
Secure temporary office space. Create secure filing systems for BOT files.	BOT- Facilities	Summer 2025
Determine start-up supplies and establish vendor lists.	BOT	Spring 2025
Schedule continuing Community Outreach and collection of surveys, etc. Post all events on the website.	BOT-Outreach	Ongoing throughout pre-opening period

Begin design of Classroom Learning Environments	BOT- Facilities	Summer of 2025
BOT Monthly Meeting – Finalize building acquisition and notify SED, set schedule for building renovations, hire Head of School, create the school’s FERPA policy, apply for tax exempt status.	BOT	November 2025
Fill other administrative positions, establish payroll and billing systems.	BOT/Head of School	Spring 2026
Contract for transportation and food services and Foster Grandparent mentors.	Director of Facilities	Spring 2026
Create a Facility Completion Schedule	BOT/ Director of Facilities	Spring 2026
Establish PBIS framework and order signage, draft Student Handbook and Student Code of Conduct.	Director Of Operations	Summer 2026
Begin distribution of the REACH Enrollment Application Form on the school website and at the temporary school office.	Intake Coordinator	Ongoing throughout pre-opening and opening period
Begin organizing August Professional Development sessions and initial after-school offerings.	Director of Operations	Spring 2026
BOT Monthly Meeting – Fill remaining BOT seats, place curriculum materials, technology, and furniture. Set schedule for PD and After School program. Determine school uniform code.	BOT	Spring 2026
Begin recruitment of academic staff and set up securing background checks and fingerprinting.	BOT, Head of School	Spring 2026
Arrange for supplemental transportation services.	Director of Operations	Summer 2026
Create and print all registration forms to be used for enrollment. Copy school calendar and uniform policy for inclusion.	Director of Operations, Intake Coord.	Spring 2026
Collate registration documents into Enrollment Packets in advance of Lottery.	Intake Coordinator	Spring 2026
BOT Monthly Meeting – Hear updates on facility readiness, enrollment, and other ongoing preparations.	BOT	Spring 2026
Finalize hiring of academic staff and a school nurse.	BOT, Head of School	Spring 2026
Continue design of Classroom Learning Environments	Head of School, Teaching Staff	Spring 2026
Acknowledge receipt of all enrollment applications and send all applicants an update on the status of need for lottery and lottery details.	Intake Coordinator	Spring 2026
Hold Lottery to fill Kindergarten and First Grade openings.	Intake Coordinator	Spring 2026
Notify all parents of the results of the Lottery by sending a Welcome (Enrollment) Packet or Wait List Status.	Intake Coordinator	Late Spring 2026
Post all Enrollment Packet documents on the school website, with instructions for submission. Have Enrollment Packets available in temporary school office	Intake Coordinator	Ongoing throughout pre-opening period
Begin planning Pre-opening Family BBQ and Open Houses.	Administrative Team	Spring 2026
Organize secure filing Cabinets for Student, Vendor and Medical files.	Office Manager, Director Operations	Spring 2026
Monthly BOT Meeting – Updates on all remaining pre-opening plans, including Staff Orientation, community outreach, hiring and building preparation.	BOT	Spring 2026
Begin accepting Enrollment Packets for new students. As they are processed, schedule appointments for any necessary screenings to be held in June.	Intake Coordinator	Summer 2026

Create and secure student files.	Intake Coordinator	Ongoing
Request records of new students.	Intake Coordinator	Ongoing
Complete/Inspect facility renovations.	BOT, Head of School, Director of Facilities	Summer 2026
As enrollments are processed, forward transportation requests to appropriate districts.	Intake Coordinator	Summer 2026
Develop and advertise RFP for maintenance and cleaning services.	Director of Facilities	Summer 2026
Set up school e-mail and Student Management System (e.g., PowerSchool).	Technology Coordinator	Summer 2026
Image computers and create inventory systems for all technology.	Technology Coordinator	Summer 2026
Monthly BOT Meeting – Full report on status of pre-opening plan, Open House and opening ceremony.	BOT/Head of School	June 2026
Order remaining supplies for school and all classroom supplies.	Director of Operations, Office Manager	June 2026
Notify CSE of opening and provide a list of all students.	Director of Operations	June 2026
Formulate school Safety Plan.	Director of Facilities	Summer 2026
Obtain Certificate of Occupancy	Director of Facilities	Summer 2026
Arrange for all building signage.	Director of Facilities	Summer 2026
Set up a School Nurse’s office. Set up medical files for Physical and Immunization records. Order defibrillator (s).	Nurse, Director Student Services	Summer 2026
Schedule and hold Kindergarten and other screenings.	Kindergarten Staff & Nurse	Summer 2026
Monthly BOT Meeting – Tour of school. Approval of school budget.	BOT	Summer 2026
Staff Orientation begins	All Staff	August 2026
Enter all student data into Student Management System	Intake Coordinator	Summer 2026
Create Master Schedule	Head of School	July 2026
Begin setup of classrooms, studies, PBIS signage, Bulletin Boards.	All Staff	July 2026
Installation of all technology completed.	Technology Coordinator	July 2026
Finalize food and transportation arrangements.	Director of Operations	August 2026
Monthly BOT Meeting – Status of pre-opening plans and final preparations for school opening. Finalize BOT participation in all events.	BOT	August 2026
SED Pre-opening visit.	BOT, Head of School	August 2026
Professional Development period begins. In year one, all staff will report. In subsequent years, New Teachers will report first and returning staff will join in for the final week of PD.	All Staff	August 2026
Family BBQ and Open House	BOT, all Admin/Staff	July 2026
REACH Bristol Academy Charter School Opens.	BOT, all staff and students	August 2026

5. Transportation

- a. Describe the plan for transporting students from within the local school district to and from the proposed school. Please detail any arrangements that have been made with the local school board (s). If the school plans to implement an extended-day or extended year program that requires transportation beyond what the district provides, please detail any arrangements that have been made to transport these students. If necessary, please indicate what transportation options, if any, are available for out-of-district students.*

With approval of the charter of REACH Bristol Academy Charter School, contact will be made with the bus company providing transportation services for the Bristol Public School District. REACH Bristol will work with the company to arrange morning and afternoon bus service and to provide the company with all required information to set up bus routing. Pickup and drop-off times will be determined through cooperation with the district and the bus company. REACH Bristol will also explore the use of the bus company for transportation services for Intersession Labs that may be offered during the summer months and school breaks. If scholars from surrounding districts enroll at REACH Bristol, transportation services will be resolved by working with the various districts and their transportation provider.



REACH Academy Charter School

Application for Charter Approval - Appendices

Respectfully Submitted to:
Connecticut State Department of Education
November 5, 2024

Appendix A. Founding Members' Resumes

Founding Members

Linda Marszalek

Lee Pierce

Robin Nellis

Michael Olsen

Anna Chiavaroli

Amie Olsen

Lisa Rogers

Anthony Favata

Yaimara Wheaton

Linda A. Marszalek

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EDUCATION:

Doctoral Studies in Educational Administration – GPA: 3.78

University of Rochester; Rochester, New York 9/96-9/98

Certificate of Advanced Study in Educational Administration – GPA: 4.0

State University College of New York at Buffalo, May, 1995

Masters of Science in Education, August, 1991

State University College of New York at Buffalo

Bachelors of Science in Education, August, 1988

State University College of New York at Fredonia

CERTIFICATION:

New York State Certification as

School District Administrator (S.D.A.) May, 1995

New York State Certification as

School Administrator and Supervisor (S.A.S.) May, 1995

New York State Teaching Certification in

Elementary Education N-6 (Permanent)

New York State Teaching Certification in

Special Education N-12 (Permanent)

New York State Teaching Certification in

Speech and Hearing Handicapped N-12(Permanent)

PROFESSIONAL EXPERIENCE:

Head of School

3/17 – Present

REACH Academy Charter School (Grades PreK-6)

Buffalo, NY 14204

Building Administrator

8/15 – 3/17

Buffalo Public Schools – Lovejoy Discovery School #43

Buffalo, NY 14206

Data Driven Instructional Coordinator

10/14 – 7/15

Genesee Valley Board of Cooperative Educational Services

LeRoy, NY 14482

Chief Academic Officer (C.A.O.)

8/11 – 6/14

Pinnacle Charter School (Grades K-8)

Buffalo, NY 14204 - Building Size: @ 650 students – 90% + FRL

Dean of Academics and Chief Information Officer

8/09 – 07/11

Buffalo Academy of Science Charter School (Grades: 7 – 12)

Buffalo, NY 14202 - Building Size: @ 400 students – Title 1

Elementary Principal

7/03 – 7/09

Frontier Central School District

Cloverbank Elementary (Grades: K – 5)

Hamburg, NY 14075 - Building Size: @ 700 students – Title 1

Assistant Elementary Principal

11/95 – 7/03

Niagara Wheatfield Central School District

West Street Elementary School (Grades: K – 5)

Sanborn, NY 14132 - Building Size: @ 300 students – Title 1

Errick Road Elementary School (Grades: K – 5)

North Tonawanda, NY 14120 - Building Size: @ 1,000 students – Title 1

Special Education Teacher

6/92 – 11/95

Pembroke Central School District

Pembroke, NY 14036

Board Leadership

Leadership has a harder job to do than just choose sides. It must bring sides together.
Jesse Jackson

- Along with the President, assisted in leading an eleven member Board of Trustees, specifically responsible for the development of the board agenda, organization of the schedule, the execution of the board meeting and the release of the board minutes.
- Began a clear and succinct plan of the development and revision of a Board Policy Manual in conjunction with Erie 1 Policy Development Department.
- Worked with the Board of Trustees to focus on their goals, reporting on progress of their goals and accurately assessing their goals. Helped the Board maintain focus on student achievement, data driven results, best practices and the intervention process.
- Worked closely with Sub-committees of the Board, especially with the Board Finance Subcommittee to maintain a strong financial foundation for the school. Engaged in the budget process from planning and preparing to completion and execution.
- Worked closely with the school attorney in dealing with legal issues, personnel matters, union organization, contract development and grievances.
- Facilitated the Appeals Process for parent hearings and appeals to the Board of Trustees in student expulsion cases.

Fiduciary Responsibilities

Righteousness, or justice, is, undoubtedly of all the virtues, the surest foundation on which to create and establish a new state. But there are two nobler virtues, industry and frugality, which tend more to increase the wealth, power and grandeur of the community, than all the others without them.

Benjamin Franklin

- Developed, oversaw and maintained an annual \$7.2 million budget.
- Maintained effective procurement procedures as required by law involved in the purchasing process.
- Oversaw small capital building projects.
- Instituted effective cost saving measurements through selective use of goods and services.
- Presented prepared budget to the New York State Education Department for approval annually.
- Prepared projected short term budgets extended for five years forward.
- Maintained clean audits annually as prepared by external auditors.
- Reached and succeeded Board goals of increasing reserve fund by \$200,000.00 annually.
- Presented budget materials to faculty and community at open meeting outlining changes and critical points.

Union Negotiations

The quality of employees will be directly proportional to the quality of life you maintain for them.

Charles E. Bryan

- Worked directly with NYSUT and union leaders in the development of an initial labor contract.
- Developed collaborative working relationships with union leaders.
- Organized regularly scheduled meetings to discuss issues proactively.
- Provided open, honest and transparent communication to union members to maintain trust within the organization.

Instructional Leadership

Leadership is about relating to people and influencing others to develop new skills, consider new ideas and grow to new heights, in order to accomplish what they once thought to be impossible.

- Recognized by the New York State Education Department as “Highly Effective” for growth for the 2011-2012 school year and ranking among the top 6% of the state for student growth.
- Implemented a school-wide Six Point Plan for Increased Student Achievement.
- Lead a successful academic turn-around plan for a failing urban charter school focusing an eleven member school board and 70 + faculty and staff members on the core values necessary for academic achievement.
- Facilitated staff development on how to unpack each of the common core performance indicators and to develop units of study in each content area throughout the school.
- Developed and implemented a comprehensive, high quality Staff Development Plan incorporating several nationally recognized experts to provide on-going, in-depth training on Reader’s Workshop and RtI. Planned and Facilitated a Balanced Literacy/Guided Reading Staff Development for Teachers. Planned staff development opportunities for teachers that were curriculum based and data focused.
- Facilitated the school wide adoption of the In Focus Mathematics Program based upon the Singapore Math method aligned to the Common Core State Standards. Adopted The Everyday Math Program as a School wide initiative aligned to the New York State Standards. Also instituted Lucy Calkin’s Units of Study Writing Process and Writer’s Workshop in Conjunction with Columbia Teacher’s College.
- Developed a New Teachers Orientation Program to allow growth, reflection and development for new and struggling teachers. Provided intense support to new and non-tenured faculty members.
- Provided extensive teacher training on unit mapping including essential questions, learning activities, vocabulary, and clearly stated objectives for all courses in grades 7 – 12.
- Instituted a district wide Curriculum Audit in Grades K – 6 mapping out redundancies and gaps in all content areas.
- Developed quality work rubrics for analyzing student work samples to increase engagement.
- Maintained an intensive hiring procedure to ensure that only the most superior teachers were offered positions. Chaired interview committee.
- Reorganized the utilization of reading specialists to maximize the impact on student achievement to include early identification and intervention.
- Purchased FM Amplification Systems for all inclusion classrooms to increase focus for students who struggle in processing and attention.
- Started a “Literacy Volunteer Program” where students read orally for 20 minutes daily to an adult to increase automaticity and fluency in reading.
- Expanded literacy resources and classroom libraries ensuring that all students have abundance of texts, including a variety of genres, broad assortment of interests and a wide range of reading levels.
- Developed a state of the art book room providing an abundance of available literacy resources.
- Lead a team of teachers and parents to research the topic of retention and develop a building based recommendation for grade level retention, which successfully decreased the retention rate in the building from 15% to less than 1% over a six year period.
- Opened universal pre-kindergarten program and district wide self contained classroom for students with severe learning disabilities
- Developed a prescriptive plan for scheduling academic intervention services for middle school students who have demonstrated lower than proficiency in both coursework and state exams
- Utilized creative scheduling to build in a 9th period for high school students who were failing core courses.
- Oversaw Summer School with credit recovery and regent preparation classes.
- Creatively flexed teachers’ schedules in order to provide time for weekly collaboration for Professional Learning Communities to meet and proactively plan success for struggling students.
- Worked directly with grade level and department chairpersons in overseeing the textbook selection process.

- Regularly collaborated with Guidance Department to infuse “College Preparation” into our school culture maintaining the highest expectations for our students, by planning college visits and reexamining students’ individual academic goals.

Instructional Supervision

Instructional Supervision involves a careful balance of reinforcement of strengths, identification of areas in need of strengthening and an extensive array of opportunities, experiences and further study designed to facilitate reflection and professional growth in the teacher.

- Restructured school program to allow for academic success by strategically organizing academic services (AIS) and Response to Intervention services (RtI) and Special Education services.
- Utilized the supervision process to facilitate growth in instruction demonstrating measurable improvement in student achievement in all grades and departments K-12.
- Referenced best practices in the literature when providing appropriate instructional feedback to teachers during formal observations.
- Oversaw the Annual Professional Performance Review (APPRs) Plans allowing teachers to direct their own learning in participating in their proposed projects.
- Coordinated opportunities for teachers to observe other teachers regularly.
- Provided teachers with a summer reading list of suggested books specific to their needs, interests, strengths and weaknesses.
- Developed several Teacher Improvement Plans to outline and document areas that were in need of improvement for struggling teachers.
- Successfully convinced a tenured teacher to resign without having to go through 3020a procedures.
- Supervised the District’s Gifted and Talented Program in the building.
- Hosted New and Non-Tenured Teachers regular monthly meetings providing support, guidance and training to new teachers.
- Provided teachers with needed planning time to; collaborate together on student needs, develop new course maps and analyze data results.
- Directly supervised the special education program, the athletic program, the esl program, and the advanced placement course offerings.

Standards Implementation and Curriculum Development

The New York Common Core Standards are the driving force of our educational system with the performance indicators marking the destination. Through curriculum development, we collaboratively develop the roadmap involving a dynamic process of identifying, clearly articulating, this on-going living, viable, document.

- Implemented a standards based report card in grades K-5 assessing individual performance indicators in ELA and Math.
- Hosted Race to the Top Training and facilitated the development of Units on the Common Core throughout the school
- Led a district wide staff development day where the faculty performed a curriculum audit in all subjects. Teachers worked to articulate the essential skills needed in one area of their grade. They shared later in the day across grade levels to examine gaps or redundancies that occurred.
- Facilitated rollout of the English Language Arts Curriculum Map.
- Lead staff development day on Units of Study lessons.
- Lead building faculty to map the Social Studies Curriculum Map identifying key concepts, vocabulary, units, and essential competencies.
- Wrote grants to support building initiatives in several areas including; integrated programs for children with special needs; and school-to-work initiatives and New York State Stimulus Grant.

Assessment and Data

Common assessments allow us the opportunity to examine the impact of our instructional program and to provide additional opportunities to support the strengths, weaknesses and habits of our students to ensure success through effective progress monitoring. Through careful analysis of the data, we can predict trends, correlations and gaps needed to achieve success.

- Implemented Benchmark Assessment Collection utilizing previously administered State Assessments to carefully predict student success and plan instruction based on performance indicators from state curriculum
- Facilitated Common Benchmark Assessments in every course offered allowing Data Teams to Analyze, Interpret and Respond to Data prescriptively and reflectively.
- Lowered the highest gap of any student including those with learning disabilities in inclusion classrooms in our school from 6 years below grade level in reading to no more than 2½ years below in reading.
- Increased First Grade Reading Levels from 75% proficiency to 95% proficiency.
- Raised New York State English Language Arts Scores to the highest the building has ever experienced, since the start of the state exams occurring in the 2007-2008 school year.
- Instituted district-wide Reading Benchmarks with regular assessments three times annually at each level.
- Developed data teams to analyze and interpret data while utilizing in-depth cumulative databases of student achievement history.
- Designed Building level CDEP plans for articulating objectives and necessary actions to meet district goals.
- Fulfilled School's CIO responsibilities in collecting, scanning, submitting, and verifying data for Level 0, the Data Warehouse and New York Starts.
- Provided teachers with appropriate reports from Data Warehouse helping to give critical feedback of students' areas of strengths and weaknesses in order to guide instruction more appropriately.

Academic Intervention

Success for all students first begins in the mind of the educators.

As Henry Ford states, "Those that believe they can, will.

Those that believe they can't won't."

As we collaboratively and collectively take full responsibility of the success of our students, we begin to see that the impact of our efforts increase exponentially over time.

- Scheduled a common 45 minute RtI (Response to Intervention) Period Daily in all grades to allow instructional support staff time outside of core instruction to service students while classroom teachers provided Tier 1 interventions or enrichment opportunities for all students.
- Restructured the use of reading specialists to provide intense intervention services proactively to students to prevent later reading difficulties.
- Coordinated academic intervention services to students throughout the building.
- Developed highly specific and prescriptive supplemental academic intervention services to struggling students.
- Managed Annual summer school program for students in need of academic intervention.

Organization and Management

When our mission and values are clearly defined on student achievement, our actions then are clearly focused and driven to support learning for students giving them the proper support, time and resources.

- Developed the master schedule to incorporate daily team common planning time at all levels.
- Opened a special self-contained class for district-wide students with severe learning disabilities formerly attending out of district placements in order to allow them an opportunity to be in their home district while integrating into inclusion classes for half of their day and also receiving intense reading, writing and math support.
- Implemented an intense “peanut free” policy in order to maintain a safe school environment for students with allergies.
- Began a supervised learning lab for struggling students who could benefit from additional opportunities to work on specialized computer software throughout the day and after school.
- Wrote several grants to support building initiatives in several areas including; integrated programs for children with special needs and school-to-work initiatives. Most recently, secured over \$100,000.00 in grants voluntarily in the past year to support building initiatives.
- Developed a faculty handbook and student handbook
- Facilitated Character Club monthly lessons where students throughout the building heterogeneously mixed by grade addressed an ethical dilemma and learned appropriate responses.
- Planned, prepared and organized district administrative retreat.
- Oversaw the building budget process including representatives from a variety of areas focusing on district’s goals and objectives.
- Organized BEDS Day collection of information,
- Worked with McKinney-Vento Liaison in supporting Homeless and Unaccompanied Youth.
- Collected data for New York State Reports such as BEDS Day Information, Special Education PD Reports, VADIR Reports.
- Handled all State and Regent Exam Coordination, including ordering, proctoring, scoring and scanning.
- Hosted Kids Voting in building to allow students the opportunity to vote with their parents in the election.
- Regularly completes a highly rigorous applicant screening, interviewing, hiring and orientation process to attract and maintain the brighter and highest qualified individuals available in the market.

Culture and Climate Building for Faculty and Staff

*Successful Schools Pump Meaning, Passion and Purpose in to the Culture.
Good Leaders know that Success Flourishes only when the People in the Organization are Committed,
Believe in the Organization, and Take Pride in their Work.*

Deal and Patterson

- Successfully implemented the Positive Behavioral Incentive System (PBIS) throughout the school to effectively manage and handle challenging student behaviors through positive supports.
- Provided faculty recognition as teachers recognize their colleagues for outstanding
- Disseminated the “Clover” Awards to members of the faculty, staff and community who demonstrated a positive attitude, influences others in a positive way and has begun a positive initiative in the school.
- Surveyed faculty and asked for evaluative feedback on my professional performance to promote self-reflection and input to improvement.
- Hosted annual “Back to School Picnic” at my home in late August to allow time for the faculty/staff to reconnect with colleagues after the summer recess.
- Purchased business cards for every member of the faculty and staff to serve as reminders to them of the important job that they do.
- Annually hosted clerical and custodial luncheon for the fine job they do year round.

Culture and Community Building for Students/Parents

The school should be the hub of the community in which the members are unified through the celebrations of the developmental educational milestones of our children, seasonal observances throughout the year and the satisfaction of the realization of a common objective.

- Participated in the faculty basketball game against school buildings in front of a sold out audience.
- Sponsored the “McTeacher Night” fundraiser where students came out to eat to see their principal and teachers working at the local McDonald’s restaurant in order to support a school fundraiser, support a local business partner and share a sense of community with our families.
- Continued the annual tradition of going to Gettysburg and Philadelphia with 5th Grade Graduating Class.
- Facilitated the Annual Patriotic Ariel Photo for the entire school in the shape of a patriotic symbol.
- Began New Student Orientation in August for transfer students to help ease the transition to a new school.
- Honored *The Terrific Kid of the Month* in 4th & 5th Grades in conjunction with the local Kiwanis Group.
- Built the Parents as Reading Partners (PARP) Program into a dynamic and exciting program in which students are actively engaged and enthusiastic about this Reading Celebration.
- Held The Annual Back to School Assembly for all students explaining clear expectations of student behavior in terms of respecting ourselves, our things and each other.
- Hosted the Summer Reading Program annually with follow up Rewards Ceremony.
- Maintained a strict habit of following-up with any parents several weeks after a resolved issue had been handled to ensure continued satisfaction and open communication.
- Hosted annual luncheon with the current PTA President and former presidents each summer to maintain strong support and connection with this important group of stakeholders.
- Encouraged outside groups to utilize school for athletics/clubs to benefit our community members.
- Facilitated Blanket Drive for the homeless.
- Supported initiative for the development of an outdoor classroom in our courtyard.
- Developed an “in-school” postal service that was student run which authentically reinforced literacy skills.
- Facilitated annual Field Day Event with over 200 Parent Volunteers involving 18 different stations.
- Experienced culturally diverse populations including; Native American population (Tuscarora), African American minorities, Socio-Economically Depressed groups and Students with Special Learning Needs
- Utilized resources such as The Family Support Center to refer parents struggling and in need of direction.

Training and Specialized Knowledge and Background

The master in the art of living makes little distinction between his work and his play, his labor and his leisure, his mind and his body, his education and his recreation, his love and his religion. He hardly knows which is which. He simply pursues his vision of excellence in whatever he does, leaving others to decide whether he is working or playing. To him his is always doing both.

Zen Buddhist Text

- Getting Started with Professional Learning Communities - 2 Day Training by Rick and Becky DuFour
- Harvard Institute on Learning and the Brain
- Overcoming Dyslexia by Sally Shaywitz
- Guided Reading Turnkey Training with Fountas and Pinnell
- Guiding Reading by Sharon Taberski
- Units of Study – Writer’s Workshop at Columbia Teacher’s College by Lucy Calkins
- 6 + 1 Traits of Writing by Ruth Culham
- Dimensions of Learning by Debrah Pickering
- Choice Theory by William Glasser
- Response to Intervention (RtI) by Jim Wright
- Lessons That Change Writers by Nancie Atwell

Technology Integration

Computers if used appropriately in our classrooms, can be teaching aides, productivity tools, internet connectors, test administrators and data organizers. Students learn to utilize technology effectively when it is integrated into the curriculum and its authentic use allows students' learning to become the byproduct of the accomplishment of a meaningful and worthwhile task.

- Purchased Tele-Form Software to allow application and use of data to be easily uploaded and turned-around to teachers for immediate use to inform instruction and interventions
- Hosted a district-wide Technology Fair in which teachers showcased student work samples incorporating the use of technology integration in their classrooms. Projects ranged from simple applications involving calculators to sophisticated use of Hyperstudio Software, Powerpoint Presentations and Physics Software by elementary students.
- Implemented the infusion of new technology into classrooms with appropriate staff development including:
 - Banks of five mini labs in every classroom which required teachers to set up more small group instruction and facilitates differentiation,
 - Interactive Smartboards which allows students and teachers to utilize the computer as a chalkboard for maximum classroom visibility and interaction and
 - Classroom Response System (CRS) or “Clickers” which allows teachers to develop questions/quizzes on content in which students answer electronically allowing teachers to score and analyze results immediately.
- Mapped out curriculum map for technology articulating major concepts, skills, vocabulary and benchmark expectations.
- Provided specifically designed technology training for teachers to integrate the effective use of software into the curriculum.
- Supervised the technology department and plan for technology infusion.

Major Accomplishments

Excellence requires confidence. Some degree of courage and self-assurance is essential for an extraordinary life. Confidence is not always easily achieved, and even the most confident leaders occasionally falter. Recognizing their doubts and fears as well as finding role models helps successful people overcome obstacles and develop excellence in themselves.

J. Pincott

State Conference Panel Presenter

New York State Association for School Psychologists – November, 2008
Response To Intervention Panel Discussion
Rochester, New York

National Conference Speaker

The Society of Developmental Education's National Conference
July, 1997 in Columbus, Ohio

Panel Advisor

Presented at a New York State Department of Education
Conference on Integration of Children with Special Needs – December, 1994

References

Dennis Horrigan

Board of Trustees Member
Pinnacle Charter School
CEO of Catholic Medical Partners
1083 Delaware Avenue
Buffalo, NY 14209
716-440-5007

Dr. Steve Phelps

Board of Trustees Member
Pinnacle Charter School
Retired College Professor in Literacy Inst.
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222
716-803-4145 (c)
716-877-1426 (h)

Dr. Gary Cooper

Retired Superintendent of Schools
Frontier Central School District
5120 Orchard Avenue
Hamburg, NY 14075
610-353-2428 (h) 610-960-6364 (c)

Dr. Fenice Boyd

Previous President - Board of Trustees
Pinnacle Charter School
U.B. College Professor in Literacy Instruction
367 Baldy Hall
Buffalo, NY 14260
716-907-3052

Dr. Jim Mills

Retired Superintendent of Schools
Newfane Central School
6273 Charlotte Road Newfane, NY 14108
716-998-0148

Dr. Judy Howard

Retired Superintendent of Schools
Niagara Wheatfield Central School District
6700 Schultz Street
Sanborn, NY 14304
585-690-9565 (c) 585-349-5565 (h)

Bob Gallagher

Retired Asst. Supt. of Instruction
Niagara Wheatfield Central School District
Sanborn, NY 14304
716-873-6807

LEE VINCENT PIERCE

“When the spirit of people is strong, focused, and vibrant, wonderful things happen.”
-Harrison Owen

EDUCATION:

Master of Science in Administrative Supervision, Niagara University	05/05
Master of Science in Elementary Education, Niagara University	12/01
Bachelor of Science in Criminal Justice, State University College at Buffalo	12/87

CERTIFICATIONS:

Permanent School District Administrator	05/05
Permanent School Administrator/Supervisor	05/05
Permanent Elementary Education Teacher Pre-K to 6	11/04

ADMINISTRATIVE EXPERIENCE

REACH Academy Charter School 2022-Present
Principal, REACH Academy Middle School

REACH Academy Charter School 2019-2022
Director of Strategic Planning, Dean of Scholars

- Direct and Oversee the school’s strategic and long-term goal planning
- Analyze industry trends and explore expansion opportunities
- Secure and Seek grant prospects, including Title Grants and CARES Act funding, County and State funding etc.
- Develop with the Head of School and oversee the development of the school’s Policy Manual
- Ensure faithfulness to the Charter
- Ensure positive family communication from school
- Oversee Scholar Attendance
- Head the process for Annual Report, Charter Renewal Process and Request for Expansion
- Act as Dean of Scholars when called upon

Aloma D. Johnson Charter School 10/18-6/2019
Dean of Students, Special Education Coordinator

- Responsible to uphold and reinforce the Code of Conduct as written by the Board of Directors
- Performed Staff Observations
- Coordinator of Special Education programming
- Developed and facilitated common planning, staff development opportunities: Discussion on Restorative Discipline, Culturally Responsive Teaching and Trauma Informed Care
- Facilitated a module for new teacher orientation process
- Responsible for attendance, home visitations

Clarence Central School District
Principal, Sheridan Hill Elementary School

8/09-7/2018

- Implementation of APPR evaluative process: Marzano
- Facilitation of Common Core Learning Standards and Instructional Shifts
- Implementation of monthly grade level and vertical team meetings
- Contributor to Building and Responsible for managing and maintaining all facets of the facility
- Work collaboratively with staff to collect, analyze, and use multiple data programs, STAR, Fountas and Pinnell, Calkins Units of Study Rubrics, etc. to improve classroom instruction practices and delivery thereof

Medaille College
Adjunct Professor

3/18-5/18

- Taught ESP 607: Professional, Family and Community Collaboration
This course consisted of eighteen students at the master's level. It provided a comprehensive set of strategies and methods for involving general and special education teachers, other professionals, support staff, parents and the community in collaborative partnerships for the benefit of students with disabilities. It focused on the importance of school relationships with families of children with special needs and potential barriers to these contacts that included cultural and individual perceptions. A strong emphasis was placed on a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases to offer better support for families.

Tonawanda City School District
Principal, Riverview Elementary School

8/07-8/09

- Providing Instructional Leadership; Institution of curriculum programming, i.e. READ180, Magic Penny, CARS and STARS program, building based Balanced Literacy Framework, Building based Character Education Asset reinforcement through utilization of Literature program
- Responsible for Master Scheduling
- Responsible for Staff Observation and Evaluation, utilizing Danielson's Framework
- Extended Day Program Facilitator
- Implementation of monthly grade level and vertical team meetings
- Solicited community support through parent educational seminars and function
- Active PTA Committee Member
- Community Fair Administrative Team Member
- Facilitated Building Book Club Blogs
- Contributor to Building and District Newsletters
- Established teacher interview committees and conducted teacher interviews
- Assisted in District sporting event supervision

Amherst Central School District, Amherst, New York
Assistant Principal, Middle School

8/05-8/07

- Developed, implemented and enforced behavior codes
- Conducted teacher observations including pre and post observation meetings
- Collaborated with building principal in the development and implementation of Staff Development
- Worked in partnership with principal and counselors to create masters schedule
- Planned and arranged Character Education assemblies, working in conjunction with Teacher Advisors and Student Council Members
- Supervised after-school activities, dances, curriculum fairs, and sporting events
- Organized Teacher Recruitment Day
- Established teacher interview committees and conducted teacher interviews

- Contributed to quarterly newsletter

Teaching Experience

Lockport City School District, Lockport, New York
5th Grade Teacher

9/02-6/05

Professional Teaching Experiences

State University College at Buffalo undergraduate seminar speaker
Medaille College undergraduate and graduate speaker

9/10/15-12/2017

REFERENCES:

REACH Academy Charter School

Mrs. Linda Marszalek
Head of School
716-392-3821

Mrs. Anna Chiavaroli
Director of Instruction
716-481-8215

Ms. Lisa Rogers
Dean of Scholars
716-912-6328

Medaille College:

Dr. Colleen Wilkinson
Faculty, Assistant Professor
Department of Education
716-465-6758
716-880-2624

Professional Character References:

Dr. Douglas Regan, Starpoint Schools Administrator, Retired, 716-998-3449
Mr. Kevin MacDonald, District Superintendent, Genesee Valley BOCES, 716-863-3057
Mr. Marc Graff, Business Official, Medina Central School District, 716-471-2402

Robin Nellis

Contact

46 Somersby Ct.
Williamsville, NY 14221
724-601-9099
Rlnellis77@gmail.com

Education

BA in English from State
University of New York at
Geneseo, 1975
Completed degree in 3 years.

Key Skills

Teamwork
Communication
Customer Service
Public Relations
Public Speaking

Profile

Experienced and skillful communicator and member of the School administrative team. Adept at building relationships within the school and throughout the community.

Employment History

4/2017 – Present

CIO and Student Intake Coordinator at REACH Academy Charter School in Buffalo, NY

School Co-Founder and member of the Administrative Team responsible for a successful renewal of the school's charter in 2022. Oversees all aspects of the Student Management System and all Data reporting. In charge of all Community Outreach, Student Recruitment, Enrollment and Retention strategies. Prepares and processes District Billing and works to assist the comptroller with Accounts Payable. Clerk of the Board of Trustees.

2/2014 -4/2017

District Data Coordinator at Global Concepts Charter School in Lackawanna, NY

Worked with the School Business Administrator and Assistant Superintendent to oversee all student files and data. Responsible for all state data reporting. Prepared and submitted all District Billing for payment.

9/2010 – 2/2014

Office Manager at Pinnacle Charter School in Buffalo NY

Managed the school office staff and was the Confidential Assistant to the Head of School. Handled Accounts Payable and assisted with the annual audit. Clerk of the Board of Trustees.

Anna A. Chiavaroli

Elementary Educator

CONTACT

716-481-8215 (cell)



achiavaroli
@reachacademycharter.org



72 Pearce Drive
Amherst, NY 14226



CERTIFICATIONS

- Professional New York State Dual Certification in Early Childhood Education and Special Education (Birth – Grade 2)
- Professional New York State Certification in Childhood Special Education (Grade 1-6)
- Pending New York State School Building Leader

EDUCATION & HONORS

Canisius College – Buffalo, NY

- Master of Science in School Leadership (NCATE accredited) August 2018-May 2019
- Master of Science in Advanced Special Education (NCATE accredited) August 2011-August 2012
- Bachelor of Science in Early Childhood and Special Education (NCATE accredited) August 2007-May 2011

Benefactor's Academic Scholarship
Canisius College Dean's List

PROFESSIONAL EXPERIENCE

Director of Instruction

REACH Academy Charter School – Buffalo, NY
Elementary & Middle School - Grades K-6

July 2021-
Present

- Facilitate Grade Level Leader meetings
- Oversee Instructional Coaches
- Data collection and review
- Develop yearly academic goals for school
- NYS Testing Coordinator

Instructional Coach

REACH Academy Charter School – Buffalo, NY
English Language Arts - Grades K-3

July 2019-
July 2021

- Facilitate grade level planning meetings
- Collection of lesson and unit plans
- Provide immediate feedback and coaching
- Develop goals for teachers
- Demonstrate and model best practice

General Education Teacher

REACH Academy Charter School – Buffalo, NY
Kindergarten Classroom, 20:1

August 2017-
July 2019

- Prepare all daily lessons and engaging activities
- Integrate common core standards into lesson plans
- Develop various center-based materials
- Provide authentic and meaningful experiences for students both inside and outside of classroom
- Demonstrate and model core values for students to practice
- Develop curriculum based on NYS Next Generation Standards

Special Education Teacher

Cantalician Center for Learning – Depew, NY
Self-Contained Classroom, 8:1:2 - Ages 3-5

November 2012 -
August 2017

Teacher Assistant

Cantalician Center for Learning – Buffalo, NY
Self-Contained Classroom, 6:1:1 - Ages 15-21
Integrated Preschool Classroom, 12:1:1 - Ages 3-5

September 2011-
November 2012

RELATED EXPERIENCE

- Ice Skating Instructor- SABAH, Amherst, NY - Fall 2001-Spring 2022
Therapeutic ice-skating program for individuals with disabilities.
- People Inc. - Respite Care - Amherst NY - May 2015-Present
In-home care and assistance for a young girl with multiple disabilities.
- Western New York Independent Living – Respite Care – Amherst, NY - Fall 2008 – 2012
In-home care and assistance with living skills for adult with Cerebral Palsy.
- BOCES Summer School Program- Williamsville, NY - Summer 2009, 2010 & 2011
Personal aide for three individuals, assisting in both academic and self-care skills.

PROFESSIONAL DEVELOPMENT & SKILLS

- First Aid/CPR Certified
- School Violence Awareness
- Dignity for All Students Act
- Trauma Training for Educators
- Reader's & Writer's Workshop
- Math in Focus
- Center Based Learning
- Lavinia – Close Reading & Math Stories
- Microsoft Word, Excel, Outlook, PowerPoint, Publisher, Google Sheets/Docs/Forms, etc.
- SMART Board utilities – ie; interactive lessons, presentations, visual schedules, etc.

[Michael D. Olsen](#)

44 Signal Drive
Lancaster, New York
(716)901-5421
Email: molsen0319@gmail.com

Certification

- New York State Certification in Technology Education K-12.

Education

State University College at Buffalo, New York

Bachelor of Science, Technology Education, December 2002

Overall GPA: 3.4 / 4.0

Major GPA: 3.3 / 4.0

Dean's List: 4 Semesters

Masters, Technology Education, December 2007

Overall GPA: 3.78/4.0

Experience in Education

REACH Academy Charter School, Buffalo, New York

School Founder, Employed Director of Technology and Facilities, March, 2017 - Present

Director of Technology

- Setup and managed the Staff File Server, LAN network, CIPA compliant Firewall, Email, SIF Projects, Library/ Health Software and Wired along with Wireless peripherals.
- Setup and Management of Cloud Services such as Google Applications.
- Setup and Manage the Student File Server.
- Setup and Manage the Student Management System (PowerSchool)
- Held responsibility for maintenance and repair of all technology.
- Held responsibility for all ordering and setup of new technology including the RFP process and BBOE ordering.
- Created and maintained a school database for tracking all information technology related assets for tracking and audit reporting purposes.

Director of Facilities

- Held responsibility of communications liaison between REACH Academy Charter School and all contracted custodial and maintenance service providers.
- Held responsibility of identifying and reporting on various facility conditions/ projects to the Schools' Board of Trustees, property landlord and/or contractor(s).

Enterprise Charter School, Buffalo, New York

Employed Director of Technology, July, 2016 – March, 2017

- Responsible for school wired and wireless network, servers, peripherals, educational technology, software licensing, software patches.
- Consult with school leaders and teachers to discuss the needs of the school.
- Responsible for preparing and assembling all Requests for Proposal/ Quotation.
- Responsible for Information Technology Asset Tracking and Auditing.

Buffalo Public Schools PS 115, PS 97 Buffalo, New York

Employed Instructional Technology Coach, Technology Education Teacher, September, 2013 – July, 2016

- Coach grade level and special area teachers on the implementation of technological resources in everyday teaching. This implementation is aligned to the Common Core Learning Standards and Shifts, NYS Learning Standards, ISTE s/t/a/c, and the Buffalo Schools Strategic Plan.
- Troubleshoot minor technology issues within the school building.
- Support district initiatives such as computer/ web programs, hardware implementation and policies.

Pinnacle Charter School, Buffalo, New York

Employed Technology Teacher, Information Technology Specialist, September, 2006 – 2013

Information Technology Specialist

- Setup and managed the Staff File Server, LAN network, CIPA compliant Firewall, Email, SIF Projects, Library/ Health Software and Wired along with Wireless peripherals.
- Setup and Management of Cloud Services such as Google Applications.
- Setup and Manage the Student File Server.
- Setup and Manage the Student Management System (PowerSchool)
- Held responsibility for maintenance and repair of all technology.
- Held responsibility for all ordering and setup of new technology including the RFP process and BBOE ordering.
- Created and maintained a school database for tracking all information technology related assets for tracking and audit reporting purposes.

District Data Coordinator/ Chief Information Officer

- Held responsibility for ensuring data accuracy in the Student Management System for purposes of local RICLevel 0 reporting.
- Facilitated all district billing and data verification and accountability in Level 1 and Level 2 Data warehouse.

Director of Facilities

- Held responsibility of communications liaison between Pinnacle Charter School and all contracted custodial and maintenance service providers.
- Held responsibility of identifying and reporting on various facility conditions/ projects to the PCS Board of Trustees, property landlord and/or contractor(s).

Technology Education Teacher

- Researched, Developed and Implemented curricula for 5th – 8th Grades in the areas of Technology Education and Information Technology. Curricula reflected the demands of the NYSED Standards along with linking to and supporting core area standards.
- Designed and Managed a classroom used to teach and implement the goals of Technology Education.

Alden Central School District, Alden, New York

Depew UFSD, Depew, New York

Substitute/ Long Term Teacher, September, 2004 – 2006

- Strived to learn, teach, and enforce school policy.
- Taught classes according to substitute lesson plans utilizing NYSED Standards and related Learning standards.
- Taught developmentally delayed students to perform life skills through the use of modified adaptive technologies.

West Seneca East High School, West Seneca, New York

Employed Technology Teacher, September 9, 2003 – July 30, 2004

- Developed and implemented educational lessons for all Media and Television Production courses.
- Developed and implemented educational lessons for the World of Technology course, a regents level course used for high school math or science credit. Course was aligned to high school math and science standards.
- Collaborated with district staff to lead the development of digital media on the events and news within the district for monthly cable television broadcast.
- Lead the Media Production Club for which students were exposed to real life situations within the West Seneca community. Students were responsible for preproduction, production and post-production tasks.

Clarence Middle School, Clarence, New York

Student Teacher, October 28, 2002 – December 12, 2002

- Strived to develop and implement a mechanical drafting unit for 7th and 8th grade students.
 - Unit consisted of lecture and hands-on activities, where the student were required to accurately master techniques used in mechanical drafting
 - Development of evaluation materials utilized in both an orthographic projection and isometric hands-on units.
 - Developed and implemented a plan for shop safety and personal management for utilization in an 8th grade technology class.

Student Teacher, September 9, 2002 – October 24, 2002

- Developed and implemented educational lessons for all 10th grade Architectural Modeling classes.
Developed all instructional materials for lessons. (Overheads, Handouts, Evaluations)
Lessons included elements of Math, Science, Technology, History, and Safety. In accordance with the MST, ELA, HEPEFACS, Social Studies and ITEA standards.
Developed and implemented evaluation criteria for lesson material.

Related Experience

The Frizlen Group Architects, Buffalo, New York **Facility**

Maintenance, October 15, 2013 – September 30, 2014

- Inspect and Maintain Facility Systems.
- Consult with facility owner on projects, improvements, contracted services.

CONTACT

716-481-8215 (cell)



achiavaroli
@reachacademycharter.org



72 Pearce Drive
Amherst, NY 14226



CERTIFICATIONS

- Professional New York State Dual Certification in Early Childhood Education and Special Education (Birth – Grade 2)
- Professional New York State Certification in Childhood Special Education (Grade 1-6)
- Pending New York State School Building Leader

EDUCATION & HONORS

Canisius College – Buffalo, NY

- Master of Science in School Leadership (NCATE accredited)
August 2018-May 2019
- Master of Science in Advanced Special Education (NCATE accredited)
August 2011-August 2012
- Bachelor of Science in Early Childhood and Special Education (NCATE accredited)
August 2007-May 2011

Benefactor's Academic Scholarship
Canisius College Dean's List

PROFESSIONAL EXPERIENCE

Director of Instruction

REACH Academy Charter School – Buffalo, NY
Elementary & Middle School - Grades K-6

July 2021-
Present

- Facilitate Grade Level Leader meetings
- Oversee Instructional Coaches
- Data collection and review
- Develop yearly academic goals for school
- NYS Testing Coordinator

Instructional Coach

REACH Academy Charter School – Buffalo, NY
English Language Arts - Grades K-3

July 2019-
July 2021

- Facilitate grade level planning meetings
- Collection of lesson and unit plans
- Provide immediate feedback and coaching
- Develop goals for teachers
- Demonstrate and model best practice

General Education Teacher

REACH Academy Charter School – Buffalo, NY
Kindergarten Classroom, 20:1

August 2017-
July 2019

- Prepare all daily lessons and engaging activities
- Integrate common core standards into lesson plans
- Develop various center-based materials
- Provide authentic and meaningful experiences for students both inside and outside of classroom
- Demonstrate and model core values for students to practice
- Develop curriculum based on NYS Next Generation Standards

Special Education Teacher

Cantalian Center for Learning – Depew, NY
Self-Contained Classroom, 8:1:2 - Ages 3-5

November 2012 -
August 2017

Teacher Assistant

Cantalian Center for Learning – Buffalo, NY
Self-Contained Classroom, 6:1:1 - Ages 15-21
Integrated Preschool Classroom, 12:1:1 - Ages 3-5

September 2011-
November 2012

RELATED EXPERIENCE

- Ice Skating Instructor- SABAH, Amherst, NY - Fall 2001-Spring 2022
Therapeutic ice-skating program for individuals with disabilities.
- People Inc. - Respite Care - Amherst NY - May 2015-Present
In-home care and assistance for a young girl with multiple disabilities.
- Western New York Independent Living – Respite Care – Amherst, NY - Fall 2008 – 2012
In-home care and assistance with living skills for adult with Cerebral Palsy.
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- Math in Focus
- Center Based Learning
- Lavinia – Close Reading & Math Stories
- Microsoft Word, Excel, Outlook, PowerPoint, Publisher, Google Sheets/Docs/Forms, etc.
- SMART Board utilities – ie; interactive lessons, presentations, visual schedules, etc.

AMIE OLSEN

SCHOOL ADMINISTRATOR

CONTACTS

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amipet@gmail.com 

44 Signal Drive 
Lancaster, New York 14086

EDUCATION

B.S. in Graphic Design
Daemen College
2003

B.S. in Art Education
Daemen College
2004

M.S. in Special Education
Daemen College
2005

M.S. in Educational Leadership
Canisius College
2015

CERTIFICATION

New York State Professional
Visual Arts
Grades K-12

New York State Professional
Students with Disabilities
Grades 1-6

New York State Professional
Students with Disabilities
Grades 7-12

New York State Professional
School Building Leader

New York State Professional
School District Leader

PROFESSIONAL PROFILE

Dynamic education professional, possessing drive, ambition and the ability to cultivate a culture of learning and achievement. With eight years of hands-on experience in the Special Education classroom, and eight years in Student Services and Operations Administration, I have developed a well-rounded knowledge base. In my experience I have played many roles and executed numerous responsibilities: staff management, scheduling, community involvement, budget preparation, strategic planning, and curriculum development. My leadership style allows me to successfully juggle these positions and give equal time and effort to each one. My goal is to put the school philosophy at the forefront of my decisions, while championing student growth and support.

WORK EXPERIENCE

DIRECTOR OF OPERATIONS & STUDENT SERVICES
REACH Academy Charter School | 2017-Present

- Ensures the physical and emotional safety of all students and staff by consistently evaluating the school culture and environment
- Executes the process for grades 3-8 NYS Assessments in ELA and Math State ELA, including ordering, proctoring and scoring assessments
- Handles the purchasing of textbook orders in Munis System
- Develops and maintains staff handbook and assists in development of the student handbook
- Developed a rigorous applicant screening, interviewing, hiring and orientation process to attract and maintain the highest qualified individuals
- Executes new hire orientation and maintains personnel files
- Processes and maintains New York State Disability, Paid Family Leave and Workers Compensation Claims
- Acts as the school's title IX Coordinator
- Oversees payroll, maintaining employee benefits and keeps accurate records of PTO for a staff of 90+
- Ensures school-wide compliance with health and safety laws, charter contracts, state education mandates (including staff fingerprinting), teacher certification, and all federal and state workplace regulations
- Provides support in the quarterly/year end process and audits
- Assists the Head of School in the development of the annual school budget
- Oversees the Building Level Safety Team which is responsible for updating and implementing the building level safety plan
- Co-leads in the planning and execution of school events
- Implemented school wide dismissal plan for an effective and safe way for students to get home
- Prepares and maintains Title Funding Grant reports in an accurate and timely manner
- Developed a standards based report card in grade K-5 assessing individual performance indicators in ELA and Math
- Coordinates opportunities for teachers to observe other teachers regularly
- Assists in development of the master schedule incorporating daily team common planning times at all grade levels
- Assists in implementing a positive behavioral incentive program (PBIS) and restorative justice practices throughout the school to effectively manage and handle challenging student behaviors through positive supports
- Planned and facilitated a Balanced Literacy/Guided Reading staff development training for teachers
- Instituted Lucy Calkin's Units of Study Writing Process and Writer's Workshop in conjunction with Columbia Teacher's College

AMIE OLSEN

SCHOOL ADMINISTRATOR

(Continued)

CORE STRENGTHS

- Leadership & Team Building
- Standardized Testing & Scoring
- Classroom Evaluation
- Program Management & Coordination
- Staff Development & Coaching

- Expanded literacy resources and classroom libraries ensuring that all students have abundance of texts, including a variety of genres, broad assortment of interest and a wide range of reading levels
- Implemented benchmark assessment collection utilizing previously administered state assessments to carefully predict student success and plan instruction based on performance indicators from state curriculum
- Facilitates common benchmark assessments in ELA and Math allowing data teams to analyze, interpret and respond to data prescriptively and reflectively.
- Collaborates with principal in the development and implementation of ongoing staff development in areas of ELA and Math
- Established effective data collection and charting methods to monitor student progress , providing timely progress reports to parents
- Leads grade level planning sessions to guide teachers in effective RTI strategies and documentation for the purpose of assessing student growth
- Ensures that program mandates of a student's IEPs are implemented in conjunction with the Special Education Coordinator
- Provides training to staff in the areas of special education to improve instructional capacity and student outcomes
- Plans and facilitates monthly Special Education team meetings
- Oversees the Special Education funding, budget, and reporting
- Coordinates with outside service agencies to ensure continuum of services and access to resources
- Conducts teacher evaluations and provides constructive feedback after completing walkthroughs using the Marshall Teacher Evaluation Rubric.
- Mentors newly appointed Special Education Coordinator and first year Special Education Teachers

TECHNOLOGY SKILLS

- Microsoft Office Software Suite
- PowerSchool
- eSchool Data
- Adobe Creative Suite

WORK EXPERIENCE

DIRECTOR OF SPECIAL EDUCATION

Westminster Community Charter School | Oct 2013-June 2017

- Built and organized a Special Education department for 70+ students
- Provided training to educational staff in the development and implementation of IEP and the IEP process
- Supervised teaching staff, ensuring all legal guidelines and mandates were implemented
- Headed building committee to research RTI and developed a systematic plan for providing assistance to struggling readers before failure occurred
- Created RTI data collection sheets for the IEP referral process
- Developed progress monitoring systems for interventions and special education programs
- Managed the process for receiving Federal Special Education Entitlement Grant, IDEA funding
- Prepared and maintained monthly budget reports for per pupil Special Education funding
- Provided monthly reports to the Board of Trustees
- Coordinated with outside state agencies to acquire related services for students
- Oversaw the 504-approach including the referral process, service delivery approach, monitoring federal compliance
- Ensured that all students with disabilities receive appropriate testing accommodations during all assessments, including State Assessments
- Communicated and conveyed information with clarity regarding the school's programs to parents of the school community
- Assisted in the development of the master schedule for a Kindergarten through Eighth

AMIE OLSEN

SCHOOL ADMINISTRATOR

(Continued)

REFERENCES



SARAH INFANTE
Tonawanda City School District
Intern Principal

sinfante@tonacsd.org
(716) 390-3187



BRIAN MACEY
Westminster CCS
Special Edu Teacher/Sped
Coordinator

bmacey81@gmail.com
(716) 913-0157



MEGHAN HALL
REACH Academy Charter School
Behavior Interventionist

mhall@reachacademycharter.org
(716) 200-3557

WORK EXPERIENCE

SPECIAL EDUCATION TEACHER

Pinnacle Charter School, Buffalo NY | Sept 2005-June 2013

- Taught first through sixth grade special education students in resource room, consultant and co-taught settings
- Mentored by Jim Wright with respect to the Response to Intervention Approach
- Provided small group and individualized instruction which included Guided Reading and instruction in math, Writers Workshop and Readers' Workshop
- Assisted in the development a school-wide Response to Intervention model
- Created and monitored intervention groups to meet the needs of struggling learners in the areas of mathematics and reading
- Provided diagnostic benchmark assessments from which data was used to drive instruction for individual student needs
- Developed and implemented individualized education programs tailored to student's needs
- Evaluated student progress and supported recommendations for further student development
- Consulted with teachers on the modification and accommodation of instruction.
- Directed students to use content to examine questions, look at multiple issues and find a variety of ways to solve problems.
- Communicated with parents, teachers, and various service providers for students having mild to moderate learning disabilities, autism, developmental delays and those who were emotionally disturbed, mentally handicapped, and speech impaired
- Ensured that the diverse needs of every student were successfully met
- Promoted active learning through small group work
- Effectively maintained classroom control that fostered a safe positive environment for all students
- Designed and used behavior modification techniques as a motivator for improving conduct and encouraging participation
- Integrated multiple teaching styles to intensify the range of learning
- Taught Guided Reading lessons to model questioning, clarification, and problem solving techniques
- Presented a professional development training on Differentiated Instruction and Understanding by Design to colleagues

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Cheektowaga, New York 14225
(716) 912-6328
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CERTIFICATIONS

- ❖ School District Administration Certification K-12
- ❖ School Administration and Supervision Certification K-12
- ❖ New York State Permanent Certification in Special Education K-12

ADMINISTRATIVE EXPERIENCES

Dean of Scholars

REACH Academy Charter School
May 2017- Present

- ❖ Advises, disciplines, encourages and counsel's scholars as necessary.
- ❖ Works directly with school social worker, counselors and coaches on attendance issues, social emotional needs, parent concerns and teacher professional development.
- ❖ Fields requests from scholars, parents and all others contacting Head of School to maintain high-quality performance objectives and standards.
- ❖ Encourages interdepartmental and cross-functional team's collaboration in development and support of scholar activities, programs and lessons with weekly announcements.
- ❖ Directs and organizes School Wide Family Council monthly meetings and events.
- ❖ Facilitates, monitors and evaluates our PBIS System for scholars in Grades k-5.
- ❖ Creates, monitors and executes School Wide Attendance Plan with social worker and counselor to increase scholar academic and behavioral success.
- ❖ Oversees our Advantage After-School Program, Intersession Labs, Summer School and Backpack Program.
- ❖ Serves as Parent Liaison. Increases parental involvement in the school by supporting staff connections to help further academic and behavioral success.
- ❖ Manages Tier 2 and Tier 3 academic, behavioral and attendance plans.
- ❖ Ensures academic growth and achievement by implementing yearly teacher evaluations.
- ❖ Leads Restorative Justice Practice Team as part of our School Wide Social Emotional Model.

Co-Principal

Cantalician Center of Learning
August 2015- May 2017

- ❖ Assisted the Director in all areas of elementary school management, administration and daily activities.
- ❖ Collaborated with the other co-principal daily to advise on school operational, educational, vocational, and administrative matters.
- ❖ Encouraged high lessons and life skill standards in academic classrooms through maintenance and updating of school curriculum.
- ❖ Oversaw safety measures, health code compliance, security policies, administrative function, such as scheduled management and protocols for orientation, registration and related activities.

Dean of Students

Pinnacle Charter School
August 2010- August 2013

- ❖ Initiated School Wide Positive Behavior Intervention System (REACH) -Coordinated professional development for all staff members related to ensure a common understanding of all expectations. Facilitated a program orientation for parents and students. Worked with Thomas Kalke to continuously monitor the effectiveness of these programs.
- ❖ Conducted teacher evaluations in conjunction with the Annual Professional Performance Review. Provided constructive feedback after completing walk throughs and formal observations. Through the use of the Marshall Teacher Evaluation Rubric, articulated targeted professional development for individual teachers.
- ❖ Served as the building's liaison for the "Dignity for All Students Act"- Worked with stakeholders to ensure a safe environment conducive to learning. Provided oversight for staff, students and parents with respect to legislation and programming.
- ❖ Served as Dean of Students in a K-8 setting with 560 students- consulted with teachers on best practices with respect to classroom management techniques. Worked collaboratively with teachers, students and parents in establishing behavior modification plans. Created a REACH menu of positive consequences to reinforce positive behavior. Collaborated with an independent hearing officer to conduct formal suspension hearings. Worked in partnership with the Buffalo School District to create success behavioral plans in order to promote student success. Coordinated the Alternate/Home Instruction Program to service students and needs. Served as Summer School Principal for grades K-8.
- ❖ Assisted in the deployment of the Response to Intervention Program at Pinnacle Charter - Worked closely with Jim Wright (National Consultant) over a two-year period in establishing Best Practices relating student achievement through out the building.
- ❖ Coordinated the Advantage After-School program in conjunction with The Northwest Buffalo Community Center. Created weekly staff schedules. Participated in monthly state inspections and fire drills. Monitored student groups in grades K-8 for 100 students based on academic, social and emotional strengths and needs. Facilitated daily and weekly parent mini- conferences to promote student growth and achievement.
- ❖ Engaged community outreach to work with and mentor Pinnacle students. Groups included: Colored Musicians Group, Stand Against Violence Everywhere, Members of the Federal Bureau of Investigation (Anti-Gang Awareness).
- ❖ Attended the Association for Supervision and Curriculum Development Conference on Teaching and Learning in Orlando, Florida- Participated in workshops relating to student achievement and working with students with emotional needs.
- ❖ Modified Pinnacle's Code of Conduct and made revisions as necessary.
- ❖ In addition to the time frame cited above, also served an Administrative Intern from June -August 2006.

TEACHING EXPERIENCES

Special Education Teacher

Grade 4, Grades 7-9

Buffalo Public Schools

August 2013-August 2015

- ❖ Worked with general education teachers to plan and implement instruction while ensuring 100% compliance with IEP standards.
- ❖ Assessed students' skills to determine their needs and develop effective teaching plans particular to each student's abilities.

- ❖ Facilitated presentations and recommended readings while providing active learning such as individualized instruction and problem-solving assignments.
- ❖ Formulated and implemented rules for behavior and procedures for maintaining a well-disciplined learning environment.
- ❖ Developed interactive lessons to deliver high-quality education instruction in an emotionally and physically impaired classroom consisting of 15 students.

Special Education Teacher

Pinnacle Charter School
August 2006-August 2010

- ❖ Served as a Special Education Teacher in Grades 2-8.
- ❖ Participated in the development of the 2nd grade Inclusion Program as part of a four-member team responsible for student achievement and discipline.
- ❖ Facilitated a Co-Teaching Integrated Classroom with 23 students.
- ❖ Created and implemented Individualized Educational Programs for student in special education.
- ❖ Established and maintained written and oral communication with parents.
- ❖ Integrated thematic instruction by using the Everyday Mathematics Curriculum and Harcourt Reading Curriculum.

Science and ELA Teacher

Stanley G. Falk School
September 2001-June 2006

- ❖ Served as a Special Education Teacher in Grades 5-8.
- ❖ Participated in the development of the junior high program as part of a three-member team, responsible for student achievement and discipline.
- ❖ Facilitated the 8th grade New York Assessments preparation by using manipulatives and variables that assisted with student achievement and growth.
- ❖ Mentored teacher aides, guiding them through school expectations and responsibilities, evaluating their school year performances while providing constructive feedback.
- ❖ Designed inter-disciplinary units to increase student achievement.
- ❖ Integrated technology into mathematics, science and technology.
- ❖ Used effective positive classroom management systems that assist student's social behavior providing them with a structured environment that is safe and consistent.
- ❖ Used standardized testing to assess student's achievements
- ❖ Created and implemented Individualized Educational Programs for student in special education settings.
- ❖ Gathered student data and imputed results into IEP Direct and Clear Track educational computer programs.
- ❖ Established and maintained written and oral communication with teacher and parents.

EDUCATION

- ❖ Educational Administration and Supervision Certification, August 2006
Canisius College, Buffalo, New York
- ❖ Master of Education in Severe Emotional and Behavioral Disturbances, May 2003

State University at Buffalo, Buffalo, New York

- ❖ Bachelor of Science in Education, May 2001
State University at Buffalo, Buffalo, New York

RELATED WORK EXPERIENCES

People Incorporated
March 2000- October 2019

- ❖ Assists in completion of daily logs, pertinent forms and documentation.
- ❖ Assists in development of program goals.
- ❖ Responsible for implementation of individual programs.
- ❖ Assists individuals as needed in all activities and areas of daily living.
- ❖ Safely transports individuals to and from activities and appointments.
- ❖ Completes all areas assigned through shift responsibility sheets to ensure health and safety of individuals.
- ❖ Performs housekeeping duties and fire and safety evacuations.
- ❖ Participates in pre-shift meetings, semi-annual and annual reviews, and house staff meetings as required.
- ❖ Administers medication following proper OPWDD procedures.
- ❖ Attends all agency mandated in service training sessions.
- ❖ Complies with all agency policies and procedures.

ADDITIONAL CERTIFICATIONS

- ❖ TCI- Therapeutic Crisis Intervention, September 2001
- ❖ SCIP-R- Strategies for Crisis Intervention and Prevention, March 2000
- ❖ Medication Administration, CPR, AED, Nutrition, Diabetes, OSHA and First Aid, March 2000.

PROFESSIONAL REFERENCES

Mr. Lee Pierce
Director of Strategic Planning
REACH Academy Charter School

lpierce@reachacademycharter.org
716-940-1440

Mrs. Robin Nellis
Chief Information Officer
REACH Academy Charter School
rnells@reachacademycharter.org
1-724-601-9099

Mrs. Julie Davis
Co-Principal of Cantalician Center of Learning
Pinnacle Charter School
jdavis5838@gmail.com
716-984-8966

Mrs. Sarah Infante
Director of Operations
Kenmore School
Sinfantell@gmail.com
716-390-3187

Mr. Thomas Kalke
Hillside Children's Center
Strategic Planning and Quality Insurance PBIS Project Manager
tkalke@hillside.com
585-329-8445

ANTHONY FAVATA

E-Mail: anthony.favata@yahoo.com

Phone: 716-807-8553

Address: 44 Squirrel Run, Lancaster, NY 14086



Objective

To obtain a leadership position and ensure that all students achieve social and academic excellence becoming life-long 21st century learners who will be empowered to reach their highest potential, as well as become respectful and responsible citizen leaders of the future.

Education

Florida Atlantic University, Davie FL

June 2012 – July 2013

- Master of Education in Educational Leadership
- GPA: 3.9

State University of New York College at Buffalo, Buffalo NY

August 1998 – December 2003

- Bachelor of Science in Elementary Education (Prek-6)
- GPA: 3.5

Professional Experience

REACH Academy Charter School, Buffalo NY

July 2024 – Present

Principal

REACH Academy Charter School, Buffalo NY

July 2022 – June 2024

Dean of Scholars

Charter School for Applied Technologies Middle School, Buffalo NY

July 2020 – June 2022

Principal

Walker Elementary School, Fort Lauderdale FL

July 2019 – July 2020

Assistant Principal

Welleby Elementary School, Sunrise FL

July 2015 – June 2019

Assistant Principal / Before and After School Child Care Co-Supervisor

Park Lakes Elementary School, Lauderdale Lakes FL

July 2014 – June 2015

Assistant Principal / Before and After School Child Care Supervisor

Discovery Elementary School, Sunrise FL

July 2009 – June 2014

Kindergarten Team Leader / Before and After School Child Care Co-Supervisor

Horizon Elementary School, Sunrise FL

July 2004 – June 2009

Kindergarten Team Leader / Before and After School Child Care Director

Certification

Educational Leadership (All Levels)

Elementary Education Grades PreK – 6

English for Speakers of Other Languages (ESOL) Endorsement

Professional Involvement and Accomplishments

Board of Directors Member for the Broward Principals and Assistants Association	July 2019 – July 2020
2019 – 2020 Assistant Principal of the Year Nominee	
Broward County Assistant Principal Council Co-Chair	July 2018 – June 2019
2018 – 2019 Assistant Principal of the Year Nominee	
Broward County Assistant Principal Council Representative	July 2017 – June 2018
2013 – 2014 Before and After School Child Care Supervisor of the Year Award	
Perfect Score on the 2013-2014 Before and After School Child Care (BASCC) Quality Needs Assessment (only school in Broward County, FL to achieve this accomplishment)	
2012 – 2013 Outstanding Leadership Award Recipient	
2010 – 2011 Teacher of the Year	
2006 – 2007 Teacher of the Year	

Professional Development

- DDI: Interaction Management
- The Disciplined Leader
- The Data Leader
- The Coaching Leader
- Lucy Calkins Writing
- RTI Training
- CHAMPs
- Active Assailant Training
- SREB Workshop
- The Turn Around Leader
- The Common Core Leader
- The Reflective Leader
- CCSS Workshops
- Daily 5 Workshop
- CHAMPs Master Teacher Coach
- Safer Schools Training
- The Change Leader
- The Collaborative Leader
- The Instructional Leader
- Differentiated Reading
- Small Group Instruction
- Hands-On Science
- ESOL Endorsement
- Marzano Training

References

Dr. Ted Toomer, Director
Leadership Development, BCPS
(c) 954-261-5202 (w) 754-321-5002

Dr. Angela Fulton, Director
Office of School Performance and Accountability, BCPS
(c) 954-801-0988 (w) 754-321-3822

Ms. Frances Fuce-Ollivierre, Principal
Welleby Elementary School
(c) 954-805-0182 (w) 754-322-8850

Mrs. Wanda Haynes, Principal
Village Elementary School
(c) 954-649-0097 (w) 754-322-8750

Mr. Tauri Eligon, Principal
Walker Elementary School
(c) 954-552-2971 (w) 754-322-8805

Mr. Andrew Lyle, Superintendent
Charter School for Applied Technologies
(c) 716-462-9928 (w) 716-876-7505

Mrs. Nadine Williamson, Director of Curriculum & Instruction
Charter School for Applied Technologies
(c) 716-390-3293 (w) 716-876-7505

Mrs. Sue Jurewicz, Principal
Charter School for Applied Technologies Elementary School
(c) 716-462-0473 (w) 716-876-7505



YAIMARA WHEATON

Yaimara@me.com | (716)440-4400 | Buffalo, NY 14217

PROFESSIONAL SUMMARY

I am a results-driven educational leader with a proven track record of success as a Principal in Residence at IDEA Public Schools in Texas. I played a pivotal role in achieving "A" ratings with all available distinctions for two schools, showcasing my commitment to excellence. As the Founding Principal at BRICK Buffalo Academy, I demonstrated a passion for innovative and effective educational practices. My expertise lies in strategic planning, fostering team collaboration, and a relentless dedication to student success. I am unwaveringly committed to creating a positive and impactful learning environment through my leadership.

WORK HISTORY

Director of Expansion | REACH Academy | Buffalo, NY | 10/23 - CURRENT

- **Help to write the Charter School Application for REACH Academy Charter School for their expansion in Bristol, CT.**
- **Lead outreach events.**
- **Lead partnership meetings.**
- Develop and articulate the school's vision, mission, and values.
- Lead the strategic planning process to ensure long-term sustainability and growth.
- Foster a culture of excellence, innovation, and continuous improvement.
- Recruit, hire, and retain high-quality staff and faculty.
- Recruit students and lead student recruitment events.
- Implement professional development programs and foster a collaborative work environment.
- Build strong relationships with students, parents, staff, and the broader community.
- Act as the primary spokesperson for the school, representing its interests to various stakeholders.
- Foster partnerships with local organizations, businesses, and educational institutions.
- Help to form a founding board.
- Collaborate with the Board of Directors to develop policies and strategic goals.
- Provide regular updates and reports to the Board on school performance and initiatives.
- Provide administrative support to the Head of School.

Founding Principal | BRICK Buffalo Academy | Buffalo, NY | 02/23-10/23

- **Create operating mechanisms and protocols for the school, such as drills, community meetings, and observations.**
- **Actively help, create, and participate in regular recruiting events and initiatives.**
- **Help to develop professional development sessions for new teachers and teacher onboarding.**
- Help to conduct regular interviews and hire teachers.
- Cultivate and strengthen relationships with stakeholders and key community members.
- Conduct comprehensive classroom observations and deliver constructive feedback using best practices.
- Provide teachers with coaching and development support.
- Effectively analyze and present data.
- Identify educational gaps and contribute to developing impactful re-teaching plans designed to address those gaps.
- Take the initiative to organize and participate in events and actively engage with stakeholders.

Principal In Residence | IDEA Public Schools | El Paso, TX | 07/21 – 01/23

- **Co-led two campuses in achieving an "A" rating with all available distinctions.**
- **Continuously monitored growth through collaboration with mentor leaders and the DLD, using an Individual Learning Plan (ILP) aligned with Student Learning Objectives (SLOs).**
- **Delivered coaching and professional development to teachers, fostering continuous improvement.**
- Assisted with and, when necessary, led operational processes at IDEA, including Huddles, tacticals, step-backs, WTI, Saturday school, professional development, and lesson rehearsals.
- Developed and maintained strong relationships with all stakeholders, ensuring alignment and engagement.
- Conducted regular teacher interviews and managed the hiring process.
- Performed classroom observations and provided feedback using the GET framework and best practices.
- Led regular data meetings, conducted in-depth data analysis, and collaborated on re-teaching strategies to address educational gaps.
- Co-led and collaborated with the APO on school events while actively engaging stakeholders.
- Attended fundraising events and engaged with funders to support school initiatives.
- Assisted with and, when necessary, led interviews and actively participated in the teacher hiring process.

Dean of Instruction | Gestalt Community Schools | Memphis, TN | 08/20-07/21

- **Instructional and curriculum administrator for 6-8 grades.**
- **Served as the testing coordinator during COVID, achieving a testing rate of 98.9% of students.**
- **Actively participated as a member of the DEI Committee.**
- **Directed the accreditation process for the school.**
- **Led the School Advisory Council.**
- Assisted in developing the annual Master Schedule for students.
- Implemented a plan for improving students' writing performance; significantly increased participation of parents and the community in the School Advisory Council.
- Coordinated technology efforts to completely network the school and implement email, internet, and online attendance and grades.
- Developed student supervision schedules to ensure adequate supervision of students at all times.
- Provided training for staff on student supervision expectations and laws governing supervision.
- Shared teacher and staff evaluation duties, meeting in collaborative sessions with teachers to discuss areas of strength and areas of refinement; collaboratively developed teacher goals for improvement.

Lead Spanish Instructor | ASD | Memphis, TN | 08/13-08/20

- **Coordinated resources and efforts with ASD administrators and classroom teachers to plan, design, produce, and implement curriculum and instructional materials for use in optional classes.**
- **Taught Spanish 1-4 for both native and non-native speakers.**
- **Collaborated with core subject teachers to implement cross-curricula activities.**
- Received feedback and implemented suggestions.
- Assisted teachers with specific classroom activities.
- Provided support for classroom motivation and management strategies.
- Assisted teachers in creating materials that align with the curriculum.
- Modeled effective, differentiated instruction.
- Offered encouragement and support to teachers.
- Attended coaching sessions.
- Conducted research and provided information and guidance regarding a range of effective and innovative core content area practices through various activities.

EDUCATION Union University, Memphis, TN
Master's in Education
Union University, Memphis, TN
BSOL (Bachelor of Science in Organization Leadership)

Fellowships **Leading Educators** 2015-2016
Memphis, TN

Languages **English and Spanish.**

Appendix B. Founding Board Members' Resumes

Founding Members

Orit Yer'et
Camille Henry

ORIT YERET

*Senior Lecturer I in Modern Hebrew
Near Eastern Languages & Civilizations
Yale University
New Haven, CT
Phone: (845) 853 9928
Email: orit.yeret@yale.edu*

Professional Profile

Qualified to teach Hebrew as a Second Language. Experienced in developing courses aimed at all language levels: Elementary, Intermediate and Advanced.

Education

- June 2012 **Certificate Studies** in Teaching Hebrew as a Second Language.
NETA Program. Hebrew College, Boston.
- July 2011 **Master of Arts Degree (M.A.)** in Hebrew & Comparative Literature.
Creative Writing Program. Graduate with Honors (Cum Laude). University
of Haifa, Israel.
- July 2009 **Bachelor of Arts Degree (B.A.)** in Hebrew & Comparative Literature and
Political Science. Graduate with Honors (Summa Cum Laude). University
of Haifa, Israel.
-

Current Position & Positions Held

- 2016-Present **Yale University**, New Haven
Private Ivy League research University located in New Haven, CT.
• Course design for all language levels as Senior Lecturer I in Modern Hebrew.
- 2014-2016 **Vanderbilt University**, Nashville
Private research University and medical center located in Nashville, TN.
• Program development, teaching & guiding students as a Senior Lecturer.
- 2012-2014 **Bard College**, New York
Liberal arts College located in Annandale-on-Hudson, NY.
• Utilized contextual examples for teaching second language learners.
- 2011- 2012 **Sarid Institute for Research Services Ltd.**, Kiryat Haim
Institute for study design, planning and analysis of statistical data.
• Edited and conducted questionnaires by using basic tools of research.
- 2009-2011 **University of Haifa**, Haifa
Academic and Personal Assistance Department.
• Provided academic assistance and guidance for new students.
- 2008-2009 **SACHLAV Tutorial Project**, Kiryat Yam
SACHLAV encourages the involvement of university students in schools.
• Created activities for students and provided learning assistance.
- 2007-2008 **PERACH Tutorial Project**, Kiryat Yam
PERACH promotes children from underprivileged backgrounds.
• Worked closely with students and provided emotional assistance.

Yale University

First Year Modern Hebrew Language Courses

HEBR 110 (Fall 2017), HEBR 120 (Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, upcoming - Spring 2022)

- curriculum and syllabi design
- lesson planning, implementation, assessments
- create quizzes, exams and other assignments (online and on paper)
- maintain a class website on CANVAS and a text group on GroupMe

Second Year Modern Hebrew Language Courses

HEBR 130 (Fall 2016, Fall 2017, Fall 2018), HEBR 140 (Spring 2017, Spring 2020, Spring 2021, upcoming - Spring 2022)

- curriculum and syllabi design
- lesson planning, implementation, assessments
- create quizzes, exams and other assignments (online and on paper)
- maintain a class website on CANVAS and a text group on GroupMe

Advanced Modern Hebrew Language Courses

HEBR 150 (Fall 2016, Fall 2018, Fall 2019, Fall 2020, Fall 2021), HEBR 167 (Spring 2018, Fall 2019), HEBR 170 (Fall 2021)

- curriculum and syllabi design
- lesson planning, implementation, assessments
- create quizzes, exams and other assignments (online and on paper)
- maintain a class website on CANVAS and a class blog on CampusPress

Vanderbilt University

First Year Modern Hebrew Language Courses

HEBR 111A (Fall 2014), HEBR 111B (Spring 2015), HEBR 1101 (Fall 2015), HEBR 1102 (Spring 2016)

- program, curriculum and syllabi design
- lesson planning, implementation, assessments
- created quizzes, exams and other assignments (online and on paper)
- maintained a class website on Blackboard

Second Year Modern Hebrew Language Courses

HEBR 113A (Fall 2014), HEBR 113B (Spring 2015), HEBR 2201 (Fall 2015), HEBR 2202 (Spring 2016)

- program, curriculum and syllabi design
- lesson planning, implementation, assessments
- created quizzes, exams and other assignments (online and on paper)
- maintained a class website on Blackboard

Advanced Independent Study in Modern Hebrew

HEBR 289A (Fall 2014), HEBR 289B (Spring 2015), HEBR 3851 (Fall 2015), HEBR 3852 (Spring 2016)

- program, curriculum and syllabi design
- lesson planning, implementation, assessments
- created quizzes, exams and other assignments (online and on paper)
- maintained a class website on Blackboard

Special Topics Course - Israeli Culture through Film

JS 2220 (Spring 2016), taught in English

- curriculum and syllabi design
- lesson planning, implementation, assessments
- created various assignments (online and on paper)
- maintained a class website on Blackboard

Bard College

Second Year Modern Hebrew Courses

HEB 201 (Fall 2012), HEB 202 (Spring 2013)

- lesson planning, implementation, assessments
- created quizzes, exams and other assignments (online and on paper)

Tutorials in Modern Hebrew (Elementary, Intermediate and Advanced)

HEB T300 (Fall 2012, Spring 2013, Fall 2013, Spring 2014)

- lesson planning, implementation, assessment
- created various assignments (online and on paper) for tutorial sections

Certifications

- June 2020 "Distance Language Teaching Training". Accredited by the Yale Center for Language Study. Yale University.
- April 2019 "Role of Grammar in the Development of Proficiency". Accredited by the American Council on the Teaching of Foreign Languages. ACTFL, USA.
- April 2018 "Oral Proficiency Interview (OPI) Tester of Hebrew". Accredited by the American Council on the Teaching of Foreign Languages. ACTFL, USA.
- May 2017 "Exploring Integrated Performance Assessment". Accredited by the American Council on the Teaching of Foreign Languages. ACTFL, USA.

Awards & Fellowships

- Fall 2020 "Center for Language Study Professional Development Fellowship". Awarded by the FAS Dean's Office. Yale University.
- June 2017 "Distinguished Participants Teaching Program". Awarded by the Poorvu Center for Teaching and Learning. Yale University.

Academic Publication

Goren, S., Roginsky, D. and Yeret, O. (2017). [Utilizing assessments as a way to Promote and Establish the Study of Another Language](#). *Hed Ha'ulpan* (106), 55-72. (in Hebrew)

Interview

Yeret, O. (2020). Interviewed by Kristina Sánchez Dini. [Making Reading Engaging with Perusal](#). *Canvas @ Yale Instructor Guides*. (Online Resource)

Presentations, Talks & Workshops

- 1.6.2022 – "Visual Arts and the Language Classroom". Panel Presentation at the Modern Language Association (MLA) Annual Convention. Washington, DC (via Zoom).
- 10.23.2021 – "What do you SEE? What do you HEAR? What do you UNDERSTAND? creating meaning through listening and viewing activities for L2 language learners". Panel Presentation at The Consortium for Language Teaching and Learning (CLTL) Workshop, Brown University (via Zoom).

Orit Yeret / 3 of 6

- 12.11.2020 – “*Visual Arts and the Foreign Language Classroom*”. Center for Language Study Fellowship, Fall 2020 Project Presentation. Yale University (via Zoom).
- 11.7.2019 – “*Past Life*” (2016, Israeli Film). Introduction and Post-Film discussion with Gil Rubin, Geoffrey H. Hartman Postdoctoral Fellow at The Fortunoff Video Archive for Holocaust Testimonies. Yale University, New Haven, CT.
- 10.26.2019 – “*Television Ads - Authentic Cultural Resources for the Language Classroom*”. Presentation at 6th International Conference on Humanities and Educational Research (ICHER). Convention Center, San Antonio, TX.
- 10.3.2019 – “*Getting to know your Students (before Shopping Period) - Pre-Placement Questionnaire, Placement Interviews, and Goal Setting Meetings*”. Joint presentation with Prof. S. Goren and Prof. D. Roginsky. Organized by the Center for Language Study at Yale. Yale University, New Haven, CT.
- 4.10.2019 – “*Perusing Texts with ‘Perusall’ - A way to Promote and Enrich Classroom Discussion*”. Joint presentation with John Hall, Lecturer in Mathematics, as part of the Center for Teaching & Learning TechTalks. Organized by the Poorvu Center for Teaching and Learning. Yale University, New Haven, CT.
- 3.21.2019 – “*Utilizing TV Ads as Authentic Cultural Resources for the Language Classroom*”. Presentation at the 50th Northeast Modern Language Association (NeMLA) Convention on Transnational Spaces: Intersections of Cultures, Languages, and Peoples. University of Buffalo: NY. Convention Center, Washington, DC.
- 11.29.2018 – “*Crash Course in Everyday Hebrew*”. Presentation & Activity with Yale students who are traveling to Israel in December with Birthright. Orientation session organized by the Joseph Slifka Center for Jewish Life at Yale. Yale University, New Haven, CT.
- 3.2.2018 – “*Forming a Community of Learners through the use of Technology*”. Presentation at the 14th International Conference on Technology, Knowledge & Society. Common Ground Research Network: Chicago. St John's University, NY.
- 12.8.2017 – “*Crash Course in Everyday Hebrew*”. Presentation & Activity with Yale students who are traveling to Israel in December with Birthright. Orientation session organized by the Joseph Slifka Center for Jewish Life at Yale. Yale University, New Haven, CT.
- 9.28.2017 – “*One Week and a Day*” (2016, Israeli Film). Introduction and Post-Film discussion with Prof. Shiri Goren. Part of the CMES Fall Film Series, co-sponsored by the Modern Hebrew Program and the Council on Middle East Studies. Yale University, New Haven, CT.
- 8.22.2017-8.25.2017 – “*Center for Language Study (CLS) Orientation and Workshop*”. Participated in the CLS 4-day workshop and co-facilitated groups of graduate students and new faculty members in discussions on language teaching. Yale University, New Haven, CT.
- 6.27.2017 – “*The Classroom as a Community*”. Technology-Pedagogy Workshop conducted at the Annual NAPH (National Association of Professors of Hebrew) Conference. New York University, Manhattan, NY.

- 4.6.2017 – “*The Kind Words*” (2015, Israeli Film). Introduction and Post-Film discussion with Prof. Shiri Goren. Part of the CMES Spring Film Series, co-sponsored by the JCC of Greater New Haven, the Modern Hebrew Program and the Council on Middle East Studies. Yale University, New Haven, CT.
- 11.3.2016 – “*Let’s Blog about it - Technology as Exploration in and out-of the language Classroom*”. Technology Talk organized by the Center for Language Study (CLS) as part of a Mini-Summit exploring the use of technology in the classroom. Yale University, New Haven, CT.
- 1.13.2016 – “Introducing *Beneath the Helmet* (Israeli documentary film)”. Part of the International Film Series, co-sponsored by the International Student & Scholar Services office (ISSS), the Hillel center and the Program in Jewish Studies. Vanderbilt University, Nashville, TN.
- 9.16.2015 – “Introducing *The Green Prince* (Israeli documentary film)”. Part of the International Film Series, co-sponsored by the International Student & Scholar Services office (ISSS) and the Program in Jewish Studies. Vanderbilt University, Nashville, TN.
- 3.27.2015 – “*Israel Post-Elections*”. Joint conversation with Prof. David Wasserstein, Program in Jewish Studies. Vanderbilt University, Nashville, TN.
- 3.11.2015 – “*Hebrew @ Vanderbilt University*”. Part of the Professional Development Presentation Series at the Center for Second Language Studies (CSLS). Vanderbilt University, Nashville, TN.

Service & Other Projects

- 2021-Present Serves on the ITS Advisory Committee (Yale University)
- Meet periodically to discuss information technology policies, updates, etc.
- 2017-Present Member of ACTFL (the American Council on the Teaching of Foreign Languages)
- Engage and communicate with language instructors from around the world.
- 2017-Present Academic Advisor to undergraduate students (Yale University)
- Meet regularly with advisees, and guide them in their academic path.
- 2017-Present Faculty Fellow, *Pauli Murray* and *Slifka Center* (Yale University)
- Meet regularly with students, host lunches and other events on campus.
- 2017-Present Committee Member for CIPE Fellowships (Yale University)
- Review students’ applications and advise on distribution of funds.
- 2021-Present Committee Member for CMES Ganzfried Fellowship (Yale University)
- Review students’ applications and advise on distribution of funds.
- 2015-2019 Served as SAT Hebrew Subject Test committee member (Princeton, NJ)
- Co-Authoring & Edited Hebrew language exams, appointed by College Board.
- Spring 2017 Served as Hebrew Judge for COLT Poetry Contest (Bristol Academy, CT)
- Assessed students’ recitation skills of Hebrew Poems and gave feedback.
- Fall 2015 Served as faculty VUceptor for Vanderbilt Visions (Nashville, TN)
- Met regularly with first-year students and organized events on campus.

Additional Skills

Languages

Hebrew - Native.

English - High level.

Arabic, French and Italian - Basic.

Computer Skills

- Full use of computer-based resources, such as: Microsoft Office, Google Suite, etc.
- Full use of online education platforms, such as: Canvas, CampusPress, Perusall, etc.
- Full use of online education sites and applications, such as: Quizlet, H5P, Kahoot, etc.

Camille Henry

Ansonia, CT 06401

cahenry102@gmail.com

+1 980 837 2074

Work Experience

Community Coordinator

New York City Department of Education - Bronx, NY

October 2021 to Present

- Participate in the assessment of community recruitment and outreach activities.
- Coordinate and administer TASC assessment as per NYSED and DOE-Adult Education guidelines.
- Perform operations tasks related to school based and community driven activities.
- Provide feedback to Adult Education Central, principals, TASC regional point persons, and teachers relating to the demographic information and educational outcomes of students based on set goals for community enrichment.
- Prepare reports regarding activities related to student support and community outreach.
- Flag questionable data for follow-up by appropriate regional staff.
- Confer with teachers, TASC regional point persons and field staff to resolve data issues regarding collection, enrollment and community support, as necessary.
- Provide students and community members with timely and clear assessment information.
- Confer with fellow team members and supervisory staff to facilitate regional data flow.
- Enter data for Adult Education school-based and community programs into the Adult Education database and the Adult Student Information System and Technical Systems (ASISTS), the Literacy Assistance Centers web-based data management system.

Community Coordinator

Department of Homeless Services - New York, NY

December 2018 to October 2021

- Governing the average of 15 homeless shelters
- Conferencing homeless singles and families to determine necessary resources.
- Communicate with shelter providers staff members regarding clients.
- Research and connect clients to suitable permanent housing options.
- Subway outreach and placement for street homeless.
- Supervise overnight shelter while distributing food, toiletries and coordinating transportation.
- Supervise and coordination of warming bus for street homeless.
- Document updated status on clients progress towards permanent housing using excel.
- Complete and submit public assistance applications for clients.
- Weekly meetings with administrators and commissioner to discuss barriers for housing.

Associate Correction Counselor

Department of Corrections - New York, NY

September 2017 to December 2018

- Coverage of four separate cell and/or dorm units.
- Daily inmate groups based on specific topics.

- Direct and provide inmates with community resources.
- One on one counseling with inmates in distress.
- Mental health referral.
- Assist inmates in obtaining personal property and sending money into the community.
- Gather inmates for marriage list base upon request.
- Completion of documentation and information for inmates whom have a death of family in the community.
- Manifestation of projects that inmates can benefit from.

Social Worker

Citadel Rehab and Nursing at Kingsbridge - Bronx, NY
March 2016 to September 2017

- 120 Residents
- Intake/Admission/Readmission and community discharge
- Home care and managed long term care referrals
- Interdisciplinary team meetings weekly
- Residents care-plans and Assessments
- Long-term, short-term, rehabilitation and dialysis residents.
- Advanced directives education and updates.

Case Manger

HELP USA - New York, NY
September 2013 to December 2015

- Case load of up to 45 males
- Developed tasks that will prepared clients return to the community.
- Followed up with clients psych and routine physical appointments.
- Prepared and completed client intake package.
- Communicated with outside agencies/services that provided to client needs.
- Completed assessment and psychosocial.
- Participated in bed signing and distributed appointment notices.

Housing Specialist

Homes For Homeless - Bronx, NY
July 2012 to September 2013

- Case load of 44 families.
- Housing Intake completed within 10 days.
- Provided homeless families with job, training and school referrals.
- Provided families with outside resources that were beneficial.
- Apartment search for homeless families.
- Assisted families during apartment viewings.
- Aided clients during HRA appointments.
- Supported client interns during Family Work Program.

Department of Education

Education

Masters of Social Work in Social Work

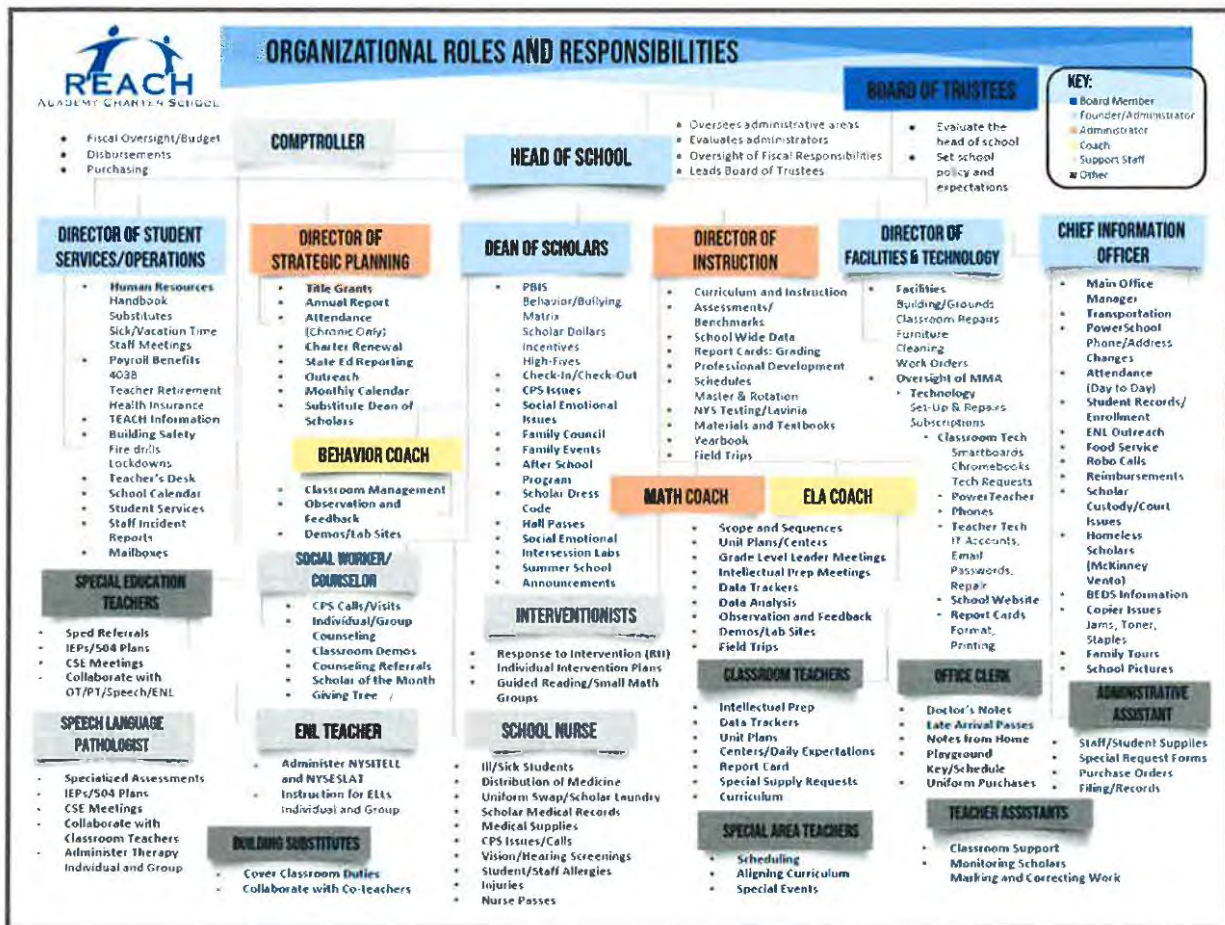
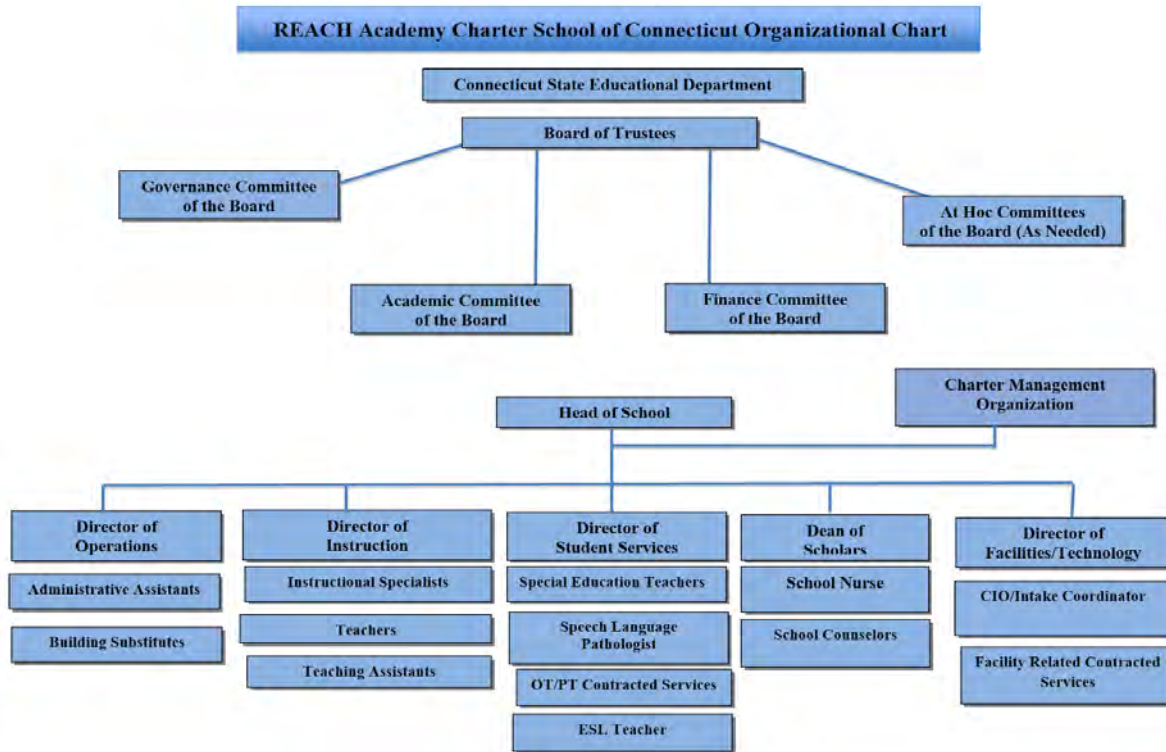
Long Island University - Brooklyn, NY

Skills

- Proficient in PC
- MAC
- Microsoft Word
- Excel
- PowerPoint
- Outlook
- Dialysis Experience
- Adult Education
- Case Management
- Office Management
- Social Work
- Recruiting
- Individual / Group Counseling
- Curriculum Development
- Fair Housing Regulations
- Crisis Intervention
- Team Management
- Hospice Care

Appendix C. REACH-Bristol Organizational Chart

Appendix C. REACH-Bristol Organizational Chart



Appendix D. Draft Board of Trustees

Board of Trustee Bylaws

**REACH Academy - Bristol Charter School
By-Laws**

(Section 1000)

ORGANIZATION OF THE BOARD OF TRUSTEES

- 1.2 Board of Trustees Authority----- 1120
- 1.3 Number of Members and Terms of Office---- 1130

NOMINATION AND ELECTION BOARD OF TRUSTEES MEMBERS

- 2.1 Board of Trustees Members: Qualifications- 1210
- 2.4 Resignation and Dismissal----- 1220

THE ROLE OF THE BOARD OF TRUSTEES

- 3.1 Powers and Duties of the Board----- 1310
- 3.2 Nomination and Election of Board Officers-- 1320
 - 3.2.1 Duties of the President of the BOT----- 1321
 - 3.2.2 Duties of the Vice President of the BOT----- 1322
- 3.3 Appointments and Designations by the BOT- 1330
 - 3.3.1 Duties of the Board Clerk----- 1331
 - 3.3.2 Duties of the Schools CFO ----- 1332
 - 3.3.3 Duties of the Independent Auditor-----1333
 - 3.3.4 Duties of the Extra classroom Activities Funds Treasurer-----1334
 - 3.3.5 Duties of the School Attorney----- 1335
 - 3.3.6 Duties of the School Nurse Practitioner----- 1336

BOARD POLICY

- 4.1 Policy ----- 1410
- 4.2 Execution of Policy: Admin Regulations----- 1420

MEETINGS OF THE BOARD OF TRUSTEES

- 5.1 Regular Board Meetings----- 1510
 - 5.1.1 Agenda Format----- 1511
 - 5.1.2 Preparation of Board Agenda----- 1512
 - 5.1.3 Levels of Responsibility----- 1513
 - 5.1.4 Code of Conduct for Board Members----- 1514
 - 5.1.5 Five Filters for Decisions----- 1515
- 5.2 Special Meetings of the Board of Trustees---- 1520

MEETING OF THE SCHOOL

- 6.1 Annual Organizational Meeting ----- 1610

RULES OF MEETING

- 7.1 Quorum----- 1710
- 7.2 Minutes ----- 1720
- 7.3 Executive Session ----- 1730

**INTERNAL OPERATIONS
(Section 2000)**

INTERNAL OPERATIONS

- 1.1 Orienting New Board Members----- 2110
- 1.2 Use of Parliamentary Procedure----- 2120
- 1.3 Member Training on Financial Oversight
Accountability and Fiduciary Responsibilities-- 2130

BOARD OF TRUSTEES COMMITTEES

- 2.1 Committees of the Board----- 2210

BOARD OF TRUSTEES ACTIVITIES

- 3.1 Membership in Associations ----- 2310
- 3.2 Attendance by Board Members at Conferences,
Conventions and Workshops ----- 2320
- 3.3 Board Self-Evaluation----- 2330
- 3.4 Board of Trustees Budget Appropriations----- 2340

**ADMINISTRATION
(Section 4000)**

ADMINISTRATIVE OPERATIONS

- 2.5 Use of Committees----- 4250
- 2.6 Evaluation of the Head of School & Other
Administrative Staff ----- 4260

BUILDING ADMINISTRATION

- 3.1 Head of School of Schools -----4310
- 3.2 Head of School – Board of Education Relations ----4320

**NON-INSTRUCTIONAL
OPERATIONS
(Section 5000)**

BUSINESS

EXPENDURES

- 2.3 Acceptance of Gifts, Grants & Bequests to School
District -----5230

**PERSONNEL
(Section 6000)**

- 1.1 Code of Ethics for all School Personnel -----6110

REACH Academy- Bristol Charter School in conjunction with the local Board Policy Development agency will create an extensive and complete board policy manual. The categories contained in the policy manual will be section 1000-By-Laws, section 2000-Internal Operations, section 3000-Community Relations, section 4000-Administration, section 5000-Non-Instructional Business Operations, section 6000-Personnel, section 7000-Students, section 8000-Instruction. These are rules that not only apply to Board members, but fall into a broader range of categories. For example, the Board of Trustees are bound by the Policy or Code of Ethics. However all School Personnel also are required to follow the same policy. For that reason, Code of Ethics will be found in section 6000-Personnel. The inclusion of the board policies are too lengthy to include in this attachment. Therefore, only board policies that are directly related to impact or apply to the board have been included here with reference to what section it may be found in the Board policy manual.

ORGANIZATION OF THE BOARD OF TRUSTEES- Section -1100

SUBJECT: BOARD OF TRUSTEES AUTHORITY – *Policy 1120*

As a body created under the Education Law of Connecticut, the Board of Trustees of the REACH Academy- Bristol Charter School has full authority, within the limitations of federal and state laws and the Regulations of the Commissioner of Education and interpretations of them, to carry out the will of the people of its School in matters of education.

In all cases where laws or regulations of the State Commissioner of Education do not provide, permit, or prohibit, the Board shall consider itself the agent responsible for establishing and appraising educational matters and activities.

Board members have no authority over school affairs as individuals. They have authority only when acting as a body duly called in session.

SUBJECT: NUMBER OF MEMBERS AND TERMS OF OFFICE – *Policy 1130*

The Board of Trustees of the REACH Academy - Bristol School shall consist of five (5) to eleven (11) members nominated and elected by the qualified Founding Members of the Charter School or the current Board of Trustees when a vacancy exists or a member's term has expired.

Members of the Board of Trustees shall serve for three (3) years beginning July 1st following their appointment and each term shall expire on the thirtieth day of June of the third year, except in the initial years of the charter, when various seats have a staggered length. If a Board Member has been appointed to fill a vacancy on the Board, the member's term will commence after the Connecticut approval has been received after his/her appointment and will continue until the vacant seat's term has expired.

NOMINATION AND ELECTION BOARD OF TRUSTEES MEMBERS – Section 1200

SUBJECT: BOARD OF TRUSTEES MEMBERS: QUALIFICATIONS – *Policy 1210*

A Board of Trustees member of the REACH Academy - Bristol Charter School must meet the following qualifications: a citizen of the United States; eighteen (18) years of age or older; able to read and write; and a legal resident of the state of Connecticut for a continuous and uninterrupted period of at least one (1) year prior to his/her appointment;

SUBJECT: RESIGNATION AND DISMISSAL – *Policy 1220*

Board members may resign at any Board meeting, at which time the resignation shall be automatically accepted and reflected in the Board minutes. A Board member may also resign by filing a written resignation with the Board Clerk.

The resignation shall take effect upon the date specified in the letter of resignation; however, if no effective date is specified, it shall take effect on the date of delivery to or filing with the Board Clerk. If an effective date is specified in the letter of resignation, such date shall not be more than thirty (30) days subsequent to the date of its delivery or filing. It shall be the duty of each member of the Board of Trustees to attend all meetings of the Board and, if any member shall refuse to attend three consecutive meetings of the Board after having been regularly notified and a satisfactory cause for each non-attendance is not shown, the Board will proceed to declare that office vacant.

A Board member may be removed from office by the Commissioner of Education for willful violation of any provision of law, neglect of duty, or willfully disobeying any decision, order or regulation of the Commissioner. In the event of death, resignation, refusal to serve, or any disqualification of a Board member, the Board may appoint a new member to fill such a vacancy. If the Board chooses to fill the vacancy, it shall be only for a term ending with the balance of the unexpired term.

A Board member who has been removed from office shall be ineligible for appointment or election to any office in the school for a period of one year from the date of such removal.

THE ROLE OF THE BOARD OF TRUSTEES – Section 1300

SUBJECT: POWERS AND DUTIES OF THE BOARD – Policy 1310

The Board of Trustees shall have powers and duties as set forth in Connecticut Education Law, and other applicable Federal and State laws and regulations. In general, the Board shall have in all respects the superintendence, management and control of the educational affairs of the School and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of Connecticut and the Commissioner of Education.

SUBJECT: NOMINATION AND ELECTION OF BOARD OFFICERS – Policy 1320

Officers of the Board of Trustees shall be nominated and elected by the simple majority of the Board at its Annual Organizational Meeting for a term of one year. They will take their oath as officers at this meeting along with newly elected members. The elected officers of the Board of Trustees are: President, Vice President, Treasurer, and Secretary and will make up the Executive Committee of the Board.

SUBJECT: DUTIES OF THE PRESIDENT OF THE BOARD OF TRUSTEES – Policy 1321

The President's duties include the following:

- a. Presides at all meetings of the Board;
- b. Calls special meetings as necessary or on request;
- c. Appoints members to all committees of the Board;
- d. Serves ex-officio as a member of all committees;
- e. Executes documents on behalf of the Board;
- f. Performs the usual and ordinary duties of the office.

SUBJECT: DUTIES OF THE VICE PRESIDENT OF THE BOARD OF TRUSTEES – Policy 1322

The Board of Trustees may, in its discretion, elect one of its members Vice President who shall have the power to exercise the duties of the President in case of the absence or disability of the President. In case of vacancy in the office of the President, the Vice President shall act as President until a President is elected.

SUBJECT: APPOINTMENTS AND DESIGNATIONS BY THE BOARD OF TRUSTEES – Policy 1330

The Board is authorized to appoint individuals to positions, which will facilitate the meeting of its responsibilities to the State, the School District, and the community. These appointments usually take place at the Annual Organizational Meeting.

The following shall be appointed annually; Board Clerk, Board Treasurer, External Auditor, School Human Rights Office, Extra classroom Activities and Account Treasurer.

The following must be appointed but need not be reappointed annually; School Physician/Nurse Practitioner, Supervisors of Attendance, Records Access/Management Officers, Title IX/Section 504/ADA Compliance Officer,

Liaison for Homeless Children and Youth, Chemical Hygiene Officer, Asbestos Hazard Emergency Response Act (AHERA) Local Educational Agency (LEA) designee.

The following may also be appointed; School Attorney, Internal Claims Auditor, Bond Attorney, Internal Auditor, School Dentist, Attendance Officer, Insurance Consultant.

Designations

The following designations shall be made by the Board of Trustees at the Annual Organizational Meeting in July; Petty Cash Fund(s), Official Newspaper(s), Official Bank Depositories, Purchasing Agent, Certifier of Payrolls, Official Bank Signatories, Designated Educational Official designated to receive court notification regarding a student's sentence/adjudication in certain criminal cases and juvenile delinquency proceedings, School Pesticide Representative;

Reviewing Official, Hearing Official and Verification Official for participation in the federal Child Nutrition Program (the Hearing Official may not be the same person as the Reviewing and/or Verification Official), Legislative Representatives, Public Relations.

Authorizations

- a. Approval of attendance at conferences, conventions, workshops, and the like;
- b. Head of School to approve budget transfers within limits prescribed by Commissioner's Regulation Section 170.2 and Board guidelines;
- c. Head of School to apply for Grants in Aid (State and Federal) as appropriate;
- d. Establish mileage reimbursement rate;
- e. Substitute Rates
- f. Reserve Funds
- g. Other(s) as deemed appropriate/necessary.

SUBJECT: DUTIES OF THE BOARD CLERK – Policy 1331

The Board Clerk will be appointed by the Board at its Annual Organizational Meeting and will serve for a period of one (1) year.

The Clerk's duties include the following: attends all meetings of the Board and keeps a record of its proceedings and records, by name, those in attendance, prepares minutes of the meetings of the Board, obtains approval of the minutes by the Board at the next meeting and forwards copies of the minutes to each member of the Board of Trustees, sends notices of special meetings to members of the Board; contacts and communicates with members as required, sees that the proper legal notices and announcements are published on all specifications and items out on bid, in accordance with state law, maintains an up-to-date record of Board policies and by-laws, delivers to, and collects from, the President (or Vice President) such papers for signature as may be necessary, distributes notices to the public announcing availability of copies of the budget to be presented at the annual School meeting in compliance with the requirements of the State Education Law, administers oaths of office, as permitted by Section 10, Public Officers Law, gives written notice of appointment of persons to the Board of Trustees to the Connecticut Educational Department, calls all meetings to order in the absence of the President and Vice President, assumes other duties customary to the office.

The above duties of the Board Clerk are not intended to be complete but should serve as a comprehensive guide in undertaking the duties of this office. The Board Clerk shall perform such other duties as may be assigned from time to time by the Board.

SUBJECT: DUTIES OF THE SCHOOL'S CHIEF FINANCIAL OFFICER – Policy 1332

The CFO is appointed by the Board of Trustees at the Annual Organizational Meeting and will be covered by a blanket bond. In addition to the routine duties of accounting, filing, posting and preparing reports and statements concerning School finances, the CFO shall perform other specific tasks as follows: acts as custodian of all moneys belonging to the School and lawfully deposits these moneys in the depositories designated by the Board, pays all authorized obligations of the School as directed, maintains proper records and files of all checks, and approved payment of bills and salaries,

makes all such entries and posts all such financial ledgers, records and reports as may be properly required to afford the School an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions, and assumes other duties customary to the office.

SUBJECT: DUTIES OF THE INDEPENDENT AUDITOR – Policy 1333

The Board by law shall obtain an annual audit of its records by an independent certified public accountant or an independent public accountant, and a copy of the certified audit in a form prescribed by the Commissioner must be accepted by the Board and furnished annually to the State Education Department.

SUBJECT: DUTIES OF THE EXTRACLASSROOM ACTIVITIES FUNDS TREASURER – Policy 1334

The Extra classroom Activities Funds Treasurer is appointed by the Board of Trustees and is responsible for the supervision of the extra classroom activities funds.

The Treasurer's duties include the following: Countersigns all checks disbursing funds from the Extra classroom Activities Account, Provides general supervision to insure that all receipts are deposited and that disbursements are made by check only, Maintains records of all receipts and expenditures, Submits records and reports to the Board as required, Assumes other duties customary to the position.

SUBJECT: DUTIES OF THE SCHOOL ATTORNEYS - Policy 1335

The Board of Trustees shall appoint School Attorneys who will be responsible to the Board of Trustees for guidance in all affairs, which are of a legal nature.

Upon the Board of Trustees and/or its representative's request, the duties shall include the following: attend regular Board meetings and such special meetings as the Board may direct, and advise the Board upon legal matters as they arise at such meetings, represent the Board of Trustees at all hearings relating to students or employees, present written or oral reports as requested and within time limits set by the Board of Trustees or Head of School pertaining to questions of legal nature, review, as requested, contracts with vendors or such people or corporations doing business with the school. prepare legal notices, act as local or general bond counsel, provide legal services for real estate sale or acquisition represent the School in all court cases (when such legal services are not provided for by school's insurance carrier), undertake all other legal and related services as assigned by the Board of Trustees or the Head of the School.

The Board reserves the right to employ additional legal counsel which may include, but not be limited to, negotiation of collective bargaining agreements.

SUBJECT: DUTIES OF THE SCHOOL PHYSICIAN/NURSE PRACTITIONER –Policy 1336

The school physician/nurse practitioner shall be appointed by the Board of Trustees.

The duties of the school physician/nurse practitioner shall include, but are not limited to, the following: performs professional medical services in the examination and care of school children, performs routine examinations of school children to detect the presence of contagious diseases and physical defects, reports to the Board on school health services, coordinates scheduling for physical examinations to all students participating in interscholastic athletics, develops the program of health service in accordance with policies approved by the Board and as directed by the Head of School, conducts physical exams for employees (instructional and non-instructional) in determination of employment related medical issues, conducts a medical evaluation on any employee at the request of the Board of Trustees.

BOARD POLICY– Section 1400

SUBJECT: POLICY - 1410

The Board of Trustees shall be guided in its decision making by policies.

Definition of Policy

Policy is defined as a basic plan of action. It establishes limits within which freedom of judgment can be exercised.

Policy is the wise governing principle of management. It is a statement, which has an effect on the interests of those who come under its jurisdiction. A policy may originate from the constitution, from statute, and/or from customary patterns of formal behavior.

Policies should accomplish the following: reflect the general environment in which the school organization operates, include direction for their implementation either by implication or broad explication, be impartial to deal uniformly with all whom they touch, omit non-relevant details that might need to be changed from time to time, grant authority to act and responsibility of completion thereof.

Formulation of Policy

The Board of Trustees shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. These guides for discretionary action shall constitute the policies governing the operation of the school. A policy should be capable of being applied equitably in all circumstances to which it refers.

The formulation and adoption of these written policies shall constitute the basic method by which the Board of Trustees shall exercise its leadership in the operation of the school. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board of Trustees shall exercise its control over the operation of the school system.

Adoption of Policy

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two separate meetings of the Board of Trustees (i.e., the "first reading" and the "second reading"). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the "second reading" and complete the adoption of the proposed policy at its "first reading."

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the School and shall be binding upon the members of the educational community in the School.

The formal adoption of policies shall be recorded in the minutes of the Board of Trustees. Only those written statements so adopted and so rescinded shall be regarded as official Board policy. Any policy or amendment shall require a majority vote of all members of the Board of Trustees.

Communication of Policy

Every effort shall be made to inform personnel and citizens of the REACH Academy - Bristol Charter School of Board of Trustees policy. The school staff shall be kept informed of Board of Trustees policy and changes as they occur.

Review of Policy

It shall be the Board's responsibility to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision. The Head of School with support of the Board Policy Development Department, is given the continuing commission of calling to the Board's attention to all policies that are out-of-date or for other reasons appear to need revision.

At the last meeting of the Board of Trustees in June of each year, each Board member shall give his/her copy of the policy manual to the Head of School. The Head of School shall make all necessary revisions in the manual. Following the Annual Organizational Meeting, each member of the Board shall be provided an updated copy for use during the ensuing year.

SUBJECT: EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS – *Policy 1420*

The Board shall delegate to the Head of School the function of specifying required actions and designing the detailed arrangements under which the school will be operated. These rules and these detailed arrangements shall constitute the administrative regulations governing the schools. They must in every respect be consistent with the policies adopted by

MEETINGS OF THE BOARD OF TRUSTEES– Section 1500

SUBJECT: REGULAR BOARD MEETINGS – *Policy 1510*

All Board of Trustees meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A "meeting" is defined as an official convening of a public body for the purpose of conducting public business and a "public body" is defined as an entity of two (2) or more persons, which requires a quorum to conduct public business, including committees and subcommittees.

Whenever such a meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law.

If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Regular meetings of the Board of Trustees of REACH Academy- Bristol Charter School shall take place on the day and time designated by the Board at the Annual Organizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Head of School and Board Clerk to prepare the agenda and review it with the Board President for each meeting of the Board. The agenda for each meeting shall be prepared during the week prior to the meeting. The agenda shall be distributed to Board members no later than the Friday before such regular meeting. Whenever the President or other members of the Board wish to bring a matter to the attention of the Board, such request should be made to the Head of School so that the same can be placed on the agenda. Whenever individuals or groups wish to bring a matter to the attention of the Board, such request shall be addressed to the Head of School. The Head of School shall present such matter to the Board.

The Head of School shall notify the members of the Board of Trustees in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.

In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Head of School to notify all members.

Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

SUBJECT: REGULAR BOARD MEETINGS – *Policy 1510*

The Head of School and members of his/her staff at the Head of School's discretion shall attend all meetings of the Board. The Head of School shall attend all executive session meetings of the Board except those that concern his/her evaluation and salary determination. The Board may request the attendance of such additional persons as it desires.

SUBJECT: BOARD OF TRUSTEES AGENDA FORMAT – *Policy 1511*

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| 1.0 Call to Order | 9.0 Personnel - Support Staff |
| 2.0 Amendments or adjustments to the agenda by Board Members | 10.0 Instruction and Curriculum |
| 3.0 Privilege of the Floor | 11.0 Business |
| 4.0 Consent Agenda | 12.0 Head of School's Report |
| 5.0 Old Business | 13.0 Correspondence and Reports |
| 6.0 Points of Pride | 14.0 Executive Session |
| 7.0 Committee Reports | 15.0 Adjournment |
| 8.0 Personnel-Administration & Teaching | |

For special and emergency meetings, the regular meeting agenda format shown above may be shortened and/or adapted to fit the purpose of the meeting.

SUBJECT: PREPARATION OF BOARD AGENDA – Policy 1512

The Head of School, the Board Clerk and the Board President shall be responsible for the preparation of the Board Agenda.

SUBJECT: LEVELS OF RESPONSIBILITY – Policy 1513

In an efficient, effective and publicly sensitive school, there must be a means of dealing with questions, inquiries, complaints, communication, decision-making and problem solving at their appropriate organizational level of responsibility. Therefore, the REACH Academy -Bristol Board of Trustees declares that all such matters shall be referred to the appropriate level of responsibility for response and/or resolution.

Matters are referred to the appropriate level of responsibility (Board of Trustees, administration, supervisor or staff) to allow the responsible individual(s) to understand the matter and seek an acceptable resolution prior to review by the next higher level of responsibility. This demonstrates respect for the responsible individual, encourages good communication, conserves the time and energy of those in the school community who are not directly responsible for resolution of a particular matter, and allows the person(s) with a concern to obtain resolution, or seek review at the next higher level of responsibility.

All matters brought before the entire Board of Trustees by an individual or group shall be addressed by the Board of Trustees, or if appropriate, referred to the responsible school individual(s) for resolution. Only those matters that are obviously the Board's concern or that have proceeded through the appropriate levels of responsibility shall be reviewed by the Board of Education.

In like manner, it is the responsibility of every School employee and each individual board member to refer such matters to the appropriate level of responsibility for review and/or resolution.

SUBJECT: CODE OF CONDUCT FOR BOARD MEMBERS – Policy 1514

Members of the REACH Academy – Bristol Board of Trustees shall represent the public interest in education by adhering to the following commitments:

Representing all schools constituents honestly and equally, and refusing to surrender responsibilities to special interest and partisan political groups, avoiding any conflict of interest or the appearance of impropriety that could result from his/her position, avoiding the use of Board membership for personal gain or publicity, recognizing that a board member has no legal authority as an individual and that decisions can be made only by a majority vote of the Board at a regular or special meeting, taking no private action that might compromise the Board or administration, respecting the confidentiality of privileged information, abiding by majority decisions of the Board while retaining the right to seek changes such decisions through ethical and constructive channels, encouraging and respecting the free expression of opinion by fellow board members, being involved and knowledgeable about local educational concerns, and state and national issues.

SUBJECT: FIVE FILTERS FOR DECISIONS – Policy 1515

The Head of School and Board of Education can set a tone and establish methods of operation that determine and support the culture of the School. A culture that is solid, accepting, understanding, and focused on children, is a worthy goal, journey and destination. One way to establish that culture is to operate with an agreed set of references-approved, adopted, monitored and enforced by all.

Five Filters for Decisions:

1. We will make decisions in the best interest of children/students.
2. We will not tolerate any action or circumstance that denigrates any individual.
3. We will not employ any individual who does not demonstrate excellence.
4. We will not allow limiting statements to interfere with our growth.
5. We will understand and involve all stakeholders.

SUBJECT: SPECIAL MEETINGS OF THE BOARD OF TRUSTEES – Policy 1520

Special meetings of the Board shall be held on call by any member of the Board. A reasonable and good faith effort shall be made by the Head of School or the Board President, as the case may be, to give every member of the Board twenty-four hours notice of the time, place and purpose of the meeting. All special meetings shall be held at a regular meeting place of the Board and/or in accordance with provisions of the Open Meetings Law as may be applicable.

In an emergency, the twenty-four hour notice may be waived by having each Board member sign a waiver-of-notice form. Public notice of the time and place shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior to the meeting.

MEETING OF THE SCHOOL– Section 1600

SUBJECT: ANNUAL ORGANIZATIONAL MEETING – Policy 1610

The Annual Organizational Meeting of the Board of Trustees shall be held during the first board meeting in July. The schedule for the regular business meetings of the Board for the ensuing year shall be established at this meeting.

RULES OF MEETING– Section 1700

SUBJECT: QUORUM – Policy 1710

The quorum for any meeting of the Board shall be more than 50% of the current board size. No formal action shall be taken at any meeting at which a quorum is not present. When only a quorum exists, the Board shall act by unanimous vote unless otherwise required by the laws of the State of Connecticut.

SUBJECT: MINUTES – Policy 1720

The minutes are a legal record of the activities of the Board of Trustees as a public corporation having the specified legal purpose of maintaining a charter school. The minutes of all meetings shall be kept by the Clerk or, in his/her absence, by the Head of School or his/her designee. The minutes shall be complete and accurate and stored in a minutes file. However, minutes of executive sessions need not include any matter which is not required to be made public by the Freedom of Information Law.

The minutes of each meeting of the Board of Trustees shall state: the type of meeting, the date, time of convening, and adjournment, board members present and absent, board members' arrival and departure time, if different from opening or adjournment times, all action taken by the Board, with evidence of those voting in the affirmative and the negative, and those abstaining, the nature of events that transpire, in general terms of reference.

Communications and other documents that are too long and bulky to be included in the minutes shall be referred to in the minutes and shall be filed in the School Office.

All Board minutes shall be signed by the Board Clerk when approved and stored in a locked room or locked file cabinet. Unless otherwise provided by law, minutes shall be available to the public within two (2) weeks following the date of a meeting; draft copies, so marked, are acceptable, subject to correction.

Minutes of Executive Sessions

Minutes shall be taken at executive sessions of any action that is taken by formal vote. The minutes shall consist of a record or summary of the final determination of such action, the date and the vote. However, such summary need not include any matter which is not required to be made public by the Freedom of Information Law (FOIL).

If action is taken by a formal vote in executive session, minutes shall be available to the public within one (1) week of the date of the executive session.

SUBJECT: EXECUTIVE SESSIONS – Policy 1730

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the area or areas of the subject or subjects to be considered, the Board of Trustees may conduct an executive session for discussion of the below enumerated purposes only. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting.

- a) Matters that will imperil the public safety if disclosed;
- b) Any matter that may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Article 14 of the Civil Service Law;
- f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) Preparation, grading or administration of examinations;
- h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

INTERNAL OPERATIONS– Section 2100

SUBJECT: ORIENTING NEW BOARD MEMBERS – Policy 2110

The Board and its staff shall assist each new member to understand the Board's functions, policies, and procedures before he/she takes office and is awaiting approval from the Connecticut State Education Office, by the following methods:

- a) The member may be invited to attend Board meetings and to participate in its discussions;
- b) The Head of School's secretary shall supply material pertinent to meetings and shall explain its use;
- c) The new member shall be invited to meet with the Head of School and other administrative personnel to discuss services, procedures and protocol;
- d) A copy of the Board's policies and by-laws shall be given to the new member by the Clerk;
- e) All new Board members may and are encouraged to attend a Board Member orientation program and the cost born by the School.

SUBJECT: USE OF PARLIAMENTARY PROCEDURE – Policy 2120

The business of the Board of Trustees shall be conducted in accordance with the authoritative principles of parliamentary procedure as found in the latest edition of Robert's Rules of Order.

SUBJECT: BOARD MEMBER TRAINING ON FINANCIAL OVERSIGHT, ACCOUNTABILITY AND FIDUCIARY RESPONSIBILITIES – Policy 2130

Within the first year of election, re-election or appointment, each Board member is encouraged to complete a minimum of six hours of training on the financial oversight, accountability and fiduciary responsibilities of a school board member. The curriculum and provider of this training should be approved by the Commissioner of Education.

Upon completion of the required training, the Board member should file a certificate of completion with the District Clerk.

BOARD OF TRUSTEES COMMITTEES– Section 2200

SUBJECT: COMMITTEES OF THE BOARD - Policy 2210

The Board and/or the President of the Board may at its discretion establish committees for the purpose of undertaking a specific task in connection with Board activity. These committees, however, cannot make legal decisions for the entire Board.

At the request of the Board, the President shall appoint temporary committees consisting of fewer than a quorum for special purposes. These committees shall be discharged on the completion of their assignment. The President of the Board and Head of School shall be an ex-officio member of such committees.

The Board of Trustees recognizes that it may be necessary from time to time to authorize advisory committees for the purpose of enlisting opinions and counsel of the general public. Such committees shall be appointed by the Board of Trustees.

Visitation Committees

The Board of Trustees shall appoint one or more committees, to visit the school and every department at least once annually, and report on their conditions at the next regular meeting of the Board.

BOARD OF TRUSTEES ACTIVITIES– Section 2300

SUBJECT: MEMBERSHIP IN ASSOCIATIONS – *Policy 2310*

The School may be a member of the board Associations. Additionally, the Board may maintain membership and participate cooperatively in other associations.

SUBJECT: ATTENDANCE BY BOARD MEMBERS AT CONFERENCES, CONVENTIONS AND WORKSHOPS – *Policy 2320*

The Board believes that continuing in-service training and development are important for its members. The Board, therefore, encourages the participation of all members at appropriate school board conferences, conventions and workshops which are believed to be of benefit to the School. However, in order to control both the investment of time and funds necessary to implement this policy, the Board establishes the following guidelines:

- a) A calendar of school board conferences, conventions and workshops shall be maintained by the Head of School's secretary.
- b) Funds for participation at such conferences, conventions, workshops and the like will be budgeted for on an annual basis. The amount budgeted for conference attendance shall be determined annually based on budget allocations for the Board. When funds are limited, the Board will designate which members are to participate at a given meeting.
- c) Reimbursement to Board members for all actual and necessary registration fees, expenses of travel and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for expense reimbursement.
- d) When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.
- e) Each Board member attending a conference, convention or workshop shall receive reimbursement at the current U.S. General Services Administration rate for the city that the event is held. For partial days of attendance, a Board member shall receive a prorated share.

The authorization for Board members to attend a conference, convention, workshop and the like shall be by Board resolution.

SUBJECT: BOARD SELF-EVALUATION – *Policy 2330*

The Board shall review the effectiveness of its internal operations at least once annually and will formulate a plan for improving its performance.

The Head of School and others who work regularly with the Board may be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a legislative body.

SUBJECT: BOARD OF TRUSTEES BUDGET APPROPRIATIONS – *Policy 2340*

The Board officers after consultation with the entire Board shall be responsible for the preparation of the Board of Trustee’s annual Expenditure Budget. Sufficient monies shall be allocated annually so the Board may fulfill their duties and responsibilities as established by Education Law 1903.

Monies shall be allocated for contractual services, stipends, local travel, attendance at conferences, conventions and workshops (including associated costs), supplies and materials necessary for the board to conduct business and Board Policy development services.

ADMINISTRATIVE OPERATIONS – Section 4200

SUBJECT: USE OF COMMITTEES – *Policy 4250*

Standing and/or ad hoc committees may be appointed to study and to recommend courses of action in response to department, school needs. These committees may be appointed by the Board of Education, the Head of School or other administrators, with the knowledge of the Head of School, and in accordance with the range of responsibilities of the appointing body or administrator to whom the committee shall report. The composition of each committee shall reflect its purpose and each committee shall have a clear assignment.

SUBJECT: EVALUATION OF THE HEAD OF SCHOOL AND OTHER ADMINISTRATIVE STAFF – *Policy 4260*

Head of School

The Board of Education shall conduct annually a formal performance evaluation of the Head of School. The formal procedures used to complete the evaluation to be filed in the School Office, and to be made available for review by any individual, no later than August 1st of each year.

The formal performance procedures shall include written criteria, a description of the review procedures, provisions for post-conferencing, and methods used to record results of the evaluation. The Head of School shall be granted the opportunity to respond to the evaluation in writing.

Evaluation of Administrative Staff

The Board shall direct the Head of School to conduct an evaluation of all administrative personnel.

The purposes of this evaluation are:

- a) To determine the adequacy of administrative staffing;
- b) To improve administrative effectiveness;
- c) To encourage and promote self-evaluation by administrative personnel;
- d) To provide a basis for evaluative judgments by the Head of School and the Board;
- e) To make decisions about continued employment with the school.

BUILDING ADMINISTRATION– Section 4300

SUBJECT: HEAD OF SCHOOLS – *Policy 4310*

- a) As Chief Executive Officer of the Board of Education, he/she shall attend all regular, special, and work meetings of the Board except that the Head of School may be excluded when his/her employment contract or performance is discussed in executive session.
- b) He/she shall administer all policies and enforce all rules and regulations of the Board.
- c) He/she shall constantly review the local school situation and recommend to the Board areas in which new policies seem to be needed.
- d) He/she shall be responsible for organizing, administering, evaluating, and supervising the programs and personnel of all school departments, instructional and non-instructional.
- e) He/she shall recommend to the Board the appointment of all instructional and support personnel.
- f) He/she shall be responsible for the preparation and recommendation to the Board of the annual School budget in accordance with the format and development plan specified by the Board.
- g) He/she shall determine the need and make plans for plant expansion and renovation.
- h) He/she shall be responsible for recommending for hire, evaluating, promoting, and dismissing all professional and non-professional staff personnel.
- i) He/she shall prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other School-wide staff materials.
- j) He/she shall plan and coordinate the recruitment of teachers and other staff to assure the school of the best available personnel.
- k) He/she shall plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to be of a high degree of competence will work for the school.
- l) He/she shall continually strive to distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the school's administrative personnel.
- m) He/she shall, when necessary and/or desirable, transfer such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, School policies and negotiated contracts.
- n) He/she shall submit the data from the School Report Card and/or other such reports of student/School performance as prescribed by and in accordance with requirements of the Commissioner of Education.

SUBJECT: HEAD OF SCHOOL - BOARD OF EDUCATION RELATIONS – *Policy 4320*

The Board of Education is accountable for all pursuits, achievements and duties of the School. The Board's specific role is to deliberate and to establish policies for the organization. The Board delegates the necessary authority to the Head of School who, acting as chief executive officer, is held accountable to the Board for compliance with its policies.

- a) With respect to School goals and objectives, the Board will establish broad guidelines to be observed in the development of further policy and action. The Board reserves the right to issue either restrictive or general policy statements.
- b) Generally, the Head of School will be empowered to assign and use resources; employ, promote, discipline and deploy staff; to translate policies of the Board into action; to speak as agent of the Board; to organize and delegate administrative responsibilities; and to exercise such other powers as are customary for chief executives.
- c) The Head of School may not perform, cause, or allow to be performed any act that is unlawful, in violation of commonly accepted business and professional ethics; in violation of any contract into which the Board has entered; or, in violation of policies adopted by the Board that limit the Head of School's authority.

- d) Should the Head of School or his/her designee consider it unwise or impractical to comply with an explicit Board policy, the Head of School will inform the Board of that determination. The Board will decide whether such judgment was warranted.
- e) When law or other authority calls for Board approval of decisions that the Board has delegated to the Head of School, Board approval will be routinely given if those decisions have been made within the limits of Board policies.

EXPENDURES – Section 5200

SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTRICT – *Policy 5230*

The Board may accept gifts, grants and/or bequests of money, real or personal property, as well as other merchandise which, in view of the Board, add to the overall welfare of the School, provided that such acceptance is in accordance with existing laws and regulations. However, the Board is not required to accept any gift, grant or bequest and does so at its discretion, basing its judgment on the best interests of the School. Furthermore, the Board will not accept any gift, grant or bequest which constitutes a conflict of interest and/or gives an appearance of impropriety.

At the same time, the Board will safeguard the School, the staff and students from commercial exploitation, from special interest groups, and the like.

The Board will not accept any gifts or grants which will place encumbrances on future Boards, or result in unreasonable additional or hidden costs to the School.

The Board of Education will not formally consider the acceptance of gifts or grants until and unless it receives the offer in writing from the donor/grantor. Any such gifts or grants donated to the Board and accepted on behalf of the School District must be by official action and resolution passed by Board majority. The Board would prefer the gift or grant to be a general offer rather than a specific one. Consequently, the Board would suggest that the donor/grantor work first with the school administrators in determining the nature of the gift or grant prior to formal consideration for acceptance by the Board. However, the Board, in its discretion, may direct the Head of Schools to apply such gift or grant for the benefit of a specific school program.

The Board is prohibited from making gifts/ charitable contributions with School funds.

Gifts and/or grants of money to the School shall be annually accounted for under the trust and agency account in the bank designated by the Board of Education.

All gifts, grants and/or bequests shall become School property. A letter of appreciation, signed by the President of the Board and the Head of School, may be sent to a donor/grantor in recognition of his/her contribution to the School District.

Gift Giving

The Board of Education recognizes that gift giving, especially during the holiday season, may be a common practice for many School employees. While the giving or exchanging of gifts may be acceptable among staff members, the Board strongly encourages School employees and students to show appreciation through written notes or greeting cards.

SUBJECT: ACCEPTANCE OF GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL

Additionally, all business contacts will be informed that gifts exceeding \$75 to School employees will be returned or donated to charity.

Appendix E. Key Personnel Job Descriptions

Appendix E – Draft Key Personnel Job Descriptions

Positions

Board of Trustee Members
Head of School
Director of Operations
Coordinator of Facilities
Director of Instruction
CIO/Intake Coordinator
Coordinator of Technology
Chief Financial Officer
School Nurse
School Counselor
Administrative Assistants
Academic Interventionists/Coaches (English/Math)
Teacher
Multilingual Teacher
Speech Language Pathologists

E. Key Personnel Job Descriptions

REACH Academy Charter School Roles/Job Descriptions

Board of Trustees Role/Job Description:

The Board of Trustees of RACS is responsible for ensuring that the school is operating in compliance with its charter and all applicable state and federal laws as well as overseeing the school's progress towards achieving its mission of preparing students for success in and beyond high school. Major responsibilities of the Board include setting strategic goals for the school, approving the annual budget, responding to parent complaints, overseeing and annually evaluating the Head of School using the State Approved Principal Evaluation Tool. The Board President, along with the Executive Committee of the Board, takes on the role of acting as the final point of accountability for the school in its relationship with the Board of Regents as the chartering entity. The Board of Trustees is entrusted with the charter agreement by the Board of Regents and is responsible for making sure that the School is upholding the promises contained in the charter agreement. If the school does not live up to the terms of its charter agreement, the school's Board must answer directly to the Board of Regents.

Head of School Job Description

The Head of School is the instructional leader of the school and oversees the administrative team who supervises and evaluates all instructional and program staff, including Classroom, Special Education and Subject Area Teachers, Social Workers, Counselors, and Coordinators. The Head of School ensures the educational program is meeting the goals outlined in the charter through coordinating educational programs, professional development, curriculum design, & staff accountability.

Specific Responsibilities:

- Possesses strong background, understanding and/or expertise in working with at-risk Scholar populations specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Ensures high academic outcomes as identified in The REACH Academy Bristol School Charter,
- Oversees the entire instructional program including the curriculum, instructional materials and implementation of the academic vision and ensures that all staff are mission-aligned,
- Makes final hiring recommendations to the Board of Trustees and oversees the hiring process for instructional and program staff,
- Aids teachers in implementing effective instruction and monitors Scholar achievement,
- Oversees select programs as determined with the administrative team,
- Trains, supervises and evaluates all instructional staff and teachers in conjunction with the administrative team, regarding retention, hiring and termination decisions,
- Works with staff to create professional development goals,
- Fosters collegiality and collaborative decision making among staff,
- Oversees development and maintenance of school culture, including a discipline system involving positive behavioral supports,
- Oversees all staff professional development
- Reports directly to the Board of Trustees
- Attends all regular, special, and work meetings of the Board except that the Head of School may be excluded when his/her employment contract or performance is discussed in executive session.
- Administers all policies and enforces all rules and regulations of the Board.
- Continuously reviews and recommends to the Board, areas in which school policies need to be reviewed and/or redeveloped,
- Organizes, administers, evaluates, and supervises the programs and personnel of all school departments, instructional and non-instructional,
- Prepares and recommends the annual school budget in accordance with the format and development plan specified by the Board,
- Assesses the need and plans for plant expansion and renovation when appropriate,
- Recommends, evaluates, promotes, and dismisses all hires for all professional and non-professional personnel.
- Prepares or oversees the preparation of the teacher's handbook, staff bulletins, and all other School-wide staff materials.

- Plans and coordinates the recruitment of teachers and other staff to assure the school of the best available personnel.
- Plans and conducts the supervision of teaching staff that will have as its goal the improvement of instruction while assuring that only the teachers found to be of a high degree of competence will work for the school.
- Transfers any such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, school policies and negotiated contracts.
- Submits all data and recordkeeping required by the State Education Department for the School Report Card and/or other such reports of Scholar/school performance as prescribed by and in accordance with requirements of the Commissioner of Education.

Qualifications: (1) Minimum 5 years experience in urban education, at least 8 years in a leadership role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Masters Degree in Educational Administration with appropriate certification; (3) A thorough understanding of instructional practice including those related to The Six-Point Plan to Increasing Scholar Achievement, delivery of instruction, development of curriculum and assessment of Scholar performance; (4) A demonstrated ability to use data to analyze and improve performance; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) Demonstrated ability to create a positive school culture; (8) Ability to impart a sense of urgency and relentlessness to faculty and staff in the pursuit to high academic excellence.

Director of Operations Job Description

The Director of Operations (DOO) reports directly to the Head of School and is responsible for ensuring the effective management of the non-instructional functions of the school. The Director of Operations manages admissions, Scholar records, the generation of required reports, and other operational and compliance responsibilities. The Director of Operations will supervise and evaluate non-instructional and non-program staff including the Intake Coordinator and other facility related contracted services.

Specific Responsibilities:

- Understands working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Manages contracted services,
- Manages school meals,
- Schedules & logs fire alarms in accordance with state regulations,
- Oversees handling of all Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations,
- Manages compliance related to By-Laws/Charter Renewal,
- Selects and manages relationships with vendors/brokers for school-wide insurance policies per approval by the Board of Trustees,
- Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, Scholar lottery, annual Sexual Harassment seminar, and other legal issues
- Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff
- Manages enrollment of health plans and retirement plans for all staff
- Other duties, as assigned by the Head of School

Qualifications: (1) Demonstrated record of leadership, management and interpersonal skills; (2) Master's degree in Educational Administration with appropriate certifications; (3) At least three years previous experience in Management capacity at a charter school or comparable environment; (4) Knowledge of/experience with relevant laws, regulations, governmental agencies, budgeting and charter authorizer requirements

Coordinator of Facilities Job Description

The Coordinator of Facilities is responsible for maintaining all facilities and operations throughout the building. He or she will ensure using best business practices to improve efficiency, by reducing operating costs while increasing productivity. He or she will report to the Head of Schools.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population, specifically Scholars who qualify for the Federal Free and Reduced Lunch Program.
- Maintains building systems to address facility needs,
- Manages all classroom spaces, including set-up and break-down at beginning and end of year respectively,
- Oversees school environment to ensure that it is ready and safe for Scholars on a daily basis,
- Ensures compliance with Department of Health standards
- Oversees project management and supervises and coordinates work of contractors,
- Investigates availability and suitability of options for new premises,
- Calculates and compares costs for required goods or services to achieve maximum value for the schools resources,
- Plans for future development in line with the school,
- Directs, coordinates and plans essential central services such as reception, security, maintenance, mail, archiving, cleaning, waste disposal and recycling,
- Ensures the building meets health and safety requirements and that facilities comply with legislation;
- Keeps staff and Scholars safe,
- Plans best allocation and utilizes space and resources for new building, or re-organizing current premises,
- Checks that agreed upon work by staff or contractors has been completed satisfactorily and followed up on any deficiencies,
- Responds appropriately to emergencies or urgent issues as they arise and dealing with the consequences,
- Other duties as assigned by the Head of School

Qualifications: 1) Demonstrated record of organization and interpersonal skills; (2) Master's Degree or higher (3) At least two years previous experience in facility management at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter policies.

Director of Instruction Job Description

The Director of Instruction is responsible for supporting the Head of School in ensuring that REACH-Connecticut provides Scholars with the skills, knowledge, and experiences necessary for academic success. He or she will oversee the school's curriculum including its development and implementation. He or she will manage the school's assessment system including the design, implementation, and utilization of assessment data including diagnostic, benchmarks, formative, and summative assessments.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Ensures school attains strong academic achievement as outlined in its charter,
- Oversees Scholar academic programs,
- Uses technology and technological support for data gathering and analysis,
- Demonstrates understanding of instructional practice, including curriculum development, delivery of instruction, and assessment of Scholar performance,
- Demonstrates ability to coach and evaluate teaching staff effectively,
- Monitors Scholar achievement; adjusts academic program based on data cycle and Scholar need; coordinates reporting on academic data for instructional staff,
- Manages academic program, including instructional planning, curriculum, instructional materials, and implementation,
- Develops and implements clear communication strategies with teachers, parents and administrators, including participating in school-related meetings and making reports at Board meetings,
- Coordinates with Special Education Teachers to ensure appropriate instruction and service implementation for Scholars with special needs,
- Coordinates with outside professional developers, partner organizations, and others in the development and implementation of the curriculum,
- Other duties assigned by Head of Schools

Qualifications: (1) Educational Administration Master's Degree required; (2) Appropriate Certification; (3) Minimum four years teaching in urban education; minimum two years supervisory experience; (4) Experience with curriculum development, design, and instructional planning; (5) Familiarity with data analysis and capacity to mentor teachers in reflective practice; Excellent written and verbal communication ability; (6) Attention to detail and ability to manage and prioritize multiple issues simultaneously.

CIO/Intake Coordinator Job Description

The CIO/Intake Coordinator is responsible for maintaining and transmitting the State's required data elements of the school.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Obtains authorization for school personnel to view Scholar records in and obtain reports from the Scholar Information Repository System (SIRS),
- Provides status reports regarding the school's compliance to the Head of School and respond to requests for data for analysis purposes,
- Monitors compliance with regard to privacy of data standards and maintenance of records,
- Submits requests for data extracts that conform to the Data Warehouse file formats,
- Acts as the liaison between the school and the regional Level 1 data center,
- Secures the certification of the data by the Head of School prior to data transmission by the data center,
- Directs or assists the direction of the data analysis activities and instructional improvement initiatives,
- Attends informational sessions provided for School Data Coordinators by the data centers,
- Processes all credit card payments and maintains credit card logbook to back up all transactions,
- Processes all accounts payable invoices and maintains all vendor files
- Recruits and enroll Scholars, maintains all Scholar files and provides weekly enrollment updates to the Head of School,
- Enters and maintain all Scholar database records, utilizing the Scholar Management System,
- Oversees daily Scholar attendance and maintains accurate attendance records,
- Manages Scholar recruitment process, including outreach and tours for parents,
- Ensures Scholar enrollment remains accurate,
- Carries out administrative tasks with respect to recruitment, lottery administration, and enrollment as directed by the Director of Operations or Head of School,
- Other duties as assigned by the Head of School

Qualifications: 1) Demonstrates record of organization and interpersonal skills; (2) Bachelor's Degree or higher; (3) At least two years previous experience in business or administration capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter.

Coordinator of Technology Job Description

The Coordinator of Technology is responsible for the leadership, development, implementation, and oversight of all school instructional and informational technology, including comprehensive strategic plans, policies, programs and schedules for computing and management information services and networking operations. These duties support efforts to achieve the schools goals and objectives in an ever-changing environment that supports Scholar learning. He or she will report to the Head of Schools.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Setups and manage the Staff File Server, LAN network, CIPA compliant Firewall, Email, SIF Projects, Library/ Health Software and Wired along with Wireless peripherals,
- Setups and Manages Cloud Services such as Google Applications
- Setups and Manages the Scholar File Server
- Setups and Manages the Scholar Management System (PowerSchool)
- Responsible for maintenance and repair of all technology
- Responsible for all ordering and setup of new technology including the RFP process and Buffalo BOE ordering
- Creates and maintains a school database for tracking all information technology related assets for tracking and audit reporting purposes.

Qualifications: 1) BA/BS Degree in Computer Science, Information Systems, Educational Technology or related field required with a Masters Degree preferred; 2) three-five years experience in a role involving, interdisciplinary collaboration, and technology integration preferably working in a school setting; knowledge of educational computing applications and philosophies; 3) Be able to work interchangeably between academic content areas, technologies, software, and tools in ways that engage faculty, and support new collaborations that strengthen and integrate our curriculum toward achievement of desired Scholar learning outcomes.

Chief Financial Officer Job Description

The Chief Financial Officer (CFO) who will be contracted out through a reputable local accounting firm is responsible for maintaining all financial systems and operations of the school. He or she will report to the Head of School.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Manages the developed school budget and budget projections for strategic planning,
- Reviews and analyzes monthly income statement, balance sheet, cash flow and budget vs. actual variance report for the school,
- Posts all revenues, bank deposits, expenses, checks disbursements in accounting system and maintains files of all related accounting documents,
- Makes recommendations as to the necessity and appropriateness of financing transactions,
- Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, timesheet management, posting payroll expenses in accounting system, filing of related documents systematically,
- Manages contracted services,
- Supports school-based staff to ensure all financial and accounting functions are completed in a timely and accurate manner: month-end close, credit cards, bank statements, payroll, benefits administration, cash management, accounts receivable, accounts payable, bank reconciliations and other bookkeeping tasks, and monthly financial reports.
- Other duties assigned by Head of School

Qualifications: Certified Public Accountant 1) Demonstrated record of organization and interpersonal skills; (2) Bachelor's Degree or higher in Business Administration Management, Finance, Accounting or other similar field; (3) At least two years previous experience in business or finance capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and with charter schools.

Administrative Assistant Job Description

The Administrative Assistant is the first point of contact for parents and other visitors, and is responsible for making the school a welcoming, open environment.

Specific Responsibilities:

- *Answers and redirects, as needed, general telephone and email inquiries,*
- *Maintains office equipment,*
- Tracks and replenishes office supplies,
- Coordinates internal meetings and appointments,
- Manages postal operations,
- Manages Scholar transportation, including procurement and distribution of buses and all transportation requirements for field trips
- Coordinates school-parent communications, including mailings or reminder phone calls
- Other duties, as directed by the Head of School

Qualifications: (1) Minimum Associate's Degree or Business training; (2) Demonstrates and successful record of prior employment in administrative, secretarial, or office managerial role in educational environments; (3) Knowledge of and experience with relevant technologies.

School Nurse Job Description

The School Nurse has a crucial role in providing health services to children. The school nurses will promote health and safety; intervene with actual and potential health problems; and actively collaborate with others to build Scholar and family capacity for self-management, self-advocacy, and learning. The School Nurse will manage and coordinate the assigned school's health service program and operate the school clinic according to requirements established by the schools policies, procedures, and protocols, and by local and state regulations and statutes.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Provides care and physical screening to Scholars; assess Scholars and implement first aid measures for Scholars as needed,
- Implements and records required screening programs; notify parents when further medical evaluation is required,
- Establishes, updates and maintains health and immunization records,
- Prepare and maintain Scholar clinic records and prepare required reports,
- Store and dispense medication with doctor's prescription and parent's consent,
- Screen and evaluate children's vision, hearing, scoliosis, dental, growth, etc.
- Work with the Director of Scholar Services to develop IEPs and 504 Plans for Scholars on a case by case basis.
- Orients the staff and teaches specific medical procedures for the evaluation and maintenance of the medically involved Scholars in their classrooms,
- Presents, trains and maintain appropriate standards from OSHA regarding contact with, and possible exposure to blood borne pathogens and other potentially infectious body materials within the school or employment setting,
- Provides health education and anticipatory counseling to Scholars and parents,
- Follows procedures for suspected cases of child abuse and neglect,
- Acts as a liaison between the school, home, health department professionals, and other community agencies,
- Maintains clinic equipment and assesses the need for consumable supplies on an annual basis,
- Performs other related duties as assigned by the Head of School

Qualifications: (1) Associates of Nursing Degree or higher; (2) Graduated from an accredited nursing program with appropriate license as a registered nurse in accordance with Connecticut State (LPN); (3) A minimum of two to three years nursing experience in community health or a school based setting; (4) Certified in CPR or Basic Life Support; (5) Possess a broad knowledge base that covers pediatric, public health and mental health nursing as well as school law and policy; (6) Strong interpersonal skills and enjoy working with children, family members, educators and administrators of diverse backgrounds.

School Counselor Job Description

The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school's Scholars and families and in helping Scholars and families' access appropriate services and resources. He or she will report to the Head of Schools.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Provides mandated counseling services pursuant to Scholars' IEPs,
- Provides "at-risk" counseling for Scholars referred by staff or self-referred, for those Scholars whose behavior, school progress, or mental or physical impairment indicates a need for assistance,
- Conducts Scholar observations and/or Functional Behavior Assessment for Scholars who have persistent behavioral issues,
- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Develops Behavioral Intervention Plans for Scholars,
- Coordinates external services for those who require outside assistance,
- Develops and reviews service plans in consultation with Scholars, their families, and school staff, and performs follow-up assessing the quantity and quality of service provided
- Supports school staff in addressing issues such as suspected child abuse and neglect. Training staff in their role as mandated reporters; acting as school liaison with Administration for Children and Family Services,
- Maintains case history records and prepares reports,
- Trains staff on compliance with the Dignity for All Students Act (DASA),
- Addresses emergency situations impacting Scholars, such as leading group counseling sessions that provide support in areas such as grief, stress, or chemical dependency,
- Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate further remedial measures,
- Interviews Scholars individually, in families, or in groups to assess their circumstances, capabilities and problems and determine what services are required to meet their needs,
- Other duties, as assigned by the Head of School.

Qualifications: (1) Master's degree or higher in School Counseling or Social Work, as appropriate; (2) Appropriate Connecticut State Certification; (3) Minimum three years experience working as a school counselor in an urban public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of Scholars, parents, and families, including Scholars with disabilities or Scholars with limited

English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments

Instructional Interventionists /Coaches(Math and ELA)

The Math and ELA Interventionists/Coaches are responsible for supporting student achievement in the area of Mathematics and Reading with special attention to Tier II and III instruction. The Interventionist provides individual or small group instruction to students who are struggling academically. This position is also responsible for monitoring, reporting, and communicating student progress and performance.

Specific Responsibilities

- Participates as an advisor, resource specialist, and facilitator in grade level meetings;
- Provides high quality Mathematics or English instruction to individual students and small groups
- Uses data to provide instruction to students and to bring their skills to grade-level
- Collaborates with teachers, administration, and families to help identify best practices for individual and small groups of students
- Uses identified research-based interventions focuses specifically on individual student needs
- Maintains data-based documentation of continuous monitoring of student performance and progress
- Assists with teacher planning and pacing of units/lessons, the development of differentiated lessons, and the selection of the best practices to meet the needs of their students;
- Communicates with teachers, administration, and families regarding student progress
- Assists with identifying students for placement in intervention groups
- Provides diagnostic assessments for students as needed
- Provide collaborative support to the school efforts for Response to Intervention implementation.
- Articulate the alignment of RtI with the school's vision and mission.
- Provides appropriate consultation and interventions for students who are at risk and facilitate the identification of students for special education or ML needs when appropriate;
- Perform other duties assigned by the Head of School.

Qualifications/Education and/or Experience

Qualifications: (1) Master's degree or higher in Childhood and/or adolescent education, as appropriate; (2) Appropriate Connecticut State Certification; (3) Minimum three years experience working as a teacher in a public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of Scholars, parents, and families, including Scholars with disabilities or Scholars who are Multi language proficient; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments

Teacher Job Description

(Including Classroom Teacher, Special Education Teacher, Special Area Teacher and Substitute Teacher). REACH Academy Charter School will strive to hire instructional staff that has a combination of skills and attributes that align them with the REACH Academy Charter School Mission. Teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially and are prepared for high levels of achievement in life and on State exams.

Specific Responsibilities

- Executes the mission of REACH Academy Charter School including high academic achievement, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to students no matter how challenging the individual situation may be,
- Consistently reflects on self and instructional practices to achieve academic goals,
- Stay current with state and local standards
- Prepare students for standardized tests, working within the parameters of state and local requirements, and provide diagnostic feedback
- Selects and uses effective instructional methods and learning materials,
- Manages the classroom in a positive manner and keeps students engaged and on task,
- Attends, participates, and engages in team meetings,
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the REACH Academy Charter School program,
- Communicates regularly with parents about both positive and negative interactions with students,
- Prepares, administers, and reviews all required student assessments.
- Analyzes data and develop individual scholar intervention plans
- Meets regular and predictable attendance requirements,
- Participates in professional development and personal growth opportunities, Incorporate new models of the inclusive classroom
- Educate an ever-growing, culturally diverse student population
- Other duties, as assigned by the Head of School.

Qualifications: All teachers must hold a Connecticut professional teaching certificate or be eligible for reciprocity to include (1) Minimum Bachelor's degree in subject area to be taught, Master's Degree preferred; (2) Proven track-record of high achievement in the classroom and commitment to accountability preferred ; (3) Belief in and alignment with REACH Academy Charter School core beliefs and educational philosophy; (4) Valid Connecticut State Certification, except in cases where the Head of School shall make an exception under the terms of this Policy, in compliance with all applicable laws and regulations. (5) Preferred experience with Lucy Calkin's Reading and Writing Workshop Model.

Multilingual Job Description

The Multilingual Teacher is responsible for guiding Multilanguage Learners toward gaining proficiency in listening, speaking, reading and writing. The ML teacher is also responsible for overseeing the testing process for students identified as Multilanguage Learners. The ML teacher will play a role in the instructional center based model within the school by working closely with the classroom teacher in a co-teacher role as well as providing pull out services for those students that require it. The selected teacher will be accountable for building strong and positive relationships with students and families, using data to tailor their instruction, and actively engaging in collaboration with their colleagues.

Specific Responsibilities

- Create lessons for small groups of students that support Multilanguage Language Learners.
- Create engaging lessons that supports all students in making progress towards complete immersion.
- Plan, prepare and deliver instructional activities that facilitate active learning experiences.
- Establish and communicate clear objectives for all learning activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Identify and utilize different instructional resources and methods to support the learning needs of students at varying levels of progress.
- Instruct and monitor students in the use of learning materials and equipment.
- Provide for the care and protection of school property.
- Use relevant technology to support instruction.
- Observe and evaluate student performance and development.
- Provide appropriate feedback on student work.
- Monitor and encourage individual student progress.
- Provide guidance to students which will promote educational development.
- Maintain accurate and complete records of student progress and development.
- Update records accurately and completely as required by laws and district policies.
- Prepare required reports on students and activities.
- Manage student behavior and maintain discipline by establishing classroom rules and procedures and enforcing classroom, school, and district rules and procedures.
- Participate in department, school, and district meetings and professional development activities as appropriate.
- Stay current with most recent developments in appropriate subject areas as initiated by the school or district.
- Cooperate with and participate in the planning, implementation, and evaluation of the total school program.
- Foster and maintain effective communication with parents and/or guardians.
- Perform other tasks and responsibilities as assigned by the Principal or other appropriate administrator.

Job Qualifications

Qualifications: (1) Bachelor's Degree required Master's degree preferred in Multilanguage Education, as appropriate; (2) Appropriate Connecticut State Certification; (3); Minimum three years experience working as a ML Teacher in an urban public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of Scholars, parents, and families, including Scholars with disabilities or Scholars with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments

Speech Language Pathologist Job Description

The Speech Language Pathologists will assess, diagnose, treat, and help to prevent communication disorders with Scholars. They will conduct specialized assessment and administer therapy designed for individual Scholar needs. They will also coordinate with the general and special education teachers to prepare lessons and push into the classrooms as well as prepare the necessary paperwork for Scholars' IEP meetings.

Specific Responsibilities:

- Understands and/or has expertise in working with the school's at-risk Scholar population specifically Scholars who qualify for the Federal Free and Reduced Lunch Program,
- Evaluates Scholars levels of speech or language difficulty,
- Identifies treatment options; create and carry out an individualized treatment plans,
- Plans and provide appropriate treatment to Scholars,
- Facilitates controlled therapy sessions with individuals, groups and/or families,
- Counsels patients and families on how to cope with communication disorders,
- Maintains accurate records and case notes; i.e – evaluations, diagnoses, treatment progress, Medicaid record reporting,
- Plans and teaches small group lessons within the classroom,
- Performs other related duties as assigned.

Qualifications: (1) Master's degree in Speech Language Pathology; (2) Appropriate Connecticut State certification in accordance with ASHLA; (3); Hold the appropriate licensed with supervised clinical experience in Connecticut State; (4) Minimum three years experience working as a Speech Language Pathologist in an urban public or charter school preferred; (5) Demonstrate the ability to work productively with staff and a diverse populations of Scholars, parents, and families, including Scholars with disabilities; (6) Possess excellent communication and listening skills to work with and motivate children.

Appendix F. Letters of Endorsement, Evidence of Support



Bristol, Connecticut Outreach Overview

Appendix F

REACH Academy Charter School of Connecticut has utilized a multi-faceted approach in its outreach efforts. This outreach campaign solicited letters from the community, comments on our REACH Academy Bristol Facebook page, visited numerous community daycares and community centers, and included face-to-face meetings with civic, school, and business leaders.

Founders were able to meet several times with Mayor Jeffrey Caggiano and a forum was held to speak with prominent business, school, and community leaders. Recognizing the innovative design and curriculum of RACSC and the innovation championed by the local district, they recommended a meeting with the Bristol Superintendent of Schools because of the common areas of interest between the district and the charter. Members of the Founding Team met with the Superintendent to discuss the effort to open the school in Bristol and to explore areas of commonality.

Visits to local businesses, the Bristol Chamber of Commerce, Youth and Community agencies, the United Way, the Boys and Girls Club, and several cultural agencies have also led to discussions about the possibility of partnering to provide before and after-school programs that will be valued by the parents of the community.

Petitions were circulated and signatures are included in the outreach evidence delineated below. We have also joined several Facebook forums connected to the Bristol community in order to keep abreast of issues that matter to residents. Additionally, REACH sent a stakeholder letter soliciting input from legislators including Senator Henri Martin, Representative Cara Pavalock D'Amato, and clubs, daycares, preschools, human service agencies, cultural groups, churches, libraries, and others.

Members of the Founding Team have met with several community groups identified by Mayor Jeffrey Caggiano, including The Bristol Boys and Girls Club, the local chapter of the NAACP, The United Way, LEAD (Latinos for Educational Advocacy and Diversity), Arts for Learning Connecticut, and others. The success of these initial conversations and future meetings already being planned led Mayor Caggiano to write a Letter of Support of the REACH application. The Mayor has also pledged to help identify key individuals who can fill seats on the REACH Board of Trustees and in any other way that might help bring this school, and the school choice it represents, to Bristol.

The outreach efforts of the Founders and Community Liaisons have laid the groundwork for continuing discussions with all potential school stakeholders and outreach will continue in the months ahead as partnership opportunities continue to be identified.



November 1, 2024

The Honorable Charlene Russell-Tucker
Commissioner for the Connecticut State Department of Education
450 Columbus Blvd. Hartford, CT 06103

Dear Commissioner Russell-Tucker,

I am writing to express my support for REACH Academy Charter School's application to open in our community of Bristol, Connecticut. As Mayor, I am committed to providing exceptional educational opportunities for our youth, and I believe that REACH Academy's unique, interactive model would be an extraordinary addition to our city's educational landscape.

REACH Academy's approach—transforming each classroom into an interactive, museum-like exhibit where scholars rotate through immersive learning experiences—offers a dynamic environment that supports hands-on learning and keeps students engaged. This innovation aligns closely with my own vision for developing students' critical thinking, creativity, and adaptability, essential skills in today's rapidly changing world and provides a different option for Bristol families.

REACH Founders have met with and are obtaining support from key leaders of many community groups representing the diversity of Bristol. Given the current challenges our families face, I am confident that REACH Academy will not only provide high-quality education but also strengthen our community by inspiring students to become active, lifelong learners.

Thank you for considering this opportunity to expand educational options for our families in Bristol. Please feel free to reach out if I can provide any further information or support.

Regards,

A handwritten signature in black ink, appearing to read "Jeff Caggiano".

Mayor Jeff Caggiano

City of Bristol



October 3, 2024

To Whom It May Concern,

I am writing to express my strong support for REACH Academy Charter School's application to open a school serving pre-kindergarten through 5th grade in Bristol, Connecticut. As Executive Director of Strategic Initiatives at Latinos for Educational Advocacy and Diversity (LEAD), an organization dedicated to advancing educational equity and opportunities for Latino communities across Connecticut, I believe that REACH Academy's model will greatly benefit students and families in our community.

REACH Academy's commitment to academic excellence, equity, and student-centered learning aligns closely with LEAD's mission. Their innovative approach includes small class sizes, extended school days, enrichment programs, and a focus on leadership and character. This holistic model provides students with the skills needed for future academic and career success while fostering their personal growth.

With proven success in Buffalo, REACH Academy offers inclusivity through special education and English as a Second Language (ESL) programs, ensuring that all students receive the support they need. This inclusive focus is essential for creating equitable opportunities for underserved communities, like those LEAD serves.

I urge you to consider their proposal to open a school in Bristol. REACH Academy will provide a valuable educational option and have a positive impact on the community.

Please feel free to contact me if you need additional information. I am fully committed to this initiative and look forward to the positive changes it will bring to our community.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Tomas Reyes", is written over a large, faint circular watermark.

Tomas Reyes

Executive Director, Strategic Initiatives
Latinos for Educational Advocacy and Diversity (LEAD)

Social Media:

[@CTLEAD](#)

Web Page:

[CTLEAD.ORG](#)



September 11, 2024

To Whom It May Concern:

My name is John-Michael Parker and I am the Executive Director of Arts for Learning Connecticut, a nonprofit that provides arts learning programs for students, schools, and communities across the state. I am writing to express my support for the application of REACH Academy Charter School in Bristol. This school will serve students in grades PK-5.

REACH Academy Charter School aims to create a supportive and inclusive learning community that empowers students to reach their full potential and become future leaders. REACH's vision is to inspire a passion for learning and provide opportunities for growth and development in a safe and nurturing environment. They are committed to equipping students with the knowledge and skills necessary for success in their future academic and career endeavors while making a positive impact on their communities.

The vision emphasizes academic excellence, equity, and student-centered learning, and promotes values such as leadership, community engagement, and social responsibility.

Our organization is eager to explore potential partnerships with REACH. We believe that by collaborating, we can support the needs of the school and expand opportunities for its students. This partnership could involve in-school programming (residencies, performances, workshops, professional development), as well as mentorship programs, internships, and community projects that enhance the educational experience and prepare students for future success.

Thank you for considering REACH Academy Charter School as a valuable addition to the educational options in Hartford County. I am confident that this school will make a significant positive impact on our community.

Sincerely,

John-Michael Parker
Executive Director
Arts for Learning Connecticut
jmparker@allct.org

Arts for Learning Connecticut // www.allct.org
1 Evergreen Ave. Suite 33, Hamden, CT 06518

To Whom It May Concern:

My name is Lauren Magel and I am a resident of Avon, CT in Hartford County.. As an educator myself, I am writing to express my strong support for the application of REACH Academy Charter School in Bristol, CT. The school will serve students Pre K-Grade 5.

Mission & Values:

REACH Academy Charter School aims to create a supportive and inclusive learning community that empowers students to reach their full potential and become future leaders. REACH's vision is to inspire a passion for learning and provide opportunities for growth and development in a safe and nurturing environment. They are committed to equipping students with the knowledge and skills necessary for success in their future academic and career endeavors while making a positive impact on their communities.

The vision emphasizes academic excellence, equity and student centered learning while also promoting values such as leadership, community engagement and social responsibility.

Proposed School Environment:

- Themed classrooms that enhance learning connections and help build vocabulary
- Small class sizes
- Extended school day and academic calendar
- Environments designed to encourage natural curiosity and exploration
- Enrichment classes in Music, Information Technology and Visual Arts
- Mandatory student uniforms
- Use of current educational technologies to enhance instruction and develop technological literacy
- After school enrichment and athletic programs
- Physical Education for all grades
- Monthly family engagement activities
- Intersession Labs during school recesses
- Transportation provided within Bristol district
- Special Education and ESL programs available

Thank you for considering REACH Academy Charter School as a valuable addition to the educational options in Hartford County. I am confident that this school will make a significant positive impact in our community.

Sincerely,

Lauren B. Magel

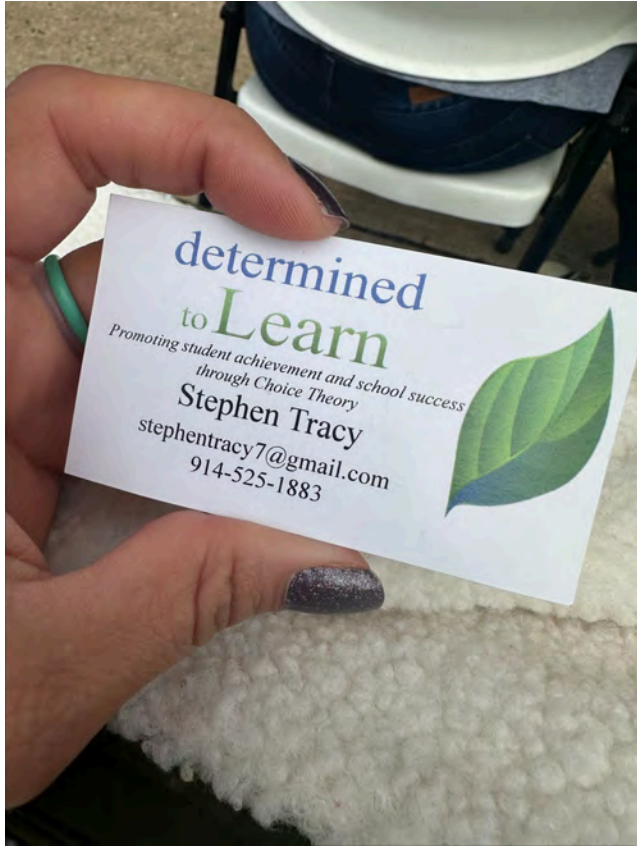
Lauren Magel

laurenmagel519@gmail.com

64 Stagecoach Road, Avon CT 06001

631-877-0441

Name	Organization
Reverend Ivan Ramirez	St. Joseph Church
Katherine Young	St. Joseph Church
Tim Camerl	NAACP - Greater Bristol Chapter
Jay Maia	Boys and Girls Club of Bristol
n/a	Bristol Talks Facebook Group
N/A	Bristol Chat Facebook Group
Lucas and Thomas	LEAD (Latinos for Educational Advocacy and Diversity)
National Hispanic Christian Leadership Conference	Focusing on ministerial health, biblical unity and prophetic advocacy, primarily championing the issues of life, religious liberty and biblical justice
Arts for Learning Connecticut	To inspire young people and expand their learning through the arts.
Women and Families Center	WFC picks people up when they are struggling. We work with each family and individual to develop lifelong skills and to achieve better quality of life from kindergarten all the way to adulthood.
NEST	Affordable and comprehensive housing development, financial education, and furthering home and community ownership.
A Better Life Homecare	Provide personalized care at home
CT Against Gun Violence	CT Against Gun Violence works to make Connecticut safe from gun violence through legislative advocacy, public education and grassroots engagement
Boy Scouts of America	CONNECTICUT YANKEE COUNCIL
CT Family Support Network	To help families raising children with disabilities and special healthcare needs through the lifespan
Puerto Ricans United, Inc	Referred by LEAD
Goodwill	Referred by LEAD
Joe White -Vice President of School Support- The Mind Trust	They are in partnership with LEAD starting a fellowship program to expand current charter into CT. Funded by the BUCK foundation
William Mendoza	M.R. Homecare
Fernando Cerdana	Latinos Unidos for Progress, CT
Donna Koser	United Way -Bristol



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EST. 2020



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Coffee + Cocktails

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NETWORKING, CONNECTING AND
COLLABORATION

Thursday August 29th 2024
6-8PM
Yellow King Brews Bristol



NAOMI J HOFFMAN
LEAD DESIGNER
203-689-6762
design@whitesandsbridal.com
www.whitesandsbridal.com



Lauren Magel

pl 631-877-0441

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@instagram/laurenbmagel

GREEN COMPASS™

Camlyn Miller-Stevens



860-874-1563

Camlyn.mms@gmail.com



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THE PETER AND CARMEN LUCIA BUCK FOUNDATION, INC.



633 Third Avenue, 16th Floor
New York, NY 10017
(212) 360-6173

November 23, 2022

Dear Commissioner Russell-Tucker:

Please accept this letter of support for the approval of REACH Academy Charter School of Connecticut.

If approved, REACH Academy Charter School will offer an unparalleled dedication to academic rigor and to the social and emotional wellbeing of the students and families of Bristol, Connecticut. A high-quality education creates engaged citizens, better job opportunities, a stronger economy, and is the foundation for a productive and prosperous society. The founding team of leaders at REACH will provide this high-quality education to the students of Bristol and beyond.

REACH Academy Charter School is committed to opening a state-of-the-art facility, offering a new and innovative educational model that will ensure the achievement of high academic standards through a hands-on, authentic learning environment. REACH Academy's unique, theme-based classroom design is highly motivating and engaging for all learners. Furthermore, REACH Academy will create lifelong learners by fostering a culture that encourages all stakeholders to be confident, dedicated, responsible, reflective and goal driven.

REACH Academy Charter School will offer smaller class sizes, a longer school day, school uniforms, quality after-school enrichment programs and monthly family events that will build a strong sense of community. It is REACH Academy's mission to work collaboratively with all stakeholders to build strong, trusting relationships and to further enhance the learning experience for all. This school will be welcomed by families looking for a safe, secure, and inviting learning environment with a proven track record of success and parent satisfaction.

REACH Academy Charter School of Connecticut will be an asset to the community of Bristol and will fulfill a mission that aligns with the value the CT SDE places on programs that are centered on literacy, student services, strong partnerships with families and a commitment to social and emotional wellbeing.

Sincerely,

A handwritten signature in blue ink that reads "C. Schindele".

Carrie Schindele
Executive Director



November 21, 2022

The Honorable Charlene Russell-Tucker
Commissioner for the Connecticut State Department of Education
450 Columbus Blvd
Hartford, CT 06103

Dear Commissioner Russell-Tucker,

On behalf of the Connecticut Charter Schools Association (CTCSA) I am writing to reiterate our firm support for the charter school sector in Connecticut in conjunction with the Connecticut State Department of Education's (CSDE) March 2022 Request for Proposals (RFP) for the Development of State and Local Charter Schools. CTCSA serves as a unified voice for the 21 public charter schools in the state and focuses on supporting high quality public schools and strengthening charter stakeholder voices through advocacy, and advisory and training services. We are committed to working alongside your office to support educationally disadvantaged students in Connecticut.

In October 2022 CTCSA was awarded a grant of approximately \$25 million through the U.S. Department of Education Grants to State Entities program. This award will enable CTCSA to implement a subgrant award competition over a five-year grant period running from October 1, 2022, through September 30, 2027. CTCSA expects to disburse up to \$1.47 million each to organizations which seek to open new charter schools, and for existing operators seeking to expand in Connecticut. We expect charter schools approved under the CSDE RFP will also apply for subgrant funding under this program.

Grants will be awarded through a rigorous subgrant competition through which applicants can earn points by identifying how they intend to meet key project goals. These goals are to:

- I. Increase the number of high-quality public-school seats for educationally disadvantaged students in Connecticut.
- II. Strengthen the caliber of charter school operation and authorization in Connecticut.
- III. Strengthen collaboration and resource sharing among schools with different governance structures, particularly between charter schools and traditional public school districts.

Through this grant we hope to grow the pipeline of both endogenous operators seeking to expand operations, and external operators for whom the availability of funding would enhance their interest in a potential Connecticut launch. We look forward to supporting your efforts to serve Connecticut public school students both through the successful implementation of this federal grant, and through our existing work in the sector.

Sincerely,
Ruben Felipe

Executive Director
Connecticut Charter Schools Association



November 21, 2022

RE: REACH Academy Charter Schools Connecticut

Dear Members of the Connecticut State Department of Education,

It is with great pleasure that I write this official letter of support for the application of REACH Academy Charter School Connecticut. My name is Beth Zhang and I am the Co-President at Lavinia Group. Lavinia Group provides world-class professional development, coaching, and curricula for K-12 teachers and school leaders to ensure joyful, student-centered, research-based literacy and math instruction. Through our coaching and curriculum, schools achieve extraordinary results on behalf of children. As such, we find it a distinct honor to offer this letter of support for Linda Marszalek and the team at REACH Academy Charter School Connecticut as they pursue their expansion. We know that in partnering together children will exceed expectations and prove what's possible.

Lavina Group endorses REACH Academy Charter Schools as it seeks to expand to Bristol and implement literacy and math curricula that spark the curiosity of children and challenge them to think critically. Over the past 3 years the Lavinia Group has worked with REACH Academy Charter School in Buffalo to develop the teachers and leadership team around the qualities of excellent reading, writing, and math instruction. Our work has included in-depth school visits, teacher and leadership professional development sessions, and strategic planning meetings involving the use of data and student work. In our experience working closely with REACH Academy Charter School they have proven that they are supporting students to achieve academic success and, as a result, we are excited to continue partnering with them this year and in the future as they seek to expand to Bristol.

Lavinia Group believes in deeply partnering with schools so that they reach their goals, and we are fully committed to working alongside REACH Academy Charter Schools as they introduce a school model that is sure to be transformative for students. I am very confident in the well-rounded, joyful, and rigorous educational experience that REACH Academy Charter Schools will offer the families of Bristol.

It is without hesitation that I recommend REACH Academy Charter Schools for approval.

Sincerely,

A handwritten signature in black ink that reads "Beth Zhang". The signature is written in a cursive, flowing style.

Beth Zhang
Co-President, Lavinia Group

Yale University

*Department of Near Eastern
Languages and Civilizations
P.O. Box 208324
New Haven, CT 06520-8324*

Orit Yeret
56 Nash Street
New Haven, CT 06511
oyeret@gmail.com

To Whom it May Concern:

I am pleased to write this letter of support for the proposed REACH Academy Charter School of Connecticut. As an educator and language instructor with over 10 years of experience, 6 of them in Connecticut, and as a Senior Lecturer at Yale University, I believe REACH Academy Charter School would offer unique and high quality educational opportunities for the Bristol community, and would be a great benefit to the state.

I have been thoroughly impressed by all I have learned about REACH Academy Charter School and its proposal for a school in Bristol, thanks to its community outreach efforts. Along with its record of success and parent satisfaction, I am particularly impressed with the innovative design elements that will make REACH Academy Charter School in Bristol a dynamic and cutting edge school for the 21st century, one that is well-equipped to ensure the achievement of high academic standards for all children in Bristol.

With its hands-on, authentic classroom learning environment, REACH Academy Charter School will provide a highly personalized approach in literacy instruction, combining research-based best practices and technology in a way that will enable students to build the important language and communication skills needed to achieve academic success.

By providing quality education and high standards of academic achievement for all students, REACH Academy Charter School will be an asset to both the community and the state. I fully support their proposal for a new Charter School in Bristol, CT.

Sincerely,



Orit Yeret
*Senior Lecturer I in Modern Hebrew
Near Eastern Languages and Civilizations
Yale University*



November 25, 2022

Ms. Charlene M. Russell-Tucker
Office of the Commissioner
Connecticut State Department of Education
450 Columbus Boulevard – Suite 606
Hartford, CT 06103

Dear Commissioner Russell-Tucker:

Please accept this letter of support for the approval of REACH Academy Charter School of Connecticut (RACSC). I have no doubt that this school will bring a truly innovative approach and an unparalleled dedication to academic rigor and the social and emotional wellbeing of the families of Bristol, Connecticut. As a community leader, I firmly believe a quality education creates better citizens, better job opportunities, a better economy and is the foundation of a civilized society.

RACSC is committed to opening a state-of-the-art facility that will offer new types of design elements, while providing a choice to families looking for things like smaller class sizes, a longer school day, school uniforms, quality After School enrichment programs and monthly family events that build relationships. RACSC will offer Pre-Kindergarten and Kindergarten in its opening year and then add one grade level a year through the remainder of its initial five-year Charter term. This school will be welcomed by families looking for high quality Pre-Kindergarten programming that will create a strong foundation for a curriculum, culture and family-centered institution that has a proven track record of success and parent satisfaction.

I have personally spoken at length to Ms. Robin Nellis, Chief Information Officer & Intake Coordinator of REACH at their headquarters in Buffalo, New York and I am confident that REACH Academy Charter School of Connecticut will be an asset to the community of Bristol and will fulfill a Mission that aligns with the benchmarks of your own career – overseeing programs that center on Literacy, Student Services, strong partnerships with families and a commitment to Social/Emotional Wellbeing.

Thank you for your consideration!

Patrick Byrne
Byrne Group, Inc.
156 Grand Street
Waterbury CT 06702
203-573-0100 office
860-205-4182 cell
pbyrne@minutemanpress.com

156 Grand Street • Waterbury • CT • 06702 • www.waterbury-ct.minutemanpress.com

Ph: (203) 573-0100



REACH ACADEMY CHARTER SCHOOL

These are some of the printed materials distributed at Community Outreach events and during visits throughout the Bristol area. Coupled with a video presentation, these materials helped depict the Mission, the Culture and the design elements of REACH Academy Charter School of Connecticut.



Charter Schools and how they work:

What is a Charter School? A charter school is a tuition-free school of choice that is publicly funded but independently run. Charters are bound to the terms of a contract, or “charter,” that lays out a school’s mission, academic goals, fiscal guidelines, and accountability requirements. On the other side of a charter contract is an authorizer—that has the power to shut down charter schools that do not meet the terms of their contracts. Charter schools do not draw students from an assigned area; families choose to send their children to them. If demand for enrollment in a charter school exceeds space, students are usually picked by a random lottery.

Who Runs Charter Schools? On a day-to-day, operational level, a charter school is run by a school leader or principal and overseen by an appointed board. Charter schools are ultimately overseen by an authorizer. The majority of charter schools in the country are single campus schools, but sometimes they are run by larger management organizations.

Where Does the Funding Come From? Charters receive state and local funds based on the number of students they enroll, as well as money from the federal government to provide special education services, just like traditional district schools. Charter schools—like district and private schools—can also raise additional funds through private donations that fund the expansion of charter schools in urban areas serving low-income students. Most charters are Non-Profit.

Public or Private? Charters are generally viewed under state laws as public schools whose students are required to take all the same assessments as those who attend traditional district schools.

Why Choose a Charter School? Charter schools are touted as a way to spur school and classroom innovations and to provide parents with more public-school choices. Charters frequently take alternative curricular approaches or emphasize particular fields of study, such as the arts or technology, or set out to serve special populations of students such as special education or at-risk students. Parents may choose charter schools because of the strong, dedicated teachers, because the school’s focus matches their child’s needs, or simply because their child was struggling in their assigned public school and needed to try something new. Charter schools can provide families with options in public education, allowing parents to take a more active role in their child’s education.

Source: Education Week and the National Alliance for Public Charter Schools

Our Mission, Our Promise

The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Bristol students through a hands-on authentic learning environment.

Scholars of the REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological comprehension.

REACH Academy will provide the tools for scholars to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language Proficiency.



REACH ACADEMY CHARTER SCHOOL

www.reachasc.org



REACH ACADEMY CHARTER SCHOOL

Website: reachasc.org

Email: info@reachasc.org

www.facebook.com/reachacademycharterschool

Advantage 1:

SCHOOL STRUCTURE

- ▶ Proposed location is Bristol, Connecticut
- ▶ Transportation provided by your home school district and coordinated through REACH Academy Charter School (RACS).
- ▶ Small Class Sizes 20:1
- ▶ Extended School Day
- ▶ Extended Academic Calendar
- ▶ Embedded Enrichment Classes that extend Music, Information Technology and the Visual Arts.
- ▶ Use of Current Educational Technologies to enhance classroom instruction and develop Technological Literacy. Intersession Labs hosted at RACS during school recesses.
- ▶ Physical Education in all grades.
- ▶ After-school enrichment programs.
- ▶ After-school athletic programs

▶ Special Education Programs are available.

Advantage 2:

SCHOOL ENVIRONMENT

- ▶ School Environment created to provide students with rich language experiences designed to develop strong background knowledge and vocabulary skills. Welcoming to all cultures and all types of learners.
- ▶ Positive Behavioral Intervention System — that promotes reward and success.
- ▶ Bright, Clean and Well Maintained Facility.
- ▶ Authentic large classroom Learning environments that classes rotate through designed around familiar student themes that are exciting and engaging.

Advantage 3:

PARENT & COMMUNITY INVOLVEMENT

- ▶ Observation areas for each classroom. Parents will be welcomed to watch their child's class in progress without disrupting academics.
- ▶ Organized Parent Group
- ▶ After-School Family Activities
- ▶ Community Events
- ▶ Fund Raising Activities to offset the cost of student learning opportunities outside of the school.
- ▶ Parents are encouraged to volunteer in the classroom and the school.

REACH Academy Charter School



REACH Academy Charter School					
September	October	November	December	January	February
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
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26	26	26	26	26	26
27	27	27	27	27	27
28	28	28	28	28	28
29	29	29	29	29	29
30	30	30	30	30	30
31	31	31	31	31	31





REACH Academy Charter School

Our Mission...

The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Buffalo students through a hands-on authentic learning environment. Scholars of REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological competencies.



Positive Culture

Why do we refer to our students as Scholars? SCHOLARS have a love of learning!

- Our culture consistently recognizes and rewards positive behavior.
- We believe in our Scholars and understand that they will at times exhibit challenging behaviors, but work with them to resolve these behaviors, not dismiss or suspend them from the classroom or school.
- We are welcoming to all cultures and all types of learners.
- Scholar's social and emotional well-being is a top priority.
- We have an organized Parent Group and numerous Family and Community Events.



Academic Success

- More than 85% of REACH Scholars in 4th grade are reading at or above grade level (post COVID)
- REACH provides Intervention Services to struggling Scholars and affords Scholars who are at or above grade level with a Challenge Learning Program



Authentic Classrooms

- Each classroom at REACH Academy looks like a children's museum exhibit.
- Scholars at REACH work in small group centers, learning through hands-on activities.
- Each classroom offers 100 vocabulary words for building background knowledge and promoting literacy.
- Scholars move to a new themed classroom every 5 to 8 weeks.



Reaching Higher

- When schools offered limited in-person learning, REACH Academy welcomed Scholars 4 days per week with the 5th day being remote.
- REACH hosted an Academic Summer Camp, providing 25 days of in-person learning to more than 100 Scholars during the summer of 2020
- When NYS stopped in-person learning in designated ORANGE Zones, REACH secured a laboratory license to provide COVID-19 screening and resumed in-person learning within 8 days.



Culturally Relevant Curriculum

Classroom Themes at REACH Include:

- African American Authors Room
- Multicultural Room
- Freedom Room
- Civil Rights Movement

and many more...



...Our Promise

- REACH Academy Charter School will provide the tools for Scholars to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language Proficiency.
- REACH participates in a Federal Program that provides free meals to all Scholars and partners with Feedmore Buffalo to send additional food home on weekends
- We celebrate all types of learners by providing highly effective Special Education and English as a New Language Services and Supports.



Petition in Support of REACH Academy Charter School of Connecticut





This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.

We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.

Printed Name	Signature	Address	Comment	Date
NORMAN BELLE		ANSOINIA CT 2 BIRKSHIRE CIRCLE	PLEASE SUPPORT	11/20/22
Beth Hovick		210 HACEKIN		11/20/22
Jose Rume		70 Jackson / Ansonia . ct		11/20/22
Ken Richter		4 Hembolt Pl Oxon Hill		11/20/22
Cynthia Ruiz		139 Minerva St	Please Support	11/20/22
Sabrina Vele		139 Minerva St	Please SUPPORT!!	11/20/22
Dickenson Limic		259 Pennsylvania Ave	I support them	11/20/22
Desmond Smith		763 Grand St Bpt		11/20/2022
Shemid Kaydes		340 Palisade Ave	1 Support	11/20/2022
Franklyn Rose				11/20/2022

Petition in Support of REACH Academy Charter School of Connecticut

<p>Petition summary and background</p>	<p>This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.</p>
<p>Action petitioned for</p>	<p>We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.</p>

Printed Name	Signature	Address	Comment	Date
Michelle Sawyer		199 Terryville Ave		7/21/22
Mae Morris		199 Terryville Ave		11-21-22
Marisol Cisneros		221 Bredstone Hill Rd		11/21/22
Sandra Chender			1/2 sent	11-21-22

Petition in Support of REACH Academy Charter School of Connecticut

<p>Petition summary and background</p> <p>This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.</p>
<p>Action petitioned for</p> <p>We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.</p>

Printed Name	Signature	Address	Comment	Date
Rosilyn Freeman	<i>Rosilyn Freeman</i>	1239 Forest Road, New Haven		11/24/22
Rosemarie Ellis	<i>Rosemarie Ellis</i>	266 Edgewood Ave New Haven		11/24/22
Wynette Matthews	<i>Wynette Matthews</i>	266 Edgewood Ave New Haven		11/24/22
Tamela Ellis	<i>Tamela Ellis</i>	266 Edgewood Ave New Haven		11/24/22
Tara Ellis	<i>Tara Ellis</i>	266 Edgewood Ave New Haven		11/24/22
Melissa Brown	<i>Melissa Brown</i>	19 Adeline St New Haven		11/24/22
Marion Walker	<i>Marion Walker</i>	30 Robinson St New Haven		11/24/22
Kai White	<i>Kai White</i>	266 Edgewood Ave New Haven		11/24/22
Jarvis Walker	<i>Jarvis Walker</i>	20 BlueCliff Terr, New Haven, CT 06513		11/24/22
Charlton Walker	<i>Charlton Walker</i>	292 Elmwood Cir, New Haven, CT 06510		11/24/22
Panda Walker	<i>Panda Walker</i>	30 Robinson St New Haven CT 06513		11/24/2022

Petition in Support of REACH Academy Charter School of Connecticut

Petition summary and background

This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.



Action petitioned for

We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.

Printed Name	Signature	Address	Comment	Date
Mohajjabin	Mohajjabin	205 Summer St		11/10
Debmuzynski	Debmuzynski	73 Lewis St.	great presentation	11/10
D. Jans	[Signature]			11/10
Britanie Scott	[Signature]			11/10
Sofia Lopez	[Signature]	39 Joseph St		11/10

Petition in Support of REACH Academy Charter School of Connecticut

Petition summary and background	This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.		
Action petitioned for	We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.		

Printed Name	Signature	Address	Comment	Date
Naile Rainford		11 Main St.		11/26/22
Nicole Beth			will be good	11-26-22

Petition in Support of REACH Academy Charter School of Connecticut

Petition summary and background
 This school will be a public charter school committed to achievement of high academic standards in a setting filled with hands-on learning activities. RACSC will feature innovative classrooms and designs welcoming to all types of learners, and will encourage the involvement of parents and the community. Scholars will be provided with the tools to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language proficiency.

Action petitioned for
 We, the undersigned, wholeheartedly support the approval of a Charter for REACH Academy Charter School of Connecticut.

Printed Name	Signature	Address	Comment	Date
Chick Jones		18 Fairfield Ave.	Looky forward to it.	11/27/2008
Somo Johnson		130 King Street		12/1/08

REACH Academy Charter School

Bristol, Connecticut

What is our Mission? Our Promise?

The mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Bristol students through a hands-on authentic learning environment. Scholars of REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological competencies. REACH Academy Charter School will provide the tools for Scholars to rise above the limitations often posed by poverty, disability, and the struggle to achieve English Language Proficiency.

Get to know us! Take a virtual tour below!



REACH ACADEMY CHARTER SCHOOL

REACH Academy Charter School.mov

Charter School Information

- What is a Charter School?
- Who runs a Charter School?
- Where does the funding come from?
- Public or private?
- Why choose a Charter School?

What is a Charter School?

A charter school is a public school that is publicly funded but independently run. Charters are bound to the terms of a contract, or "charter," that lays out a school's mission, academic goals, financial practices, and accountability requirements. On the other side of a charter contract is a public agency that has the power to charter schools that do not meet the terms of their contracts. Charter schools do not draw students from a defined local, familiar, choice to send their children to them. If demand for enrollment in a charter school exceeds space, students are usually picked by a random lottery.

Who runs a Charter School?

On a day-to-day operational level, a charter school is run by a school leader or principal and overseen by an approved board. Charter schools are ultimately overseen by a authorizer. The majority of charter schools in the country are single campus schools, but sometimes they are run by larger management organizations.

Where does the funding come from?

Charters receive state and local funds based on the number of students they enroll, as well as money from the federal government to provide special education services just like traditional district schools. Charter schools—like charter and private schools—can also raise additional funds through private donations that fund the expansion of charter schools in urban areas serving low-income students. More charters see [New York](#).

Public or private?

Charters are generally viewed under state laws as public schools. While students are required to take all the same assessments as those who attend traditional charter schools.

Why choose a Charter School?

Charter schools are viewed as a way to give school and classroom innovators and to provide parents with more public school options. Charters frequently take alternative, creative approaches to emphasize particular skills of study, such as the arts or technology, or set out to serve special populations of students, such as special education or at-risk students. Parents may choose charter schools because of the strong, dedicated teachers, because the school's focus matches their child's needs, or simply because their child was struggling in their assigned public school and needed to try something new. Charter schools can provide families with options to public education allowing parents to take a more active role in their child's education.

© 2014 Education Week Institute. All rights reserved. This is a Charter School.

Interested?

RACSC Form

 info@reachacademycharter.org  (not shared) [Switch account](#)

What are you looking for in a school? Please help us to bring an exciting and innovative Charter School to Bristol, Connecticut!

- I support the application being filed to open a tuition free, public Charter School in Bristol.
- I would consider enrolling my child at REACH Academy Charter School in Connecticut.
- I would be willing to write a Letter of Support for the charter school application.

Submit

[Clear form](#)



This form is part of the application process for REACH Academy Charter School.

REACH out!

Contact Us

Have questions? Need specific information? Just want to say "Hello"? Complete the form below and we will REACH back to you about:

tharaaak@reachacademycharter.org Switch account

Reported

Email *

Phone *

Name *

Message

Phone Number

Your address

Are you a... *

Profile

How can we help you? *

Submit

2) Send me a copy of my responses

Submit

Create form



REACH Academy Charter School of Connecticut is 🥰 feeling loved. ...

November 21 at 11:30 AM · 🌐



Sharday Brown and 2 others

3 Comments



Like



Comment



Share



Most relevant ▼



Write a comment...



Marilyn Rogers

It's going to be a GREAT school ... just like the REACH Academy Charter school in Buffalo, New York !!!!! They are Very fortunate to have Reach Academy Charter school of Connecticut! ...

Congratulations and best of luck!!! 🍀🍀🍀

Like

Reply

1w Edited



Dyjai Thomas

This is great to hear! I absolutely Love areach Academy in Buffalo. My daughter has been at this school since Kindergarten and is now a 5th grader. Great school and great staff!!! ...

Like

Reply

1w



Michelle Holt

This is an awesome school my 3 grands go here the staff is great teachers are awesome 🍌 ...

Like

Reply

1w Edited



2

Write a comment...

 Ashley Kron  recommends REACH Academy Charter School of Connecticut
November 21 at 12:46 PM · 

Hello! My kids go to Reach Academy Charter school in Buffalo since Kindergarten. It has been the best experience ever. It has such as amazing friendly staff. Such a family atmosphere as well, they know the kids very well. They are very engaged in the scholars life and they are amazing with communication. The way they teach the kids hands on has help both of my children come out of their shell and Excell tremendously! I love the scholar to teacher ratio because I know all of ... See more

 1

 Like  Comment  Share

 Angela Wiechec  recommends REACH Academy Charter School of Connecticut
November 21 at 12:51 PM · 

I have two children that go to Reach Academy and we couldn't be happier. All the the teachers go above and beyond. Reach Academy truly loves their kids 🥰

 1

 Like  Comment  Share

 Ashley Elizabeth  recommends REACH Academy Charter School of Connecticut
November 22 at 12:53 PM · 

Reach Academy is a great school! not only academically but the student environment is top tier! My oldest son attended since kindergarten (now in 4th grade) so it was an easy decision once my youngest son was of school age. The sense of community the school creates let's you know your child(ren) will be will taken care of. I absolutely would recommend this school to anyone!

 Like

 Comment  Share

 Write a comment...



Sharday Brown and 4 others

4 Comments 1 Share



Like



Comment



Share



Most relevant ▾

Write a comment...



Pastora Maritza Rivera

I am so proud to be a Reach Academy Charter School proud parent of a 4th grader, Raphael, who has been in this school since kindergarden. My boy has ADHD and I find the system of this school to be very helpful in the teaching of my boy. This school has... [See more](#)

Like

Reply

1w



2



William Yelder replied · 1 Reply



Nichole Heyward

I Love being the proudest grandma of h and his sister. Paris and Skylar white, kindergarten, and third grade. I wouldn't change it for nothing. ...

Go REACH ACADEMY CHARTER



Linda Grisanti Marszalek

November 17 at 11:55 AM · 🌐

...

Hey Bristol,

Check out this amazing innovative charter school in Buffalo. What do you think? We're looking to replicate in Bristol. We're looking for people to support our application and even serve on our board. Please DM me to let me know!



YOUTUBE.COM

REACH Academy Charter School Video



You, Robin Nellis and Anna Ashley



Like



Comment



Share



Anna Ashley
5d

REACH Academy - Changing the ways that traditional schools operate!

Innovative charter school in Buffalo, NY looking to replicate in Bristol, CT. Check out some of our unique classrooms and watch the video below to learn more about us. DM me if you're interested in joining our board!!

<https://www.youtube.com/watch?v=CAae4KLnlvM>



Amie Claire, Lisa Rogers and 14 others

3 Comments 8 Shares

Like

Comment

Share

Most recent

Write a public comment...



Mark Olynciw
The classroom designs give the feeling of a child's museum! Very fun!

Like Reply Share 4d



Hannah Moreau
I would love to be an assistant teacher somewhere like that.

Like Reply Share 4d



Marilyn Rogers
Amazing classroom set ups at Reach... never have seen anything like these classrooms before... makes a kid really LOVE coming to school...

Like 2024 CHARTER SCHOOL APPLICATION - REACH ACADEMY CHARTER SCHOOL



Write a comment...

Robin Nellis
November 12 at 4:17 PM

We are nearing the deadline for submitting our application to open REACH Academy Charter School of Connecticut! What do YOU think?



Anna Ashley ▸ BRISTOL CHATS

November 18 at 10:07 AM

REACH Academy - Changing the ways that traditional schools operate!

Innovative charter school in Buffalo, NY looking to replicate in Bristol, CT. Check out some...
See more

You, Annie Claire, Lisa Rogers and 9 others

10 Comments

Like

Comment

Share

Most relevant ▾

Lynne Shelanskey
Looks amazing! Awesome job!!!!

Like Reply 4:1

Robin Nellis
Lynne Shelanskey Thanks!

Like Reply 4:0

Paige Allison
It's so beautiful I want to cry and play!

Like Reply 4:0 Edited

Robin Nellis
Paige Allison Thanks, Paige! It's a fun school BUT we work hard, too!

Like Reply 4:0

Paige Allison
Robin Nellis that is very obvious!!! I feel grateful for the work you do and for the gifts you offer our children 🍎👩🏫👧

Like Reply 4:0

Cindy Donatelli
Awesome school. Of course my sister in law works there

Like Reply 4:0

Robin Nellis
Cindy Donatelli very proud of REACH. REACH Connecticut will be just as awesome!

Like Reply 4:0

Patty Green Machingo
Very interesting!

Like Reply 4:0

Robin Nellis
Patty Green Machingo Make sure you look at the video in the post.. really shows off the school!

Like Reply 4:0

Donna Cooper Hill
Wow really???? Congrats!

Like Reply 4:0

Write a comment...     

Groups you've joined



We Love Bristol NY

Last active 4 minutes ago



BRISTOL TALKS

Last active 28 minutes ago



Bristol Talks Ct

Last active 28 minutes ago



Bristol CT Parents (sell,chat,buy,information)

Last active 3 hours ago



BRISTOL CHATS

Last active 2 minutes ago



Bristol and Forestville CT Community Forum

Last active a day ago



BRISTOL TALKS

Last active 2 hours ago



Jobs Bristol CT Area

Last active 14 hours ago



Bristol (real) Talks

Last active 2 hours ago





REACH Academy Charter School

School · 5 out of 5 · 0.5 mi · Closing Soon · 952 followers



Low Student Ratio Extended Academic Day Extended Academic Calendar After-school Clubs/Programs
10+ posts in the last 2 weeks

Here are some examples of community outreach performed by the REACH Academy Charter School of Connecticut Liaisons. They included Daycare Centers, Community Agencies, Preschools, and Human Service Agencies



BRISTOL CHILD DEVELOPMENT CENTER

We visited the center and had a chat with the front office personnel. We will be following up with the center from time to time to gather petition signatures in support of RACSC. We also discussed future recruitment events to spread the word about the new school. Brochures were dropped off as well, with links to our website, Facebook page and email.



Our Community Liaison has visited this agency a few times to provide printed materials and speak with the Director about how we might work together to make sure HRA clients are aware of REACH Academy Charter School of Connecticut and have an opportunity to enroll.



**BOYS & GIRLS CLUB
OF BRISTOL**

Two meetings have been held with this club and we have been invited to set up recruitment tables to do Community Outreach for REACH Academy Charter School of Connecticut. The founders are hoping to attract someone from the Boys and Girls Club to serve on the Board of Trustees.



A Museum Early Learning Center

This truly innovative museum and learning center looks like a natural partner for REACH Academy Charter School of Connecticut. Demand for their quality program surely means not everyone who wants to attend here can get accepted. RACSC would love to provide additional opportunities and enrollment spots for these families. The relationship between this center and the Boys and Girls Club was discussed and made us eager to recruit



Materials were dropped off by the Community Liaison and two of the founders and a request has been submitted for a future meeting with the Director. REACH Academy Charter School of Connecticut would be interested in partnering with the Center for a high-quality Afterschool Program.



This Center also agreed to distribute printed materials that were provided and we also discussed future recruitment events to spread the word about the new school.



We visited the center and had a chat with the front office personnel. We will be following up with the center from time to time to gather petition signatures in support of RACSC. We also discussed future recruitment events to spread the word about the new school. Brochures were dropped off as well, with links to our website, Facebook page and email.



We visited the center and had a chat with one the teachers. We will be following up with the center from time to time to gather petition signatures in support of RACSC. We also discussed future recruitment events to spread the word about the new school. Brochures were dropped off as well, with links to our website, Facebook page and email. We did have an interesting conversation with one of the staff members about how she wished she had had the choice of a charter school for her children.



These are photos of business cards collected by our Community Liaisons as part of their visits to Bristol agencies, centers and offices. Discussions are continuing to find areas of common interest that serve the students and families of Bristol.





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REACH ACADEMY CHARTER SCHOOL OF CONNECTICUT - BRISTOL

What is a Charter School?

A charter school is a tuition-free school of choice that is publicly funded but independently run.

[Read More!](#)

Take Our Survey!

We welcome public comment on our proposal to open a new Charter School in Bristol, CT!

Write a Letter!

Write a letter of support for the opening of a new Charter School in Bristol, CT

Sign Our Petition!

We welcome public comment on our proposal to open a new Charter School in Bristol, CT!

Our Mission, Our Promise

The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Bristol students through a hands-on authentic learning environment.

Scholars of the REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological comprehension.

REACH Academy will provide the tools for scholars to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language Proficiency.



Advantage 1:

SCHOOL STRUCTURE

- Proposed location is Bristol, CT
- Transportation provided by home district and coordinated through REACH Academy.
- Small Class Sizes 20:1
- Extended School Day
- Extended Academic Calendar
- Embedded Enrichment Classes that extend Music, Information Technology and the Visual Arts
- Use of Current Educational Technologies to enhance classroom instruction and develop Technological Literacy.
- Physical Education in all grades.
- After-school enrichment programs.
- After-school athletic programs.
- Special Education programs.

Advantage 2:

SCHOOL ENVIRONMENT

- School Environment created to provide students with rich language experiences designed to develop strong background knowledge and vocabulary skills. Welcoming to all cultures and all types of learners.
- Positive Behavioral Intervention System—that promotes reward and success.
- Bright, Clean and Well Maintained Facility.
- Authentic large classroom Learning environments that classes rotate through designed around familiar student themes that are exciting and engaging.

Advantage 3:

COMMUNITY INVOLVEMENT

- Observation areas for each classroom. Parents will be welcomed to watch their child's class in progress without disrupting academics.
- Organized Parent Group
- After-School Family Activities
- Community Events
- Fund Raising Activities to offset the cost of student learning opportunities outside of the school.
- Parents are encouraged to volunteer in the classroom and the school.

The background features a blurred image of hands holding a globe. Overlaid on this are stylized human figures in red and orange, and a large blue circle containing text. The entire graphic is framed by a blue border.

You are invited!

REACH Academy Charter School Information Session

Learn about

- **What is a Charter School?**
- **Proposal to open a new charter school in Bristol**
- **Mission & Promise of REACH Academy Charter School**
- **Provide Input and Feedback!**

**December 12
7:00-8:00pm**

**Bristol Public
Library
Meeting Room 1**



REACH ACADEMY CHARTER SCHOOL

A proposal is being submitted on December 1, 2022 to open a new charter school within the Bristol, Connecticut School District. After submission, a rigorous review of the application will take place. Outreach is already underway and the founders of REACH Academy Charter School of Connecticut are working hard to engage with Community Stakeholders throughout the Bristol area.

The Mission and Promise of Reach Academy Charter School is to ensure the achievement of high academic standards through a hands-on authentic learning environment for each scholar in the school. The scholars of the Reach Academy Charter School will exhibit qualities of service, leadership, character, and citizenship along with effective language skills as evident in reading, writing, mathematical and technological competencies.

Reach Academy Charter School of Connecticut will offer a groundbreaking, hands-on educational program to families seeking creative curriculum in all Common Core areas. Initially, the school will offer Pre-Kindergarten and Kindergarten enrollment. The innovative approach to classroom design, the commitment to a literacy-rich curriculum and the focus on making sure all types of learners thrive will be very attractive to the families of Bristol and give them a real choice when it comes to enrolling their children. The new school will have space for 100 Pre-Kindergartners who would turn four years old by January 1, 2025 and 100 Kindergartners who would turn 5 years old by January 1, 2025.

Unique features of REACH Academy include: class sizes limited to 20 scholars, strong emphasis on language development and vocabulary to help students overcome the opportunity gap, and five-week modules of learning to maximize engagement in meaningful learning experiences. Scholars and their teachers will learn together for five weeks and then rotate to another classroom to explore another "thematic" classroom. These classrooms will look like exhibits at a children's museum. 100 vocabulary words will be on display and the room will be filled to the brim with books and other educational materials.

As the planning stage continues, we would love to consider your input as we develop and refine our educational plan. Please visit the website, www.reachacsc.org to learn even more. Please feel free to send us any ideas or thoughts you have by emailing us at info@reachacademycharter.org. Also, feel free to like us or share a comment by searching for our Facebook page for REACH Academy Charter School of Connecticut.

Additionally, if you would like to become involved in this worthy endeavor we would love to have you volunteer in any capacity. We are looking for many community partners to join us in our mission to provide a high-quality creative learning environment for the Scholars of Bristol, Connecticut. If you or your organization can help us in any way, we would love for you to join our cause.

We look forward to working with you to provide this opportunity to the Scholars of Bristol!

Best regards,

The Founders of
REACH Academy
Charter School of Connecticut

~ Our Mission, Our Promise ~

The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards through a hands-on authentic learning environment. The student scholars of the REACH Academy Charter School will exhibit qualities of service, leadership, character and citizenship, along with effective communication skills as evident in reading, writing, mathematical and technological competencies.

REACH YOUR POTENTIAL

Appendix G. REACH-Bristol Draft Budget

Pre-Opening Budget Statement Format

Start-Up Explanation of Revenues and Expenditures

Revenue

In-kind services		1,250,000.00	
Private contributions (for example: Foundation X grant for \$\$)		1,000,000.00	
Total Revenue	\$		2,250,000.00

Expenditures

Salaries and Benefits

Salary–Administrators (for example: 10 weeks for 2 administrators)	111A	250,000.00	
Salary–Teachers (for example: 6 weeks for 5 teachers)	111B	96,000.00	
Salary–Other	112A	-	
Salary–Support staff	112B	-	
Benefits	200	103,800.00	
Subtotal			\$ 449,800.00

Services and Activities

In-service staff development	322	-	
Pupil services	323	-	
Field trips	324	-	
Parent activities	325	-	
Professional tech services	330	-	
Accounting	330	-	
Audit	331	-	
Student transportation	510	-	
Communication	530	-	
Telephone	530	5,000.00	
Postage and shipping	530	5,000.00	
Travel	580	5,000.00	
Subtotal			\$ 15,000.00

Physical Plant

Rent	400	257,500.00	
Utilities	400	50,000.00	
Custodial services	400	20,000.00	
Maintenance and repairs	400	10,000.00	
Renovations/expansion	400	500,000.00	
Subtotal			\$ 837,500.00

Marketing and Development

Charter Management Org.	590	450,000.00	
Advertising	590	-	

Printing	590		-
Insurance	590		-
Subtotal		\$	450,000.00

Supplies and Equipment

Supplies—Instructional	611		100,000.00
Supplies—Administrative	612		20,000.00
Supplies—General	690		10,000.00
Text books	641		20,000.00
Library books	642		50,000.00
Computers	700		100,000.00
Furniture	700		100,000.00
Vehicles	700		-
Other equipment	700		30,000.00
Subtotal		\$	430,000.00

Other Objects

Other objects (e.g., in-kind)	800		-
Subtotal		\$	-

Loan Repayments

Interest	900		-
Principal	900		-
Subtotal		\$	-

Total Expenditures		\$	2,182,300.00
INCOME LESS EXPENDITURES		\$	67,700.00

Projected Five Year Budget Statement Format

	FY 1	FY 2	FY 3	FY 4	FY 5
Revenue					
Number of students	200	300	400	500	600
Per-pupil revenue	\$ 2,523,000	\$ 3,784,500	\$ 5,046,000	\$ 6,307,500	\$ 7,569,000
Student entitlements (\$12,615 average per pupil for 2023-24)	\$ 12,615.00	\$ 12,615.00	\$ 12,615.00	\$ 12,615.00	\$ 12,615.00
Grants	\$ 50,000.00	\$ 60,000.00	\$ 70,000.00	\$ 80,000.00	\$ 90,000.00
In-kind services	\$ -	\$ -	\$ -	\$ -	\$ -
Private contributions	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00
Total Revenue	\$ 3,573,000.00	\$ 4,844,500.00	\$ 6,116,000.00	\$ 7,387,500.00	\$ 8,659,000.00

Expenditures

Salaries and Benefits

Salary-Administrators	111A	\$ 369,937.70	\$ 501,585.00	\$ 633,232.29	\$ 764,879.59	\$ 896,526.88
Salary-Teachers	111B	\$ 1,253,026.09	\$ 1,698,932.24	\$ 2,144,838.39	\$ 2,590,744.54	\$ 3,036,650.69
Salary-Other	112A	-	-	-	-	-
Salary-Support staff	112B	\$ 300,132.00	\$ 406,938.00	\$ 513,744.00	\$ 620,550.00	\$ 727,356.00
Benefits	200	\$ 576,928.74	\$ 782,236.57	\$ 987,544.40	\$ 1,192,852.24	\$ 1,398,160.07
Subtotal		\$ 2,500,024.53	\$ 3,389,691.81	\$ 4,279,359.08	\$ 5,169,026.36	\$ 6,058,693.64

Services and Activities

In-service development staff	322	\$ 21,438.00	\$ 29,067.00	\$ 36,696.00	\$ 44,325.00	\$ 51,954.00
Pupil services	323	\$ 26,797.50	\$ 36,333.75	\$ 45,870.00	\$ 55,406.25	\$ 64,942.50
Field trips	324	\$ 16,078.50	\$ 21,800.25	\$ 27,522.00	\$ 33,243.75	\$ 38,965.50
Parent activities	325	\$ 5,359.50	\$ 7,266.75	\$ 9,174.00	\$ 11,081.25	\$ 12,988.50
Professional tech services	340	\$ 10,719.00	\$ 14,533.50	\$ 18,348.00	\$ 22,162.50	\$ 25,977.00
Accounting	330	\$ 3,215.70	\$ 4,360.05	\$ 5,504.40	\$ 6,648.75	\$ 7,793.10
Audit	341	\$ 2,143.80	\$ 2,906.70	\$ 3,669.60	\$ 4,432.50	\$ 5,195.40
Student transportation	510	\$ 5,359.50	\$ 7,266.75	\$ 9,174.00	\$ 11,081.25	\$ 12,988.50
Communication	530	\$ 10,719.00	\$ 14,533.50	\$ 18,348.00	\$ 22,162.50	\$ 25,977.00
Telephone	530	\$ 2,143.80	\$ 2,906.70	\$ 3,669.60	\$ 4,432.50	\$ 5,195.40
Postage and shipping	530	\$ 1,071.90	\$ 1,453.35	\$ 1,834.80	\$ 2,216.25	\$ 2,597.70
Travel	580	\$ 2,143.80	\$ 2,906.70	\$ 3,669.60	\$ 4,432.50	\$ 5,195.40
Subtotal		\$ 107,190.00	\$ 145,335.00	\$ 183,480.00	\$ 221,625.00	\$ 259,770.00

Physical Plant

Rent	400	\$ 375,165.00	\$ 508,672.50	\$ 642,180.00	\$ 775,687.50	\$ 909,195.00
Utilities	400	\$ 53,595.00	\$ 72,667.50	\$ 91,740.00	\$ 110,812.50	\$ 129,885.00
Custodial services	400	\$ 42,876.00	\$ 58,134.00	\$ 73,392.00	\$ 88,650.00	\$ 103,908.00
Maintenance and repairs	400	\$ 64,314.00	\$ 87,201.00	\$ 110,088.00	\$ 132,975.00	\$ 155,862.00
Renovations/expansion	400	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 535,950.00	\$ 726,675.00	\$ 917,400.00	\$ 1,108,125.00	\$ 1,298,850.00

Marketing and Development

Charter Management Org.	590	\$ 71,460.00	\$ 96,890.00	\$ 122,320.00	\$ 147,750.00	\$ 173,180.00
Advertising	590	-	-	-	-	-
Printing	590	-	-	-	-	-
Insurance	590	-	-	-	-	-
Subtotal		\$ 71,460.00	\$ 96,890.00	\$ 122,320.00	\$ 147,750.00	\$ 173,180.00

Supplies and Equipment

Supplies-Instructional	611	\$ 26,797.50	\$ 36,333.75	\$ 45,870.00	\$ 55,406.25	\$ 64,942.50
Supplies-Administrative	612	\$ 8,932.50	\$ 12,111.25	\$ 15,290.00	\$ 18,468.75	\$ 21,647.50
Text books	641	\$ 26,797.50	\$ 36,333.75	\$ 45,870.00	\$ 55,406.25	\$ 64,942.50
Library books	642	\$ 35,730.00	\$ 48,445.00	\$ 61,160.00	\$ 73,875.00	\$ 86,590.00
Supplies-General	690	\$ 17,865.00	\$ 24,222.50	\$ 30,580.00	\$ 36,937.50	\$ 43,295.00
Computers	700	\$ 35,730.00	\$ 48,445.00	\$ 61,160.00	\$ 73,875.00	\$ 86,590.00
Furniture	700	\$ 17,865.00	\$ 24,222.50	\$ 30,580.00	\$ 36,937.50	\$ 43,295.00
Vehicles	700	-	-	-	-	-
Other Equipment	700	\$ 8,932.50	\$ 12,111.25	\$ 15,290.00	\$ 18,468.75	\$ 21,647.50
Subtotal		\$ 178,650.00	\$ 242,225.00	\$ 305,800.00	\$ 369,375.00	\$ 432,950.00

Other Objects

Other objects (e.g., in-kind)	800	-	-	-	-	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -

Loan Repayments

Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -

Total Expenditures		\$ 3,394,350.00	\$ 4,602,275.00	\$ 5,810,200.00	\$ 7,018,125.00	\$ 8,226,050.00
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INCOME LESS EXPENDITURE		\$ 178,650.00	\$ 242,225.00	\$ 305,800.00	\$ 369,375.00	\$ 432,950.00
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Appendix H. Enrollment Waiver Request

H. Enrollment Waiver Request

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statutes and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions except for those relating to collective bargaining (§§ 10-153a–10-153g, 10-153i, 10-153j, 10-153m); teacher certification*; Chapter 163c of the Connecticut General Statutes (§§ 10-14n – 10-14x); school health and sanitation (§§ 10-203 through 10-217g, inclusive); discrimination in public schools (§ 10-15c); and children with disabilities. To request a waiver, you must specify the section of the law you seek to have waived. (*Teacher certification may be waived on an individual basis under certain conditions. Please contact the Bureau of Educator Standards and Certification for further information).

Name of Applicant: REACH Academy Charter School

Address: 115 Ash Street

City and Zip Code: Buffalo, NY 14204

Phone and Fax: (716) 248-1485 (Phone)/(716) 248-2833 (Fax)

1. Section of the general statutes or regulations you seek to have waived:

REACH Academy Charter School -Connecticut is seeking a waiver from the enrollment restrictions described in CT Gen Stat § 10-66bb(c)(1)(A)(i), stating that no state charter school shall enroll more than 250 students.

2. Describe why you feel that this waiver is necessary to achieve your mission:

The mission REACH Academy Charter School -Connecticut is *to ensure the achievement of high academic standards for city of Bristol students through a hands-on authentic learning environment where they will learn the value of Service, Leadership, Character, and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological competencies. Our program will serve 200 scholars during its first year of inception (100 scholars at each grade level) growing to a capacity of 500 scholars by year 5 of*

the initial charter term. The enrollment plan will allow the school to provide high-quality, data driven, individualized instruction to the scholars enrolled at the school , while allowing REACH Academy Charter School- Connecticut to efficiently optimize resources in support of its program. REACH Academy Charter School - Connecticut is proposing to open in the fall of 2026 to scholars in grades PreK-1, and is adding one grade level each year. By the second year of the charter, the enrollment plan will exceed 250 scholars, which necessitates a request for a waiver from the enrollment restrictions to fulfill our approved mission and growth plan.

3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):

GRADE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Pre-K (4 Year Olds)	100	100	100	100	100
Kindergarten (5 Year Olds)	100	100	100	100	100
Grade 1 (6 Year Olds)		100	100	100	100
Grade 2 (7 Year Olds)			100	100	100
Grade 3 (8 Year Olds)				100	100
Grade 4 (9 Year Olds)					100
Totals	200	300	400	500	600

This waiver would allow REACH Academy Charter School- Connecticut to grow to capacity in accordance with our enrollment plan above. As noted previously, the prescribed enrollment configuration will allow REACH-Connecticut to maximize resources to provide a comprehensive PK-4 education program that is rigorous, supportive, and designed to support scholarly achievement.

4. Date of Application: November 5, 2024

Appendix I. Signed Statement of Assurances

APPENDIX I: STATEMENT OF ASSURANCES

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	REACH Academy Charter School of Bristol
Applicant:	Linda A. Marszalek

The Applicant hereby assures the Connecticut State Department of Education that:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. Nondiscrimination

1) For purposes of this Section, the following terms are defined as follows:

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. §§ 32-9n; and
- j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

- 2) For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action equal opportunity employer” in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- 4) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

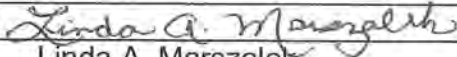
- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature of Authorized Official:	
Name: <i>(typed)</i>	Linda A. Marszalek
Title: <i>(typed)</i>	Founding Member, Primary Contact
Date:	November 1, 2024

Appendix J. Innovative Aspects of REACH

J. Innovative Aspects of REACH

Innovative Aspects of REACH Academy Charter School of Bristol

Referencing the REACH Charter, here is a synopsis of what makes the academic program of REACH Academy Charter School of Connecticut innovative and different from other options currently available in the District of Location.

- **Instructional Design** – The Six Point Plan to Increasing Student Achievement. This model encapsulates an effective way to ensure high student achievement through the following: Setting Up a Culture of High Expectations, Articulating the Curriculum, Ensuring Best Instructional Practices, Administering Common Benchmark Assessments, Providing Interventions, Monitoring Progress. Response to Intervention and Challenge Learning Programs provide differentiation within the instructional design.
- **Authentic Classroom Learning Environments** – Themed classrooms, designed as “mini” real-world environments, drive engagement and rich language development. Scholars rotate, along with their teachers, through 5-8 classrooms throughout the school year. Each classroom will offer a large inventory of authentic texts and exposure to hundreds of vocabulary words. This will provide parents and students a variety of high-quality, rich, and unique educational opportunities.
- **Literacy Focused** - Scholars engage in multiple, focused, literacy experiences using Fountas and Pinnell’s model for Guided Reading and Lucy Calkin’s model for The Reader’s and Writer’s Workshop. Scholars also have access to Classroom Libraries, a Library/Media Center, and book racks positioned strategically throughout the building that help to deliver a highly personalized approach to literacy instruction.
- **21st Century Technology** - Technology is a vital tool used to foster student engagement through active learning tasks. Scholars are each given their own Chromebooks, filled with learning resources. State-of-the-art SmartBoards and independent Scholar learning stations are utilized in each classroom.
- **Staffing** - Small class sizes provide for a beneficial Scholar: Teacher Ratio. Teachers are able to better meet the needs of their Scholars.
- **Positive Behavior Interventions and Supports (PBIS)** - Schoolwide training and buy-in on this 3 tiered, evidence-based framework creates a nurturing culture and valuable Social/Emotional foundation.
- **Our Mindset** - A Do What It Takes, Get the Job Done and Make No Excuses attitude.
- **Days of Instruction** - exceeds the District of Location, and before and after school programming that extends the day
- **Parents/Guardians are welcome at all times.** Private Observation rooms are available to parents who want to watch classroom activities without disrupting academics.
- **REACH supports Scholars and families** by furnishing free school supplies, being part of a Backpack Food Program through the local food bank, helping to take care of several Scholar families at holiday time with a generous Giving Tree Program, and by providing important and necessary Wrap Around Services.
- **Recognition** - REACH - Bristol will celebrate Scholars of the Month in each classroom, Staff of the Month, Best Attendance Awards, Scholar and Staff Birthday acknowledgments, and also promote daily “Shout Outs” that honor those who “Reach Higher” each morning on the announcements.

Appendix K. A Day in the Life of a Scholar

A Snapshot of a Day at REACH Academy Charter School. To help the reader, visualize a typical day at REACH Academy Charter School, this example is provided to clearly demonstrate how the instructional day will look for our Scholars. This example takes place in a Kindergarten Room in the Supermarket Classroom Learning Environment. The classroom is designed to look just like a mini supermarket. The Special Education Teacher pushes into the classroom using the Integrated Co-Teaching Model. The pair alternates among using one of the 6 formats of co-teaching that Marilyn Friend has identified (Friend, 2015.) The day begins with



Figure II.1 - Produce Section of REACH Mart

the start of a two-hour literacy block where students will meet with the teachers for a brief **Large Group Mini-Lesson** in reading. The teachers use the Team-Teaching format for the mini lesson. Team Teaching involves both the Classroom Teacher and Special Education Teacher presenting the lesson with each “playing off” of the other while sharing the instructional role. Clear evidence is present that reveals that the teachers planned together in order to integrate their roles seamlessly within the delivery of the lesson



(Friend, 2015.) Beginning with a hook, the teachers talk about the different areas of a grocery store such as the frozen section, the canned goods, produce (see Figure II.1) dairy products etc. They hold up pictures of each of the main areas of the store and ask the students to guess the “theme” of each area. They then go on to say that authors also have “themes” when they write and we call this the “main idea.” She then reads three brief passages and asks students to guess the main idea or the theme of each passage (R.I.K.2). After the mini-lesson, the students sit on the carpet and listen to a **Read-Aloud** by the teacher. The teacher reads the story *Something Good* by Robert Munsch. (Figure II.2). While reading, the Special Education Teacher highlights unfamiliar vocabulary, points out text features and identifies the characters, setting and the conflict in the story (S.L.K.2). Students each have a copy of the text and follow along as they listen to the teacher reading. Located in a pocket in the back of each book are felt pieces which



Figure II.2: *Something Good* by Robert Munsch is a story about Tyya's dad who won't buy anything good at the store - no ice cream, no candy, no cookies.



Figure II.3: Graphic Organizer for categorizing characters, setting and conflict in a story.

individually depict the characters, setting and conflict in the story. Students then are asked by the teacher to place each of their pieces (Figure II.3) in the appropriate category on their felt boards (R.L.K.3). Before transitioning, the students must share their felt boards as the “Exit Ticket” in order to complete the activity. The Classroom Teacher and the Special Education Teacher walk around and ensure that students understand the concepts and provide feedback to individual students who are struggling. Literacy Centers begin and the Classroom Teacher then pulls a small homogeneous group of students over to a kidney shaped table for a **Small Guided Reading Group** (Figure II.4.) This format known as the Station Method of Co-Teaching which involves each teacher working with a small group of

children who rotate among various stations to complete the different tasks related to the same instructional content or objective (Friend, 2015.) The Classroom Teacher begins the lesson by holding up the sight word “the.” She has each of the students take their magnetic letters and asks them to spell the word “the” on the table in front of them (R.F.K.3c). The students are asked to write the word “the” on their papers. The teacher discusses how good readers look at pictures to help them to understand what the word on the page is when they don’t know it. She tells them to look for the word “the” in this book. She hands out one copy of the book *The Supermarket* by Katalina Page (Figure II.5) to each student. She asks them what they think the book will be about and writes down their predictions. Together they read the book



Figure II.4 – Small Daily Guided Group

out loud pointing to each word as they go. When completed, the teacher reviews the students' predictions about the text. Texts involving the Learning Theme will be included to continue to broaden background knowledge and build vocabulary, but students' exposure to quality texts will not be limited to working only with books related to the Learning Theme. While the Classroom Teacher works with a group of students in the small guided reading group, four other literacy centers will take place simultaneously. The Special Education Teacher accompanies the four or five identified students who have IEP's, rotating through these other centers and providing the appropriate amount of support needed. The time spent with students with disabilities will be in accordance of law mandated by the number of minutes on their IEP. At the **Vocabulary Center**, four students are each given 10 coins to play with and the rest of the pile of coins goes in the middle. Students pick a pack of vocabulary pictures that are placed face down in the center. Each package of pictures

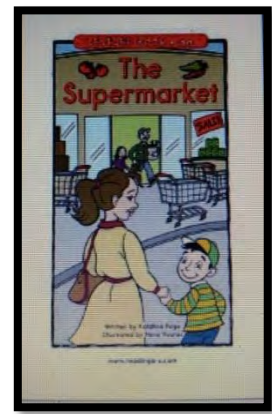


Figure II.5 - The Supermarket uses bright pictures and two-word sentences typically found at a grocery store.

is from a different category of "The Supermarket." Today, the students chose the "Fruits" pack. Taking turns, students place a picture card without looking at it on their forehead. The other three students describe the vocabulary picture that they see without saying the word (S.L.K.4). When the student guesses the word correctly, they receive a coin (L.K.4). The student who described the word correctly gets a coin. If a student slips and says the word, he/she has to give a coin to the pile. Gradually, as the weeks in this unit go on, more and more difficult vocabulary words (pictures) that are inherent in the learning environment are incorporated such as; cash register, produce, bakery, receipt, etc. When students' reading vocabulary expands, the pictures will be replaced by words. Students tally up their coins and write it on a clipboard in the center as the Exit Ticket (K.CC.5). Students clean up

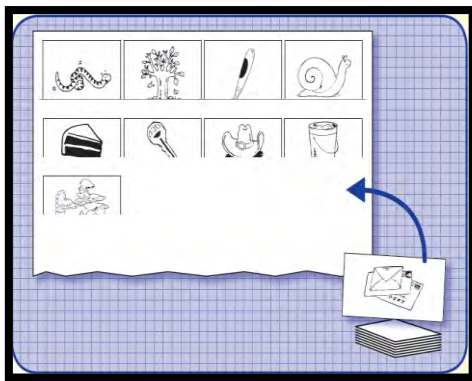


Figure II.6 – Rhyming Activity

their materials and prepare to move to the next center.

At the next center, a group of four students work at the **Phonics/Word Study Center** located near the checkout area of the market. Here the students watch a short video demonstration that the teacher has pre-recorded on a tablet. The teacher shows the students how to play a rhyming game (Figure II.6). They must take a card from the pile and place it under a picture that rhymes with it. They continue until all the pictures in the deck are gone (R.F.K.2a). When the warning bell rings, the students gather up the cards and put away all the materials for the next group to use. At the fourth center another group of four students are working on a computer program entitled **Earobics** (Figure II.7) which is a computer software program designed to facilitate phonological awareness (R.F.K.2) and has shown to have a 25 point percentile gain in students' knowledge of alphabets (www.whatworksclearinghouse.com). Students work on their own computer located in the Service Center of the Supermarket (Figure II.8). Students put on headphones and play the interactive games while strengthening their pre-reading skills. The last four students are working on **Sight Words** using the Folding-In Flash Card Method (Baranek, Fienup, & Pace, 2011.) Students practice sight words on flash cards. Each student starts with seven known sight words and three unknown sight words in their deck. (Figure II.9.) After the student can go through their deck at least three times without missing a word, three additional unknown words are added daily to their deck. (www.interventioncentral.org). Students rotate through the centers while the teacher works with each Guided Reading Group. Students have practiced the routines and expectations of the centers and are now able to

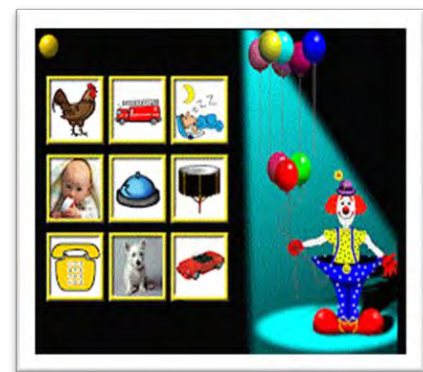


Figure II.7 - Earobics® - builds children's skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension.

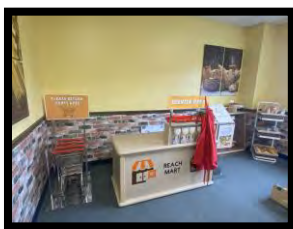


Figure II.8 – Customer Service in REACH Mart

Students have practiced the routines and expectations of the centers and are now able to



Figure II.9 – Sight Words – Fold-In Flash Card Method

independently complete the task without direct oversight from the teachers.

After the 90-minute reading block is over, the teachers begin the Writing Workshop and bring the students together for a brief mini lesson in writing. Both the Classroom Teacher and the Special Education Teacher co-teach the mini lesson and discuss how we often write lists to help us remember things (W.K.8). The Classroom Teacher asks the students how many of them have ever seen their mother, father, grandparent, etc. use a grocery list when they go shopping. The Special Education Teacher holds up several examples of shopping lists. They explain that a grocery list helps you to remember what to buy once

you get to the grocery store. Today, scholars are going to create their own shopping lists. Your job they explain to the scholars is to locate five items throughout the Grocery Store that you think you need to buy. Write the name of each item on your list and draw a picture above it. See Figure II.10. Students walk around the classroom looking for items such as butter, milk, eggs etc. to include on their lists. They write one item on each page of the grocery list filling in a short sentence with the name of the item needed to purchase. As students are writing their lists, the teachers are walking around helping students who appear to struggle with hearing the sounds in the word that they picked and reminding them that the word is also written on the product they found. They each conference with one student at a time and provide suggestions on items to purchase. Students are encouraged to pick different and unique items.

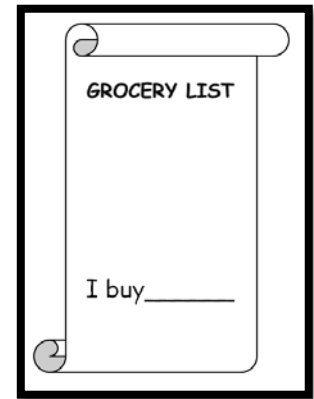


Figure II.10 – Writing Activity - Informational Texts – Grocery Lists

After writing is over, students get up and head to the gymnasium for their daily 30-minute Physical Education Period. During P.E. class, students can run, jump and play getting exercise to burn excess energy to help focus them back in the classroom.

After one of two specials is over, students head back to their classroom for their math lesson. With the daily learning target on the white board, the teachers begin with a large group lesson by explaining what the learning target is for the day. Students have a quick fluency lesson and are asked to count by twos on the page in front of them. After three minutes are up, the Classroom Teacher asks who has the highest number and responses are compared to find the counter who counted the most twos. The Special Education Teacher chants and claps along with the rhythm of the counting as the whole class chorally counts by twos together. For today’s math lesson, the teachers use another format of co-teaching call Parallel Teaching. For this form of Co-Teaching, the class is split into two small groups with each co-teacher responsible for implementing the same lesson to a group. The lesson is made up of IDEA, “Investigate,” “Discover,” “Explore,” and “Apply.” During the “Investigate” portion of the lesson, the each teacher demonstrates that a set of two items is equal to the numeral 2 (K.CC.3.) She shows several sets and models writing the number two next to the sets. During the “Explore” phase the teacher finds a box of Pop Tarts on a shelf in the grocery store. She holds up the box and shows the scholars the Number 2 on the outside (K.CC.3.). She opens the box of Pop Tarts and show how one packet contains “two” Pop Tarts” inside. Students then are asked to locate other products in the grocery store that has two items in a package during the “Explore” phase of the lesson. Lastly, students “Apply” the concept and fill out an “Exit Ticket” by matching the number 2 to sets of two items on their sheet. (K.CC.4b.). After the one hour math block has been completed, students go to the cafeteria for a 30-minute lunch period. The next part of the day includes a 30 minute RtI-ELA period and a 30 minute RtI-Math period. A Common Formative Assessment showing where students’ specific strengths and weaknesses lie and Individual Student Academic Plans, have previously been developed for each student in RtI. During this time, differentiated instruction takes place and a Reading Specialist and a Math Specialist respectively push in to provide daily tiered interventions along with the Teacher and the Special Education Teacher. Students then go onto the second special of the day (e.g. art, music, computer lab or library.) After students come back from this special, a thirty minute Science and a 30 minute Social Studies lesson take place.

For the Social Studies lesson, the Learning Target is for students to recognize that people have basic needs (food, shelter and clothing) and wants (toys, games, treats.) By the completion of the lesson students will identify the difference between basic wants and needs (K.9a – Economic Systems.) The teacher explains what

the concepts of “needs and wants.” During this lesson a small paper grocery bag is filled with different items from the supermarket. Some of the items fulfill basic “needs” and others are considered “wants.” The teacher holds up each item and students raise their thumb if they think it’s a “need” or a “want.” As an exit ticket, students draw a picture of one “need” and one “want” at the conclusion of the lesson.



Figure II.11 – Leapfrog Fridge Magnetic Word Builder

Grade take home a “Literacy Backpack.” Each backpack is uniquely filled with phonic, language and vocabulary materials and toys. The Backpack remains with the family for two weeks and parents are asked to record daily task completion. Examples of literacy materials include Leapfrog Fridge Magnetic Word Builder (see Figure II.11), Roll and Read Sight Game (see

For the Science lesson, the Learning Objective taken from the Next Generation Science Standards for Kindergarten is for students to analyze data to determine if a design solution works as intended to change the speed of an object with a push or a pull (K-PS2.2 Motion and Stability: Forces and Interactions.) For this lesson students will take an empty shopping cart and time how many seconds it takes to go down a ramp. They will repeat this several times. Next they repeat the same process, but with a half full grocery cart and again with a full shopping cart. The data is again collected and recorded. The teacher then leads the group to investigate possible causes for the change of speed of the cart and to draw conclusions that the weight of the cart slows the speed down.

After a solid seven hours of engaging instruction split up with two specials and a lunch, the students’ day is now completed. Dismissal occurs and the one hour after school program begins. Instead of homework, scholars in Kindergarten and First Grade take home a “Literacy Backpack.” Each backpack is uniquely filled with phonic, language and vocabulary materials and toys. The Backpack remains with the family for two weeks and parents are asked to record daily task completion. Examples of literacy materials include Leapfrog Fridge Magnetic Word Builder (see Figure II.11), Roll and Read Sight Game (see Figure II.12), Vocabulary Bingo Game, Decodable Books and Rhyming Games. After the two weeks are over, the Literacy Back Packs are turned in and a new unique Back Pack is sent home with the child.

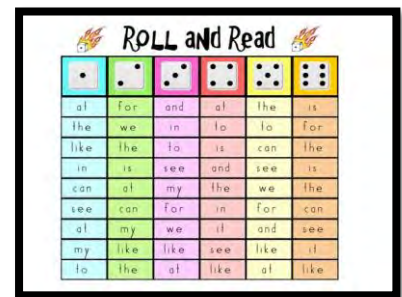


Figure II.A.12 – Roll and Read Site Word Game



Figure II. 13 – Math Center

Appendix L. CMO Evaluation Tool Example

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Introduction

This instrument is designed to be used by charter schools and other educational organizations to evaluate and provide feedback to school support organizations (SSOs) that provide services to support the school. It can be used for CMOs, EMOs, back office providers, consultants, technology and other operations subcontractors (e.g., foodservice, transportation, custodial). These organizations are referred to as Service Providers in the instrument.

Components

Section 1 addresses how the Service Provider contract compliance with the specific requirements identified in the contract, proposal or authorization.

Section 2 evaluates the quality of service provided in each functional area (if there is more than one) – e.g., professional development, interim assessment, financial management and reporting, human resource management, school operations management and support, student information management, strategic planning and implementation, or special education services. (Note: for some Service Providers or consultants with a narrow scope of work, only Section 2 may be applicable.)

Section 3 is a tool to provide feedback on the performance of individual persons who provide services to the school(s).

Section 4 is a form that the Service Provider should use to provide a response and feedback to the school organization on the evaluation.

Together these four sections should provide a mechanism to improve contractor, consultant or vendor performance by identifying strengths and weaknesses of the Service Provider relative to their scope of work, the quality of their service in specific areas, and the individual performance of Service Provider staff. It can be used quarterly or annually to monitor the Service Provider's performance over the term of their contract, or on a one-time basis to inform decisions about contract renewal, changing Service Providers or self-performing their activities.

A rubric describing the rating system is provided as an appendix to this document.

Recommended Process

We recommend the following process by which to implement the instrument:

1. Your school should designate an evaluation committee or individual (e.g., Executive Director, Chief Operating Officer, Board member or consultant) to coordinate the process.
2. The vendor to go through their scope of work or contract and complete the Criteria boxes in Section 1. Your committee or designated individual should review, edit, and approve the Service Provider's draft before using.
3. The committee or designate should have Section 1 completed by appropriate members of the committee or school. As Section 1 is more about technical compliance with the contract, we recommend there is only one copy of this form even if it incorporates input from several people.
4. Sections 2 and 3 should be distributed to the specific "users" of each functional service or Service Provider staff – e.g., principals, executive directors, board treasurers, school operations managers, human resource directors, etc. They should complete the forms and return to the committee or individual designate. It may be easier to use Survey Monkey or another online tool to administer and collect these sections.
5. The committee or designated individual should collect all three sections and assemble into a single document for distribution to the Service Provider.
6. The Service Provider should complete Section 4 and return to the committee or designated individual.
7. The committee or individual should have a meeting with the Service Provider to discuss the overall report. The meeting could be private or an open board or school staff meeting. (In the event there is a broad audience, feedback on individual performance in Section 3 may be redacted.)

Section 1

Contract Compliance

The section of the SSO Evaluation Instrument should be customized based on the specific contractual compliance obligations of the SSO. Some examples are provided for illustrative purposes only.

Criterion	Rating (see Appendix)	Comments
Reports to Board <ul style="list-style-type: none"> • Annually/Quarterly/Monthly • Ad hoc 	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Reports to State	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Maximize funding <ul style="list-style-type: none"> • Obtain state & local funding • Obtain and comply with categorical funding 	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Budget development and monitoring <ul style="list-style-type: none"> • Timeliness • Accuracy 	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Maintenance of financial and business records	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Compliance with local, state and federal guidelines <ul style="list-style-type: none"> • Timeliness • Accuracy 	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Personnel policies <ul style="list-style-type: none"> • Non-discrimination • Background checks 	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	
Non-solicitation of employees	<input type="checkbox"/> In compliance <input type="checkbox"/> Probationary <input type="checkbox"/> Non-compliant	

Section 2

Functional Evaluation

The section of the SSO Evaluation Instrument should be customized based on the specific functional scope of work performed by the SSO. Some examples are provided for illustrative purposes only.

Reviewer Name & Title _____ Date of Review _____

Criterion	Rating (see Appendix)	Comments
Executive Leadership <ul style="list-style-type: none"> • Oversight of staff providing services to client. • Participation in strategic planning activities of client. • Staff support for charter school promotion efforts made by client. • Staff support for positive working relationships between client and state staff. • Assistance in negotiation of shared service agreements with school districts and major third-party service agreements. 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory	
Financial Management and Reporting <ul style="list-style-type: none"> • Monthly accruals, bank reconciliations, account reconciliations and accounting closes, intercompany account reconciliations between entities. • Development and management of school budgets and forecasts. • Reporting of school financial results in compliance with state requirements. • Administration of payroll for approval by client, including payout calculations, termination calculations, problem resolution, deduction adjustments, staff training. • Ongoing journal entries, payroll tracking for grants, intercompany accounting for staff shared between schools. 	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory	

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<ul style="list-style-type: none"> • Processing of payments on behalf of client, obtain check approvals, vendor issue resolution. • Completion of categorical funding grants applications, including Title I, IIa, IIb, IVa, SIP, PCSP (excluding school improvement plans). Federal draw downs, document submission, receivables tracking, and cash flow forecasting. • Grant management system reporting, state retirement system reporting, formatting of data in state format and corresponding reports. • Petty cash reconciliation and replenishment; foodservice cash and activity fund tracking and reconciliation. • Creation and implementation of financial policies and procedures. 		
<p>Human Resource Management</p> <ul style="list-style-type: none"> • Development of employee manual subject to client approval. • Coordination of teacher and staff recruiting activities. • On-boarding of new staff. • Assistance with terminations of staff, administration of exit interviews, communications with Department of Labor for unemployment claims, and COBRA administration. • Employee benefits administration. • Provide employee relations support. • Coordination of employee background checks. • Support for employee performance reviews. • Presentations at employee orientations and summer training. 	<p><input checked="" type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>School Operations Management</p> <ul style="list-style-type: none"> • Employment of School Operations Managers. • On-site supervision of third-party service providers, including custodial services, foodservices, transportation, and security. • Process supply requisitions, purchase orders, and check 	<p><input checked="" type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory</p>	

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<p>requests.</p> <ul style="list-style-type: none"> • Manage petty cash and make bank deposits. • Coordination of procurement of school supplies. • On-site budget management. Participation in financial reviews with principals and Service Provider financial staff. • Incident reporting to insurance broker. • Creation and implementation of operations policies and procedures. 		
<p>Student Information and Compliance Reporting</p> <ul style="list-style-type: none"> • Student information, special education, professional and educational credentials, school calendar and student transcript reporting in coordination with site-based staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory 	
<p>Technology Management</p> <ul style="list-style-type: none"> • Supervision of site-based technology staff or subcontractors to implement school technology program and provide user support. • Liaise with school district technology staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory 	
<p>Start-up and Expansion Management</p> <ul style="list-style-type: none"> • Support for start-up activities including student and staff recruiting, and community outreach. • Project management of teacher recruiting process. Present at job fairs, coordinate advertising, candidate screening and interviews. • Teacher recruiting data management. Track applicants and status. • Community outreach management to conduct one-on-one and small group meetings with community influencers, parent and community meetings to promote the school, recruit and train canvassers to distribute pamphlets and other materials, and ensure they are interacting with the public in a professional and courteous manner. • Student recruitment project management. Manage recruiting and event logistics, canvasser management on 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory 	

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<p>street-by-street basis. Update and maintain student enrollment database.</p> <ul style="list-style-type: none"> ● Grants and financial reporting management to coordinate grant applications, compliance, and monitor and reporting on start-up budget spending. 		
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Section 3

Individual Staff Feedback

The section of the SSO Evaluation Instrument should be used to solicit feedback on the performance of individual SSO staff assigned to support the school.

SSO Staff Name & Title _____

Reviewer Name & Title _____ Date of Review _____

Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
Mission Support <ul style="list-style-type: none"> Does the SSO staff understand and support the school organization's educational mission, philosophy, values, and program? 	<input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	
Job Knowledge: <ul style="list-style-type: none"> Does the SSO staff understand their function to ensure the effective and efficient day to day functioning of the school organization? Comment on any particular strengths or deficiencies (e.g., HR, student information, budget). 	<input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	
Financial Management <ol style="list-style-type: none"> Does the SSO staff exercise prudent management of your school organizations' budget and resources? Does SSO staff have an understanding of how the budget model works such that they can support you in managing it 	<input type="checkbox"/> Mastery <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Approaching Basic <input type="checkbox"/> Unsatisfactory	

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Criterion	Rating (Enter appropriate letters where there are multiple criteria. See Appendix for rubric.)	Comments
<p>for the school?</p> <p>Professionalism: Does the SSO staff...</p> <p>a. Represent the school and client organization well?</p> <p>b. Show respect for self and others; demonstrate professional appearance and demeanor</p> <p>c. Timeliness to work and flexibility to get the job done if it takes extra time and effort</p> <p>d. Act like a "team player" in interaction with the staff and leadership team</p> <p>e. Demonstrate responsiveness to client and school leader</p>	<p><input type="checkbox"/> Mastery</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Approaching Basic</p> <p><input type="checkbox"/> Unsatisfactory</p>	
<p>For Outsourced School Operations Managers only: Please rate the overall operational performance of the following functions at your school on degree of responsiveness to issues:</p> <p>a. Technology</p> <p>b. Custodial and maintenance</p> <p>c. Financial management</p> <p>d. Human resources management</p> <p>e. Student information support</p> <p>f. Procurement and supplies</p>	<p><input type="checkbox"/> Mastery</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Approaching Basic</p> <p><input type="checkbox"/> Unsatisfactory</p>	

Section 4

SSO Comment and Feedback

The section of the SSO Evaluation Instrument should be used by the SSO to respond to Sections 1, 2, and 3 above, and also provide general constructive feedback to the client organization.

Comments on Section 1	
Comments on Section 2	
Comments on Section 3	
General Comments & Feedback from SSO	

Appendix Rating Rubric

Section 1 deliberately has only three ratings: compliant, probationary, and non-compliant. This section is not intended to be evaluative, but rather identify any specific areas of contract non-compliance by the Service Provider.

Rating	Description
Compliant	The Service Provider meets the contract requirement all or substantially all the time.
Probationary	The Service provider has failed to meet the contract requirement on one (if material) or several occasions, but the school organization has not received any notice of non-compliance from its authorizer or other governmental agency, and the Service Provider has been made aware of the deficiency and taken action to address the deficiency.
Non-compliant	The Service Provider has consistently or materially failed to comply with the contract requirements, and/or a notice of non-compliance has been received by the school organization from its authorizer or other governmental agency.

Section 2 is evaluative. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

Rating	Description
Exceeds Expectations	The Service Provider exceeds the expectations of the school organization by providing an excellent level of service, e.g., producing reports ahead of schedule, anticipating problems and responding immediately to urgent requests, working extraordinarily flexible hours to meet the school organization's needs, or providing supplementary detail or support "beyond the call of duty". The Service Provider consistently advances the school organization's mission.
Satisfactory	The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.
Needs Improvement	The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.
Unsatisfactory	The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.

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Section 3 is evaluative of individual performance. The output from Section 3 may be used to inform the Service Provider's own performance management system. Note that specific reviewers may not be able to evaluate certain criteria, so it is fine to leave the box blank or write "N/A" as a comment.

Rating	Description
Mastery	The individual demonstrates mastery of their job description, leads by example, and helps train others in their quest for professional mastery. The individual dedicates themselves to service excellence and embodies the school organization's mission and values. The individual is respected by their subordinates and may be viewed as a leader by others in their industry.
Proficient	The individual demonstrates a high level of competence in meeting the requirements of their job description. They seek to identify and solve problems proactively, and contribute positively to the school organization's culture. Their work is accurate and timely. They communicate well in speech and writing.
Basic	The individual "gets the job done". They have a solid understanding of the job requirements and meet them ably. Errors and omissions are uncommon, but they do not make extraordinary efforts to solve problems. They may not demonstrate interest in achieving professional mastery. They neither advance nor detract from the school organizations' mission.
Approaching Basic	The individual occasionally fails to meet the job requirements. Accuracy, timeliness, and communication are inconsistent. Attendance, punctuality and professionalism could be improved. The individual requires active supervision, gets defensive about errors, and does not yet function well outside their comfort zone. The individual does not sufficiently advance the school organization's mission and values.
Unsatisfactory	The individual is consistently deficient in the performance of their job duties. They do not respond well to feedback about improving their performance. They detract from the school organization's mission and values.

Appendix M. Professional Expectations

Appendix M - Professional Expectations

Criminal Background Checks - Employees of REACH-Bristol Charter School will be required to successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin before clearance is received, the employee must receive an emergency conditional appointment that has been approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised on a regular basis to ensure the safety of Scholars. Employees who have never been fingerprinted for the Connecticut State Education Department will need to be fingerprinted at a facility approved by the Connecticut State Division of Criminal Justice Services and at the employee's own expense except for support staff such as cafeteria monitors, administrative assistants, and nurses in which the school will pay the cost of clearance requirements.

Employee Review and Evaluations - Each employee will receive a yearly performance review conducted by the Head of School or a designee as well as a summative evaluation at least annually. The frequency of performance evaluations may vary, depending on length of service, job position, past performance, changes in job duties, or recurring performance problems. Performance evaluations may review factors such as the quality and quantity of work, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make staff aware of progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the board and depend on many factors in addition to performance. After the review, staff will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor, and that they are aware of its contents.

Faculty Responsibilities - Faculty members are expected to attend Professional Development in August. Faculty should expect to be at school approximately from 8:00 a.m. until 4:15 p.m. on school days or until all buses have departed. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to Scholars. Teachers will be encouraged to attend as many monthly events as possible throughout the school year.

Leave and Absences - All staff members of REACH-Bristol Charter School must request to Head of Schools the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave time so as to disrupt classroom instructional time as little as possible. Following appointment to the staff as a regular full-time employee, sick leave at full salary shall be granted pursuant to the following schedule: Twelve (12) full sick days per year and Five (5) personal days with a maximum of 5 days per year carried over and accumulative to a total of one hundred twenty days per year.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The Director of Operations will retain substitutes as necessary. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned ahead of time, faculty members should communicate in writing, to the Director of Operations, the day(s) he/she will be absent. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily

may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment. School records will reflect that the individual voluntarily terminated his or her employment with REACH-Connecticut School. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations.

Family Medical Leave (FMLA) - The Family Medical Leave Act provides a means for employees to balance their work and family responsibilities by taking unpaid leave for certain reasons. The Act is intended to promote the stability and economic security of families as well as the nation's interest in preserving the integrity of families. FMLA requests should be made in writing and directed to the Head of School.

The FMLA allows employees to be on any 2 out of 3 possible combinations of time off. The three potential components are (1) FMLA – unpaid leave, (2) workers compensation or disability leave (paid), or (3) any form of paid time off (PTO). An employee cannot be on all three at the same time. If an employee's situation allows it, the School requires that an employee on leave under FMLA must use any available PTO to run concurrent with the leave. FMLA time is tracked on a floating year going forward from an employee's first day of leave. For example if an employee's first day of approved FMLA leave is 4/1/24 an employee would have 12 weeks of FMLA to take by 4/1/25. When returning from FMLA leave, an employee is entitled to the same or an equivalent position to what an employee held prior to an employee's leave. Please note that an employee may not receive the exact position or classroom held prior to the leave.

The School uses a twelve (12) month period measured forward from the date of the employee's first FMLA leave usage as its method for calculating the leave year period for the commencement of the FMLA leave period. In certain cases, FMLA leave may be taken on an intermittent basis rather than all at once, or the employee may work a part-time schedule.

If an employee's absence continues beyond the approved time off, disability, or exhaustion of FMLA for 3 days or more, without accommodations made by the school, the employee will be deemed to have voluntarily terminated the employment at will relationship. Employees who have worked at least 1,250 hours during the 12 months immediately before the date of the leave **are eligible for** coverage. The FMLA provides entitlement of up to 12 weeks of job-protected, unpaid leave during any 12-month period, for the following reasons:

- Employees inability to work due to a serious health condition
- The birth and care of the newborn child of the employee;
- The adoption of a son or daughter or placement of a child for foster care;
- To care for an immediate family member (spouse, child, or parent) with a serious health condition
- A serious health condition includes: An illness, injury, impairment, or physical or mental condition that involves either: any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such inpatient care; or continuing treatment by a health care provider which includes any period of incapacity
- Pregnancy or prenatal care

- A chronic serious health condition which continues over an extended period of time, which requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g., asthma, diabetes).
- A permanent or long-term condition for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, terminal cancer) but supervision by a health care provider is required.
- Any absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g., chemotherapy or radiation treatments for cancer).
- A visit to a health care provider is not necessary for each absence

FMLA Military Family Leave Entitlements - In accordance with the amendments to the Family Medical Leave Act eligible employees are entitled to Military Caregiver Leave and Qualifying Exigency Leave.

Military Leave - Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Mandated Reporting - All staff members of REACH-Connecticut School will be considered mandated reporters under Section 413 of the Connecticut State Social Services Law. Mandated reporters are legally required to initiate a report under this statute's provisions when they have reasonable cause to suspect that a child is abused or maltreated. REACH-Connecticut School will require all staff members who suspect that a child is a victim of child abuse, maltreatment, or neglect to immediately bring the matter to the attention of the social worker when completing all other mandatory reporting requirements. It will be the responsibility of every staff member to report any suspected child abuse, maltreatment, or neglect directly to the Mandated Reporter's Hotline (1-800-635-1522). REACH-Bristol Charter School will also submit a report to the appropriate authorities in accordance with the law. Connecticut law defines an abused child as a child under eighteen (18) years of age whose parent or person legally responsible for his or her care inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse. A maltreated child is any child under eighteen (18) years of age whose parent or person legally responsible for him or her fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where he or she loses control of his or her actions. In all situations involving suspected or alleged child abuse or maltreatment, REACH-Bristol School will endeavor to act in the best interests of the Scholar and to cooperate with the appropriate authorities.

Corporal Punishment - Corporal punishment shall not be used as a disciplinary measure against any Scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a Scholar. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, Scholars, staff or other persons or to prevent damage to property.

Duty to Report Suspected Misconduct - When an employee becomes aware of another staff member having violated school policies or rules applicable to local, state and federal laws, he/she must report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation.

Employees must also report to the administration any awareness or concern of Scholar behavior that crosses boundaries or where a Scholar appears to be at risk for sexual abuse.

Occupational Exposure Policy: The policy of REACH-Bristol Charter School on occupational exposure will be consistent with the laws and regulations outlined by the United States Department of Labor's Occupational Safety and Health Administration. Employees exposed to blood or other bodily fluid, in the course of their jobs will be required to exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Training will be given to each employee annually.

Harassment - REACH-Bristol Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment. REACH-Bristol Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth, or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance, or regulation. REACH-Bristol Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the school does business. This policy applies to all employee actions and relationships, regardless of position or gender. REACH-Bristol Charter School will promptly and thoroughly investigate any complaint of harassment and, if warranted, take appropriate corrective action.

Prohibited harassment includes:

- Unwanted verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.
- Prohibited sexual harassment includes:
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
 - Sexually-oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic or bringing to work or possessing any such material to read display, or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment. REACH-Bristol Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Whistleblower Policy - REACH-Bristol Charter School requires its trustees, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities in the school. As representatives of the school, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the school has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the school to raise serious concerns about the occurrence of illegal or unethical actions in the school before turning to outside parties for resolution.

All Trustees, officers, employees, and volunteers of the school have a responsibility to report any action or suspected action taken in the school that is illegal, unethical or violates any adopted policy of the school. Anyone reporting a violation must act in good faith, without malice to the school or any individual at the school and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report, which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation or adverse employment action.

Drug-Free Workplace – REACH Bristol Charter School is committed to providing a drug-free workplace and to promoting safety in the workplace, employee health, and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardize these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers. The bringing into the workplace, possession or use of intoxicating beverages or illegal drugs on any school premises is prohibited and will result in disciplinary action up to and including termination.

Confidentiality - School Employees are required to preserve the confidentiality of any and all records containing personally identifiable information to Scholars. Scholar records are confidential by virtue of the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school Scholars unless they have been given clearance by the Head of School and are certain the disclosure is permitted by law. All Scholar records maintained in the school central office as well as an individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

Conflict of Interest - All employees must avoid situations involving actual or potential conflicts of interest. Employees involved in any relationships or situations that may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Head of School or the Board of Trustees for determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the school may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Termination - Each employee will be employed on an “at will” basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

- Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of drugs and/or alcohol
- Falsifying or altering records
- Theft of school property
- Sabotaging or willfully damaging school equipment or the property of other employees
- Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor
- Fighting or provoking a fight on school premises
- Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily
- Carrying concealed weapons on school property or during any school sponsored event
- Treating a Scholar in a cruel or inappropriate manner
- Failure to perform professional duties
- Poor job performance
- Undermining the REACH-Connecticut School Code of Ethics
- School Calendar and Holidays: Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. REACH-Bristol Charter School has discretion with regard to the dates of attendance. Unless exempted by the Head of School all staff is expected to be in attendance on all days indicated by the school calendar, including the summer professional development session. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings - The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the Buffalo City School District cancels school due to inclement weather. At the discretion of the Board of Trustees, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to the school calendar. The school will maintain the minimum of days of instruction as required by Education Law.

Appendix N. Policy 4310

Policy 4310

1. As Chief Executive Officer of the Board of Education, he/she shall attend all regular, special, and work meetings of the Board except that the Head of School may be excluded when his/her employment contract or performance is discussed in executive session.
2. He/she shall administer all policies and enforce all rules and regulations of the Board.
3. He/she shall constantly review the local school situation and recommend to the Board areas in which new policies appear to be needed.
4. He/she shall be responsible for organizing, administering, evaluating, and supervising the programs and personnel of all school departments, instructional and non-instructional.
5. He/she shall recommend to the Board the appointment of all instructional and support personnel.
6. He/she shall be responsible for the preparation and recommendation to the Board of the annual School budget in accordance with the format and development plan specified by the Board and or the requirements of the Connecticut State Education Department.
7. He/she shall determine the need and make plans for building expansion and renovation.
8. He/she shall be responsible for recommending for hire, evaluating, promoting, and dismissing all professional and non-professional staff personnel.
9. He/she shall prepare or supervise the preparation of the teacher's handbook, staff bulletins, and all other School-wide staff materials.
10. He/she shall plan and coordinate the recruitment of teachers and other staff to assure the school of the best available personnel.
11. He/she shall plan and conduct a program of supervision of teaching staff that will have as its goal the improvement of instruction, and, at the same time, will assure that only the teachers found to be of a high degree of competence will work for the school.
12. He/she shall continually strive to distinguish for all concerned between the areas of policy decisions appropriate to the Board and management decisions appropriate to the school's administrative personnel.
13. He/she shall, when necessary and/or desirable, transfer such personnel as he/she anticipates will function more effectively in other positions. These transfers shall be made within the guidelines of state laws, school policies and any negotiated contracts.
14. He/she shall submit the student data and/or other such reports of student/school performance as prescribed by and in accordance with requirements of the Commissioner of Education.

**Appendix O. The Roles and Responsibilities of the Governing Council, Staff,
and Charter Management Organization**

The Roles and Responsibilities of the Governing Council, Staff, and Charter Management Organization

	REACH Academy – Charter Management Organization	REACH Academy Charter School – Connecticut Staff	REACH Academy Charter School – Connecticut Governing Council
Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, including subgroups for demographics, race, and special services. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, Math.			
	CMO’s Responsibility	Staff Responsibility	Board Responsibility
Educational Progress	Reports on the educational progress of students; analyze results of interim assessments, diagnostic tests, and state assessments	Administers interim assessments, diagnostic tests, and state test assessments	Monitors educational progress of students; analysis of interim assessment results, diagnostic tests, and state assessments
Data Collection and Tracking	Guide types of data to be collected and a system for tracking	Scores assessments when appropriate and collects data in appropriate format provided by CMO	Board Academic Committee monitors data collection and tracking
School Evaluation	Conduct annual school evaluation developed by CMO	Participate in school evaluation	Review results of annual school evaluation
Attendance Oversight	Directs specific attendance data collection and makes best practice recommendations to address chronic absenteeism	Carries out attendance recommendations such as parent notifications and in-school incentives for students who maintain acceptable levels of attendance	Monitors attendance data and recommended plan for improvement
Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.			

	CMO's Responsibility	Staff Responsibility	Board Responsibility
Educational Program and Curriculum	Develop educational programs consistent with charter application and oversees the implementation of such programs and curriculum	Implement educational programs with CMO' direction and oversight	Monitors implementation of educational programs and curriculum and recommends best practices
Professional Development	Support School's Efforts	Design, implement, and monitor professional development for instructional personnel	Review results of staff feedback following Professional Development
Scope and Sequence of Curriculum Alignment	Develop scope and sequence consistent with charter application and oversee the implementation of such programs and curriculum	Implement scope and sequence with CMO's direction and oversight	N/A
Benchmark Assessments	Develop benchmark assessments with charter application and oversee the implementation	Carry out benchmark assessments with CMO's direction and oversight	N/A
Report Cards - Grading	Creates grade specific Report Cards aligned with Common Core Standards	Completes quarterly Report Cards with CMO's direction and oversight	N/A
Student and Teacher Daily Instructional Schedule	Provides student and teacher daily instructional schedule	Carry out student and teacher daily instructional schedule	N/A
Field Trips	Develop educational field trips and experiences consistent with charter application and themed curriculum	Connect thematic units to field trips and experiences through regular instruction	N/A

Teacher and Support Staff Training	Support School's Efforts	Develop and deliver support staff training	Approve contracts for any disbursement over approved allocated amount
Response to Intervention (RtI) – Individual Intervention Plans	Develop RtI and Individual Intervention Plans to support Tier 2 and Tier 3 students	Implement RtI and Individual Intervention Plans accordingly	N/A
Annual Professional Performance Reviews for Teachers and Staff	Conduct annual professional performance reviews developed by CMO	Adhere to all categories listed in annual performance reviews and conduct self-evaluation	N/A
Textbooks and Library Books	Provide textbooks and library books to best support the curriculum and instruction	Use meaningful and enriching materials to support daily instruction	Approve purchase for any disbursement over approved allocated amount
Unit Plans and Center-Based Planning	Generate Unit Plan and Center expectations in alignment with Common Core Standards.	Create and modify Unit Plans and Centers with CMO's direction and oversight	N/A
Student Services – Special Education, Speech Therapy, OT/PT, 504 Services, CSE Coordination, Health Office Supervision	Provide additional student services based on the needs of special populations	Carry out accommodations or services based on position	N/A
Summer School and Intersession Labs	Offer additional instructional hours outside of calendared school days to combat educational gap and support all learners	Provide instruction (including individualized intervention) to review and support the scope and sequence and Common Core Standards	N/A

Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and careers. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional

growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

	CMO’s Responsibility	Staff Responsibility	Board Responsibility
Parent Organization	Encourage establishment of Family Council and recommends structure and governance	Implements suggestive structure for Family Council Organization	N/A
After-School Programs	Work with School to oversee appropriate after school programs are implemented	Implement and manage after-school programs (external third party or internal), pay for program	N/A
Community Outreach	Recommends activities for community engagement	Implement activities for community engagement	N/A
Strategic Planning	Recommends and guides further growth and/or expansion as warranted	Implements recommendations for further growth and/or expansion after Board approval is secured	Board Governance Committee reviews any plans for expansion and recommends to full board for approval
PBIS – Behavioral Matrix, Scholar Dollars, Menu of Incentives, High-Fives/Catches, Check-In-Check-Outs, Code of Conduct	Recommends procedures and protocols for management of school culture	Implements procedures and protocols for management of school culture	Approves School’s Code of Conduct
Monthly Family Events, Annual Family, BBQ, Holiday Giving Tree, Can Food Drive	Recommends activities for Family Events	Implement and participate in activities for Family Events	N/A
Monthly Staff Social Events, End of Year Boat Ride, Holiday Staff Party, Teacher Appreciation Week	Recommends activities for Staff Social Events	Implement and participate in activities for Staff Social Events	N/A
School Uniforms and Uniform Swap	Set up protocols and procedures for implementation of and carrying out School Uniforms Swap	Implements protocols and procedures for implementation of carrying out Staff and School Uniforms Swap	N/A

“Staff /Scholar of the Month”	Set up protocols and procedures for carrying out Staff and Scholar of the Month events	Implements protocols and procedures for carrying out Staff and Scholar of the Month events	N/A
Parent Communication – Robocalls, Newsletters, Facebook, Website Announcements, DoDo Messages	Sets up systems for effective parent communication using multiple means	Implement systems for effective parent communication using multiple means	N/A
Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators. implemented the key design elements included in its charter.			
	CMO’s Responsibility	Staff Responsibility	Board Responsibility
Annual Audit	Secure procurement as required by law for an annual independent audit	Facilitates Audit	Reviews results of Audit Findings
Financial Policies	Provide recommended financial policies and procedures to ensure fiscal integrity and fiduciary responsibility	Implement Approved financial policies to ensure fiscal integrity and fiduciary responsibility	Review, adapt and approve recommended financial policies
Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with State law and generally accepted accounting practices.			
	CMO’s Responsibility	Staff Responsibility	Board Responsibility
Financial Procedures	Provide oversight of internal controls and protocols in ensuring financial procedures and fair presentation of financial statements.	Carries out recommended protocols and procedures for financial disbursements	Review, adapt, and approve recommended financial procedures
Grant Writing	Devise fundraising strategy in cooperation with Board and conduct fundraising activities on behalf of School.	Support CMO by taking actions requested by CMO	Accept the Grant Awards at a Board of Trustees Meeting
Budget	Prepare draft of School budget	Implement School Budget	Approve Budget

Financial Management Services	Provide financial management services in accordance with the School's Financial Policies and Procedures	Provide access to School bank accounts as necessary	Board of Trustees, Financial Committee, Oversight
Personnel Records	Maintain personnel records for the statutory limits--	Maintain personnel records	N/A
Student Records	Maintain student records for the statutory limits-	Maintain student records	N/A
Audit	Approval of auditor used for annual audit	Arrange and pay for annual audit	Board of Trustees, Financial Committee, to review Audit findings

Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.

	CMO's Responsibility	Staff Responsibility	Board Responsibility
Board Training	Secure appropriate training for board members.	School Leadership provides training for Board Members	Board Members engage in initial and annual training
Board Agenda Development and Report of Minutes	Recommend structure and review Board Agendas and Minutes	Develop monthly agenda and minutes as appropriate	Board Chair assists in the development of the monthly board agenda with school leadership
Board Calendar and School Calendar	Recommend and review Board Calendar and School Calendar	Implement Board Calendar and School Calendar	Approve School and Board Calendars
Development of Board Policy Manual	Provide recommended policy development	Review recommended policy and implement board-approved policies	Review and approve policies to govern school

Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

	CMO's Responsibility	Staff Responsibility	Board Responsibility
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Materials, Equipment, Etc.	Identify materials, equipment, and supplies	Order and Pay for materials, equipment, and supplies	Approve purchases over the identified threshold
Information Technology	Facilitate School's purchase and procurement of IT equipment and services (at School's expense); arrange for IT help; complete E-Rate application	Order and Pay for materials, equipment, and supplies	Approve purchases over the identified threshold
Facility	Identify a facility and negotiate lease, license, or purchase transaction to secure a facility for the School and assist School in securing facility financing	Arrange and supervise any minor improvements or repairs to the School's facility	Approve the negotiated lease or purchase of the building as well as any contracts for making repairs or improvements to the building
School Communications; Grievances	Provide School stakeholder with periodic written information or materials regarding School for receipt and review of complaints or grievances	Support development of school report	Review and approve policies for complaints and grievances
Principal and Head of Operations	Lead recruitment of Principal and Director of Operations. Responsible for the supervision, evaluation, discipline, retention, transfer, and termination of the Principal	Interview and hire principal, head of operations (with CMO's input))	Participate in the interview and hiring process of the Head of School
Human Resources – Staff Handbook, Substitute Handbook, Hiring Procedures, Mandatory Staff Training	Provide general human resources services to School	Review, revise, and update handbooks, hiring procedures, and mandatory staff training yearly. Review and revise benefits every 5 years or after renewal	N/A
Employee Benefit Plans	Initiate employee benefit plans and administer such plans	Cooperate with CMO in performing any necessary administrative tasks	Approve any changes to benefits packages

Personnel Records	Recommend and develop structure for required documentation for Personnel Files	Maintain personnel records as required	N/A
Hiring and Supervision of Leadership Team	Assist the Head of Operations in hiring. Approval rights over supervision, discipline, retention, transfer and termination of the leadership team	Head of School responsible for supervision, discipline, retention, transfer and termination of leadership team, subject to CMO approval	Participate in the interview and hiring process of the Administrative Team
Teachers, Administrators, and Other Personnel	Lead recruitment and screening of teachers, administrators, and other personnel	Interview and hire teachers, administrators, and other personnel	Sit on the Round 1 interview panel when available. Vote on appointments
Student Management System	Recommend and secure school management platform	Pay for the recommended school management platform	Approve the payment of the purchase of the school management platform
School Website	Provide platform for website	Maintain and update school website	N/A
Emergency Safety Plan	Provide template for writing the school safety plan	Develop and update the safety plan yearly. Develop a safety committee that meets regularly	Approve the safety plan yearly
Transportation	Secure transportation accessibility for students	Communicate with transportation department to share student information	N/A
Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.			
	CMO's Responsibility	Staff Responsibility	Board Responsibility

6 Point Plan for Increasing Student Achievements	Set up a culture of high expectations, articulate the curriculum, ensure best instructional practices, provide common benchmark assessments and interventions, and monitor progress	Carry out culture of high expectations, implement curriculum using best instructional practices, carry out benchmark assessments and provide interventions based on student progress that is monitored	N/A
Authentic Classroom Learning Environments	Create and design authentic classroom learning environments aligned to school's mission and vision as well as Common Core Standards	Adhere to the school's mission and design by using authentic environments to drive daily instruction	N/A
Balanced Literacy Approach - Literacy Focused	Develop a curriculum including best practices of Balanced Literacy	Implement best practices of Balanced Literacy through daily instruction and Unit Plans	N/A
Utilizing Technology to Enhance Instruction, Engagement and Learning	Provide state-of-the-art technology to enhance instruction, engagement, and learning	Utilize provided technology to enhance instruction, engagement, and learning	N/A

Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

	CMO's Responsibility	Staff Responsibility	Board Responsibility
Marketing	Market and advocate for School to promote School (enrollment, Fundraising, recruiting staff, and public relations)	Support CMO by taking actions requested by CMO	N/A
Student Recruitment and Enrollment	Design and implement with assistance of School student recruitment and enrollment procedures and applications	Implement recruitment and enrollment procedures and applications	Monitor Enrollment and Recruitment Targets

Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.			
	CMO's Responsibility	Staff Responsibility	Board Responsibility
School Reports	Assist School in preparing reports required to be submitted to the Authorizer	Submit reports required by Authorizer	Approved as Necessary
Compliance	With cooperation of School Board and School Leadership direct and oversee the School's legal and regulatory compliance	Work with CMO to ensure legal and regulatory compliance	Board Oversight
Service Provider	Lead/arrange the identification, selection, and contracting with service providers (e.g., transportation, auditing, payroll, custodial)	Enter contracts, as needed	Board Oversight
School Reports	Assist School in preparing reports required to be submitted to the Authorizer	Submit reports required by Authorizer	Board Oversight
Legal Services	Assist School arrange legal services	Arrange and pay for legal services	Board Oversight
Title Grants	N/A	Complete Title Grant Submissions	Board Review by Financial Committee
Charter Renewal Application and Expansion if appropriate	Guides the process	Executes the plan	Approves for submission
Facility Inspections and Safety Protocols – elevator, fire extinguisher, building, etc. C/O, Fire Inspection, etc.	N/A	Completes the necessary building requirements to operate	Approves the Inspections and Safety Protocols

Appendix P. Critical RTI Elements: A Checklist



Critical RTI Elements: A Checklist

The elements below are important components of the RTI model. Review each element and discuss how to implement it in your school or district:

Tier 1 Interventions: Evidence-Based & Implemented With Integrity		
<i>Tier 1: Classroom Interventions.</i> The classroom teacher is the 'first responder' for students with academic delays. Classroom efforts to instruct and individually support the student should be documented.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: High-Quality Core Instruction. The student receives high-quality core instruction in the area of academic concern. 'High quality' is defined as at least 80% of students in the classroom or grade level performing at or above gradewide academic screening benchmarks through classroom instructional support alone (Christ, 2008).	Inadequate or incorrectly focused core instruction may be an explanation for the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Intervention. The classroom teacher gives additional individualized academic support to the student beyond that provided in core instruction. <ul style="list-style-type: none"> • The teacher documents those strategies on a Tier 1 intervention plan. • Intervention ideas contained in the plan meet the district's criteria as 'evidence-based'. • Student academic baseline and goals are calculated, and progress-monitoring data are collected to measure the impact of the plan. • The classroom intervention is attempted for a period sufficiently long (e.g., 4-8 instructional weeks) to fully assess its effectiveness. 	An absence of individualized classroom support or a poorly focused classroom intervention plan may contribute to the student's academic delays.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about: <ul style="list-style-type: none"> • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly. 	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.

Tier 1: Decision Point: Teacher Consultation/Team Meeting		
<i>Decision Points:</i> At Tier 1, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 1: Classroom Teacher Problem-Solving Meetings. The school has set up a forum for teachers to discuss students who need Tier 1 (classroom) interventions and to schedule follow-up meetings to evaluate progress. That forum takes one of two forms: <ul style="list-style-type: none"> • <i>Consultant.</i> The school compiles a list of consultants in the school who can meet with individual teachers or grade-level teams to discuss specific students and to help the teacher to create and to document an intervention plan. • <i>Grade-Level Team.</i> The school trains grade-level teams to conduct problem-solving meetings. Teachers are expected 	If the school does not provide teachers with guidance and support in creating Tier 1 intervention plans, it cannot answer whether each teacher is consistently following recommended practices in developing those plans.



	to bring students to regularly scheduled team meetings to discuss them and to create and document an intervention plan.	
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Tier 2/3 Interventions: Evidence-Based & Implemented With Integrity		
<i>Tiers 2 & 3: Supplemental Interventions.</i> Interventions at Tiers 2 & 3 supplement core instruction and specifically target the student's academic deficits.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 2/3 Interventions: Minimum Number & Length. The student's cumulative RTI information indicates that an adequate effort in the general-education setting has been made to provide supplemental interventions at Tiers 2 & 3. The term 'sufficient effort' includes the expectation that within the student's general education setting: <ul style="list-style-type: none"> • A minimum number of separate Tier 2/3 intervention trials (e.g., three) are attempted. • Each intervention trial lasts a minimum period of time (e.g., 6-8 instructional weeks). 	A foundation assumption of RTI is that a general-education student with academic difficulties is typical and simply needs targeted instructional support to be successful. Therefore, strong evidence (i.e., several documented, 'good-faith' intervention attempts) is needed before the school can move beyond the assumption that the student is typical to consider whether there are possible 'within-child' factors such as a learning disability that best explain the student's academic difficulties.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 2/3 Interventions: Essential Elements. Each Tier 2/3 intervention plan shows evidence that: <ul style="list-style-type: none"> • Instructional programs or practices used in the intervention meet the district's criteria of 'evidence-based.' • The intervention has been selected because it logically addressed the area(s) of academic deficit for the target student (e.g., an intervention to address reading fluency was chosen for a student whose primary deficit was in reading fluency). • If the intervention is group-based, all students enrolled in the Tier 2/3 intervention group have a shared intervention need that could reasonably be addressed through the group instruction provided. • The student-teacher ratio in the group-based intervention provides adequate student support. NOTE: For Tier 2, group sizes should be capped at 7 students. Tier 3 interventions may be delivered in smaller groups (e.g., 3 students or fewer) or individually. • The intervention provides contact time adequate to the student academic deficit. NOTE: Tier 2 interventions should take place a minimum of 3-5 times per week in sessions of 30 minutes or more; Tier 3 interventions should take place daily in sessions of 30 minutes or more (Burns & Gibbons, 2008). 	Supplemental intervention programs are compromised if they are not based on research, are too large, or include students with very discrepant intervention needs. Schools cannot have confidence in the impact of such potentially compromised supplemental intervention programs.
<input type="checkbox"/> YES <input type="checkbox"/> NO	Tier 2/3 Interventions: Intervention Integrity. Data are collected to verify that the intervention is carried out with integrity (Gansle & Noell, 2007; Roach & Elliott, 2008). Relevant intervention-integrity data include information about:	Without intervention-integrity data, it is impossible to discern whether academic underperformance is due to the



	<ul style="list-style-type: none"> • Frequency and length of intervention sessions. • Ratings by the interventionist or an independent observer about whether all steps of the intervention are being conducted correctly. 	student's 'non-response' to intervention or due to an intervention that was poorly or inconsistently carried out.
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Decision Point for Tier 2: Data Analysis Team

Decision Points: At Tier 2, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Tier 2: Data Analysis Team. The school has established a Data Analysis Team at Tier 2 to evaluate the school-wide screening data collected three times per year and to place students who need Tier 2 interventions. The Data Analysis Team</p> <ul style="list-style-type: none"> • is knowledgeable of all intervention personnel and evidence-based programs available for Tier 2 interventions. • knows how to identify students who have failed to meet expected screening benchmarks • can use the benchmarks to estimate the risk for academic failure of each student picked up in the screening • is able to match identified students to appropriate interventions while providing students with sufficient instructional support. • can document the Tier 2 intervention set up for each student <p>NOTE: It is also recommended that the Data Analysis Team meet at least once <i>between</i> each screening period to review the progress of students on Tier 2 intervention, to apply screening benchmarks, and to decide for each student whether to maintain the current intervention, change the Tier 2 intervention, move the student to more intensive Tier 3 intervention, or (if improved) discontinue the Tier 2 intervention and transition the student to Tier 1 support alone.</p>	<p>If the school lacks a functioning Data Analysis Team, there are likely to be several important questions left unanswered, such as the following:</p> <ul style="list-style-type: none"> • Are screening data being used to bring consistency and objectivity to the selection of students who need Tier 2 intervention? • Are the intervention programs at Tier 2 'evidence-based'? • Is the progress of students receiving Tier 2 intervention reviewed every 6-8 instructional weeks to ensure that students don't remain in ineffective interventions and don't continue to occupy intervention 'slots' after they have closed the academic gap with peers?

Decision Point for Tier 3: RTI Problem-Solving Team

Decision Points: At Tier 3, the school has set up procedures for teachers and other staff to discuss students who need intervention, to analyze data about their school performance, to design intervention and progress-monitoring plans, and to schedule follow-up meetings on the student(s).

Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Tier 3: RTI Problem-Solving Team. The school has established an 'RTI Problem-Solving Team' to create customized intervention plans for individual students who require Tier 3 (intensive) interventions. The RTI Problem-Solving Team:</p> <ul style="list-style-type: none"> • has created clear guidelines for when to accept a Tier 3 student referral. • follows a consistent, structured problem-solving model during its meetings. • schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective. 	<p>The RTI Problem-Solving Team is the 'decision point' in the school that ensures that students with Tier 3 academic or behavioral needs receive interventions that are well-documented, well-implemented, and sufficiently intensive to match the student's serious deficits. Most Special Education Eligibility Teams use Tier 3</p>



	<ul style="list-style-type: none"> • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns. 	<p>Problem-Solving Teams as a quality-control mechanism and gate-keeper that prevents students from being referred for possible special education services until the school has first exhausted all general-education service options.</p>
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School-Wide Academic Screenings: General Outcome Measures and Skill-Based Measures		
<i>Peer Norms:</i> The school selects efficient measures with good technical adequacy to be used to screen all students at a grade level in targeted academic areas.		
Adequately Documented?	RTI Element	If this element is incomplete, missing, or undocumented...
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Selection of Academic Screening Measures. The school has selected appropriate grade-level screening measures for the academic skill area(s) in which the target student struggles (Hosp, Hosp & Howell, 2007). The selected screening measure(s):</p> <ul style="list-style-type: none"> • Have 'technical adequacy' as grade-level screeners—and have been researched and shown to predict future student success in the academic skill(s) targeted. • Are general enough to give useful information for at least a full school year of the developing academic skill (e.g., General Outcome Measure or Skill-Based Mastery Measure). • Include research norms, proprietary norms developed as part of a reputable commercial assessment product, or benchmarks to guide the school in evaluating the risk level for each student screened. 	<p>Academic screening measures provide a shared standard for assessing student academic risk. If appropriate gradewide academic screening measure(s) are not in place, the school cannot efficiently identify struggling students who need additional intervention support or calculate the relative probability of academic success for each student.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>Local Norms Collected via Gradewide Academic Screenings at Least 3 Times Per Year. All students at each grade level are administered the relevant academic screening measures at least three times per school year. The results are compiled to provide local norms of academic performance.</p>	<p>In the absence of regularly updated local screening norms, the school cannot easily judge whether a particular student's skills are substantially delayed from those of peers in the same educational setting.</p>

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CHARTER SCHOOL QUESTIONS AND ANSWERS

The questions and answers are provided for general informational purposes. The reader is encouraged to review the language of the statutes and to obtain legal advice before making important decisions.

Q. What are charter schools?

A. Charter schools are public, nonsectarian, independent schools that operate independently of a local or regional board of education pursuant to a state or local charter. Each charter school is considered a public agency for purposes of the Freedom of Information law and must be organized as a nonprofit entity. Conceptually, the goal for charter schools is to serve as centers for innovation and educational leadership to improve student performance and as a vehicle to reduce racial, ethnic and economic isolation. Charter schools may also have a specialized educational focus.

Q. Are charter schools public schools?

A. Yes. Although charter schools may be created by nonprofit entities or individuals, they are public in function and character. They must provide free, nonsectarian education to students enrolled, and must be accessible to all children, regardless of race, color, national origin, gender, religion, sexual preference, proficiency in English, physical or mental disability, or athletic achievement.

Q. How are charter schools governed?

A. A charter school is governed by a governing council consistent with the terms of its charter and state law. The law provides that applications to start new charter schools contain a description of the procedures to be used for the establishment of a governing council that includes teachers, parents and guardians of students, and the chairperson of the local or regional board of education of the town in which the charter school is located, or the designee of such chairperson, provided the designee is a member of the board of education or the superintendent of schools for the district and is responsible for the oversight of charter school operations. This governing body will act in much the same manner as a local school board. It will have overall responsibility for the operation and management of the school, including, but not limited to, its curriculum, the development of staff and student policies, staffing and financial operations. No member or employee of a governing council may have a personal or financial interest in the assets, real or personal, of the school. No member of a governing council shall concurrently serve on the governing council of another charter school or affiliated charter management organization.

Q. What laws are applicable to charter schools? Can any laws be waived?

A. Connecticut General Statutes (C.G.S.) § 10-66dd(b)(1) provides that, subject to certain limited exceptions, charter schools are subject to all federal and state laws governing public schools. All state and federal laws and regulations are applicable to charter schools. The State Board of Education (SBE) may waive, upon application, any provisions of law that are under its jurisdiction, except for those laws concerning mastery testing, school health and sanitation, equal access and discrimination, teacher certification, and collective bargaining. An application for a waiver should demonstrate why the granting of the waiver is necessary to the successful achievement of the mission and how it would assist in enhancing student achievement.

Q. What laws apply to discipline in charter schools?

A. All laws that apply to local and regional boards of education apply to charter schools unless waived. Therefore, charter schools must adopt policies that provide for the fair and consistent application of disciplinary policies and procedures, afford annual notice of such policies to all students and parents or guardians, comply with due process requirements in imposing discipline, and provide an alternative educational opportunity to students who are expelled when required.

Q. What is the difference between a local and state charter school?

A. A local charter school is a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located, as well as by the SBE. It is funded by the local school district. In addition, the SBE may approve, within available appropriations, a per-student grant not to exceed \$3,000 for each student enrolled in a local charter school. A state charter school is a new school approved by the SBE and funded by the state. All charter schools may receive and expend private or public funds, including funds from local or regional boards of education, for school purposes.

Q. How many charter schools are open?

A. Currently, there are 20 state charter schools and one local charter school operating.

Q. Are there limits on the number of charter schools that can be established?

A. No. In determining whether to grant a charter, the SBE must consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

Q. Can a charter school have multiple sites?

A. Yes.

Q. Can charters be granted for preschool and early childhood education?

A. Yes.

Q. Who can apply for a charter school?

A. A not for profit tax-exempt organization, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional education service center may apply to establish a charter school. The law provides that no nonpublic elementary or secondary school may be converted to a charter school and no group of parents providing home instruction may establish a charter school for such instruction.

Q. Who can attend a charter school?

A. Charter schools must allow open access to all students and may not discriminate on the basis of race, color, national origin, gender identity or expression, religion, national origin, sexual preference, disability, athletic performance or proficiency in the English language. However, enrollment may be limited to particular grade levels. If more students apply than there are seats available, students are admitted by lottery. Charter schools may only give preference to siblings enrolled in the school. The governing council of a state or local charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery, provided the state or local charter school has at its primary purpose an educational program designed to serve one or more of the following populations: students with a history of behavioral and social difficulties; students identified as requiring special education; students who are English language learners; or students of a single gender.

Q. Must the SBE give any preferences in granting charters?

A. Yes. The SBE must give preference to applicants:

- whose primary purpose is the establishment of education programs designed to serve one or more of the following student populations:
 - students with a history of low academic performance;
 - students who receive free or reduced-price lunches;
 - students with a history of behavioral and social difficulties;
 - students identified as requiring special education;
 - students who are English language learners;
 - students of a single gender;
- that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the student populations described above;
- whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner;
- that will serve students who reside in a priority school district, pursuant to Section 10-266p of the C.G.S., or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities; or
- to applicants for state charter schools that will be located at a worksite or that are institutions of higher education.

In determining whether to grant a charter, the SBE must consider the effect of the proposed school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

Q. If preference is given to an institution of higher education, must it be a Connecticut institution?

A. The law does not specify. Therefore, an application from any institution of higher education could be considered for a charter if all other requirements are met.

Q. Is it possible for an approved charter to take a year to plan?

A. Yes, the SBE shall grant charters for a period of up to five years and may allow the applicant to delay its opening for a period of up to one school year to allow for planning time. The five-year lifespan of the charter begins once the school opens.

Q. What assistance will be provided by the CSDE to charter school applicants?

A. The CSDE will provide technical assistance and answer questions concerning matters over which it has jurisdiction. To assist applicants in developing the charter school application, the CSDE recommends that all persons intending to submit an application attend the Bidders' Conference. For more information, please contact Robert Kelly, Charter School Program Manager, at robert.kelly@ct.gov or 860-713-6574.

Q. Are there limits on the number of students who can attend charter schools?

A. Yes. No more than 250 students or 25 percent of the enrollment of the school district in which the school is located may be enrolled in a state charter school, except that a kindergarten to Grade 8 school may enroll up to 300 students. The SBE may waive the enrollment requirements if the charter school applies to the SBE for an enrollment waiver and demonstrates a record of student achievement. The total student population in all state charter schools will be determined by the level of funding enacted by the General Assembly. There is no limit on the number of students who attend local charter schools.

Q. How selective can charter schools be as to admission?

A. Charter schools may not discriminate on the basis of race, color, national origin, gender, religion, sexual preference, disability, athletic performance or proficiency in the English language, but may limit enrollment to a particular grade level. If there is not space available for all students seeking enrollment, preference may be given to siblings, but, otherwise, charter schools must determine enrollment by a lottery. The governing council of a state or local charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery, provided the state or local charter school has at its primary purpose an educational program designed to serve one or more of the following populations: students with a history of behavioral and social difficulties; students identified as requiring special education; students who are English language learners; or students of a single gender.

Q. Does the *Sheff vs. O'Neill* desegregation case have any impact on charter schools?

A. Yes. Because of the *Sheff v. O'Neill* case, the charter school legislation was amended and charter schools are now a vehicle that may be specifically used to increase racial and ethnic diversity in the public schools. The applicant for a charter must now include, in its description of its admission criteria, procedures to promote a diverse student body and efforts to increase the racial and ethnic diversity of its staff. The SBE, in making its decision to grant a charter, must give preference to schools that will serve students who reside in a priority school district or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities. It must also consider the effect of a proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located.

Q. Must charters provide transportation for all students attending a charter school?

A. The local board of education of the school district in which the charter school is located must provide transportation services for the students of the charter school who reside in such school district, unless the charter school makes other arrangements for such transportation. A local board of education may provide transportation services to a student attending a charter school outside of the district in which the student resides, and, if it does so, may be reimbursed for a portion of its reasonable costs by way of its regular transportation grant.

Q. How is a charter school financed?

A. As the law is currently written, the state provides funding for state charter schools on a per pupil basis in the following amounts: \$11,525 for each student enrolled in the school per approved enrollment and additional support provided depending on student eligibility for free or reduced-priced meals and students identified as English learners.

The local or regional board of education of the school district in which the local charter school is located shall be responsible for the financial support of such local charter school at a level that is at least equal to the product of the per pupil cost for the fiscal year two years prior to the fiscal year for which support will be provided, multiplied by the number of students attending the local charter school in the current fiscal year. In addition, the State Board of Education may approve, within available appropriations, a per student grant to a local charter school in an amount not to exceed three thousand dollars for each student enrolled in such local charter school. Charter schools are eligible for competitive state grants administered by the CSDE and, in accordance with federal law, for any federal funds available for the education of pupils attending public schools.

Q. Is funding available to assist with school facility costs?

A. Competitively awarded grants are available to assist established state charter schools in financing school building projects and repayment of debt incurred for school building projects.

A local charter schools may receive grants of up to \$500,000 to assist with start-up costs. Such grants may be used to assist with school facility costs.

Q. Are charter schools eligible for Pre-K funding?

A. Yes.

Q. Can charter schools charge tuition?

A. No.

Q. Will charter schools be required to offer courses in all academic subjects, as required by C.G.S. § 10-16b?

A. Yes. The law requires that all state laws apply to charter schools unless a waiver is obtained. However, it also prohibits the granting of a waiver of the requirements of mastery testing. Therefore, even if the offering of a particular subject is waived, mastery test achievement in that area must be addressed.

Q. Who is responsible for providing services and paying the cost of educating special education students?

A. The local board of education in which the student attending a charter school resides must: hold the planning and placement team meeting for special education students; invite representatives from the charter school to participate; and pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school from all sources. The charter school is ultimately responsible for implementing the student's individualized education program; however, since the local school district is responsible for paying the reasonable cost for the program, charter schools are encouraged to work closely with the local district in providing services.

Q. Can charter schools enter into agreements with local school districts to provide special education services?

A. Yes.

Q. Do all teachers have to be certified?

A. Current legislation requires that at least 50 percent of educators serving in a charter school must hold a valid certificate (Initial, Provisional, or Professional Certificate) and the remaining 50 percent may hold other interim certificates, temporary certificates, permits or authorizations. Of the 50 percent allowed to serve under other certificates, permits or authorizations, legislation also allows for the issuance of a Charter School Educator Permit (CSEP). The Commissioner of Education may waive these requirements for any administrator or person providing instruction or pupil services employed by a charter school who holds a charter school educator permit, provided not more than 30 percent of the total number of administrators and persons providing instruction or pupil services hold the charter school educator permit for the school year. However, charter applicants are not eligible for consideration of this waiver. The Commissioner may consider requests for waivers of the certifying requirements only after: the school governance council has been established in accordance with Section 10-66bb, as amended, of the C.G.S.; and teachers and administrators for whom the waivers are sought have been identified and are able to demonstrate evidence of effectiveness.

Q. Do administrators have to be certified, and, if so, what certification is required?

A. Yes. Administrators must be certified as such, in accordance with Sections 10-145d-572 et seq. of the Regulations of Connecticut State Agencies, if they serve in a capacity that the regulations describe as administrative.

Q. Can the requirements of law concerning collective bargaining be waived?

A. No.

Q. Can charter school employees participate in teacher's retirement?

A. C.G.S. § 10-66dd(d) (1) provides that, qualified school professionals hired by a charter school prior to July 1, 2010 and employed in a charter school may participate in the state teacher retirement system on the same basis as if such professional was employed by a local or regional board of education. The governing council of a charter school shall make the contributions to the teachers' retirement system, as required under C.G.S. § 10-183b.

C.G.S. § 10-66dd(d) (2) provides that, qualified school professionals hired by a charter school on or after July 1, 2010, and who have not previously been employed by a charter school in this state prior to July 1, 2010, must participate in the state teacher retirement system on the same basis as if such professionals were employed by a local or regional board of education. The governing council of a charter school is required to make contributions to the teachers' retirement system for such professionals.

C.G.S. § 10-66dd(d) (3) provides that, any administrator or person providing instruction or pupil services in a charter school who holds a charter school educator permit issued by the SBE pursuant to C.G.S. § 10-145q shall participate in the state teacher retirement system under chapter 167a pursuant to C.G.S. § 10-66dd(d)(2) when such administrator or person providing instruction or pupil services

obtains professional certification pursuant to C.G.S. § 10-145b.

Q. How will charter schools be evaluated?

A. The governing council of a charter school must annually submit to the Commissioner a report on the school's progress in meeting the academic and organizational performance goals set forth in the charter, including a description of the following: (a) the educational progress of students in the school; (b) the financial condition of the school, including a certified audit statement of all revenues and expenditures; (c) the accomplishment of the mission and any specialized focus of the charter school; (d) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body; and (e) best practices employed by the school that contribute significantly to the academic success of students. Local charter schools must submit this report to the local or regional board of education for the school district in which the school is located. Additionally, each charter school must comply with the provisions of its charter and applicable laws or face probation or revocation of its charter. Students attending charter schools must also take the state assessments including the Connecticut Smarter Balanced Assessment, Next Generation Science Standard Assessment, Connecticut SAT School Day, Connecticut Alternate Assessment System for students with significant cognitive disabilities, LAS Links Assessment for English learners, and the Connecticut Physical Fitness Assessment, the results of which are must be included in a school's assessment of its students' performance. In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

- 1. School Performance:** Is the school a successful model resulting in strong student outcomes and a positive school climate?
 - 2. Stewardship, Governance and Management:** Is the school financially and organizationally healthy and viable?
 - 3. Student Population:** Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
 - 4. Legal Compliance:** Is the school acting in compliance with applicable laws and regulations?
- The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions.

Q. Can a charter be revoked?

A. Yes. The law provides that the SBE may revoke a charter at any time for the reasons specified in the statute. The Commissioner can place a charter school on probation for the reasons specified in the statute.

2025-2026 Program of Studies



Program of Studies

- POS is electronically available; most information within the Program is information the BOE has already approved through curriculum approvals or policy with the exception of courses that are slated to be finished this year
- Any changes from the 24-25 Program won't appear in the 25-26 Program until the BOE is informed
- Students will have access after the January BOE Meeting for course selection

BAIMS



BAIMS



Bristol Preparatory
Academy

Course Additions/Updates

Fine Arts

Theater for Social Justice - SCSU
Intro to Digital Photography - SCSU
Music Theory 1 - UCONN
Music Theory 2 - UCONN
History of American Popular Music - UCONN



[BristolCentral HS](#)

CTE

Accounting 1 - CSCC at Tunxis
Accounting 2 - CSCC at Tunxis
Advanced Personal Finance - CSCC at Tunxis
Cybersecurity (PLTW)-UNH
Introduction to Business 2 - CSCC at Tunxis
Marketing 2 - CSCC at Tunxis
CAD and Solid Modeling - CSCC at Tunxis
Civil Engineering & Architecture (PLTW)-RIT
Intro to Engineering Design (PLTW)-UNH
Principles of Engineering (PLTW)-UNH
Early Childhood Education 1 - CSCC at Tunxis
Early Childhood Education 2 - CSCC at Tunxis

Social Studies

Borders, States and Nations (CCSU)
Model United Nations



[Bristol Eastern HS Website](#)

Course Articulation

School Performance Index (SPI)

INDICATOR 5: POSTSECONDARY PREPARATION Indicator Max Points Percentage of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/IB/dual credit; or Two CTE courses in one of 17 career clusters; or Two workplace experience “courses” in any area.

INDICATOR 6: POSTSECONDARY READINESS Indicator Max Points Percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more college credits through dual credit coursework.

[Program of Studies 25-26](#)

[BPS High School Program of Studies Webpage](#)

Hosting example:

Date	Event
day 1 in the US	<u>Arrival: Air Italy 901</u> Arrival to JFK 4:40
day 2 in the US	<u>Weekend spent with the host family</u> Ideas:(contact each other so you can plan events as a team!) <ol style="list-style-type: none"> 1. All types of shopping (this includes clothes shopping, grocery shopping, etc.) 2. Movies 3. Fall events- fairs, pumpkin picking etc. 4. Bowling 5. School Events (games, etc.) 6. laser tag 7. Local places of interest 8. Lyman Orchards (or any local farms) 9. The outlets 10. Hartford or any local towns or cities
day 3 in the US	Arrive at BCHS for 7:30 <ul style="list-style-type: none"> ● Italian students attend period ½ with American Students ● At 9:00 American students accompany Italian students to the gym entrance ● Italian students take bus to Police station, City Hall and Memorial Boulevard ● Italian Students Return to BCHS for 12:00- there will be an announcement to pick up your exchange student when they arrive- students should attend classes with their partners for the rest of the day.
day 4 in the US	New York <ul style="list-style-type: none"> ● Drop off Italians at 6:50 at the gym entrance ● Rockefeller center and Rockefeller tower St. Patrick's Cathedral ● 9/11 memorial, time square, Broadway, time for shopping, and sightseeing ● Load Bus at 6:30
day 5 in the US	<u>Yale</u> <ul style="list-style-type: none"> ● Students will attend class with the American students until 12:00 then they will depart for New Haven
day 6 in the US	Boston <ul style="list-style-type: none"> ● Drop off Italians at 6:50 at the gym entrance ● 1st stop Harvard university/ shopping ● 2nd stop lunch Quincy market ● 3rd stop freedom trail ● 6:30pm leave Boston
day 7 in the US	Students will school all day with BCHS students
return	Departure ☺ flight 940 Air Italy

Example itinerary for the week in Italy

Day one in Italy	The american students and teachers arrive in Fano, at Piazzale della Giustizia Afternoon: Visit to Fano, the roman town, the theater, the cathedral, municipal buildings and library: guided tour
Day two in Italy	American and Italian students attend classes at Liceo Nolfi(Olivetti building): BREAK: The Principal's welcome, refreshments Afternoon: spent with the Italian partners
Day three in Italy	Full day with the host families Carnival parade, parties, visit to places of interest near Fano
Day four in Italy	Morning activity: first period of school, meet the mayor, press conference, 10:00 cooking class in Pesaro Afternoon: both Italian and American students go to San Marino
Day five in Italy	Florence(full day): only the American students and teachers Florence: visit the city, The Uffizi gallery (entrance at 1.30 pm); immersion in Florentine life- market, Piazza della Signoria , ponte Vecchio, Il Duomo
Day six in Italy	American students meet and head to the local market of Fano and attend full day of lessons
Day seven in Italy	American students and teachers go to Frasassi to visit the caves, have a family style lunch and then head to Loreto to see the cathedral Return to Fano at 5,00 pm to spend one last evening with the families
Return	The American students leave at around 8.30 am for Bologna airport.
Day one in Italy	The american students and teachers arrive in Fano, at Piazzale della Giustizia Afternoon: Visit to Fano, the roman town, the theater, the cathedral, municipal buildings and library: guided tour

One or Two Weeks Prior to arrival in Taormina	Complete Online Placement Test (do the best you can without aids, complete as much as you can)	
Day 1 Thurs	Depart U.S.	
Day 2 Friday	Transportation by bus at Airport and arrival at Pintadera	<p>Arrive – students picked up and brought to host families.</p> <p>Settle in at host families</p> <p>Dinner times with families vary</p>
Day 3 Saturday	8.00	<i>Optional Pintadera excursion to be planned</i>
Day 4 Sunday	9:00 a.m. to 5:00 p.m. Meet at bus terminal at 8:45 a.m.	<p>Bristol High School Group Excursion – guided in English</p> <p>– departure from Bus Terminal</p>
Day 5 Monday	<p>09.00</p> <p>9:30 AM to 11:00 AM</p> <p>11:00 AM to 11:30 AM</p> <p>11:30 AM to 1:00 PM</p> <p>2:00 PM to 4:00 PM</p> <p>4:00 PM</p>	<p>Corso “<u>Lingua</u>” - lingua & cultura italiana + guided tour of the historic district</p> <p>Social activity – <i>Sardinian card games</i></p>
Day 6 Tuesday	<p>9:30 AM to 11:00 AM</p> <p>11:00 AM to 11:30 AM</p> <p>11:30 AM to 1:00 PM</p> <p>2:00 PM</p>	<p>Language Classes</p> <p>Break</p> <p>Language Classes</p> <p>Italian gesture seminar</p> <p>Bus to the Naurghe Palmavera</p> <p>https://nuraghepalmavera.com/</p>

	6:00 PM	
Day 7 Wednesday	9:30 AM to 11:00 AM 11:00 AM to 11:30 AM 11:30 AM to 1:00 PM 4:00 PM 5:00 PM	Language Classes Break Language Classes Seminario – <i>Blue Zone and Slow Food</i> http://www.grottedinettuno.it/ <i>Visti to the Grotte di Nettuno</i>
Day 8 Thursday	9:30 AM to 11:00 AM 11:00 AM to 11:30 AM 11:30 AM to 1:00 PM 4:00 PM	Language Classes Break Language Classes Hands on Cooking Experience –
Day 9 Friday	TBD Depart	Airport transfer to return to the U.S. Ciao!



GLOBE

TRAVEL

SERVICE

BUSINESS TRAVEL MANAGEMENT

OUR BACKGROUND

Globe Travel has built a strong business on the foundation of excellent service to the market since 1975. Our organization is dedicated to providing each traveler with the best fares, courteous service and will always strive to meet the demanding needs of the ever changing travel market.

We are a full service travel management company that offers corporate travel, meeting and planning services, incentives, groups as well as leisure travel. Being a full service company allows us to maximize our resources to the benefit of all of our customers.



OUR PRIMARY RESOURCE

Our staff includes professionals with an average of over 25 years of experience in the travel industry. We have a dedicated team of corporate travel agents that will ensure our customers are the #1 priority. Our agents are second to none and always strive to maintain the highest quality of service. In addition, many of our employees have previously managed or owned travel businesses prior to joining our team.

OUR TECHNICAL RESOURCES

Globe Travel's reservation system is SABRE. This system is the most highly advanced airline computer reservation system in the world market. Sabre is operated by the Sabre Travel Information Network. With the various software products we have, we can continuously provide the most cost effective itineraries for your travelers.

OUR TRAVEL MANAGEMENT

Globe Travel has assisted many corporations to determine the level of control and configuration needed for their travel management program. Every corporation is different and that difference must be reflected in the program. We strongly believe in customizing our services to meet the needs of the customer. Our team will help create an effective Travel Policy that can give you proven savings on your bottom line travel expenses. We can also help to make changes to an existing policy to be sure current travel trends are being reflected.

Service Fees

- | | |
|---|---------------------|
| • Air or rail ticket, ticket exchanges or reissues | \$30.00 per ticket |
| • Mileage air ticket, mileage upgrade or airline coupon | \$45.00 per ticket |
| • Internet air ticket on non-airline site, e.g. Orbitz, etc | \$45.00 per ticket |
| • Hotel, car and limousine reservations only | \$25.00 per booking |
| • Passport renewals or visa processing assistance | \$25.00 per item |

OVERVIEW

- Extraordinary customer service
- Constantly monitoring all savings options
- Reliable cost effective travel reservation process – reflecting corporate travel policy
- Globe Travel Service will monitor all purchasing and act as central point of contact for all vendor contract negotiations
- Implement preferred air programs and offer preferred rates on hotels and cars
- Dedicated experienced team to service your travelers
- Access to worldwide travel assistance 24 hours a day, 7 days a week through our 24 hour after hours emergency service as well as an answering service which will allow a traveler to speak directly to the agent they booked with in case of an emergency
- Customized reports to reflect potential and proven savings
- E-ticket report – all unused non-refundable tickets will be captured and monitored through each individual travelers profile as well as a master report
- We also offer a vacation department to assist your employees with personal travel as well as a meeting planning department
- The scope of our services goes above and beyond your expectations by offering the personal touch to every reservation

“At Globe Travel we never promise more than we can deliver”



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8:30am – 5:30pm
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Branch Locations: Eagleview Employee Center 1 Mohegan Sun Blvd- Uncasville, CT 06382
Momentum Travel & Experiences 1 Mohegan Sun Blvd – Uncasville, CT 06382

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Pottery 3	Art	10-12	.5

Course Description:

Pottery 3 & 4 will allow students further to develop their skills and knowledge in the ceramic arts. In these new courses, students will use Pottery 1 & 2 skills to focus on self-expression and exploration of different media and develop mastery through portfolio preparation.

Aligned Core Resources:

N/A

Connection to the [BPS Vision of the Graduate](#)

- Meaningfully Contribute to a Global Society**
SOCIAL AND CROSS-CULTURAL SKILLS
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- GLOBAL AWARENESS
- Understand other nations and cultures
- Effectively Communicate in a Global Society**
COMMUNICATION
- Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Demonstrate Academic Knowledge and Skills**
CONTENT MASTERY
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- Successfully Employ Skills for Self-Sufficiency**
GOAL DIRECTED
- Set goals with tangible and intangible success criteria

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

Prerequisites: Pottery 1 and Pottery 2

[Pottery 3 Equity](#)

Standard Matrix

District Learning Expectations and Standards	Unit 1 - Review of Skills	Unit 2 - Open and Closed Forms	Unit 3 - Altering Forms	Unit 4 - Combining Handbuilt Forms with
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				Wheel-Thrown Forms
Creating				
VA:Cr1.1 Investigate, Plan, Make				x
VA:Cr2.1 Organize and develop artistic ideas and work	x	x		x
VA:Cr3.1 Refine and complete artistic work.			x	
Presenting				
VA:Pr4.1 Select, analyze, and interpret artistic work for presentation.				
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.		x		
VA:Pr6.1 Convey meaning through the presentation of artistic work.				
Responding				
VA:Re7.1 Perceive and analyze artistic work.		x	x	x
VA:Re8.1 Interpret intent and meaning in artistic work.				
VA:Re9.1 Apply criteria to evaluate artistic work.	x			
Connecting				
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	x		x	

Unit Links

Unit 1 - Review of Skills	2
Unit 2 - Open and Closed Forms	4
Unit 3 - Altering Forms	6
Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms	7

Unit Title:	
Unit 1 - Review of Skills	
Relevant Standards: Bold indicates priority	
<p>VA:Cr2.1.1a - Use multiple approaches to begin creative endeavors</p> <p>VA:Re9.1.1a - Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>VA:Cn11.1.1a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Re9.1 - How does one determine criteria to evaluate a work of art?</p> <p>Cn11.1 - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Re9.1 - People evaluate art based on various criteria</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
Students will create wares that will demonstrate their prior knowledge of pottery processes and techniques.	5 Classes
Family Overview (link below)	Integration of Technology:
Students will demonstrate their abilities to create both wheel and handbuilt artwork using prior knowledge of pottery techniques and skills learned in Pottery 1 and 2.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Centering, Cone Up, Cone Down, Center, Throw, cylinder, walls, base, rim, neck, shoulders, opening the dome, raising/pulling the sides compressing, pinch, coil, slab, modeling, plastic, leatherhard, bone dry, bisque ware, greenware, Glaze, underglaze, resist, texture, sgraffito, stencils	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Student work should all look the same Students should all be at the same level

Connections to Prior Units:		Connections to Future Units:	
Students have taken Pottery 1 and 2 as a prerequisite		All future units will be built upon skills reviewed in Unit 1	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Welcoming Interests & Identities 7.2 Optimize relevance, value, and authenticity</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>		<ul style="list-style-type: none"> ● Vary activities and sources of information so they can be: <ul style="list-style-type: none"> ○ Personalized and contextualized to learners' lives ○ Culturally relevant and sustaining ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups ● Provide tasks that allow for active participation, exploration, and experimentation. ● Offer options with varying modes of complexity or difficulty. ● Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition. 	
Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> ● recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Centering	I can exhibit the techniques used to center clay on the wheel.	Students will center a piece of clay on the pottery wheel. Students will display proper hand/body placement while centering.	Clay, wheel, sponge, water,

		Students will demonstrate the cone up and cone down techniques.	
Lesson 2 Cylinder	I can demonstrate proper techniques used to create a cylinder on the wheel.	Students will dome, open and pull up the walls of the clay. Students will create a cylinder on the pottery wheel that has a consistent thickness of the base, wall and rim.	Clay, wheel, sponge, water, rib tool, pin tool, modeling tool
Lesson 3 Hand Building	I can demonstrate how to use the pinch, coil and slab method of hand building	Demonstrate the use of two handbuilding techniques to create a functional combined form.	Clay, sponge, water, modeling tools, carving tools, scoring tools
Lesson 4 Surface Decoration	I can demonstrate understanding how to use a variety of media to create different finishes on my clay.	Finished wares demonstrate the intended use of media and intended planning.	Clay, banding wheel, sponge, water, brushes, various glazes
Lesson 5 Reflection	I can describe and reflect on the processes of throwing and handbuilding techniques.	Students can either write or verbally articulate the processes of throwing and handbuilding.	

Unit Title:

Unit 2 - Open and Closed Forms

Relevant Standards: Bold indicates priority

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Pr5.1.IIa - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Re.7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Essential Question(s):

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or

Enduring Understanding(s):

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies

<p>preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Re.7.1 - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Re.7.1 - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>
Demonstration of Learning:	Pacing for Unit
Students will create an “Open Form” and a “Closed Form” using both wheel thrown and hand building techniques.	14 Classes
Family Overview (link below)	Integration of Technology:
Students will create a variety of clay forms using both wheel thrown and handbuilding techniques to produce both Open and Closed form artwork. Students will be given specific learning criteria and use a variety of clay techniques to complete their artwork.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Open Form, Closed Form Elements of art, Principles of Design, Glazing and surface texture, Glaze, underglaze, resist, texture, sgraffito	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Thinking closed form has a lid. Thinking that thrown pieces are automatically open.
Connections to Prior Units:	Connections to Future Units:
Students will use the skills, processes, and techniques demonstrated in unit 1 to construct new forms.	Students will alter and combine forms in future units. They will use skills, processes, and techniques used in unit 1 and 2 to create more complex forms.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Expression & Communication 5.2 Use multiple tools for construction, composition, and creativity</p> <p>Building Knowledge 3.1 Connect prior knowledge to new learning</p>	<ul style="list-style-type: none"> Solve problems using a variety of strategies. Anchor instruction by linking to and activating relevant prior knowledge

Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.		An EL Can, with prompting and supports: <ul style="list-style-type: none"> use frequently occurring words and phrases 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Creating a handbuilt open form	I can demonstrate how to create a handbuilt open form.	The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, various modeling tools
Lesson 2 Throwing an open form	I can exhibit a wheel thrown open form.	The form demonstrates balance. The rim is the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, water, modeling tools, rib
Lesson 3 Creating a handbuilt closed form	I can demonstrate how to create a handbuilt closed form	The form demonstrates balance. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, various modeling tools
Lesson 4 Throwing a closed form	I can throw a closed form on the wheel	The form demonstrates balance. The rim is not the widest part of the form. Surface treatment demonstrates craftsmanship and creativity.	clay, sponge, water, modeling tools, rib
Lesson 5 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares.	The form demonstrates understanding of planning and implementation of specific surface decorations within given criteria.	Glaze, underglaze, brushes, banding wheel

Unit Title:

Unit 3 - Altering Forms

Relevant Standards: Bold indicates priority

VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Re.7.1.1a - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Cn11.1.1a - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Essential Question(s):

Cr3.1 - What role does persistence play in revising, refining, and developing work? How does art help us understand the lives of people of different times, places, and cultures? How do life experiences influence the way you relate to art?

Re.7.1 - How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Cn11.1 How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understanding(s):

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Re.7.1 - Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Demonstration of Learning:

Students will demonstrate an understanding of altered forms

Pacing for Unit

14 days

Family Overview (link below)

Students will create forms both hand built and wheel thrown that will be altered using a variety of tools and processes. Students will have the opportunity to explore different cultures in relation to pottery/ceramics and their similarities and differences.

Integration of Technology:

N/A

Unit-specific Vocabulary:

Foot, Ribbon Tools, loop tools, pin tools, trimming, Additive, Subtractive, altering, slip and score, Glaze, underglaze, resist, texture, sgraffito

Aligned Unit Materials, Resources, and Technology (beyond core resources):

N/A

Opportunities for Interdisciplinary Connections:

Anticipated misconceptions:

Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.		Altering forms ruins the original form. There is not cultural significance in pottery.	
Connections to Prior Units:		Connections to Future Units:	
Students have made a variety of forms using different methods of construction as well as techniques on the wheel. Students will use the techniques previously learned to create new forms.		By altering forms, students will be able to construct combined forms with more variety. Students will be able to demonstrate a more diverse use of surface decoration.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Languages & Symbols 2.3 Cultivate understanding and respect across languages and dialects</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>		<ul style="list-style-type: none"> Promote the opportunity to share cultures and backgrounds. Emphasize process, effort, and progress in meeting standards as alternatives to external evaluation and competition. 	
Supporting Multilingual/English Learners			
Related CELP standards:		CELP Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can, relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Trimming a foot	I can create a foot on my wheel-thrown form using effective trimming tools and techniques.	Students can identify and use trimming tools. Students trim the base of the vessel. The foot is centered and balanced.	Loop tools, ribbon tools, pin tools, wheel, sponge
Lesson 2 Additive and subtractive methods of altering forms	I can use additive and subtractive techniques to alter my forms.	Students can demonstrate additive techniques. Students can demonstrate subtractive techniques.	clay, pin tool, various modeling tools
Lesson 3 Creating feet to hand built pottery.	I can create and add feet to my hand-built pottery	The foot is centered, balanced, and securely attached.	clay, pin tool, various modeling tools

Lesson 4 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can use unique and creative surface decoration for my wares.	The student uses a variety of glaze and surface decoration techniques. Student's work demonstrates either implied or actual texture on their wares. Student's work demonstrates unique decorative surfaces on their wares using the Elements of Design or Principles of Art	
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Unit Title:	
Unit 4 - Combining Handbuilt Forms with Wheel-Thrown Forms	
Relevant Standards: Bold indicates priority	
<p>VA:Cr1.1.IIa - Individually or collaboratively formulate new creative problems based on student's existing artwork</p> <p>VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>VA:Re.7.1.IIa - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>Cr2.1 How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Re.7.1 How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Re.7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>
Demonstration of Learning:	Pacing for Unit
Students will plan and implement a unique artwork that consists of both thrown and handbuilt forms.	15 Classes

Students will apply surface decoration that is reflective of their prior knowledge and understanding of the media.	
Family Overview (link below)	Integration of Technology:
Students will plan and create a unique form by combining both thrown and handbuilt components. The students will decorate their artwork using appropriate media.	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Design, original, elements of art, principles of design, Pinch, Slab, Coil, Slip, Score, Thrown, form, Combine, hand built, thrown, Glaze, underglaze, resist, texture, sgraffito	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Interdisciplinary connections are woven into individual lessons. The subject of Pottery/Ceramics intrinsically includes the connection to science, math and history.	Because I am the artist this will be easy. Because I can create what I want this will be easy.
Connections to Prior Units:	Connections to Future Units:
In prior units, students have created multiple forms, altered forms, and used a variety of techniques for creating and finishing a work of art.	At the culmination of this unit, students will have the ability to create, combine and alter forms. They will be able to demonstrate a variety of surface decorations and finishes. They will be able to apply this knowledge on more independent works of art.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Strategy Development 6.2 Anticipate and plan for challenges</p> <p>Sustaining Effort & Persistence 8.2 Optimize challenge and support</p>	<ul style="list-style-type: none"> Use reflection prompts to anticipate challenges and encourage strategic planning. Use guides for breaking long-term goals into reachable short-term objectives Offer options for tools and scaffolds that align with the learning goal and promote agency.
Supporting Multilingual/English Learners	
Related CELP standards:	CELP Learning Targets:
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic

		expressions	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Exploring and developing ideas	I can generate ideas from a variety of sources to come up with creative and unique ideas. I can create a plan that includes a written list of tools, materials sketches.	Plan describes an original work of art and includes sketches and a written list of tools and materials	paper, writing and sketching implements, art resources (digital or paper), access to Smartboard or other inclusive technology
Lesson 2 Creating the handbuilt piece	I can implement my plan to create the handbuilt portion of my Vessel.	The finished handbuilt piece matches the planned description.	Clay, various modeling tools, glazes
Lesson 3 Creating the wheel thrown piece	I can implement my plan to create the wheel thrown portion of my Vessel.	The finished wheel thrown piece matches the planned description.	Pottery wheel, clay, various modeling tools, glazes
Lesson 4 Combining Handbuilt Pieces with Thrown Pieces	I can create a single ceramic piece incorporating both thrown and handbuilt techniques.	The final piece will demonstrate understanding and use of a plan coming together in a work of art.	clay, various modeling tools, glazes
Lesson 5 Surface Decoration	I can apply different surface decoration techniques effectively and appropriately. I can apply unique and creative surface decoration to my wares.	What role does persistence play in revising, refining, and developing work?	Glaze, underglaze, resits, texture tools, sgraffito tools

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Improv Comedy	Theater	9-12	0.5
Course Description:			
<p>In this course, students will learn improvisation principles and foundational skills, work together to play theater games and build improvised scenes, cultivate creativity and strengthen communication skills, and perform in a culminating improv show featuring short-form games and long-form scenes.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
NA (Smartboards, Chromebooks)		<p>Meaningfully contribute to a global society COLLABORATION</p> <ul style="list-style-type: none"> • Demonstrates ability to work effectively and respectfully with diverse teams • Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member <p>Successfully Employ Skills for Self-Sufficiency GOAL DIRECTED</p> <ul style="list-style-type: none"> • Set goals with tangible and intangible success criteria • Use time and financial resources wisely to meet goals, complete tasks, and manage projects • Balance tactical (short-term) goals • Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals <p>Effectively Communicate in a Global Society COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact • Communicate effectively in diverse environments (including becoming multi-lingual) 	
Additional Course Information:		Link to Completed Equity Audit	

Knowledge/Skill Dependent courses/prerequisites

NA **Improv Theater Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Ensemble Building through Foundations of Improv	Developing Improv Techniques and Ideas	Improvisation as Performance
Creating			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.			
TH:Cr2.1 Organize and develop artistic ideas and work.	x	x	x
TH:Cr3.1 Refine and complete artistic work.	x	x	x
Performing			
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	x		x
TH:Pr6.1 Convey meaning through the presentation of artistic work.			x
Responding			
TH:Re7.1 Perceive and analyze artistic work.			
TH:Re8.1 Interpret intent and meaning in artistic work.			
TH:Re9.1 Apply criteria to evaluate artistic work.			
Connecting			
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x	x
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			

Unit Links

Ensemble Building through Foundations of Improv	3
Developing Improv Techniques and Ideas	6
Improvisation as Performance	10

Unit Title:

Ensemble Building through Foundations of Improv

Relevant Standards: Bold indicates priority

TH:Cr2-II.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr5.1.III.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Essential Question(s):

Cr2 - How, when, and why do theatre artists' choices change?

Cr3 - How do theatre artists transform and edit their initial ideas?

Pr5 - What can I do to fully prepare a performance or technical design?

Enduring Understanding(s):

Cr2 - Theatre artists work to discover different ways of communicating meaning.

Cr3 - Theatre artists refine their work and practice their craft through rehearsal.

Pr5 - Theatre artists develop personal processes and skills for a performance or design.

Demonstration of Learning:

Use of terminology
Insightful and interesting character development
Commitment to character, story, and process

Pacing for Unit

10 classes

Family Overview (link below)

Students will learn the basics of improv and its foundation in the world of theater.

Integration of Technology:

SmartBoard for Slides
Computers for typing/researching

Unit-specific Vocabulary:

Improv, "Yes, And", Character, Act, Scene, Conflict, Objective, Timing, Blocking, projection, "turn out", stage

Aligned Unit Materials, Resources, and Technology (beyond core resources):

N/A

directions, stage positions (SR, SL, DC, etc), beat, endowment, offer, environment	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
ELA-Studying prompts and use of punctuation for interpretation	Improvisation is easy to do if you have acting experience
Connections to Prior Units:	Connections to Future Units:
“Beginning Acting” course work (prior classes, participation in productions, “Intermediate Acting”)	Terminology and fundamental technique to built personal strategies/tools that will be applied in the methodologies to the student in Unit 2
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<p>I can actively listen to others</p> <p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</p> <p>I can present basic information</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2 Icebreakers /ensemble building	I can cooperate as a creative team to make interpretive choices for a drama/theater work	Participation and demonstrated understanding/use of basic terminology Assessment: Participation Rubric	Icebreaker games
3-4 Acting fundamentals	I can participate in a variety of acting exercises and techniques that can be applied to rehearsal or drama/theater performance.	Participation and demonstrated understanding/use of basic terminology Assessment: Participation Rubric Acting Terms quiz	Word wall/terms quiz
5 What is improv? Discuss the early concepts of improv and play introductory theater games as ensemble-building techniques	I can utilize fundamental improv theater terminology	<ul style="list-style-type: none"> ● Identify fundamental improv acting techniques ● Use fundamental acting terminology Assessment: Participation Rubric	Participation Rubric Video clips of Improv scenes like “Whose Line...”
6-7 What is improv? Participate in introductory theater games as ensemble-building techniques	<p>I can define improv and its significance in theater and performance.</p> <p>I can discuss the roots of improv in commedia dell'arte, vaudeville, and later influences.</p>	<ul style="list-style-type: none"> ● Identify fundamental improv acting techniques ● Use fundamental acting terminology Assessment: Participation Rubric	Participation Rubric Terms Quiz Introduce a variety of games, including: <ul style="list-style-type: none"> ● “Scenes from a Hat” ● “Props” ● “Party Quirks” ● “Alphabet Scene” ● “Freeze” ● “Questions Only” IMPROV ENCYCLOPEDIA
8-10 Practicing Basic Improv	I can practice and develop spontaneous communication and listening skills.	Develop introductory improv techniques Assessment: Participation Rubric	Word assoc and other quick-time games

Unit Title:	
<h1>Developing Improv Techniques and Ideas</h1>	
Relevant Standards: Bold indicates priority	
<p>TH:Cr2-II.b - Cooperate as a creative team to make interpretive choices for a drama/theatre work.</p> <p>TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>TH:Pr4.1.I.b - Shape character choices using given circumstances in a drama/theatre work.</p> <p>TH:Cn10.1.III.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr2 - How, when, and why do theatre artists' choices change?</p> <p>Cr3 - How do theatre artists transform and edit their initial ideas?</p> <p>Pr4 - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>Cn10 - What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	<p>Cr2 - Theatre artists work to discover different ways of communicating meaning.</p> <p>Cr3 - Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Pr4 - Theatre artists make strong choices to effectively convey meaning.</p> <p>Cn10 - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
<p>Use of terminology Insightful and interesting character development Commitment to character, story, and process</p>	15 classes
Family Overview (link below)	Integration of Technology:
Students will use terms and advance their practice and understanding of improv tactics and performance	SmartBoard for Slides Computers for typing/researching
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Yes, And Character Scene Platform Conflict	NA

Suggestion Timing Blocking Environment Endowment Beat Follow the Fun Waffle, Environment, Endowment Improvisation	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
ELA	Improv is quick, simple, and funny
Connections to Prior Units:	Connections to Future Units:
Unit one provides the foundation for the skills developed here	Final performance unit is next; these skills provide the foundation for this upcoming learning and experience
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2	I can actively listen to others

<p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary I can present basic information</p>		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
<p>1-2</p>	<p>I can annotate and analyze how professional artists work their craft</p>	<p>Notes and reflection documents</p>	<p>Video clips of troupes like Upright Citizens and Second City</p>
<p>3 Introduce/ practice short-form improv games</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise in a devised game or activity using fundamental acting techniques <p>Assessment: Participation Rubric</p>	
<p>4 Practice Short-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise in a devised game or activity using fundamental acting techniques <p>Assessment: Participation Rubric</p>	<p>Intro/play a variety of games, including:</p> <ul style="list-style-type: none"> • “Scenes from a Hat” • “Props” • “Party Quirks” • “Alphabet Scene” • “Freeze” • “Questions Only” <p>Improv Encyclopedia</p>
<p>5 Introduce/pr actice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> • Improvise using fundamental acting technique in various forms of improv such as “Harold” and “Armando”. <p>Assessment: Participation Rubric</p>	
<p>6 Practice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<p>Improvise in a devised game or activity using fundamental acting techniques using long-form</p> <p>Work in groups to develop a cohesive long-form piece. Focus on narrative arcs, character relationships, and thematic elements.</p> <p>Assessment:</p>	

		Participation Rubric	
7 Introduce Social Justice/ "Guerilla Theater"	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> Improvise in a devised game or activity using fundamental acting techniques Assessment: Participation Rubric	https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
8 Practice a Guerrilla Theater Scene	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> Improvise in a devised game or activity using fundamental acting techniques Assessment: Participation Rubric	
9-11 Develop a "new" activity based on previous lessons	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Create a devised game or activity using fundamental acting techniques (choose long or short form, etc)	
12-14 Share activity	<p>Leader: I can articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>Participant: I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>Share small-group drama/theatre work, with peers as audience.</p> <p>Improvise in a devised game or activity using fundamental acting techniques</p> Assessment: Participation Rubric/rating sheets	
14-15 Festival of Games!	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	<p>Participate in a devised game or activity using fundamental acting techniques</p> Assessment: Participation Rubric	Various short and long activities, as well as peer-created "favorites".

Unit Title:

Improvisation as Performance

Relevant Standards: Bold indicates priority

TH:Cr2-II.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

TH:Cr3.1.I.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

TH:Pr4.1.I.b - Shape character choices using given circumstances in a drama/theatre work.

TH:Pr5.1.III.a - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

TH:Pr6.1.II.a - Present a drama/theatre work using creative processes that shape the production for a specific audience.

TH:Cn10.1.III.a - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Essential Question(s):	Enduring Understanding(s):
<p>Cr2 - How, when, and why do theatre artists' choices change?</p> <p>Cr3 - How do theatre artists transform and edit their initial ideas?</p> <p>Pr4 - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p>Pr5 - What can I do to fully prepare a performance or technical design?</p> <p>Pr6 - What happens when theatre artists and audiences share a creative experience?</p> <p>Cn10 - What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	<p>Cr2 - Theatre artists work to discover different ways of communicating meaning.</p> <p>Cr3 - Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Pr4 - Theatre artists make strong choices to effectively convey meaning.</p> <p>Pr5 - Theatre artists develop personal processes and skills for a performance or design.</p> <p>Pr6 - Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Cn10 - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
Commitment to character, story, and process Final Performance	~20 classes
Family Overview (link below)	Integration of Technology:
Students prepare for live performance by practicing in front of others and devising/performing an "Improv Night"	SmartBoard for Slides Computers for typing/researching
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Conflict Suggestion Environment Endowment Beat Waffle Endowment	Visual Art/Graphic art (program and posters etc)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Class “tour” will be inspired by the class content/course title	Improv is comedic
Connections to Prior Units:	Connections to Future Units:
Final performance-ready unit with prior units providing the foundation for this part of the experience	Improv provides a perfect foundation for ALL future acting as well as any event needing public engagement and teamwork.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.1 - Offer ways of customizing the display of information</p> <p>Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p>Expression and Communication 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p>Recruiting Interest 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> - Display information in a flexible format so that the following perceptual features can be varied - Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video - Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) - Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations) - Use web applications (e.g., wikis, animation, presentation) - Provide learners with as much discretion and autonomy as possible - Allow learners to participate in the design of classroom activities and academic tasks - Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals -
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses,	I can actively listen to others I can participate in short conversational and written exchanges on familiar topics using academic and

responding to peer, audience, or reader comments and questions.		domain specific vocabulary I can present basic information	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 Understanding Audience Dynamics and offers	I can <i>recognize and name</i> audience reactions to enhance my improv performance	Participate in conversations around viewing the videos and watching professionals work with audience offers Participation rubric	Video clips of improv performances and experts discussing audience interaction https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
2 Techniques for Audience Engagement	I can <i>respond</i> to audience reactions to enhance my improv performance	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	Video clips of improv performances and experts discussing audience interaction https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing
3-6 Game Selection and practice	I can use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	improvencyclopedia.com etc
7-8 Long Form Improv Practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
9 Short form Improv practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
10 Theater for Social Justice (Drama or Serio-Comedic)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	

Practice			
11 put together program and select games/activities for performance	Cooperate as a creative team to make interpretive choices for a drama/theatre work.	Assessment: Participation Rubric	Chromebooks for program etc
12-15 rehearse for classroom tour	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice Assessment: Participation Rubric	
16-18 classroom tour	I can share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates) Assessment: Performance rubric	
19-20 Rehearse for improv night	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice Assessment: Participation rubric	
Rehearse and prep tech for improv night	I can develop personal processes and skills for a performance or design.	Engaging in activities and being an active audience member for practice Assessment: Participation rubric	
Final Performance: improv night	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates) Assessment: Performance rubric	
Reflection		Reflection Document	

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Found Object Art	Art	9-12 BAIMS	0.5

Course Description:

In this course students will explore the concept that discarded or unwanted materials can be used within art. Students will explore various textures and sizes of recycled/found objects, and by utilizing those materials, create their own artwork. They will be able to analyze how placing objects into an assemblage, along with changing their color, alters a viewer's perception of those objects. This course will allow students to explore materials from their environment while connecting them to contemporary artists who use similar materials and processes.

Aligned Core Resources:

Connection to the [BPS Vision of the Graduate](#)

Demonstrate Academic Knowledge and Skills:

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively, use systems thinking
- Make sound judgements and decisions, identify, define and solve authentic problems and essential questions,
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations.

Meaningfully contribute to a global society:

COLLABORATION

- Demonstrates ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

 **Found object Art - Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Foundations of Found Object Art:	Principles of Design	Safe Use of Tools	From Historical to Modern	Collaboration and Large Assemblage	Critique and Problem Solving
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	How to Scavenge		and Materials	and Cultural Styles	e	
Creating						
VA:Cr1.1 Investigate, Plan, Make	x	x	x	x	x	
VA:Cr2.1 Organize and develop artistic ideas and work	x	x	x		x	
VA:Cr3.1 Refine and complete artistic work.	x					
Presenting						
VA:Pr.4.1 Select, analyze, and interpret artistic work for presentation.	x					x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				x	x	x
VA:Pr6.1 Convey meaning through the presentation of artistic work.				x		
Responding						
VA:Re7.1 Perceive and analyze artistic work.				x		
VA:Re8.1 Interpret intent and meaning in artistic work.						
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					x	

Foundations of Found Object Art: How to Scavenge	3
Principles of Design	5
Safe Use of Tools and Materials	8
From Historical to Modern and Cultural Styles	10
Collaboration and Large Assemblage	12
Critiquing, Problem Solving and Exhibiting	15

Unit Title:

Foundations of Found Object Art: How to Scavenge

Relevant Standards: Bold indicates priority

VA:Cr1.1.I - Use multiple approaches to begin creative endeavors

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.Ia - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr4.1.Ia - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

for presentation?	
Demonstration of Learning:	Pacing for Unit
Students will show understanding of scavenging and collection concepts for found object art as they are guided through various techniques to create themes around each assemblage.	8 Classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to scavenging concepts and techniques associated with found object art. Students will be guided through how to collect to assemble this sculptural style of art, as well as learn how to find material to create themes surrounding each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, Chromebooks/Computer, homework packets, pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
n/a	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Welcoming Interests & Identities 7.3 Nurture joy and play Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals	<ul style="list-style-type: none"> ● Incorporate opportunities for exploration, experimentation, and discovery ● Create space for learners to take pride in their accomplishments ● Incorporate storytelling ● Encourage organization of long-term goals into short-term objectives ● Display the goal in multiple ways

		<ul style="list-style-type: none"> • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.2 An EL can . . . participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<p>An EL can . . .with prompting and supports:</p> <ul style="list-style-type: none"> • actively listen to others • respond verbally and nonverbally to simple yes/no questions and some wh- questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
What is Found Object Art?	I can learn the basis of found object art, including how and what to collect, how to incorporate it into art.	I can watch and respond through a Q&A session or written response to a presentation based on scavenging for found objects for art.	Posters, handouts, chromebooks, off campus homework.
Materials and How to Scavenge	I can learn the importance and reasoning behind sculpture materials along with the methods of knowing how to find them.	I can scavenge three materials on campus for a small sculpture product.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Fundamentals of Assembling	I can learn basic planning and assemblage techniques, including, adhesives, wiring and other ways to build and attach.	I can perform small practice assemblage with pre-collected found objects.	Pre-collected found objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
<h1>Principles of Design</h1>
Relevant Standards: Bold indicates priority
<p>VA:Cr1.1.I Use multiple approaches to begin creative endeavors</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.II Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will show understanding of the related principles of design and their connection to scavenging and building found object art. Students will label their principles of design in their rough drafts, as well as, discuss their use during verbal assessments and artist statements..</p>	<p>7 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will be introduced to the principles of design and how they relate to found object art. Students will utilize the principle of design to collect materials and assemble their art to create sound and aesthetically pleasing works of art. be</p>	<p>n/a</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Principles of Design, Balance, Contrast, Emphasis, Rhythm, Movement, Pattern, Unity</p>	<p>Posters, handouts, Chromebooks/Computer, homework packets, sketchbooks, pencils, colored pencils, markers, Pre-collected objects, adhesives, wire and string, planning, sculpture model or motivational art.</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.</p>	<p>Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.</p>
Connections to Prior Units:	Connections to Future Units:

Students will continue to use their knowledge of the principles of design throughout the rest of the course.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Building Knowledge</p> <p>3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>3.3 Cultivate multiple ways of knowing and making meaning</p>		<ul style="list-style-type: none"> • Use multiple examples and non-examples to emphasize critical features. • Use cues and prompts to draw attention to critical features. • Highlight previously learned skills that can be used to solve unfamiliar problems. • Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media). • “Chunk” information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). • Remove unnecessary distractions unless they are essential to the instructional goal. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</p>		<p>An EL can... with prompting and supports:</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Principles of Design	I can learn and identify the elements of art and principles of design.	I can create a drawing response to the principles of design presentation.	Principles of design focused slides, handouts, chromebooks, homework packet
Applying the Principles of Design	I can learn application techniques to show understanding in how to incorporate the principles of design to create works of art.	I can create a drawing response to show evidence of learning the principles of design presentation. This will serve as a reference page for future assignments.	Principles of design focused slides, handouts, chromebooks, sketchbooks, pencils, colored pencils, markers.
Sculpture	I can learn assemblage techniques to	I can assemble a found art	Pre-collected objects,

Using the Principles of Design	create to show understanding in how to incorporate the principles of design in a three dimensional works of art.	sculpture based on three of the principles of design.	adhesives, wire and string, planning paper or sketchbook, sculpture model or motivational art.
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Unit Title:

Safe Use of Tools and Materials

Relevant Standards: Bold indicates priority

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.2.HSI Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Demonstration of Learning:

Students will show an understanding of the safe use of sculptural tools and materials through tool education and a series of live demonstrations. Upon learning safe tool techniques and practice, students will be asked to demonstrate tool and materials use in small and large group settings.

Pacing for Unit

2 Classes

Family Overview (link below)

Students will learn how to use tools and classroom materials safely through tool education guidelines and a series of live demonstrations. Students will receive time

Integration of Technology:

n/a

to practice and demonstrate what they have learned about tool and material safety.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Safety mask, protective gloves, proper cut method, installation		Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art building elements intersect with many aspects of other educational disciplines and problem solving ideas, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
n/a		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals		<ul style="list-style-type: none"> • Display the goal in multiple ways • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can... relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Tool Education and Safety	I can learn about the tools needed for sculpture assemblage and how to use them in a safe manner.	I can respond through Q&A or in written form to show understanding about education and tool safety.	Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
Tool Use Assessment	I can show physical evidence of what each tool is used for and how to safely utilize it	I can perform a small educational lesson to their	Cardboard or Chipboard, "Exacto" knife or scissors,

	for sculpture assemblage.	group/table about the appropriate use and care of a classroom tool.	cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
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Unit Title:

From Historical to Modern and Cultural Styles

Relevant Standards: Bold indicates priority

VA:Cr1.2.III Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Pr6.1.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re7.2.II Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

Re7.2 - Visual imagery influences understanding of and responses to the world.

Demonstration of Learning:

Pacing for Unit

Students will show understanding of found object art that directly relates to art through various time periods and different cultures by exploring web searches, creating evidence slides and through verbal explanations of each work of art.	10 Classes
Family Overview (link below)	Integration of Technology:
Students will learn how found object art directly relates to art of various time periods and different cultures. Students will explore and show learning through web searches, creating evidence slides and through verbal explanations of each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Cubism, Geometric abstraction, Constructivism, Dadaism Surrealism, Futurism, Formalism, Abstract Expressionism, Pop-Art, Minimalism, Land art, Installation art, Found object art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, chromebooks, homework packet,
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art in different cultures and over various time periods connect with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
Part of the found object art introduction will speak on the connection with the importance of finding this type of sculptural art in various cultures. Students will also be exploring the principles of design, comparing and contrasting and critiquing works of art from different time period and cultures.	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Bridge concepts with relevant analogies and metaphors. • Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).
Welcoming Interests & Identities 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> • Personalized and contextualized to learners' lives

		<ul style="list-style-type: none"> • Culturally relevant and sustaining • Socially relevant • Age and ability appropriate • Appropriate for different racial, cultural, ethnic, and gender groups 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>9-12.4 An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>		<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> • -determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events • with prompting and supports, verbally or nonverbally express an opinion about a familiar topic or event • using a limited number of words and phrases acquired in conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
History of Found Object Art	I can learn about found object art over a range of time periods.	I can create a slide show based on found object art from a previous time period all the way to modern today. Students can respond to their peers' presentations through Google Classroom.	Posters, handouts, chromebooks, homework packet
Cultural Found Object Art	I can learn about found object art from a variety of cultures.	I can research and create a building plan based on a specific culture and assemble a found object sculpture.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
Collaboration and Large Assemblage

Relevant Standards: Bold indicates priority	
<p>VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on the student's existing artwork.</p> <p>VA:Cr1.1.HSIII Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>VA:Pr5.1.HSII Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Cn11.1.HSI Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Cn11.1 - How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will show understanding of found object collaboration and large assembly through prior unit learning, including small group collaboration and assemblage practices and large assemblage preparation and rough draft planning. Students will perform their found object build and create an artist statement to show evidence of learning.</p>	<p>10 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will learn how to collaborate with their peers when creating an assembled found art sculpture. As a final project, students will build a large found object art work using prior unit knowledge while working in a</p>	<p>n/a</p>

group.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism		Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art assemblage intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Collaboration and assemblage directly relate to every unit throughout the found object art curriculum as working in groups to assemble sculpture art is this course's major goal and the students final assessment opportunity.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Building Knowledge 3.4 Maximize transfer and generalization		<ul style="list-style-type: none"> • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) to make learning more relatable. • Incorporate explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground). • Offer opportunities over time to revisit key ideas and linkages between ideas. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.2 An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		An EL can... with prompting and supports: <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

Collaboration Project	I can learn how to create and manage a group project.	I can work with others to complete a group task to help prepare materials for the next assemblage.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Large Assembled Sculpture	I can use previously learned techniques to help plan and create large scale sculptures.	I can be a part of a group that plans and assembles large scale sculptures.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:

Critiquing, Problem Solving and Exhibiting

Relevant Standards: Bold indicates priority

VA:Pr.4.1.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

Essential Question(s):

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Enduring Understanding(s):

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Demonstration of Learning:

Students will show a clear understanding of how to critique and problem solve by actively analyzing artworks using a structured approach, including using a question template, discussing their observations with peers, identifying areas for improvement, experimenting with techniques and materials to overcome challenges, and reflecting on their creative process to make informed adjustments. Students last performance will be to exhibit their art work.

Pacing for Unit

2 Classes

Family Overview (link below)

Integration of Technology:

Students will learn how to critique and problem solve by actively analyzing artworks. Students will experimenting with techniques and materials to overcome challenges, and reflect on their creative process and make changes. Lastly, students will learn how to exhibit their art work for an audience.		n/a	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Evaluate, analyze, critique, final product.		Handouts, Chromebook	
Opportunities for Interdisciplinary Connections:		Anticipated Misconceptions:	
Responding to the elements of found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Critiquing and problem solving directly relates to every unit throughout the found object art curriculum as creating art requires critiquing and problem solving at every corner. Students will be using these learned skills throughout each unit.		n/a	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Support opportunities to customize the display of information</p> <p>Expression and Communication 5.3 Build fluencies with graduated support for practice and performance</p>		<ul style="list-style-type: none"> • Color used for information or emphasis • Layout of visual or other elements • Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners). • Use multiple examples of novel solutions to authentic problems. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		An EI can... with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

<p>Analyze The Work: Critique and Problem Solve</p>	<p>I can use proper critiquing methods to analyze and problem solve my final product.</p>	<p>I can participate in a formal critique to help better understand strong and weak parts of a structure as well as problem solve how to strengthen the piece as a whole.</p>	<p>Handouts, Chromebook</p>
<p>Exhibiting The Work</p>	<p>I can understand how to display a work of art or works of art to show worth, theme or tell a story</p>	<p>I can hang artwork by a specific sequence, grouping or a particular perspective to evoke emotion or raise questions amongst an audience.</p>	<p>Display materials</p>



Course Title:	Content Area:	Grade Level:
Wellness for Intermediate Grades	Wellness	6-8

Course Description:

Welcome to **Skills-Based Health Education** for grades 6-8. This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.

Course Objectives

- **Understanding Health Concepts:** Learn about the importance of nutrition , personal hygiene, disease prevention, substance abuse awareness and prevention and the qualities of healthy relationships.
- **Developing Personal and Interpersonal Skills:** Enhance communication, decision-making, and goal-setting skills to foster healthy relationships and lifestyles.
- **Practicing Health-Enhancing Behaviors:** Engage in activities that encourage the adoption of lifelong healthy habits, balanced diets, and stress management techniques.
- **Promoting Safety and Preventive Measures:** Understand the significance of personal safety, disease prevention, and emergency response.

This course aims to empower students with the knowledge and skills necessary to lead healthy, balanced lives. By fostering a proactive approach to health education, we strive to build a foundation for lifelong wellness and positive health outcomes.

Aligned Core Resources:

RMC Health

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

None

Connection to the BPS Vision of the Graduate

Health Literacy

- Obtain, interpret and understand basic health information and services and use such
- information and services in ways that enhance health
- Understand preventative physical and mental health measures, including proper diet,
- nutrition, exercise, risk avoidance and stress reduction
- Understand basic public health and safety issues

Equity Curriculum Review

Standard Matrix for the Course

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Unit 1: Analyzing Influences	Unit 2: Accessing Information	Unit 3: Interpersonal Communication	Unit 4: Decision Making	Unit 5: Goal Setting	Unit 6: Self-Management	Unit 7: Advocacy				
Alcohol, Nicotine and Other Drugs (ANOD)											
1. ANOD 1.1.8 Identify healthy coping mechanisms and alternatives to substance use.		S									
2. ANOD 1.2.8 Distinguish between proper use and abuse of over the counter and prescription medicines.	S			S							
3. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.	P	P		P							
4. ANOD 1.4.8 Describe situations that could lead to the first time	P										

use of alcohol and other drugs.											
5. ANOD 1.5.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress.	S			S							
6. ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.		P									
7. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free.	S	S		P							
8. ANOD 1.8.8 Explain the risks associated with riding in a motor vehicle with someone who is under the influence of alcohol and other drugs and explore safe options.				S							
9. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	P	P		P							
Healthy Relationships (HR)											
HR 1.2.8 Identify various types of relationships (peer, family, romantic, professional, etc.).		P				P					
HR 1.3.8 Describe characteristics of healthy relationships (communication,			P								

Unit Links

Grade 6

1: Communication in MEH.....	12
2: Analyzing Influences of ANOD.....	16
3: Decision Making in HEPA.....	20
4: Accessing Info (SH/SAAP).....	23

Grade 7

1: Analyzing Influences in MEH.....	27
2: Goal Setting in HEPA.....	30
3: Communication in HR.....	33
4: Accessing Information in ANOD.....	36

Grade 8

1: Accessing Information in Disease, Injury and Violence Prevention.....	39
2: Advocacy in MEH.....	42
4: Self-Management in SH/SAAP.....	49

Grade 6

Unit Title

1: Communication in Mental and Emotional Health

Relevant Standards: Bold indicates priority:

IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health

IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict.

MEH 1.2.8 Recognize factors that increase self worth (recognizing strengths, growth mindset, confidence, competence).

MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies.

MEH 1.8.8 Describe characteristics of positive mental and emotional health.

MEH 1.15.8 Describe personal stressors at home, in school, and with friends.

MEH 1.16.8 Examine the risks of impulsive behaviors.

VP 1.1.8 Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Essential Question(s):

- How can effective communication contribute to supporting mental health and well-being?

Enduring Understanding(s):

Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.

Demonstration of Learning:

Pacing for Unit:

<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	<p>10 lessons</p>
<p>Family Overview (link below)</p>	<p>Application of technology:</p>
<p>Unit 1</p>	<p>N/A</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<ul style="list-style-type: none"> ● listen, speak, voice, body language, facial expressions, intent, engagement, inflection, tone, message, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, Wellness, physical health, mental health, emotional health, social health, character, self esteem, bullying, bystander, emotions, stress, anxiety 	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>N/A</p>	<ul style="list-style-type: none"> ● Other people's opinions determine my self-worth. ● Ignoring bullying will make it go away. ● Bullying is just a normal part of growing up. ● Talking about my anxiety will make people think I'm weak or crazy.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future units.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Checkpoint 7.3 Minimize threats and distractions.</p>	<ul style="list-style-type: none"> ● Establish Clear Expectations: Clearly communicate behavioral

	<p>expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions.</p> <ul style="list-style-type: none"> ● Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. ● Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. ● Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. ● Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. ● Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p>	<p>Level 1</p> <ul style="list-style-type: none"> ● I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> ● I can participate in short conversational and written exchanges on familiar topics and texts using

	<p>academic and domain specific vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key ideas
Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> • I can identify effective communication skills. • I can demonstrate active listening skills and communication blockers. • I can identify the context of a variety of communication situations.
2	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve conflicts.
3	<ul style="list-style-type: none"> • I can apply effective verbal communication skills to enhance mental emotional health.
4	<ul style="list-style-type: none"> • I can consider character traits when communicating with others • I can define the six pillars of Character and identify my own personal character traits.
5	<ul style="list-style-type: none"> • I can examine how my verbal/nonverbal communication skills impact others' self-worth. • I can define self esteem and identify the factors that impact self-worth.
6	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve conflicts in the bullying cycle • I can define the role of the bystander and explain the importance of the bystander in the prevention of bullying and conflict.
7	<ul style="list-style-type: none"> • I can identify a variety of communication strategies to remain calm in a variety of situations. • I can identify a variety of emotions and how expressing my emotions can impact others. • I can identify positive ways to deal with my emotions.
8	<ul style="list-style-type: none"> • I can demonstrate effective communication skills to express my needs. • I can define stress and identify common stressors in everyday life. • I can explain the difference between healthy and unhealthy ways of managing stress.
9	<ul style="list-style-type: none"> • I can demonstrate effective verbal and non verbal communication skills to enhance mental/emotional health. • I can define anxiety and describe its effects on overall Wellness. • I can describe positive coping skills for self and others.
10	<ul style="list-style-type: none"> • I can demonstrate the use of effective speaking strategies to resolve

	conflicts.
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Grade 6

Unit Title:	
2: Analyzing Influences of Alcohol, Nicotine and Other Drugs	
Relevant Standards: (Bold indicates priority)	
INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. INF 2.1.8 Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. ANOD 1.4.8 Describe situations that could lead to the first time use of alcohol and other drugs ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What are the factors that influence an individuals' decisions regarding drug use?• What are the consequences of drug use?	<ul style="list-style-type: none">• The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment	10 lessons

<ul style="list-style-type: none"> • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of technology:
Unit 2	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • influence, social norms, peer pressure, analyze, perception, values, community, impact, drug, Over the counter, prescription, illegal, legal, stimulant, depressant, nicotine, tar, carbon monoxide, respiratory system, E-cigarettes, vapor, aerosol, targeted, media, cannabis, perceptions, short term, long term, action plan 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Peer pressure only happens to people who are weak-willed. • I won't get addicted because I only vape when I'm with friends. • My friends vape, and they seem fine, so vaping must be safe.
Connections to Prior Units:	Connections to Future Units:
	The skill of Analyzing influences will be addressed in future grades
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary the methods for response and navigation	<p>Offer Multiple Means of Response:</p> <ul style="list-style-type: none"> -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such

	<p>as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments.</p> <p>Provide Scaffolded Support:</p> <ul style="list-style-type: none"> -Offer scaffolded support to help students develop their skills in different response methods. Start with simpler tasks and gradually increase complexity as students become more proficient. -Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways. <p>Model Different Response Methods:</p> <ul style="list-style-type: none"> -Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities. -Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom. <p>Utilize Technology:</p> <ul style="list-style-type: none"> -Incorporate technology tools and resources that support varied methods of response and navigation, -Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively. <p>Encourage Peer Collaboration:</p> <ul style="list-style-type: none"> -Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives. -Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.4 An EL can . . . construct appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>Level 1- I can match pictures of drugs (e.g., alcohol, nicotine, and prescription pills) with their labels and basic effects using a word bank.</p> <p>Level 2- I can use sentence frames such as "Alcohol can affect ___ because ___" to describe the impact of alcohol on the body.</p> <p>Level 3- I can write a short paragraph explaining how peer pressure influences decisions about drug use, using a word wall of key terms (e.g., peer pressure, influence, decision).</p>

Level 4. I can read a passage on the health risks of nicotine and create a cause-and-effect chart showing how it impacts different body systems.

Level 5- I can research the impact of advertising on youth drug use and present their findings in a brief essay or oral presentation, using evidence to support their claims.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> I can analyze how influences affect different outcomes of health behaviors
2	<ul style="list-style-type: none"> I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes.
3	<ul style="list-style-type: none"> I can define peer pressure and explain how it can influence behavior and decision-making. I can describe situations that could lead to the first time use of alcohol and other drugs. I can describe and apply strategies for resisting negative peer pressure.
4	<ul style="list-style-type: none"> I can analyze the role of peer pressure and apply strategies in the prevention of ANOD use. I can identify a variety of drugs and summarize the negative consequences of ANOD use on overall wellness.
5	<ul style="list-style-type: none"> I can identify factors that influence individuals' decisions to use nicotine/tobacco products. I can identify the harmful substances in tobacco and describe the short-term and long-term effects of its use on overall Wellness.
6	<ul style="list-style-type: none"> I can discuss the role of peer pressure in decisions related to vaping and strategies for resisting peer influence. I can identify the harmful substances in vapes and describe the short-term and long-term effects of its use on overall Wellness.
7	<ul style="list-style-type: none"> I can analyze the influence of advertising, marketing, and social media on perceptions of ANOD among young people. I can develop skills for critically evaluating messages and advertisements for making healthy choices for overall well-being.
8	<ul style="list-style-type: none"> I can explain how perceptions of norms influence attitudes and behaviors related to cannabis use among peers and in society. I can identify the short-term and long term effects of cannabis use on the body and brain.
9 and 10	<ul style="list-style-type: none"> I can identify and analyze influences related to the use of ANOD and predict the effect on overall Wellness. I can create an action plan that uses strategies to influence health practices and behaviors.

Grade 6

Unit Title:	
3: Decision Making in Healthy Eating and Physical Activity	
Relevant Standards: Bold indicates priority	
DM 5.4.8 Distinguish between healthy and unhealthy alternatives of a health-related decision. DM 5.6.8 Choose a healthy alternative when making a health-related decision. HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category. HEPA 1.3.8 Describe how to make healthy food choices when given options. HEPA 1.9.8 Understand how to read food labels for the purpose of limiting the consumption of fats, added sugar, and sodium	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">How can we make healthier decisions about nutrition?	<ul style="list-style-type: none">All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">RubricObservationWritten AssignmentExit Slip	9 lessons

<ul style="list-style-type: none"> • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, nutritional labels 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • I don't need to eat foods from all the food groups every day. • Healthy eating means giving up all my favorite foods. • The front of the package tells me everything I need to know.
Connections to Prior Units:	Connections to Future Units:
	The skill of decision making is addressed in future grades
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 9.1 Promote expectations and beliefs that optimize motivation	Set High Expectations: -Communicate high expectations for all students, regardless of their background, abilities, or prior academic performance. -Provide challenging but achievable learning goals that encourage students to strive for excellence and take ownership of their learning. Foster Growth Mindset: -Cultivate a growth mindset by promoting the belief that intelligence and abilities can be developed through effort,

perseverance, and effective strategies.

-Encourage students to view mistakes and setbacks as opportunities for learning and growth rather than failures.

Provide Feedback and Encouragement:

-Offer specific, constructive feedback that focuses on students' effort, progress, and improvement rather than solely on their achievements.

-Recognize and celebrate students' successes and milestones to reinforce their motivation and self-confidence.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.8 An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.

Learning Targets:

- Level 1** - I can name healthy foods and exercises with help from pictures and words.-
- Level 2**- I can ask and answer questions about healthy food choices, like "Is fruit a good snack?"
- Level 3**- I can explain how eating vegetables and exercising help keep me healthy by using a list of keywords.
- Level 4**- I can compare two meal choices and decide which is healthier by using a nutrition chart.
- Level 5**- I can write a paragraph about how daily exercise improves health, using facts from a health article.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none">● I can define different types of decisions and determine when a situation requires the application of an individual or collaborative decision-making process.● I can identify potential obstacles to healthy decision-making● I can utilize strategies to make healthy decisions.● I can identify the steps in the DECIDE model.
2	<ul style="list-style-type: none">● I can identify a variety of types of decisions that are made daily around nutrition.● I can identify and analyze the benefits of the food groups as listed by dietary guidelines.
3	<ul style="list-style-type: none">● I can identify personal obstacles in making healthy decision making in food choices.● I can identify the importance of eating a variety of foods from each food group
4 and 5	<ul style="list-style-type: none">● I can identify the importance of nutrients in making healthy food decisions.● I can define nutrients, macronutrients, identify the six essential Nutrients and explain the function for each Nutrient.
6	<ul style="list-style-type: none">● I can analyze a variety of food labels to make healthy food decisions.● I can identify the key components of a food label.
7-10	<ul style="list-style-type: none">● I can identify potential obstacles to health decision-making● I can utilize and prioritize Nutritional strategies to make healthy decisions.

Grade 6

Unit Title:	
4: Accessing Information on Sexual Health and Sexual Assault and Abuse Prevention	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services. AI 3.4.8 Access valid and reliable health information from home, school, or community. SH 1.1.8 Identify resources, products, services related to supporting sexual health. OWDP 1.1.8 Describe the benefits of good hygiene practices. SH 1.3.8 Describe reproductive body parts and their functions. SH 1.6.8 Explain how the most common STDs and HIV are transmitted. SH 1.11.8 Explain the significance of the physical changes in puberty. SAAP 1.5.8 Describe situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can we find reliable information to make informed decisions about health products, information, and services? 	<ul style="list-style-type: none"> To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project 	8 lessons

<ul style="list-style-type: none"> • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology
Unit 4	Student chromebooks
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Erin's Law, consent, sexual abuse, sexual harrassment, safe person, life cycle, adolescense, hygiene, puberty, hormones, female reproductive system, male reproductive system, HIV, AIDS 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Personal hygiene isn't that important; it's just about looking good. • Puberty is only about physical changes. • Boys and girls experience the same changes during puberty. • Only strangers can be sexual abusers. • If I don't talk about it, the problem will go away.
Connections to Prior Units:	Connections to Future Units:
	The skill of accessing information will be addressed in future units.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions.	<p>Establish Ground Rules and Respectful Communication:</p> <ul style="list-style-type: none"> -Establish clear ground rules for discussions and interactions that promote a safe and respectful learning environment. -Emphasize the importance of active listening, empathy, and confidentiality to create a space where students feel comfortable expressing themselves without fear of judgment or reprisal.

	<p>Provide Trigger Warnings:</p> <ul style="list-style-type: none"> -Before discussing potentially triggering topics, provide trigger warnings to alert students to the sensitive nature of the content and allow them to mentally prepare for the discussion. <p>Create a Safe Physical Environment:</p> <ul style="list-style-type: none"> -Arrange the physical space in a way that minimizes distractions and ensures students feel physically safe and comfortable during discussions. -Consider factors such as seating arrangements, lighting, and privacy to create a supportive environment conducive to open and honest dialogue. <p>Offer Confidentiality and Support:</p> <ul style="list-style-type: none"> -Reassure students that their privacy will be respected. -Provide information about support resources available both within the school community and externally, such as counseling services, hotlines, or advocacy organizations. <p>Use Sensitive Language and Terminology:</p> <ul style="list-style-type: none"> -Use inclusive and sensitive language when discussing topics related to sexual health and sexual assault to avoid triggering or stigmatizing students. -Provide definitions and explanations for terms and concepts to ensure clarity and understanding among all students, regardless of their background or prior knowledge. <p>Offer Alternative Participation Options:</p> <ul style="list-style-type: none"> -Recognize that some students may feel uncomfortable participating verbally in discussions about sexual health or sexual assault. -Provide alternative participation options, such as written reflections, anonymous question submissions, or small-group discussions, to accommodate diverse comfort levels and communication preferences.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.10 An EL can . . . make accurate use of standard English to communicate in grade appropriate speech	Level 1-I can match pictures with words for body parts and safety rules.

and writing.	<p>Level 2-I can ask and answer questions about where to find help for sexual health or safety.</p> <p>Level 3-I can explain how to find trusted adults or websites for information on sexual health.</p> <p>Level 4-I can compare two sources of information to decide which is more trustworthy.</p> <p>Level 5-I can write a short paragraph about how to stay safe and access help if needed, using facts from trusted sources.</p>
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Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can recognize the importance of accessing accurate and reliable information about personal health. ● I can understand the steps necessary to Access Valid and Reliable Health Education Resources. ● I can identify resources to support personal health.
2	<ul style="list-style-type: none"> ● I can evaluate the credibility of sources of information about life stages, considering factors such as authorship, evidence-based content, and potential bias. ● I can demonstrate the ability to use age-appropriate resources effectively to learn about the stages of life. ● I can define the stages of life and identify key characteristics and milestones associated with each stage of life.
3	<ul style="list-style-type: none"> ● I can demonstrate the ability to access age-appropriate products and services related to puberty and hygiene. ● I can recognize the importance of personal hygiene practices for maintaining physical health and well-being during puberty. ● I can define puberty and identify common physical and emotional changes that occur during this stage of development.
4	<ul style="list-style-type: none"> ● I can describe the reproductive body parts and their functions using medically appropriate terms.
5	<ul style="list-style-type: none"> ● I can recognize the importance of accessing accurate and reliable information about menstruation for understanding reproductive health. ● I can identify trusted sources of information about menstruation, products and resources. ● I can access valid and reliable information on menstruation from home, school, or community. ● I can define and describe the process of the Menstrual cycle.
6	<ul style="list-style-type: none"> ● I can evaluate the credibility of sources of information about HIV/AIDS. ● I can identify the causes and transmission methods of HIV. ● I can identify trusted sources of information about Erin's Law and sexual abuse prevention. ● I can describe situations and behaviors that constitute sexual mistreatment, harassment, and abuse as described in Erin's Law.
7	
8	<ul style="list-style-type: none"> ● I can identify when I need help or information to support my health. ● I can analyze the validity of help and information. ● I can locate and identify resources for valid help and information. ● I can make a plan to access reliable help and valid information. ● I can reflect on how valid and reliable resources enhanced my health.

Grade 7

Unit Title:	
1: Analyzing Influences in Mental and Emotional Health	
Relevant Standards: Bold indicates priority	
INF 2.2.8 Explain how personal values and beliefs influence personal health practices and behaviors. INF 2.4.8 Analyze how relevant influences of family, peers, culture, school, community, along with media and technology, affect personal health practices and behaviors. MEH 1.3.8 Recognize the connection between depression and suicidal ideation. HEPA 1.7.8 Differentiate between healthy eating and disordered eating. MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.8.8 Describe characteristics of positive mental and emotional health. MEH 1.14.8 Explain the causes, symptoms, and effects of depression, stress, and anxiety	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What factors influence mental health?• What is the impact of self and others on mental health?	<ul style="list-style-type: none">• The way we feel, think, and act is constantly being influenced by the people and things in our life. By learning how to analyze influences, we are empowered to take ownership of our well-being by thoughtfully and critically choosing if and how we engage with influences.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment• Exit Slip• Project• Journal Writing• Oral Presentation• Self/Peer Evaluations• Self Reflection• Common Assessment• Personal Conferencing	10 lessons

Family Overview (link below)	Integration of Technology:
Unit 1	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> influence, social norms, peer pressure, analyze, perception, values, community, impact, Wellness, physical health, mental health, emotional health, social health, bullying, bully, victim, bystander, upstander, stress, stressor, stress management, consequences, Mental health illnesses, stigma, anxiety, depression, suicide, trusted adult, body image, eating disorder, anorexia nervosa, bulimia, binge eating disorder, trusted adult 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> Bullying is just a part of growing up. Stress is always bad. People with mental illnesses are dangerous or should be feared. Anxiety is just about worrying too much. Depression is just feeling sad and can be overcome by thinking positively. Only girls are concerned with body image. Eating disorders are just about food and are a choice.
Connections to Prior Units:	Connections to Future Units:
Basic terms of mental and emotional health, like "stress," "emotions," and "coping," serve as a foundation for understanding more complex concepts such as mental illness, suicide, and the impact of social and environmental factors on well-being.	Mental and Emotional Health will be covered with the skill of Advocacy in 8th grade
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.2 Optimize relevance, value, and authenticity	<p>Connect to Real-World Contexts:</p> <ul style="list-style-type: none"> -Design learning experiences that are connected to real-world contexts, problems, and challenges relevant to students' lives and interests. -Provide examples, case studies, and scenarios that illustrate the practical applications and significance of the content being learned. <p>Offer Choice and Personalization:</p> <ul style="list-style-type: none"> -Provide students with options and opportunities to

explore topics, themes, or projects that align with their interests, goals, and experiences.

-Allow students to personalize their learning experiences by selecting resources, activities, or assignments that resonate with their individual preferences and learning styles.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

Learning Targets:

- Level 1-** I can match pictures of feelings with their names, like happy, sad, or angry.
- Level 2-** I can ask and answer questions about how friends or family affect my feelings.
- Level 3-** I can explain how social media can influence my emotions using keywords from a word bank.
- Level 4-** I can compare how different situations, like winning a game or losing a friend, affect mental health.
- Level 5-** I can write a paragraph about how family, friends, and media influence mental health, using evidence from an article.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can define internal and external influences and describe their impact on personal health factors and behaviors. ● I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes
2	<ul style="list-style-type: none"> ● I can identify my personal core values. ● I can identify negative and positive influences on my personal health and behaviors.
3	<ul style="list-style-type: none"> ● I can identify the Bullying Cycle and the impact it has on the Wellness of self and others. ● I can analyze factors that influence how I treat others.
4	<ul style="list-style-type: none"> ● I can identify the effects of stress on the mind and body. ● I can identify personal stressors in my life. ● I can examine how stressors can be a positive or negative influence on my behaviors and wellness.
5	<ul style="list-style-type: none"> ● I can identify consequences related to not managing stress in a healthy way. ● I can analyze factors that influence stress and create an action plan that utilizes appropriate coping strategies.
6	<ul style="list-style-type: none"> ● I can explain how mental health illnesses can impact the dimensions of wellness ● I can explain the causes, symptoms, and effects of depression, stress, and anxiety
7	<ul style="list-style-type: none"> ● I can identify warning signs for depression/ suicide. ● I can analyze the impact of seeking a trusted adult for those in need.
8	<ul style="list-style-type: none"> ● I can analyze different influences on body image. ● I can explain how body image can impact mental health in positive and negative ways.

9	<ul style="list-style-type: none"> • I can analyze how body image relates to eating disorders. • I can define different types of disordered eating.
10 Assessment	<ul style="list-style-type: none"> • I can define internal and external influences and describe their impact on personal health factors and behaviors. • I can analyze how a variety of influences connect to future health choices, behaviors, and outcomes

Grade 7

Unit Title:	
2: Goal Setting in Healthy Eating and Physical Activity	
Relevant Standards: Bold indicates priority	
<p>GS 6.2.8 Assess personal health practices.</p> <p>GS 6.3.8 Set a realistic personal health goal.</p> <p>GS 6.5.8 Apply strategies to overcome barriers to achieve a personal health goal.</p> <p>HEPA 1.1.8 Identify the importance of each macronutrient (fats, proteins, carbohydrates) and eating a variety of foods from each category.</p> <p>HEPA 1.10.8 Explain the relationship between access to healthy foods and personal food choices.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can people set and achieve nutrition goals for better health? 	<ul style="list-style-type: none"> • Goals challenge a person to grow and improve while empowering a person to act with intention and purpose.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	9 lessons
Family Overview (link below)	Integration of Technology:
Unit 2	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
<ul style="list-style-type: none"> SMART goal, achieve, measurable, attainable, relevant, time-phased, specific, assess, responsibility, Nutrition, Nutrients, Dietary Guidelines, essential, protein, water, vitamins, minerals, fats, carbohydrates, saturated, unsaturated, calorie, diet, fad diets, fast food, consumption 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> Fad diets are effective for long-term weight loss and overall health. Fast food is always unhealthy and should be completely avoided. Meal planning is time consuming and too hard to follow
Connections to Prior Units:	Connections to Future Units:
Prior knowledge in 6th grade of reading food labels helps in goal setting for healthy eating and physical activity by enabling individuals to make informed choices about nutrient intake, portion sizes, and calorie consumption to support their fitness goals.	The steps of goal setting will appear in many future areas, not just health education.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 6.1 Guide appropriate goal setting	<p>Demonstrate Goal-Setting: Show students how to break down long-term goals into manageable short-term objectives.</p> <p>Think Aloud: Verbally walk through the process of setting a goal, identifying obstacles, and planning steps to overcome those obstacles.</p> <p>Explicit Instruction: Teach students how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>Graphic Organizers: Use tools like goal-setting charts or templates to help students organize their thoughts and plans.</p> <p>Step-by-Step Guidance: Break down the goal-setting process into smaller steps and provide guidance at each stage.</p> <p>Regular Check-Ins: Schedule regular meetings to review students' progress towards their goals and adjust as needed.</p> <p>Reflection Activities: Implement activities that encourage students to reflect on their progress, challenges, and</p>

strategies.

Journals: Have students maintain goal-setting journals where they can track their progress and reflect on their experiences.

Positive Reinforcement: Encourage a growth mindset by celebrating progress and effort rather than just the achievement of goals.

Feedback: Provide constructive feedback that focuses on students' strategies and efforts, encouraging them to persist and adapt.

Individualized Goals: Help students set goals that are tailored to their individual needs, strengths, and interests.

Flexible Pacing: Allow students to set goals that align with their personal learning pace and style.

Supporting Multilingual/English Learners

Related [CELP standards](#):

6-8.10 An EL can ... make accurate use of standard English to communicate in grade appropriate speech and writing.

Learning Targets:

- Level 1**-I can match pictures of healthy foods and exercises with their names.
- Level 2**-I can ask and answer questions about my goals for eating healthy and being active.
- Level 3**-I can explain my goal for healthy eating and physical activity using sentence frames like "My goal is to ___ because ___."
- Level 4**-I can compare my current habits to my goal and explain what I need to change.
- Level 5**-I can write a plan with steps to reach my healthy eating and physical activity goals, using facts and details from a health lesson.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can identify my personal health practices that affect my overall wellness.
2	<ul style="list-style-type: none"> ● I can identify the importance of eating a variety of foods from each food group. ● I can identify an area in my nutritional habits that I can improve on.
3	<ul style="list-style-type: none"> ● I can analyze the risks of fad diets. ● I can create a personal health goal related to healthy eating.
4	<ul style="list-style-type: none"> ● I can articulate the relationship between access to healthy foods and personal food choices. ● I can analyze barriers to healthy eating and propose strategies to overcome them..
5	<ul style="list-style-type: none"> ● I can identify the potential health risks associated with frequent consumption of fast food. ● I can apply strategies to overcome barriers in making food choices.
6	<ul style="list-style-type: none"> ● I can identify strategies for making healthy food choices despite the presence of conveniently placed unhealthy options.
7	<ul style="list-style-type: none"> ● I can evaluate my access to healthy food options, demonstrate knowledge of nutritious

	food choices, and create a personalized health goal.
8	<ul style="list-style-type: none"> I can create an action plan outlining specific steps and strategies to achieve a personal health goal.
9 Assessment	<ul style="list-style-type: none"> I can create an action plan outlining specific steps and strategies to achieve a personal health goal.

Grade 7

Unit Title:	
3: Communication in Healthy Relationships	
Relevant Standards: Bold indicates priority	
<p>IC 4.1.8 Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>IC 4.4.8 Demonstrate healthy ways to manage or resolve conflict.</p> <p>HR 1.3.8 Describe characteristics of healthy relationships (communication, respect, trust, and boundaries).</p> <p>HR 1.5.8 Explain why it is wrong to tease others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).</p> <p>HR 1.6.8 Explore strategies to address unhealthy relationships.</p> <p>SAAP 1.7.8 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.</p> <p>SAAP 1.9.8 Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How do effective communication skills contribute to healthy relationships? What strategies can individuals use to improve their relationships? 	Being an effective communicator plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations Self Reflection Common Assessment 	8 lessons

<ul style="list-style-type: none"> Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> listen, speak, voice, body language, facial expressions, intent, inflection, tone, message, boundary, refuse, communicate, consent, permission, values, peer pressure, conflict, resolution, perspective, coping strategies, needs, wants, feelings, compromise, fair, negotiate, values, trust, respect, boundaries, open communication, blockers, STOP, refusal skills, conflict resolution styles, conflict resolution skills, Erin's Law, consent, sexual abuse, sexual harrassment, teasing, safe person, 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> There's a "right" and "wrong" way to communicate Texting is enough to maintain a strong friendship or relationship Good communication means always agreeing Avoiding conflict at all costs is better than confronting the issue Apologizing means admitting defeat
Connections to Prior Units:	Connections to Future Units:
Communication in mental and emotional health that was addressed in 6th grade focused on expressing and managing personal feelings and emotions, while communication in healthy relationships emphasizes effective listening, mutual respect, and understanding between individuals.	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 5.1 Use multiple media for communication	<ul style="list-style-type: none"> Multimedia Presentations: Allow students to use tools like PowerPoint, Prezi, or Google Slides to create multimedia presentations that include text, images, audio, and video. Visual Arts: Incorporate drawing, painting, infographics, and comics as methods for students to express their understanding. Collaborative Documents: Use platforms like Google Docs for collaborative writing and peer feedback.

	<ul style="list-style-type: none"> ● Rubrics for Media Projects: Develop rubrics that assess the quality of communication across different media, ensuring clear criteria for multimedia projects. ● Feedback and Revision: Encourage iterative processes where students receive feedback and revise their work using different media. ● Inclusive Practices: Ensure that all media options are accessible to students with disabilities, providing necessary accommodations and support. ● Resource Lists: Compile and share lists of tools and resources for creating multimedia projects.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.4 An EL can ...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>Level 1-I can match pictures of feelings with words like happy, sad, or angry.</p> <p>Level 2-I can ask and answer questions about how to talk kindly to friends and family.</p> <p>Level 3-I can explain how to use "I" statements to share my feelings, like "I feel __ when __."</p> <p>Level 4-I can compare healthy and unhealthy ways people communicate in relationships.</p> <p>Level 5- I can write a paragraph about how good communication helps build healthy relationships, using examples from class discussions.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can demonstrate a variety of strategies to effectively communicate to enhance health. ● I can rehearse healthy refusal / boundary setting strategies in a variety of scenarios
2	<ul style="list-style-type: none"> ● I can identify and describe the characteristics of a healthy relationship.
3	<ul style="list-style-type: none"> ● I can identify my personal conflict resolution style. ● I can identify healthy/unhealthy communication strategies in a variety of conflict resolution styles.
4	<ul style="list-style-type: none"> ● I can differentiate between healthy and unhealthy relationships and apply conflict resolution skills.
5	<ul style="list-style-type: none"> ● I can identify the steps in the STOP refusal strategy. ● I can rehearse a refusal /boundary setting strategy.
6	<ul style="list-style-type: none"> ● I can explain the importance of showing respect to all individuals and explain the consequences that teasing has on a person's overall wellness. I can examine the context of how hurtful comments are affecting others.
7	<ul style="list-style-type: none"> ● I can explain reasons why a person who has been sexually mistreated is not at fault. ● I can identify and seek help from a trusted adult for myself or others in a time in need.
8 Assessment	<ul style="list-style-type: none"> ● I apply my knowledge to demonstrate a variety of strategies to effectively communicate to enhance health through scenarios.

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Grade 7

Unit Title:	
4: Accessing Information in Alcohol, Nicotine and Other Drugs	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services</p> <p>AI 3.4.8 Access valid and reliable health information from home, school, or community.</p> <p>ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs.</p> <p>ANOD 1.6.8 Explain school policies and community laws about alcohol, nicotine, and other drugs.</p> <p>ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can people get reliable information about drugs and their effects? • How does having the right information help people make better choices about using drugs and reducing harm? 	<p>To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Rubric • Observation • Written Assignment • Exit Slip • Project • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	<p>8 lessons</p>

Family Overview (link below)	Integration of Technology:
Unit 4	Student Chromebooks
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, drug, stimulant, depressant, alcohol, binge drinking, blood alcohol content, cannabis, THC, vape, vaping, aerosol, laws, addiction, long term, short term, effects 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Library Media-</p> <ul style="list-style-type: none"> I can identify situations that I would need valid information I can analyze the criteria that makes a source valid 	<ul style="list-style-type: none"> Drinking alcohol is harmless and makes you cool or popular Vaping is not addictive Cannabis is harmless because it's natural and legal Experimenting with drugs won't affect my brain
Connections to Prior Units:	Connections to Future Units:
<p>The prior knowledge of analyzing the influences of alcohol, nicotine, and other drugs in 6th grade lays the foundation for 7th grade by helping students understand how to access reliable information and make informed decisions about these substances.</p>	<p>The skill of accessing information will be addressed in 8th grade.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Checkpoint 4.1 Vary the methods for response and navigation</p>	<p>Offer Multiple Means of Response:</p> <ul style="list-style-type: none"> -Provide students with various options for how they can respond to questions or demonstrate understanding. This could include verbal responses, written responses, drawings, gestures, or using assistive technology. -Encourage students to choose the response method that works best for them based on their strengths and preferences. -Allow for flexible response formats in assessments, such as multiple-choice questions, short answer questions, essays, oral presentations, or project-based assessments. <p>Provide Scaffolded Support:</p> <ul style="list-style-type: none"> -Offer scaffolded support to help students develop their skills in different response methods. Start with simpler

tasks and gradually increase complexity as students become more proficient.

-Break down tasks into smaller steps and provide clear instructions and examples to guide students through the process of responding in different ways.

Model Different Response Methods:

-Model different response methods for students to demonstrate how they can effectively communicate their understanding using various modalities.

-Provide opportunities for students to observe and learn from each other as they utilize different response methods in the classroom.

Utilize Technology:

-Incorporate technology tools and resources that support varied methods of response and navigation,

-Offer options for students to use assistive technology devices or software to navigate content and communicate their responses effectively.

Encourage Peer Collaboration:

-Promote peer collaboration and discussion to provide additional opportunities for students to share their ideas and perspectives.

-Assign group activities or cooperative learning tasks that require students to collaborate and communicate with their peers using different response methods.

Supporting Multilingual/English Learners

Related CELP standards:

6-8.4 An EL can ...
construct grade appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1**-I can match pictures of alcohol, nicotine, and other drugs with their names.
- Level 2**-I can ask and answer questions about where to get help for drug and alcohol problems.
- Level 3**-I can explain how to find trusted websites or people for information about drugs and alcohol.
- Level 4**-I can compare two sources of information to decide which one is more reliable.
- Level 5**-I can write a paragraph about how to find accurate information on alcohol, nicotine, and other drugs, using evidence from class materials.

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> • I can identify situations that I would need valid information. • I can analyze the criteria that makes a source valid.
2	<ul style="list-style-type: none"> • I can identify valid and reliable resources to access health information.

	<ul style="list-style-type: none"> • I can analyze a variety of resources to determine if they are reliable.
3	<ul style="list-style-type: none"> • I can use valid sources to analyze the negative consequences of consuming alcohol. • I can analyze negative consequences of underage drinking. • I can use valid sources to analyze the negative health effects of using alcohol on the mind and body.
4	<ul style="list-style-type: none"> • I can use valid sources to analyze the negative consequences of consuming Cannabis. • I can analyze negative consequences of underage Cannabis use.
5	<ul style="list-style-type: none"> • I can access valid information on school and community laws. • I can describe how unlawful actions can affect my social wellness. • I can describe community laws and policies related to the consumption of ANOD.
6	<ul style="list-style-type: none"> • I can identify various health effects from ANOD use on the development of the teen brain • I can utilize valid sources to identify the effects of drug use on overall Wellness.
7	<ul style="list-style-type: none"> • I can find valid information related to addiction. • I can identify the four stages of addiction.
8 Assessment	<ul style="list-style-type: none"> • I can identify valid and reliable resources to access health information. • I can analyze a variety of resources to determine if they are reliable.

Grade 8

Unit Title:	
1: Accessing Information in Disease, Injury and Violence Prevention	
Relevant Standards: Bold indicates priority	
<p>AI 3.1.8 Analyze the validity and reliability of health information, products, and services</p> <p>AI 3.4.8 Access valid and reliable health information from home, school, or community.</p> <p>ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).</p> <p>HEPA 1.6.8 Explain the importance of a healthy relationship with food (i.e., intuitive eating, moderation, food as fuel).</p> <p>OWDP 1.3.8 Describe the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management</p> <p>SIP 1.2.8 Define Digital Wellness and its impact on overall health.</p> <p>SAAP 1.10.8 Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can individuals access reliable information to effectively prevent diseases, injuries, and violence in their communities? What strategies can be used to promote informed decision-making and behavior change? 	<p>To take ownership of personal well-being it is often necessary to research health information, seek help or health services, and access health products. If we aren't able to distinguish what is accurate and relevant information, services, and/or products we risk accepting false information as truth, access improper care, and/or consume unhealthy or ineffective products.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations 	<p>9 lessons</p>

<ul style="list-style-type: none"> • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 1	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect, Drug, addiction, vaping, Chronic Disease, Nutrition, prevention, Salts, Sodium, /sugar, energy drinks, nutritional disease, digital wellness, digital safety 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Library Media-</p> <ul style="list-style-type: none"> • I can identify situations that I would need valid information • I can analyze the criteria that makes a source valid 	<ul style="list-style-type: none"> • Risky behaviors only affect the individual engaging in them • Privacy settings on social media platforms guarantee online safety.
Connections to Prior Units:	Connections to Future Units:
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students apply similar skills to finding reliable resources on disease, injury, and violence prevention, empowering them to make informed decisions about health and safety.	.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and providing comfortable seating. • Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task.

	<p>Provide individualized support for students who may struggle with self-regulation.</p> <ul style="list-style-type: none"> • Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. • Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>Level 1-I can match pictures of safety signs and health tools with their names. Level 2-I can ask and answer questions about where to get help to stay safe and healthy. Level 3-I can explain how to find trusted websites or people for information about disease, injury, and violence prevention. Level 4-I can compare two sources of information to decide which one is more reliable for staying safe and healthy. Level 5-I can write a paragraph about how to find accurate information on disease, injury, and violence prevention, using evidence from class materials.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> • I can identify the skill cues for accessing information.
2	<ul style="list-style-type: none"> • I can identify reliable online sources. • I can articulate the negative effects of vaping on overall wellness.
3	<ul style="list-style-type: none"> • I can analyze health information from multiple sources. • I can list the consequences obesity has on wellness. • I can determine factors that contribute to obesity.
4	<ul style="list-style-type: none"> • I can apply evidence-based health information to synthesize the effects that salt, sugar, and caffeine have on the body.
5	<ul style="list-style-type: none"> • I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
6	<ul style="list-style-type: none"> • I can use effective online search strategies to find accurate and reliable health information. I can use evidence-based information to demonstrate learning of nutritional diseases.
7	<ul style="list-style-type: none"> • I can evaluate website credibility. I can understand ways to recognize online threats and protect personal information. • I can describe ways in which technology impacts physical and emotional wellness of self and others.
8	<ul style="list-style-type: none"> • I can identify reliable sources.

	<ul style="list-style-type: none"> I can utilize search techniques to find appropriate information. I can assess website credibility.
9	<ul style="list-style-type: none"> I can identify reliable sources. I can utilize search techniques to find appropriate information. I can assess website credibility.

Grade 8

Unit Title:	
2: Advocacy in Mental Health Education	
Relevant Standards: Bold indicates priority	
<p>AV 8.2.8 Persuade others to make positive health choices.</p> <p>AV 8.4.8 Demonstrate how to adapt positive health-related messages for different audiences.</p> <p>VP 1.2.8 Describe short- and long term consequences of violence to perpetrators, victims, and bystanders.</p> <p>MEH 1.3.8 Recognize the connection between depression and suicidal ideation.</p> <p>MEH 1.11.8 Summarize feelings and emotions associated with loss and grief.</p> <p>MEH 1.13.8 Describe how mental and emotional health can affect health-related behaviors.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How can effective advocacy promote awareness, acceptance, and access to resources for mental health support? What role do individuals play in advocating for themselves and others? 	Learning how to advocate empowers individuals to enhance their personal well-being, while also giving them the tools to help boost the well-being of others.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project Journal Writing Oral Presentation Self/Peer Evaluations Self Reflection Common Assessment Personal Conferencing 	10 lessons
Family Overview (link below)	Integration of Technology:
Unit 2	N/A

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> problem, issue, advocate, challenge, obstacle, research, evidence, affected, persuade, support, Bullying, bully, victim, bystander, upstander, advocacy, mental illness, anxiety, depression, bipolar, ptsd, suicide awareness, grief, trusted adult 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> It's not my place to intervene in someone else's problems Talking to someone about their mental health will only make things worse If someone is suicidal, they won't actually go through with it Grieving should be done alone and in private
Connections to Prior Units:	Connections to Future Units:
<p>Prior knowledge of communication in mental and emotional health and analyzing influences helps students understand the importance of advocating for mental health by recognizing how open dialogue and external factors affect well-being, enabling them to support and promote mental health awareness and resources.</p>	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Checkpoint 7.2 Optimize relevance, value, and authenticity</p>	<ul style="list-style-type: none"> Real-Life Applications: Design assignments and projects that have real-world applications, such as solving community problems or addressing current events. Guest Speakers: Invite professionals from various fields to speak about how the subject matter applies in their careers. Interest Surveys: Conduct surveys or discussions to learn about students' interests and incorporate those interests into the curriculum. Choice-Based Assignments: Provide options in assignments and projects that allow students to explore topics they are passionate about. Authentic Texts and Resources: Use materials like news articles, primary source documents, or scientific journals that are relevant and up-to-date. Project-Based Learning (PBL): Implement PBL where students work on projects that address real-world challenges and present their findings to an authentic audience. Interactive Tools: Use technology to create interactive and engaging learning experiences, such as virtual field trips or simulations.

	<ul style="list-style-type: none"> ● Multimedia Projects: Allow students to create multimedia projects, like videos or podcasts, to express their learning in dynamic and relevant ways. ● Responsive Teaching: Be responsive to students' feedback and be willing to adjust teaching strategies to make learning more relevant and engaging.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
6-8.6 An EL can . . . analyze and critique the arguments of others orally and in writing.	<p>Level 1-I can match pictures of feelings with words like happy, sad, or scared.</p> <p>Level 2-I can ask and answer questions about how to get help for mental health needs.</p> <p>Level 3-I can explain how to tell a trusted adult if I or a friend needs mental health support.</p> <p>Level 4-I can compare different ways to advocate for mental health, like talking to a teacher or calling a helpline.</p> <p>Level 5-I can write a letter or create a presentation to advocate for better mental health support in my school or community.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can learn the steps on persuading others to make positive health choices. ● I can determine obstacles that may get in the way of making positive choices. ● I can identify obstacles when finding resources for myself and others
2	<ul style="list-style-type: none"> ● I can describe how advocating for others benefits the health and well-being of everyone in my community. ● I can analyze how to advocate health related messages to different audiences.
3	<ul style="list-style-type: none"> ● Describe short- and long term consequences of violence to perpetrators, victims, and bystanders. ● I can describe the short/ long term consequences for all parties involved in the bullying cycle.
4	<ul style="list-style-type: none"> ● I can describe ways to advocate for the education of mental and emotional health ● I can describe a variety of common mental illnesses
5	<ul style="list-style-type: none"> ● I can identify necessary situations related to mental health when advocacy is needed. ● I can describe how mental illness affects my feelings, behaviors and choices.
6	<ul style="list-style-type: none"> ● I can determine the best way to advocate for myself if I'm feeling depressed. ● I can determine the best way to advocate for a friend or family member who is experiencing depression.
7	<ul style="list-style-type: none"> ● I can recognize the connection between depression and suicidal ideation. ● I can identify warning signs of depression and suicide.
8	<ul style="list-style-type: none"> ● I can model the skill cues of advocacy while supporting others in times of grief. ● I can identify the stages of Grief.
9-10	<ul style="list-style-type: none"> ● I can identify the steps of advocacy for myself and others. ● I can determine obstacles that may get in the way of making positive choices.

Grade 8

Unit Title:	
3: Decision Making in Alcohol, Nicotine and Other Drugs	
Relevant Standards: Bold indicates priority	
DM 5.3.8 Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. DM 5.5.8 Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. VP 1.6.8 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian. ANOD 1.3.8 Summarize the negative consequences of using alcohol and other drugs. ANOD 1.7.8 Determine the benefits of being alcohol, nicotine and other drug-free. ANOD 1.9.8 Describe short- and long-term physical, social and emotional effects of using ANOD's (e.g., effects on organs, including brain, peer relationships, family relationships, self-esteem).	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none">• What factors influence individuals' decisions regarding drug use?• How can informed decision-making skills be developed to promote healthy choices?	<ul style="list-style-type: none">• All day, everyday we make conscious and unconscious decisions. Along with each and every choice comes a consequence that we have to live and deal with. By learning how to make healthy decisions, we limit the risk of negative and adverse outcomes and can take ownership of our well-being.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none">• Rubric• Observation• Written Assignment• Exit Slip• Project• Journal Writing• Oral Presentation• Self/Peer Evaluations	9 lessons

<ul style="list-style-type: none"> • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 3	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • decision, consequence, outcome, predict, reflect, help, hinder, healthy, unhealthy, personal safety, responsibility, risky behaviors, risky situations, abstaining, drug, illegal, legal, OTC, prescription, stimulant, depressant, hallucinogen, narcotic, fentanyl, opioids, club drugs, inhalants, anabolic steroids, chemical dependency 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Peer pressure is the only reason people try drugs or alcohol • Substance use is a personal choice with no broader consequences • Prescription drugs are safer than illicit drugs • Illegal drugs are more dangerous than legal substances: • It's easy to quit using drugs or alcohol once you start
Connections to Prior Units:	Connections to Future Units:
Prior knowledge of accessing information on alcohol, nicotine, and other drugs (ANOD) helps students make informed decisions in 8th grade by using reliable resources to evaluate the risks and consequences of substance use.	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 3.4 Maximize transfer and generalization	<ul style="list-style-type: none"> • Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps) • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) • Provide explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground)

<p>Checkpoint 9.2 Facilitate personal coping skills and strategies</p>	<p>Provide differentiated models, scaffolds and feedback for:</p> <ul style="list-style-type: none"> ● Managing frustration ● Seeking external emotional support ● Developing internal controls and coping skills ● Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas I am struggling in?” rather than “I am not good at math”) ● Use real life situations or simulations to demonstrate coping skills
<p>Related CELP standards:</p>	<p>Learning Targets:</p>
<p>6-8.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>Level 1-I can match pictures of alcohol, nicotine, and other drugs with their names. Level 2-I can ask and answer questions about good and bad choices related to drugs and alcohol. Level 3-I can explain how to make a safe decision about drugs using a decision-making chart. Level 4-I can compare the outcomes of good and bad decisions about using alcohol, nicotine, and other drugs. Level 5-I can write a paragraph about how to make healthy choices about drugs, using facts and examples from class materials.</p>
<p>Lesson Sequence</p>	<p>Learning Target</p>
<p>1</p>	<ul style="list-style-type: none"> ● I can define each step of the DECIDE model. ● I can explain how influences affect health-related decisions. ● I can explain appropriate steps toward ensuring personal safety and responsibility in the presence of firearms and other weapons.
<p>2</p>	<ul style="list-style-type: none"> ● I can predict the potential consequences of a health-related decision. ● I can summarize the benefits of being substance-free. ● I can describe how addiction can affect wellness.
<p>3</p>	<ul style="list-style-type: none"> ● I can recognize the legal consequences and potential long-term implications of using illegal drugs.
<p>4</p>	<ul style="list-style-type: none"> ● I can consider how personal values influence decision making regarding drug use and avoidance.
<p>5</p>	<ul style="list-style-type: none"> ● I can recognize the importance of critical thinking and resisting peer pressure in making informed decisions.
<p>6</p>	<ul style="list-style-type: none"> ● I can demonstrate understanding of the risks associated with prescription painkillers and apply critical decision-making skills to make informed choices.
<p>7-9</p>	<ul style="list-style-type: none"> ● I can demonstrate understanding of the risks associated with ATOD use and apply critical decision-making skills to make informed choices.

Grade 8

Unit Title:	
4: Self-Management in Sexual Health/Sexual Assault and Abuse Prevention	
Relevant Standards: Bold indicates priority	
<p>SM 7.1.8 Explain the importance of being responsible for one's personal health behaviors.</p> <p>SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>SH 1.3.8 Describe reproductive body parts and their functions.</p> <p>SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.</p> <p>SH 1.5.8 Determine the benefits of being sexually abstinent.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted.</p> <p>SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.</p> <p>SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching used hypodermic needles.</p> <p>SAAP 1.2.8 Describe how power and control differences in relationships can contribute to aggression and violence.</p> <p>SAAP 1.4.8 Explain the term affirmative consent and what it looks like in words and/ or actions.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> What strategies and practices empower individuals to responsibly manage their sexual health and well-being? 	<ul style="list-style-type: none"> Ultimately, you are the only one responsible for your health and if you want to thrive and live your best life, you must learn how to take control of your well-being.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> Rubric Observation Written Assignment Exit Slip Project 	7 lessons

<ul style="list-style-type: none"> • Journal Writing • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 4	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<ul style="list-style-type: none"> • responsible, responsibility, assume, importance, demonstrate, barrier, Erin’s Law, sexual abuse, sexual harassment, consent, safe person, sating violence, relationship spectrum, healthy relationship, cycle of abuse, trusted adult, abstinence, puberty, hormones, female reproductive system, male reproductive system, menstruation, ovulation, fertilization, STD/STI, virus, bacteria, parasite 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> • Understanding anatomy isn't important for maintaining my health. • It's embarrassing or unnecessary to discuss sexual health with a trusted adult or healthcare provider. • Sexual abuse only happens to strangers.
Connections to Prior Units:	Connections to Future Units:
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3 Minimize threats and distractions	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Organize Physical Space: Arrange the physical space in the classroom to minimize distractions. This may involve positioning students away from noisy areas, ensuring adequate lighting, and

	<p>providing comfortable seating.</p> <ul style="list-style-type: none"> ● Implement Behavior Management Strategies: Implement proactive behavior management strategies, such as positive reinforcement, praise, and incentives for staying focused and on-task. Provide individualized support for students who may struggle with self-regulation. ● Use Visual Cues: Use visual cues or signals to redirect off-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective. ● Regularly Reflect and Adjust: Continuously monitor the learning environment and solicit feedback from students to identify and address any ongoing threats or distractions. Be willing to adapt your strategies based on the evolving needs of your students.
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Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
<p>6-8.10 An EL can ... make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>Level 1-I can match pictures of body parts and safety symbols with their names. Level 2-I can ask and answer questions about how to stay safe and protect my body. Level 3-I can explain how to use refusal skills to stay safe in uncomfortable situations. Level 4-I can compare safe and unsafe situations and explain how to respond to each one. Level 5-I can write a plan for how to protect myself and get help if I feel unsafe, using ideas from class lessons.</p>

Lesson Sequence	Learning Target
1	<ul style="list-style-type: none"> ● I can explain the importance of being responsible for my health behaviors. ● I can demonstrate healthy behaviors that maintain or improve health.
2	<ul style="list-style-type: none"> ● I can describe how power and control imbalances within relationships can impact my overall Wellness. ● I can explain the term affirmative consent and what it looks like in words and/ or actions.
3	<ul style="list-style-type: none"> ● I can identify areas of personal responsibility for maintaining my overall Wellness ● I can describe the reproductive body parts and their functions using medically appropriate terms.
4	<ul style="list-style-type: none"> ● I can identify areas of personal responsibility for maintaining my overall Wellness ● I can describe the menstrual cycle, the process of sperm production and the relationship to conception.
5	<ul style="list-style-type: none"> ● I can identify self management practices that I need to commit to that will maintain optimal Wellness. ● I can determine the benefits of being sexually abstinent on overall Wellness.
6	<ul style="list-style-type: none"> ● I can identify self management practices that I need to commit to that will maintain optimal Wellness.

	<ul style="list-style-type: none">• I can identify areas of personal responsibility for maintaining my overall Wellness• I can explain how the most common STDs and HIV are transmitted.• I can identify the usual signs and symptoms of common STDs and HIV and the effects on overall Wellness• I can summarize ways to decrease the spread of STDs and HIV.
7	<ul style="list-style-type: none">• I can explain the importance of being responsible for my health behaviors.