

CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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CHARTER SCHOOL 2012 Application Process

To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

APRIL 13, 2012	A complete application package must be received in the Office of Charter Schools by 12 noon on April 6, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
APRIL 20, 2012	Copy of the application due to the Local LEA.
MAY 11, 2012	LEA Impact Statements due to the Office of Charter Schools
MAY, 2012	Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
JUNE/JULY, 2012	The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
JULY, 2012	Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
SEPTEMBER, 2012	SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Greensboro Progressive Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Greensboro Progressive Charter School, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Heather Moore

TITLE/RELATIONSHIP TO NONPROFIT: Board of Directors President

MAILING ADDRESS: 5304 Carolwood Dr.
Greensboro, NC 27407

PRIMARY TELEPHONE: 336-327-0882 **ALTERNATE TELEPHONE:** 336-327-9549

E-MAIL ADDRESS: hbmoore76@gmail.com

Location Proposed Charter School (LEA): Guilford County

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted:

If a public school, give the name and six-digit identifier of the school being converted: _____ - _____ - _____


Greensboro Progressive

Description of Targeted Population:

The school aims to represent an accurate blend of the Guilford County population with the expectation of 70% free and reduced lunch children. The location in the Downtown Greensboro area, central to Guilford County, will make it accessible to every child in the county. Children who struggle with the traditional school setting will thrive and grow with our progressive, hands on learning program. We believe every child of every background, socio-economic status, color, gender, and, ability will learn the standard curriculum and far more with the progressive model.

Proposed Grades Served: K-8 Proposed Total Enrollment: 162 in 3 years

Projected School Opening Year 2013 Month July

School Year	Grade Levels	Total Projected Student Enrollment	Year Round YES	
First Year	K-6	126		
Second Year	K-7	144		
Third Year	K-8	162		
Fourth Year	K-8	162		
Fifth Year	K-8	162		

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Heather Moore
Signature

Board of Directors
Title

Heather Moore
Printed Name

4-11-12
Date

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

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III. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

VISION:

Greensboro Progressive’s vision is to create a leading progressive school, both to benefit the immediate community, and to serve as a model and leading free public progressive school for the southeastern United States.

MISSION:

Greensboro Progressive is about nurturing the whole child through teaching students to be responsible for their learning, their actions, and healthy choices. We will know each child’s unique strengths and interests, creating hands on, meaningful learning experiences that support a child’s inherent love of learning. Greensboro Progressive will be a place where all children will be respected and inspired to learn.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

Currently there is not a public option for progressive education in Guilford County. Response from our meetings at the Vance-Chavis and Central branches of the library system was very positive. (See signature page in appendix XI and XII for the attendance records of each of our town-hall meetings.) There is much interest in what progressive education is and how it compares and contrasts to traditional school methods. Many who attended were aware of what progressive education is, but have not been able to afford the private options available.

Community leaders and officials have expressed interest, since the very beginning, in forging partnerships, and in putting a school in Downtown Greensboro. Participating in the revitalization of the downtown area is a desire of the Board of Directors. It also allows for a central location of the school that would make it accessible to the entire county.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

Greensboro Progressive’s achievement goals are based on Guildford County Schools and State averages. Goals are slightly lower in the beginning; Greensboro Progressive expects to see continued growth once children have been in the school longer.

Goals	Objectives 2013-2014	Objectives 2014-2015	Objectives 2015-2016	Objectives 2016-2017	Objectives 2017-2018
Each year, students will demonstrate improvement in their ability to read, write, and comprehend English.	61% of our students will score a 3 or higher on the state end of grade reading tests Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement	63% of our students will score a 3 or higher on the state end of grade reading tests Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement	65% of our students will score a 3 or higher on the state end of grade reading tests Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement	67% of our students will score a 3 or higher on the state end of grade reading tests Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement	69% of our students will score a 3 or higher on the state end of grade reading tests Individual Portfolios will show students progress in reading and writing through work samples or projects reviewed by a panel two times a year to determine achievement
Each year, students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve, and make connections with real world experiences	72% of our students will score a 3 or higher on the state end of grade math tests Individual Portfolios will show student progress in math through work samples or projects reviewed by a panel two times a year to determine achievement	74% of our students will score a 3 or higher on the state end of grade math tests Individual Portfolios will show students progress in Math through work samples or projects reviewed by a panel two times a year to determine achievement	76% of our students will score a 3 or higher on the state end of grade math tests Individual Portfolios will show students progress in Math through work samples or projects reviewed by a panel two times a year to determine achievement	78% of our students will score a 3 or higher on the state end of grade math tests Individual Portfolios will show students progress in Math through work samples or projects reviewed by a panel two times a year to determine achievement	80% of our students will score a 3 or higher on the state end of grade math tests Individual Portfolios will show students progress in Math through work samples or projects reviewed by a panel two times a year to determine achievement
In 5 and 8th grade, students will demonstrate their ability to construct scientific knowledge and use scientific knowledge to describe, explain, and make predictions about real world events, phenomena, and systems (Grades 4 and 7 will complete science fair projects for school demonstrations)	62% of our students will score a 3 or higher on the state end of grade science tests Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement	64% of our students will score a 3 or higher on the state end of grade science tests Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement	66% of our students will score a 3 or higher on the state end of grade science tests Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement	68% of our students will score a 3 or higher on the state end of grade science tests Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement	70% of our students will score a 3 or higher on the state end of grade science tests Individual Portfolios will show students individual progress in Science through work samples or projects reviewed by a panel two times a year to determine achievement
Grade 8 will have a special pre graduation interview among a panel consisting of teachers, parents, and mentor to	N/A	N/A	98% rate to move on to 9th grade	98% rate to move on to 9th grade	98% rate to move on to 9th grade

<p>demonstrate individual competency across core subjects + one student's choice. This consists of final review of portfolio, along with questions from the panel. Panel will give feedback on areas of strengths and of areas that need to be worked on. (Look in Appendix <u>I</u> to see how another school does this).</p>					
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PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

(1) Improve student learning;

Greensboro Progressive will use the Universal Design for Learning ((UDL), Project Based Learning, Looping, and Multi Aging approaches, along with small class sizes, to meet each child's individual needs. Our goal is to ensure achievement of academic skills and other valued educational outcomes, including a student's positive self perception of academic and social competence, a sense of responsibility for their own education, and the broader community competencies for coping with the social and academic demands of schooling. These components of progressive education create a unique learning environment. Students, with the guidance of teachers, can be found working in every area of the classroom, engaging in a variety of learning activities, including participating in small-group instruction, receiving one-to-one tutoring, or engaging in peer-based collaborative activities. Interactions among students consist of sharing ideas and working together on learning tasks. Teachers circulate to give added support and instant feedback on student work. Instruction is based on formal test results and informal assessments by the teacher. Every student is expected to make steady progress in meeting the curricular standards.

Greensboro Progressive will also use The Responsive Classroom approach for setting classroom expectations and social/behavioral direction. This approach not only enhances a student's academic skills but also contributes to their social skills. Research confirms that, through this approach, children scored higher on math and reading tests, felt more positive about schools, teachers, and peers, and had better social skills and fewer behavior problems.

Students will also benefit from looping, i.e. spending two years with the same teacher. Research on looping shows that student learning is enhanced with this increased stability. This approach develops predictable, meaningful relationships, creates a stronger sense of security and belonging, stronger student friendships, and more individualized instruction, because the teacher knows the students so well.

(To learn more about UDL and to see the research on how it benefits all children look at appendix II)

(To learn more about The Responsive Classroom approach look, at appendix III)

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;

Greensboro Progressive is responsive to the learning needs of individual students with varying abilities, experiences, and socioeconomic backgrounds. We believe that the Universal Design of Learning (UDL) approach addresses all those needs, including those in special education as well as those who are academically gifted. The premise is that students learn in different ways and at varying rates and require different amounts of instructional support. UDL builds upon these differences through the use of a variety of instructional methods that are tailored to the needs and the learning characteristics of individual students, and specific interventions are created to increase each student's ability to benefit from the learning environment. Exceptional children teachers will collaborate with general education teachers to ensure that all of the student's needs are being met. General education teachers will make sure every child is challenged according to his/her individual level, including those who are academically gifted.

(3) Encourage the use of different and innovative teaching methods;

Teachers are expected to know each child's strengths and needs well, so that they can create challenges, support, or review for individual children. Knowing the child well, including their background and academic level, will ensure that teachers will provide learning opportunities that are meaningful to the child, so that he/she can relate to subject matter. Teachers will use hands on project based learning and integrate all subjects, which include the use of technology and making use of our school garden. Teachers will require students to use critical thinking and problem solving skills. Teachers will collaborate and team teach to ensure equality and consistency school wide.

Teachers will also use formative assessments as a way to guide individual instruction. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching, and learning to improve students' achievement of intended instructional outcomes.

The school will provide staff development that supports progressive education components and ensures that all staff members are current on the latest educational data that supports our mission. Training will include Responsive Classroom Approach, Project-Based Planning, and Universal Design of Learning.

Teachers will loop, remaining with their students for two years. Research shows looping benefits teachers (as much as students) by beginning school with a better understanding of a child's learning style and abilities, more efficient use of time at the beginning of the year, and fewer discipline problems and absences. The curriculum is built upon knowledge of the previous year, including a detailed knowledge of student's strengths and weaknesses, and more productive, meaningful parent-teacher relationships.

Teachers will be expected to follow the North Carolina Teaching Standards:

1. *Teachers lead in the classrooms*
 - *Taking responsibility for all students' learning and empowering students.*
 - *Working collaboratively, developing goals, selecting professional development, participating in the hiring process, and mentoring.*
 - *Establishing positive working conditions, participating in decision-making structure, promoting professional growth*
 - *Advocating for schools and students*
 - *Demonstrating ethical principles*
 - *Upholding the Code of Ethics and Standards for Professional Conduct*
2. *Teachers establish a respectful environment for a diverse population of students*
 - *Encouraging an environment that is inviting, respectful, supportive, inclusive, and flexible*
 - *Demonstrating their knowledge of history of diverse cultures and their role in shaping global issues, recognizing the influence of race, ethnicity, gender, religion, and other aspects of culture on student's development and personality, consider and incorporate different points of view in their instruction*
 - *Treating students as individuals, appreciate differences and value contributions by building positive, appropriate relationships*
 - *Adapting their teaching to benefit all students, collaborating with specialists, engaging students and ensuring they meet the needs of their students through inclusion and other effective practices*

- *Working collaboratively with the families and significant adults in the lives of their students, recognizing educating children is a shared responsibility involving the school, parents or guardians, and the community, improving communication and collaboration between the school and the home and the community, promoting trust and understanding and build partnerships with school community, seeking solutions to overcome obstacles that prevent family and community involvement.*
3. *Teachers know the content they teach*
- *Aligning their instruction with the North Carolina Standard Course of Study, applying strategies to make the curriculum rigorous and relevant*
 - *Bringing richness and depth of understanding to their classrooms by knowing their subjects beyond the content they teach, directing students' curiosity into an interest in learning*
 - *Understanding how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students, promoting global awareness and its relevance to the subjects they teach*
 - *Incorporating 21st Century life skills, incorporating life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility, demonstrate the relationship between the core content and 21st Century content that includes global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, and health and wellness awareness.*
4. *Teachers facilitate learning for their students*
- *Knowing the ways in which learning takes place, knowing the appropriate levels of intellectual, physical, social, and emotional development of their students, knowing how students think and learn, differentiating instruction, keeping abreast of evolving research, adapting resources to address the strengths and weaknesses of students.*
 - *Planning instruction appropriate for their students, collaborating with colleagues and use a variety of data sources for short and long range planning, engaging students in the learning process, monitoring and modifying plans to enhance student learning, responding to cultural diversity and to individual learning needs.*
 - *Choosing a variety of instructional needs, choosing methods and techniques that are most effective in meeting the needs of their students, employing a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.*
 - *Using technology to learn content think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.*
 - *Developing critical thinking and problem-solving skills, encouraging to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions, students exercise and communicate sound reasoning; understanding connections, making complex choices, and framing, analyzing, and solving problems*
 - *Helping students work in teams and develop leadership qualities, teaching the importance of cooperation and collaboration, organizing learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds.*
 - *Communicating effectively, communicating clearly with students in a variety of ways, and assisting students in articulating thoughts and ideas clearly and effectively.*
 - *Using a variety of methods to assess what each student has learned, using multiple indicators, including formative and summative assessments, to evaluate students progress and growth as they strive to eliminate achievement gaps, teachers provide opportunities, methods, feedback, and tools for students to assess themselves and others.*
5. *Teachers reflect on their practice*
- *Analyzing student learning, thinking systematically and critically about student learning in their classrooms and schools*
 - *Linking professional growth to professional goals, participating in continued, high quality professional development.*
 - *Functioning effectively in a complex, dynamic environment, understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning.*

(4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;

Progressive education believes in shared leadership, and teachers will be given responsibilities and duties to ensure we are offering a quality progressive style education. Teacher input on decisions for the school will be encouraged and valued.

Teachers will create narratives, portfolios, and student project demonstrations throughout the year. Teachers will work on education initiatives to incorporate the garden and community service projects into the curriculum on a school wide basis.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;

There are a few private progressive schools, but no public progressive schools in the area. We believe that all children should have access to this style of learning. We believe parents are the first and most important teachers in a child's life. The school will respect and support each family's unique background and makeup. We will have an open door policy with parents and will encourage them to visit and bring their own culture and traditions to share within the school. The school will also take great measures to help parents understand our school's mission and our expectations for our students. Parents will have a thorough understanding of their child's individual strengths via conferences, narratives, and portfolios.

(6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

In addition to the end of grade testing goals listed above, teachers will create a cumulative portfolio that shows a child's progression, concentrating on a child's individual needs, growth and strengths. The portfolio will include work samples, pictures, and anecdotes showing a child's growth in core subjects, in arts, and socially at the end of each learning period. Evaluations will be observation based with a student's achievement and performance being measured not relative to other students, but only into relation to themselves. Evaluations in a narrative form concerning each child's strengths and needs will be given at the end of each learning period, demonstrating a student's individual progress. Parent student led conferences will be given at least twice a year to display student progress. Living Museums will also be utilized twice a year for families to come into the school and see the children "showing what they know" through learning demonstrations and presentations created by the student. In a student's 7th and 8th grade year they will present a variety of information and subjects to a panel to demonstrate they have acquired all of the knowledge the school deems important, showing readiness to move on to high school.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Greensboro Progressive

Learning is:

Individualized, strengths based, hands on, integrated, child directed, and meaningful to the child. Our teaching style will promote critical thinking and problem solving across all subjects and thorough project based learning.

Community Connections

Our downtown location makes it perfect for the school to utilize community resources including; The Central Public Library, Cultural Center, Children's Museum, Historical Museum, Center City Park and the Civil Rights Museum. The middle school students will create internships in areas of interest with businesses downtown. We also will have community service days to teach kids the importance of giving back to the community.

Parent Involvement

We believe that Parents are the experts on their child and they are the first and most important teacher. All family types and cultures will be welcomed into our school. We have an open door policy and encourage families to participate in schools day- to- day operations as well as special events.

Healthy Choices

The school chef will create delicious healthy meals, using local foods. Chef will create a school garden to utilize, and create lessons that involve the kids in both the kitchen and the garden. We will also establish relationships with local farmers and have kids learn important environmental lessons such as sustainable living.

Responsive Classroom Approach

Responsive Classroom believes that the social curriculum is just as important as the academic curriculum. This approach focuses on teaching children how to be good citizens and how to get along with others through cooperation, assertion, responsibility, empathy, and self-control.

Authentic Assessments

Cumulative Portfolio that shows a child's progression, concentrating on a child's individual needs. Evaluations are observation based – student's achievement and performance are not measured relative to other students but only in relation to themselves.

Respect as a community of a diverse group of learners

Classrooms consist of different ages, cultures, and abilities. Differences are celebrated and looked at as learning opportunities. Teachers will understand that knowing children individually, culturally, and developmentally will lead to optimal learning.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Greensboro Progressive Public Charter School, Inc

Mailing Address: 202 S.Tremont Dr.

City/State/Zip: Greensboro, NC, 27403

Street Address:

Phone: 336-327-0882

Fax:

Name of registered agent and address: Thomas Roupas, P.A.
119 N. Greene St.
Suite 100
Greensboro, NC 27401

FEDERAL TAX ID:

TAX-EXEMPT STATUS (501 (c)(3))(G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

Yes Filed on April 11, 2012

No

NOTE:The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

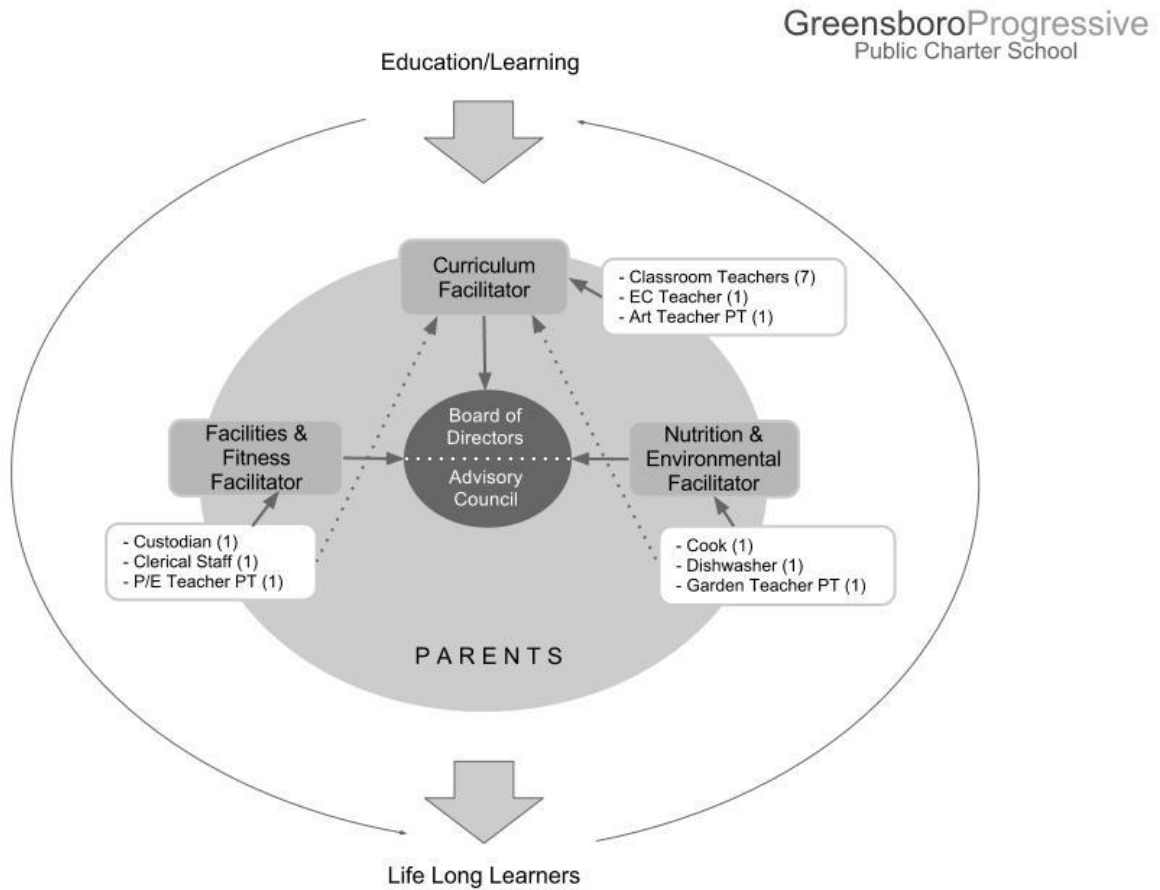
Our Board of Directors represents a wide range of expertise and backgrounds to benefit Greensboro Progressive. Heather Moore, Leila Villaverde, and Dana Stachowiak will oversee the school’s educational, progressive components. Tracy Lamothe

will oversee the schools food and garden program as well as the budget. Todd Moore will oversee the schools facility, safety, and fitness requirements. The board will also have an advisory board for other needs such as law, accounting, and marketing.

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

Progressive Education believes in shared leadership and responsibilities, including staff, parents, and community members. Putting this idea into practice we created the following structure:

Administrative and Structure Plan



- Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.

Theresa Marie Furman Lamothe
336-209-1199
202 S. Tremont Drive
Greensboro, NC 27403

Objective: I feel strongly about health and nutrition through the food we eat, and strive for perfection in offering quality foods from local and organic farming. Myers Briggs score ESTJ makes me a leader with high expectations yet with a desire to assist employees in their own path and growth.

Work experience:

Riva's Trattoria, Inc: Greensboro, North Carolina- Chef/Owner July 2007 - July 2011

Created and run a mid-fine dining Italian restaurant in downtown Greensboro. Oversee all operations, purchases, employment and menu. Procured accounting and legal services as needed.

Riva's Catering: Greensboro, North Carolina- Chef/Owner December 2003 - July 2007

Catered small/medium scale parties, office meetings and corporate events. Largest corporate events included the High Point Furniture Market.

Pumpkin Coffee Shoppe: Greensboro North Carolina- Proprietor November 2001 - December 2003

Coffee shop included in the Downtown Greensboro Farmers Market. Brewed and served coffee, tea and scones in the farmers market to patrons and farmers.

Bookkeepers Company: Baltimore Maryland- Owner, Lead Accountant 1996 - 1999

Small bookkeeping firm specializing in small business and non-profits

Valderas and August PA: Columbia Maryland- Accountant 1995 - 1996

Accountant working with small business bookkeeping and tax filing.

Ryland Mortgage Company: Columbia Maryland- Staff Accountant 1990 - 1995

Staff accountant working in the mortgage-backed security secondary market accounting department.

Organizations and Affiliations

Current:

James Beard Foundation Member

Women's Chefs and Restaurateurs

Chef's Collaborative

Serve Safe Certified through November 2012

Urban Harvest Farm - Greensboro, NC

Share our Strength - contributor

Urban Ministry - contributor

Women's Resource Center - volunteer and contributor

American Heart Association - volunteer and contributor

Past Organizations:

Aycock Historic Neighborhood Association 2000 - 2008, Board member, Vice President (2002 - 2003), Treasurer (2001 -2002, 2003 - 2008)

YWCA - Baltimore Board Member 1997 - 1999, Treasurer 1999

Education:

University of Baltimore, Maryland - B.S. in Business Management, Minor in Accounting

NC State University - Studied Accounting

Wake Community College - AA in Accounting

Heather Moore

5304 Carolwood Dr.
Greensboro, NC 27407
Home Phone (336)327-0882
Email: hbmoore76@gmail.com

OBJECTIVE:

Encourage active learning in a progressive school environment, promoting students to become productive and successful citizens.

QUALIFICATIONS

Strong leadership and communication skills
Knowledge of progressive education approaches
Deep understanding of a child's developmental needs

EDUCATION

2008-pres. Major: Human Development with concentration on B-K with licensure
GPA: 3.61 Deans list
Expected graduation date: Spring 2013

EMPLOYMENT

08/02-Current Kindermusik Educator, Bartis Creative Studio

- Develop weekly class lesson plans
- Weekly parent communication
- Parent education on how activities enhance child development

08/03-Current Preschool Music Teacher, College Park Baptist Church

- Develop weekly class lesson plans
- Weekly parent communication
- Parent education on how activities enhance child development

08/05-05/11 Learning Palette Preschool

- Develop lesson plans
- Supervise teacher assistant
- Coordinate activities and special events

08/98-01/00 BEH Assistant Teacher, Guilford County Schools

- Developed the lesson plans for History, Social Studies, Current Events, and Physical Education
- Aided in the development of Individual Education Plans, as well as the Behavior Plans for each student
- Liaison between class and Social Service agencies

COMMUNITY INVOLVEMENT

6/10-6/11 Peeler Open School for the Performing Arts PTA President

- Developed and maintained PTA budget
- Planned PTA activities and special events
- Liaison between parent and principle
- Leadership Team parent representative

Dana M. Stachowiak
 403 Leawood Dr. GSO, NC | dmstachowiak@gmail.com | 336.542.6776

Education

2013 (expected graduation date **27410**): **Ph.D.**, The University of North Carolina-Greensboro in Educational Leadership & Cultural Foundations

2008: M.Ed., Winthrop University in Curriculum and Instruction

2003: B.S., Western Michigan University in Elementary Education, with minors in Language Arts, Science, Social Studies, & Math

*Certified to teach all subjects in K-8 in both North Carolina & Michigan.

Professional Experience – Higher Education**The University of North Carolina at Greensboro**

2011-present: *Graduate Teaching Assistant*, Educational Leadership and Cultural Foundations Department. **2010-2011:** *Guest Lecturer*, Undergraduate Education Courses

The University of Louisiana at Lafayette

2012: *Keynote Address*, Teacher Academy Series; *Guest Lecturer* for Graduate and Undergraduate courses in Curriculum and Instruction. **2007:** *Guest Lecturer*, English Methods for Secondary Teachers, Graduate Course

Winthrop University

2007-2010: *Guest Lecturer*, Using Data to Improve Teaching and Learning, Graduate Course; **2007:** *Graduate Research Assistant*, Curriculum and Instruction Department

Western Michigan University

2000-2003: *Assistant Director & Tutor*, University Writing Center

Professional Experience – Public Education**Guilford County Schools**

2011-present: *Literacy Coach for Elementary Schools, K-8 Curriculum & Instruction.*

Union County Public Schools

2007-2010: *Language Arts Curriculum Coordinator for Middle Schools;* **2004-2007:** *Third/Fourth Grade Teacher, Benton Heights Elementary*

Sparta Area Schools

2004: *Third Grade Teacher, Ridgeview Elementary School.*

Bangor Public Schools

2003: *ESL Classroom Teacher, Bangor Community Education Center*

Publications (6)

Book Chapter: One co-authored chapter, forthcoming 2012.

Art Exhibits/Performances: Mixed Media art, photography, spoken word/poetry

Presentations (12)

International (4), **National** (4), and **State** (4) Presentations on Social Justice Education & Curriculum

Funded Projects (3)

2012: *Southern Comfort with Lime, On the Rocks: Discussions on Gender, Sexuality, Place* (\$700, UNCG)

2007: *Que me digan cómo: The Education of Latin American Students in the Southeastern United States* (\$5,100, Winthrop)

2003: *Mexican Americans in Southwest Michigan* (\$45,000, GEAR-UP/Western Michigan University/Kalamazoo Valley Museum)

Additional Scholarship**Awards**

*Numerous academic awards from Western Michigan University, Winthrop University, & UNCG.

Professional Affiliations

*American Association for the Advancement of Curriculum Studies

*NC English Teachers Assoc.

*American Educational Studies Association

*Winthrop Curriculum & Instruction Advisory Committee

*Association for Supervision and Curriculum Development

*Pedagogy & Theatre of the Oppressed

*Graduate Student Advisory Committee, Winthrop University

*NC Middle School Association

*International Association for the Advancement of Curriculum Studies

Volunteer Work

*Coordinator, YouthSAFE

*Board Member, gSAFE

*LGBTQ Trainer, Gay Straight Advocates for Education

*Mentor, UNCG's Mentoring Others, Reaching Everyone (M.O.R.E.) program

Leila E. Villaverde, Ph.D.

Office Phone: 336-334-3475 E-mail: levillav@uncg.edu

EDUCATION:

8/96-5/99

Doctor of Philosophy in Curriculum and Instruction, Pennsylvania State Univ.

8/94-5/96

Master of Science Degree in Art Therapy, Eastern Virginia Medical School

5/91-5/94

Bachelor of Science Degree in Art Education with a minor in Art History, FIU

PROFESSIONAL EXPERIENCE:

8/04-present

Associate Professor, Cultural Foundations, UNCG, NC

Assistant Professor, Cultural Foundations, 8/02-8/04

Department of Educational Leadership and Cultural Foundations

Director of Graduate Studies, Women's & Gender Studies, 2005-2010

SCHOLARSHIP:**Books:***Brock, R., C. Mallot, Villaverde, L. E. (2011) *Teaching Joe L. Kincheloe*. NY: Peter Lang.*Villaverde, L., E. (2008). *Feminist Theories and Education: A Primer*. NY: Peter Lang Publishers.
(Received the AESA Critics Choice Book Award 2009)*Villaverde, L. E. (2003). *Secondary Education*. NY: ABC-CLIO Publishers.**Chapters and Articles:****Peer Reviewed:***with B. Ammons. (in press). "Institutions of Education: Queer Pedagogies, Social Foundations and Praxis." In N. Rodriguez and C. Mayo. (eds.). *Queer Pedagogies: Theory, Praxis, Politics*.**"Secondary Education." (2011). In N. P. O'Brien and J. Collins, (eds.). *The Greenwood Dictionary of Education*. (2nd ed.). NY: Greenwood Press.*with R. Carter. "Knowing What to Do: A Rededication to the Scholarly Mission of Creativity, Intelligence, and Humanity." *Cultural Studies <=> Critical Methodologies Journal*, 10 (5), October 2010.*with R. Carter. "Virtual Learning Communities: Encountering Digital Culture, Politics, and Capital." In C. Mullen (Ed.). (2009). *Leadership and Building Professional Learning Communities*. NY: Palgrave Macmillan.**"Teen Second Life, Imagined Selves, Real Agents." In S. Steinberg, M.Kehler, and L. Cornish. (Eds.). (2008). *Boy Culture: An Encyclopedia*. NY: Greenwood Press.*with *C.P. Gause and U. Reitzug. "Beyond Generic Democracy: Holding Our Students Accountable for Democratic Leadership and Practice." In D. Carlson and C.P. Gause. (eds.). (2007). *Promise Keepers*. NY: Peter Lang Publishers.*with J.L. Kincheloe and F. Heylar. "Doing Critical Educational History." in K. Tobin and J. Kincheloe. (eds.). (2006). *Doing Educational Research*. Rotterdam: Sense Publishers.**"Aesthetics and Youth Education." In S. R. Steinberg, P. Parmar, and B. Richard. (eds.). *Contemporary Youth Culture: An International Encyclopedia*. (2005). NY: Greenwood Press.**"The Role of Memory and Remembrance in Rethinking Educational Psychology," In J. L. Kincheloe and R. Horn. (eds). *Encyclopedia of Educational Psychology*, 2004, Greenwood Press.**"Developing Curriculum, Critical Thinking, and Pedagogy," In J. L. Kincheloe and D. Weil. (eds.) *Critical Thinking and Learning: An Encyclopedia*. 2003, NY: Greenwood Press.**Scholarly****Presentations:**

*Discussant, "Mapping possibilities: Xicana Participatory Action Research", American Educational Research Association Conference, April 2008.

*Discussant at the American Educational Studies Association Conference, "Democracy: Zones of Contention", November 2005

SERVICE:**National:***Editor, *The International Journal of Critical Pedagogy*, 2009 - present*Editorial board for *Taboo: Journal of Education and Culture*

*Advisory board, Urban Teacher Education Program, Indiana University NW

Todd H. Moore

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 Greensboro, NC 27407
 Home Phone (336) 327-9549
 Email: toddhmoore@aol.com

OBJECTIVE:

Challenging, rewarding position within a progressive staff setting that best utilizes my training and experience with opportunity for personal and professional development.

QUALIFICATIONS

I believe I have obtained the appropriate experience and training to be a beneficial member of your organization. My enthusiasm and energy can serve as a positive example for others to follow.

EDUCATION

1996-2001 Bachelor of Science, University of North Carolina at Greensboro
 Major: Leisure Services Management

EMPLOYMENT05/09-pres. Park Supervisor, Town of Gibsonville

- Budget Preparation and Administration
- Manage Daily operations of a 374 acre park
- Hire, supervise, & coordinate Full, part time, and seasonal staff
- Develop plans and schedules for maintenance and improvements
- Establish and enforce operating procedures and work standards
- Maintain required personnel, safety and project records

02/06-05/09 Park Manager, City of High Point

- Budget Preparation & Administration
- Manage daily operations of 27.5 acre park
- Hire, supervise, & coordinate Full, part time, and seasonal staff
- Marketing of special events through print, television, and radio
- Grant writing and oversight
- Scheduling and management of facility and shelter rentals
- Operator of City owned pool (Summer Only)
- Community outreach to non-profit, for profit & government agencies

04/03-02/06 Recreation Center Director, City of High Point

- Manage daily operations of a city owned recreation facility
- Develop and market programs for the High Point community
- Propose and evaluate new and existing programs
- Manage budget within the fiscal guidelines set forth by the city manager
- Supervise and coordinate staff & volunteer development
- Coordinate activities and special events

03/01-04/03 Program Director, Boys & Girls Clubs of Greater High Point

- Develop and Implement programs for youth development
- Evaluate program outcomes and effectiveness
- Supervise and coordinate staff development
- Volunteer coordinator

08/00-02/01. Program Coordinator, YWCA of Greensboro

- Supervise staff of three
- Develop and Implement daily schedule
- Coordinate activities and special events

02/00-8/00 Athletic Assistant Intern, City of Greensboro

- Youth baseball director for 4-6 year olds
- Developed and implemented basketball clinics for summer day camps
- Researched dual participation for The Greensboro Parks and Recreation Commission
- Aide to athletics director during special events

08/94-6/97 BEH Assistant Teacher, Guilford County Schools

- Developed the lesson plans for History, Social Studies, Current Events, and Physical Education
- Aided in the development of Individual Education Plans, as well as the Behavior Plans for each student
- Liaison between class and Social Service agencies

- The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (*G.S.143.318.9 et seq*)

**STATED
BYLAWS
OF
GREENSBORO PROGRESSIVE CHARTER SCHOOL**

The Board of Directors, pursuant to Article XIV of the Bylaws of Greensboro Progressive Charter School, has adopted the following Stated Bylaws of Greensboro Progressive Charter School to be effective March 1, 2012_until otherwise amended, altered, revised or repealed:

ARTICLE I. NAME

The name of the Corporation shall be Greensboro Progressive Charter School, Inc.

ARTICLE II. PURPOSES

Section 1. Not for Profit. The Corporation is organized under and shall operate as a North Carolina Not For Profit Corporation, and shall have such powers as are now or as may hereafter be granted by the North Carolina Nonprofit Corporation Act. (1993, c. 398, s. 1.) § 55A-1-02. .

Section 2. Purposes. The purposes of the Corporation are educational and charitable within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment of a Charter School under the auspices of the State of North Carolina.

Section 3. Rules. The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure which would result in discrimination on the basis of race, religion, creed or sexual orientation or ability.

ARTICLE III. REGISTERED OFFICE AND AGENT

The Corporation shall have and continuously maintain in the State of North Carolina within the boundaries of Guilford County, a registered office and a registered agent whose office shall be identical with such registered office.

ARTICLE IV. MEMBERS

The Corporation shall have no members.

ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors which may delegate authority to specified officers and other designated personnel.

Section 2. Number, Tenure and Qualifications. The number of directors shall be five. Each individual who becomes a director after the adoption of these Bylaws shall serve a term of three years. Each director shall hold office until the end of his or her respective term, resignation, removal, or until his or her successor shall have been elected and qualified. No director may serve for more than two consecutive, full three-year terms, excluding any ex-officio tenure. Three directors, whether members of the parent body or otherwise, shall be elected by the parents of children currently enrolled at Greensboro Progressive Charter School. two directors, whether elected by such parents or by the Board, shall themselves be parents of children currently enrolled at Greensboro Progressive Charter School. At the next regular meeting following the adoption of these Bylaws, the terms of the current directors will be designated as staggered, with two directors to be elected (one by the parents and one by the Board of Directors) not less than fourteen days preceding the annual organizational meeting in October. The Board of Directors may also elect ex-officio directors from time to time, such directors being allowed to attend and participate in all open sessions of board meetings but not being allowed to vote.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held monthly on dates to be determined by the Board, for no less than ten (10) regular meetings each year. The meeting will be set on a regular calendar according to Article 336 of the North Carolina Public Meetings Law . The annual meeting of the Board of Directors shall be held on the date corresponding to the date that the regular meeting scheduled for October would otherwise be held.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place within Guilford County, North Carolina, as the place for holding any special meeting of the Board of Directors called by them.

Section 5. Notice. Notice of any special meeting of the Board of Directors shall be given at least 48 hours in advance according to the North Carolina Open Public Meetings Act specifying the purpose of the meeting to each director at his or her address or by email as shown by the records of the Corporation and held within Guilford County, North Carolina. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. The meeting agenda will be posted at least 48 hours in advance according to the North Carolina Public Open Meetings Act. No special meeting may remove a director unless written notice of the proposed removal is delivered to all directors at least twenty days prior to such meeting.

Section 6. Minimum Requirement for Board member participation. Board members must attend eight of the ten monthly board meeting per year. In addition members must participate in at least one other committee. The founding Board of Directors will participate in the state mandated board training as required by the state and as a service to the school. Board members will financially participate in support of the school to the extent of their ability.

Section 7. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors provided that, if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.

Section 8. Manner of Acting/ Conflict of Interest. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by statute, these bylaws, or the Articles of Incorporation. No director may act by proxy on any matter. Additionally directors individually must exercise reasonable care when he or she makes a decision as a steward of the organization(Duty of Care). No board member can use information obtained as a member for personal gain, but must act in the best interest of the organization. Board members are not permitted to act in a way that is inconsistent with the central goals of the organization.

Section 9. Informal Action. Any action required to be taken at a meeting of the Board of Directors or any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, is

signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 10. Vacancies. Any vacancy occurring in the Board of Directors shall be filled by the Board of Directors unless the articles of incorporation, a statute, or these bylaws provide that a vacancy or a directorship so created shall be filled in some other manner, in which case such provision shall control. A director elected or appointed, as the case may be, to fill a vacancy shall be elected no more than 90 days after the vacancy occurs, and the term of such director shall be for the unexpired term of his or her predecessor in office. The vacant position shall be filled in the same manner in which the vacating director was most recently selected.

Section 11. Resignation and Removal of Directors. A director may resign at any time upon written notice to the Board of Directors. A director may be removed with or without cause by the affirmative vote of three of the total directors.

Section 12. Compensation. Members of the Board of Directors shall not receive any salary for their services as members of the Board, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; provided, that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefor.

ARTICLE VI. COMMITTEES

Section 1. Committees. The Board of Directors may by resolution designate one or more committees not otherwise provided for in Section 2 of this Article VI. Each committee, whether created by such resolution or provided for in Section 2 of this Article 2, shall consist of one or more directors, may be chaired by a director, with at least one committee member being a parent of a child currently enrolled at Greensboro Progressive Charter School; provided, however, that the Nominating Committee may be composed entirely of non-directors, and that the Excellence in Educational Programs Advisory Committee be composed as stated in Article VI, Section 2 (E) and the Governance Committee shall be composed as stated in Article VI, Section 2 (F) and the Communications, Public Relations, and Fundraising Committee shall be composed as state in Article VI, Section 2 (G). Except as otherwise prohibited by the North Carolina General Not For Profit Act, each committee shall have and exercise the authority of the Board of Directors in the management of the Corporation to the extent provided in the resolution creating such committee; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon them by law.

Section 2. Standing Committees. The Corporation shall have the following standing committees, all members of which, unless otherwise noted, will be appointed by the President:

(A) Executive Committee. The Executive Committee shall consist of all officers of the Corporation, and one of the Facilitators of the school, and any other individuals appointed by the President and approved by the Board of Directors. The committee shall be chaired by the President and shall be fully authorized, unless such authority be otherwise specifically limited by the Board of Directors, to act on behalf of the

Corporation during the intervals between meetings of the Board of Directors. Actions taken by the Executive Committee shall be reported to the Board of Directors for ratification at the next regular meeting thereof. The Executive Committee shall also be responsible for the community relations activities of the Corporation, including without limitation exploring ways to encourage greater public awareness of the Corporation and its mission, evaluating the efforts of the Corporation to educate the community about the Corporation's purpose, function and role, and publicizing its role, function and capabilities to others.

(B) Human Resources Committee. The Human Resources Committee shall consist of individuals appointed by the President and will be responsible for interviewing and recommending individuals to the Board of Directors for the position of a Facilitator of the School in anticipation of such position becoming vacant in the near future. The Human Resources Committee will provide a written evaluation of the performance of the Facilitators of the School annually, and will establish performance criteria linked to, among other things, adherence of the Corporation to its charter. The evaluation shall include input from the Finance Committee to determine the extent to which each Facilitator has satisfactorily managed the fiscal affairs of the Corporation in the respective departments. After the chairperson of the Human Resources Committee reviews the annual evaluation with each Facilitator of the School and the Facilitator of the School has had an opportunity to respond, the evaluation will be presented to the Board of Directors at a meeting from which the Facilitator of the School has been excused. The Human Resources Committee will thereupon present to the Board of Directors any recommendations for modification, if any, of the compensation and benefit package of the Facilitator of the School. The Human Resource Committee will also oversee staff relations and coordinate the establishment of personnel policies.

(C) Nominating Committee. The Nominating Committee may consist of no more than three, but not less than one, individual(s) appointed by the President, as well as two parent representatives. Except for directors elected by the parent body of the Corporation, the Nominating Committee will develop a slate for election to the Board of Directors to fill any vacancies that may result from expiration of terms of office, resignations or removals, or from any newly created directorships created by amendment of these Bylaws. The slate will be presented at the annual meeting or any regular meeting of the Board of Directors in an effort to keep director positions filled.

(D) Finance Committee. The Finance Committee shall be appointed by the President and shall include the Treasurer. It shall be responsible for oversight of the compilation of the annual budget for submission to the Board of Directors for approval, assisting the Corporation in the interviewing and selecting of accounting professionals to conduct the annual audit and reviewing any recommendations thereof upon completion of the audit, and reviewing insurance coverage and insurance companies for the Corporation. The Finance Committee will review the financial reports of the Corporation not less than quarterly to determine the relationship of budgeted items to actual expenditures and revenues, and the chairperson of the Finance Committee shall report the results of such review to the Board of Directors at the next regular meeting of the Board of Directors.

(E) Excellence in Academic Programs Advisory Committee: The committee composition shall include at a minimum one Board of Director Member, in addition to the

Curriculum Facilitator, two teaching staff, the Health/Environmental Facilitator, Athletic/Building Facilitator and one other individual who can contribute to the role of the committee, for a total of seven committee members. The Committee Chair and the Curriculum Facilitator will nominate individuals who shall then be appointed by the Board President.

The Excellence in Educational Programs Advisory Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility of working with the Curriculum Facilitator in an advisory role to define indicators of student achievement (in such areas as environmental stewardship, citizenship, and standardized achievement tests). The committee will ensure that all board members know the charter promises made to the community and NC DPI regarding student achievements and to devise clear and consistent measures to monitor these goals.

(F) Governance Committee: The committee composition shall include at minimum two Board of Director Members, a parent appointed member, the Curriculum Facilitator, and a member of the teaching staff. The committee may invite participation by other individuals in the discussion of specific policies.

The Governance Committee will review and evaluate school policies on a regular basis to determine if policies are relevant and address the needs of the school. The committee will collaborate with the administration to identify and develop new policies, and will advise the Board of Directors on policy-related issues.

(G) Communications, Public Relations, and Fundraising Committee: The committee composition shall include at a minimum one Board of Director Members appointed by the President of the Board of Directors, one of which shall serve as Committee Chair, and other individuals recommended by the Committee chair in sufficient number as to assure adequate manpower to carryout the work scope of the committee.

The Communications, Public Relations, and Fundraising Committee will address issues germane to internal communication and corporate branding, issues germane to corporation public relations, and issues germane to fundraising activities sufficient to sustain the corporation including policies and procedures governing the management of fundraising activates carried out by the staff of the corporation.

Section 3. Other Bodies. The Board of Directors by resolution may designate commissions, task forces, advisory bodies or other such bodies not having or exercising the authority of the Board of Directors in the management of the Corporation. The Board of Directors shall from time to time designate by resolution the scope and authority of any such body. Except as otherwise provided in such resolution, members need not be directors of the Corporation, and the President shall appoint the members thereof. Any member of such bodies may be removed by the President whenever in the judgment of the President the best interests of the Corporation would be served by such removal.

Section 4. Advisory Board. The Advisory Board shall be a separate body pursuant to Section 3 of this Article VI. Members of the Advisory Board have no power to bind or act on behalf of the Corporation. The purpose of the Advisory Board is to help the Corporation expand its perspective and achieve goals based upon its charter. Members of the Advisory Board shall be appointed for three-year terms. They are expected to visit the facilities of the Corporation at least once per year, and may be contacted for advice

on an occasional basis. There shall be an annual meeting of the Advisory Board. Members will serve as volunteers, although the Corporation may provide travel and incidental expenses as determined by the Board of Directors.

Section 5. Term of Office. Each member of a committee or other body shall continue until the member resigns, is removed or ceases to qualify as a member thereof, unless the committee or other body is sooner terminated.

Section 6. Chairperson. Unless otherwise specified in this Article VI, one member of each committee or other body shall be chosen by said committee at the annual meeting of that committee.

Section 7. Vacancies. Vacancies in the membership of any committee or other body may be filled by appointments in the same manner as provided in the case of the original appointments.

Section 8. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee or other body, a majority of the entire committee shall constitute a quorum, and the act of a majority of the members present at a meeting in which a quorum is present shall be the act of the committee or other body.

Section 9. Subcommittees or Sub-Bodies. Each committee or other body may create by resolution subcommittees or sub-bodies to assist in fulfilling its purpose, which subcommittees or sub-bodies shall operate in accordance with such resolution. The chairperson of the particular committee or body shall appoint the chairperson of each its subcommittees or sub-bodies.

ARTICLE VII. OFFICERS

Section 1. Officers. The officers of the Corporation shall be a President, a Vice-President, a Treasurer, a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these bylaws shall have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Not more than two offices may be held by the same person.

Section 2. Election and Term of Office. The founding Board of Directors shall elect officers to serve a consecutive term of three years. At the end of the first three years the President and Secretary position will be elected for a two year term. The following year the Vice President and Treasurer will be elected for a two year term. For the remainder of the Corporation, the officers of the Corporation shall be elected at each regular annual meeting of the Board of Directors in accordance with their term. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner herein provided. Election of an officer shall not of itself create contractual rights.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. President. The President shall be the principal executive officer of the Corporation. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation.

Section 5. Vice-President. The Vice-President shall assist the President in the discharge of his or her duties as the President may direct, and shall perform such other duties as from time to time may be assigned to him or her by the President or the Board of Directors. In the absence of the President or in the event of his or her inability or refusal to act, the Vice-President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President.

Section 6. Treasurer. The Treasurer shall be the principal accounting and financial officer of the Corporation. The Treasurer shall (a) have charge of and be responsible for the maintenance of adequate books of account for the Corporation; (b) have charge and custody of all funds and securities of the Corporation, and be responsible thereof, and for the receipt and disbursement thereof; and (c) perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

Section 7. Secretary. The Secretary shall (a) record the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices, including without limitation annual notice of the dates of all regularly scheduled meetings of the Board of Directors, are duly given in accordance with the provisions of these bylaws or as required by law; (c) be a custodian of the corporate records; (d) keep a register of the post office address of each member of the Board of Directors and the Advisory Board which shall be furnished to the Secretary by such members; and (e) perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

ARTICLE VIII. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer and countersigned by the President or Vice-President of the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors, or person designated by the Board of Directors, or an officer of the Corporation, may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

ARTICLE IX. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors, and committees having any of the authority of the Board of Directors.

ARTICLE X. FISCAL YEAR

The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

ARTICLE XI. CORPORATE SEAL

The Corporation shall not have or use a corporate seal.

ARTICLE XII. WAIVER OF NOTICE

Whenever any notice whatsoever is required to be given under the provisions of the North Carolina Nonprofit Corporation Act. (1993, c. 398, s. 1.) § 55A-1-02 or under the provisions of the Articles of Incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII. INDEMNIFICATION

Section 1. Indemnification of Officers and Directors. The Corporation may indemnify all officers and directors of the Corporation to the fullest extent permitted by the North Carolina Nonprofit Corporation Act. (1993, c. 398, s. 1.) § 55A-1-02. In each specific instance, the Corporation shall indemnify an officer or director if authorized by a resolution of the Board of Directors to do so.

Section 2. Insurance. The Corporation is entitled to purchase insurance for purposes of the indemnifications provided in the Article to the full extent as determined from time to time by the Board of Directors.

ARTICLE XIV. AMENDMENTS

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors unless otherwise provided in the Articles of Incorporation or the bylaws. Such action must be adopted by no less than two-thirds of the members of the Board of Directors at a regular meeting for which written notice of the purpose shall be given; provided, however, that no amendment to the bylaws may be adopted unless such amendment is first presented for consideration at a prior regular meeting of the Board of Directors. The bylaws may contain any provisions for the regulations and management of the affairs of the Corporation not inconsistent with the law or the Articles of Incorporation.



Information for New Non-Profits from the Charitable Solicitation Licensing Division of the Department of the Secretary of State

Congratulations on the formation of your non-profit corporation in the State of North Carolina. The information that follows comes from the Charitable Solicitation Licensing Division (CSL) of the Department of the Secretary of State and advises you of relevant North Carolina law related to not-for-profit charitable organizations. CSL bears responsibility for licensing and for enforcement of North Carolina's Charitable Solicitation Act, N. C. Gen. Stat. § 131F. Chapter 11 of Title 18 of the North Carolina Administrative Code (NCAC) sets forth Rules for the Solicitation Licensing Program.

Each new non-profit that intends to solicit contributions in North Carolina from the public must know and follow the provisions of the Act and the Rules. Of special interest to new non-profits should be the provisions of N. C. Gen. Stat. § 131F-5, which address licensure requirements. Licenses are issued on an annual basis and must be renewed. Every charitable organization, sponsor, or person (as these terms are defined in the Act) who intends to solicit contributions in NC must have a license granted by the Department through the CSL Division unless the entity is exempt from licensure under N.C. Gen. Stat. § 131F- 3.

An application for licensure must be filed that meets the criteria set forth in N. C. Gen. Stat. § 131F-6. Unless an exemption from paying is applicable, a fee must accompany the application and ranges from \$50 to \$400, as determined by the provisions of N. C. Gen. Stat. § 131F-8. Under N.C. Gen. Stat. § 131F-9, charitable contributions may be solicited only for the purpose stated in the licensure application, and disclosures must be made. The specific content, including type size, for printed disclosures is found in N.C. Gen. Stat. § 131F-9.

Non-profits that choose to use fundraising consultants or solicitors will find additional licensure requirements at N.C. Gen. Stat. § 131F-15 and § 131F-16 respectively. Under the list of prohibited acts in N. C. Gen. Stat. § 131F-20 is a provision against contracting or entering into agreements with solicitors or fundraising consultants that are not licensed. New non-profits will want to familiarize themselves with what actions are prohibited by the Charitable Solicitation Act. Although some infractions may result in civil penalties, violations are also considered deceptive/unfair trade practices and may lead to the assessment of criminal penalties. The enforcement provisions are found at N. C. Gen. Stat. § 131F-23 and § 131F-24. Under N. C. Gen. Stat. § 131F-32, charitable organizations, sponsors, fundraising consultants, and solicitors must keep "true and accurate records as to their activities in the State" for at least three years.

Information about CSL is available on the Department's website, www.sosnc.com. In addition, CSL staff members are always willing to answer questions and to provide assistance through the Division's toll-free number of 1-888-830-4989.



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

GREENSBORO PROGRESSIVE PUBLIC CHARTER SCHOOL, INC.

the original of which was filed in this office on the 9th day of April, 2012.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of April, 2012

Elaine F. Marshall

Secretary of State

SOSID: 1253493
Date Filed: 4/9/2012 9:54:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C201206700224

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

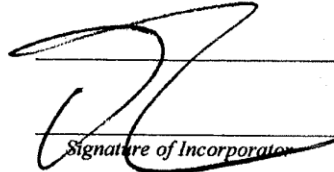
Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: GREENSBORO PROGRESSIVE PUBLIC CHARTER SCHOOL, INC.
2. _____ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 202 S. TREMONT
City, State, Zip Code GREENSBORO, NC 27403 County GUILFORD
4. The mailing address *if different from the street address* of the initial registered office is:

5. The name of the initial registered agent is:
THERESA M. LAMOTHE
6. The name and address of each incorporator is as follows: THOMAS F. ROUPAS, JR.
119 N. GREENE STREET, SUITE 100
GREENSBORO, NC 27401
7. (Check either a or b below.)
a. _____ The corporation will have members.
b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 202 S. TREMONT
City, State, Zip Code GREENSBORO, NC 27403 County GUILFORD
11. The mailing address *if different from the street address* of the principal office is:

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 29 day of FEBRUARY, 2012.



THOMAS F. ROUPAS, JR., Attorney at Law

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Revised January 2000

CORPORATIONS DIVISION

P. O. BOX 29622

Form N-01

RALEIGH, NC 27626-0622

Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission. Explain the decision-making processes the board will use to develop school policies. Portray how the board will involve parents and community members in governing the school.

At Greensboro Progressive we believe in shared leadership and responsibilities. The school structure reinforces this idea by including parents and community members on the Board of Directors, Committees, and Advisory Board. The Board of Directors will hold regular monthly meetings and participate in school committees which include; executive, human resources, nominating, finance, excellence in academics, governance, and communications. All committees will report to the Board of Directors, who will have final authority and will ensure these decisions support our commitment to progressive education which meets the needs of the whole child. These decisions are made at the regular monthly meeting, where a quorum is required and *Roberts Rules* are followed with the majority of votes standing.

The three School Facilitators will take on different administration duties to support the day to day functioning of the school. Facilitators will bring to the board any issues that may affect the school at large. Responsibilities of the school Facilitators are the following:

Facilities and Fitness Facilitator

- Oversees custodial duties, building maintenance, building usage, clerical staff, PE teacher
- Participates in monthly management meetings with Curriculum Facilitator and Environmental and Health Coordinator to review financials and other operational items
- Maintains facility budget
- Orders all supplies
- Ensures school is following all safety laws and inspections
- Fills work orders and contracts out work if needed
- Certified in CPR and First Aid, will be a first responder to any medical needs during the school day
- Makes sure school staff understands safety procedures
- Commercial Drivers License to drive a school bus if needed
- Creates fitness programs for students
- Certified in Responsive Classroom

Curriculum Facilitator

- Assures that everyone within the school is following progressive education approaches
- A support person for teachers, giving them guidance, and feedback on how to improve teaching abilities
- Certified in Responsive Classroom
- Schedules and creates programs for staff development
- Goes out into the community to promote the school, and gives school tours
- A liaison for parents and teachers
- Makes a testing calendar and orders testing materials
- Helps create and maintain other accountability measures, such as student portfolios
- Evaluates and observes teachers

Environmental and Health Facilitator

- Highly qualified and experience in Restaurant/Catering cooking and management
- Create healthy, nutritious breakfast and lunch
- Oversees Nutrition Program staff including, 1 cook, 1 dishwasher, and 1 garden teacher
- Purchases food and other materials for successful food program
- Maintains Nutrition Program budget
- Manages garden program
- Teaches students gardening and cooking skills
- Works with families whose children have special dietary needs
- Works with the NSL and NSB programs for funding and food sources
- Partners with local food sources from Farmer, the Greensboro Farmers Curb Market and The Edible School Yard at the Greensboro Children's Museum
- Certified in Responsive Classroom

Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Goals and Measurable Objectives

Pre Opening Year-

- Secure and Lease Facility
- Upfit Building
- Hire 100% Staffing requirements by June 2013
- Apply for grants and other fundraising
- Purchase all supplies and instructional materials
- Responsive Classroom Training
- Start phase one of garden

Facilities

- Year 2-5 Lease Building
- At the end of year 5 purchase and expand to permanent facility
- Year 2 add second phase of garden
- Year 4 add third phase of garden

Employment

- Year 1 we have 7 teachers, 5 support teachers, 3 administrative staff, 4 non-academic staff
- Year 2 we have 8 teachers, 6 support teachers, 3 administrative staff, 4 non-academic staff
- Year 3-5 we have 9 teachers, 6 support teachers, 3 administrative staff, 4 non-academic staff

Academic Offerings

- Year 1 in addition to general education we will offer garden, art, and PE classes
- Year 2 in addition to general education we will offer garden, art, PE, and Music classes

Financial Goals

- Meet yearly budget targets
- By the end of the second year we will add a capital campaign, in our goal to purchase a building in 5 years.

Achievement Goals

- See achievement goals in Section III of application

Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Conflict of Interest

According to our bylaws, Article V, Section 8:

Manner of Acting/ Conflict of Interest. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by statute, these bylaws, or the Articles of Incorporation. No director may act by proxy on any matter. Additionally directors individually must exercise reasonable care when he or she makes a decision as a steward of the organization(Duty of Care). No board member can use information obtained as a member for personal gain, but must act in the best interest of the organization. Board members are not permitted to act in a way that is inconsistent with the central goals of the organization.

Should a conflict arise the board will follow, Article V, Section 11, of the bylaws:

Resignation and Removal of Directors. A director may resign at any time upon written notice to the Board of Directors. A director may be removed with or without cause by the affirmative vote of three of the total directors.

In addition to the bylaws each board member will sign a document stating that they understand the bylaws and the Conflict of Interest policy.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Admission Requirements –

- Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to Greensboro Progressive Public Charter School.
- No local board of education shall require any student enrolled in the local school administrative unit to attend Greensboro Progressive Charter School.
- Admission to Greensboro Progressive Public Charter School shall not be determined according to the school attendance area in which a student resides.
- Admission to Greensboro Progressive Public Charter School shall not be determined according to the local school administrative unit in which a student resides.
- Greensboro Progressive Public Charter School shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Greensboro Progressive charter school may give enrollment priority to siblings of currently enrolled students who were admitted to the charter school in a previous year and to children of the school's principal, teachers, and teacher assistants. In addition, and only for its first year of operation, Greensboro Progressive charter school may give enrollment priority to children of the initial members of the charter school's Board of Directors, so long as (i) these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission to the charter school and a lottery is needed under G.S. 115C-238.29F(g)(6), the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. Within one year after the charter school begins operation, the population of the school shall reasonably reflect the racial and ethnic composition of the general population residing within the Guilford County school administrative unit. The school shall be subject to any court-ordered desegregation plan in effect for the Guilford County school administrative unit. Families will be notified through mail once the lottery has been completed.
- During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.
- Notwithstanding any law to the contrary, Greensboro Progressive charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.
- Applications to Greensboro Progressive Public Charter School will include information about progressive education and adherence to the mission of the school from all participants which includes teachers, staff, students and parents. Parents of potential students will be asked to sign acknowledging the progressive model. Assistance will be given during the enrollment period to answer questions and discuss the mission before parents apply. Assistance will be available in English and Spanish to ensure that every potential parent will have the opportunity for assistance in the application process.

Withdrawal/Termination policies for students:

Withdrawal: While research has proven the advantages of keeping children in a school for the entire school year there are occasions where parents make the decision to move the child from one school to another. Because there are not district lines for Greensboro Progressive, if a family moves within the school year the child/children will be able to continue through the year and beyond should the parents choose. If however a withdrawal is requested, the school will assist in the new placement of the child by referring the parents to their child's individual school or the GCS Student Assignment Office at 336-370-8303. When school assignment is decided, Greensboro Progressive will transfer records or any other information needed for the transition process.

Termination Policy: If a student has a major infraction (major infractions are listed in the student handbook), a recommendation from a Facilitator of the School will be made to the Board the Directors for permanent removal from the school. After the parent and the child have the opportunity to defend their position, the Board of Directors will make the final decision. The decision will be binding and the school will assist in transferring records to the home school.

Marketing Strategies:

- Brochures to preschools
- Town-hall informational meetings at local libraries and recreation centers
- Creation of a Charter School Fair with other Guilford County Charter Schools in February 2013
- Information booth at Greensboro's Downtown 4th of July Festival
- Application Access on our website
- Facebook page updates
- Greensboro Progressive Fun Day for children at Greensboro Farmer's Curb Market
- Booth at A and T University homecoming festival
- Help North Carolina Department of Education create a video raising awareness of charter schools

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

Educational theory, foundation of the model, and proposed innovative offerings.

Greensboro Progressive Charter School is grounded in progressivism. This movement began in the late 1800s and early 1900s; its main foci are to be child-centered, to respect diversity and to employ a critical, socially engaged intelligence. Some of the proponents of this educational movement were John Dewey, Ellan Flagg Young, Francis Parker, and William Kilpatrick (best known for the development of the project method). Dewey is the most widely representative of progressive education. As curriculum reformers, progressive educators wished to enlist active participation from every child and create small-scale democratic classrooms to prepare young people for future social involvement. This involvement was defined as an obligation to be purposeful, responsible, and productive in the world around them. In turn the school, learning experiences and curriculum had to best suit these outcomes. Students were expected to be full participants in the learning community. Both the curriculum as a whole and specifically, learning activities had to change to provide active and cooperative opportunities. This is the only way students would learn empathy, collaboration, leadership, discipline, and their own strengths and weaknesses. The goal was to make school practical to the demands of life and personal growth. Education is seen as experiential, consequently curriculum is integrated to provide connected and meaningful learning. For example, Dewey believed geography was a cornerstone discipline through which students could learn about the earth and sustainability, as well as their place in the world. Similarly we emphasize environmental mindfulness and green practices at Greensboro Progressive as a way to integrate the curriculum and to give students a hands on aspect in their learning. In contrast to traditional educational theories that position students as passive recipients and teachers as all knowing, progressive education centers learning with the students’ needs and interests as social beings, respects them as equal partners in the development of their intelligence, and expects equal collaboration in the success of the learning community. Its core values are: attending to the whole child, community, collaboration, social justice, intrinsic motivation, deep understanding, active learning, taking students seriously (Kohn 2008).

Progressive education is still present today in a variety of schools throughout the nation. Some k-12 examples are: Mission Hill, Central Park East Elementary, University of Chicago Laboratory School, The Earth School, The Ethical Community Charter School, Ann Arbor Open School, City Neighbors Charter School. Some higher education examples are: Bank Street College of Education, Goddard College, Antioch University, Sarah Lawrence College, and Union Institute & University. All of these institutions k-higher ed infuse a progressive philosophy of education throughout their curriculum and leadership models. These schools are explicit in their ability to suit the needs of students, provide collaborative environments, and align learning and assessments to the overarching educational philosophy. For further discussion on progressive education and schools consult Meirer (2002), Darling-Hammond (2001), Kohn (2008 and 1999), The Center for Collaborative Education, coalition of Essential Schools, National Association of Independent Schools, Progressive Policy institute, and National Center for Public Policy and Higher Education.

Our school as a whole provides an innovative option for public education. In specific we offer a progressive alternative for families where students have the opportunity to experience an integrated looped curriculum that is experiential, multi-grade, grounded in responsive instruction and universal design for learning. In addition, by making the school garden not only essential to the nutritional provisions, but central to the curriculum, students are active learners in their education, self-care and sustenance, and community. Greensboro Progressive is the perfect opportunity for children and families that embrace close school-family partnerships and a collaborative justice-oriented rigorous and well-rounded curriculum.

Board Members Heather Moore, Leila Villaverde, and Dana Stachowiak will be in charge of overseeing that the school maintains its commitment to progressive education and serve as lead contacts.

See Appendix IV to learn more about the Progressive Education Model

Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.

Pillars of our school culture

Greensboro Progressive will:

- create a challenging, engaging learning environment adapted to each child's individual needs
- create students who are critical thinkers and problem solvers using hands on learning
- create socially conscious and responsible citizens of the community
- create knowledge about healthy choices through our garden, nutrition, and fitness programs
- create a community of learners that respects each child's culture and abilities
- create meaningful, collaborative relationships with families

Curriculum Design and Courses of Study

Greensboro Progressive follows Curriculum Integration as their primary curriculum design model. Curriculum Integration (Beane 1997) utilizes curricular themes to focus on Knowledge, Concepts, Self/Personal Concerns, and Social/ World Concerns where students are engaged in collaborative planning, the pursuit of knowledge, performance knowledge, and learning communities. This curricular model values democratic ideals, respect for human dignity and diversity, all of which are underscored throughout the educational plan and mission of the school. Greensboro Progressive provides an extensive curriculum that meets the needs of today's child and prepares them for the future through the use of integrated units centered on all subject areas. The curriculum is designed to provide students many hands-on problem solving experiences to facilitate inquiry and discovery-based learning. Comprehensive multi-grade-level themes are implemented that become progressively more complex as the child advances through the grades and experiences a very personal, internal, progressive learning environment.

- All curricular areas employ a variety of learning methods so that each child's learning style can be met. Progressive and project-based learning approaches are used throughout the school year. Teachers facilitate experiences and students collaborate to find solutions to real-world problems.
- All children use a mathematics program employing an organized sequence of skills which focuses upon problem solving as a basis for instruction in mathematics. Integration of mathematics concepts, skills and problem solving techniques occurs in all areas of the curriculum.
- Children are exposed to the world of books to help them develop valuable reading, critical thinking and inquiry skills. We seek to foster enthusiasm and a love for reading through classroom reading involving authentic literature with integrated themes that are studied in class.
- Students will use the writer's workshop model to write about a variety of experiences in their lives and for research on areas of interest. Different styles of writing will be explored and integrated across all subjects.
- Students at all grade levels participate in various age-appropriate service learning projects which enhance the classroom curriculum and apply what each student learns to the world around them, in order to transform the student into a more responsible and respectful citizen.
- Students will receive Art instruction twice a week. This program will be integrated with core subjects and will help the child receive information in multiple ways. It will also allow the child to express understanding of concepts in creative ways.

- Students will have physical fitness class and garden/cooking/nutrition class twice a week. These classes will teach a child how to make good healthy choices and will also be integrated with core subjects taught in the general education classes. These classes will expose children to science content in a real, hands on way.
- Appropriate use of modern technology (computers, video, cameras, simulations, etc.) enhances the curriculum.
- Children are grouped for instruction in a variety of ways. Teachers will give students opportunities to work individually, in small groups, or in large groups. Multi-age grouping and looping up from one grade level to the next will occur in the classroom.
- Students will have exposure to thematic Social Studies and History content by researching areas of interest and presenting knowledge in multiple ways; plays, art work, songs, formal papers, creative writing, powerpoints, movies, etc.

Nutrition Education

- Hands on Interactive Experiences- Children learn by doing. When growing and preparing food as part of the academic day, it enlivens every subject, from reading and writing to science and art. Students measuring vegetables and counting beans are learning math, effortlessly absorbing their lessons.
- School lunch supports local organic farm- When local, organic farms supply a school lunch program children come to know their community and their farmers and are taught where their food comes from.
- Cafeteria as a classroom- The lunch hour is transformed from an afterthought to an opportunity to enrich their curriculum. Teachers and cooks alike use the daily meal as a tool to nourish student's minds as well as their bodies.
- Zero Impact Meals- Reusable table settings teach the children about environmental care with little to no waste produced from our breakfast and lunch program.

Greensboro Progressive will be a member of the United States Department of Agriculture Food and Nutrition Services' Team Nutrition program. Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.

Team Nutrition Schools have these common values:

- We believe that children should be empowered to make food and physical activity choices that reflect the Dietary Guidelines for Americans.
- We believe that good nutrition and physical activity are essential to children's health and educational success.
- We believe that school meals that meet the Dietary Guidelines for Americans should taste good and appeal to children.
- We believe our programs must build upon the best science, education, communication and technical resources available.
- We believe that school, parent and community teamwork is essential to encouraging children to make food and physical activity choices for a healthy lifestyle.
- We believe that messages to children should be age appropriate and delivered in language they speak, through media they use, in ways that are entertaining and actively involve them in learning.
- We believe in focusing on positive messages regarding food and physical activity choices children can make.
- We believe it is critical to stimulate and support education and action at the national, state and local levels to help children develop healthy eating and physical activity behaviors.

Instructional Methodology and Approaches to teaching

- Universal Design for Learning (UDL)

UDL as defined by the Center for Applied Special Technology (CAST) is a set of principles for curriculum development that give all individuals equal opportunities to learn. These principles suggest providing information through multiple means of action and expression, and multiple means of engagement. UDL guidelines posit that by adhering to these principles, which address the “what, how, and why” of learning, every child is offered equal opportunity to learn. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners (CAST-UDL guidelines, 2011).

- Responsive Classroom

The Responsive Classroom approach will be used for setting classroom expectations and social/behavioral direction. This approach not only enhances a student’s academic skills but also contributes to their social skills and addresses the whole child. This approach focuses on teaching children how to be good citizens and how to get along with others through cooperation, assertion, responsibility, empathy, and self-control.

- Integration

Integrated units bring together academic subject areas around a common theme. The units follow students’ needs and interests. The garden and other environmental themes will also be integrated into the curriculum. It strengthens skills that students encounter in one content area but also practice in another, and it can lead to the mastery of those skills. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. Benefits include:

- providing fertile ground for high-quality student projects
- helping student and teachers make connections across academic disciplines
- fostering professional growth by encouraging teachers to go beyond the boundaries of their academic fields
- connecting students and their work to a larger community

See Appendix V to learn more about integration

- Project Based Learning

Students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they’re studying. Research also indicates that students are more likely to retain the knowledge gained through this approach than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community, while seeing the positive effect of their work.

- Inclusion

According to the joint position statement of NAEYC and DEC, *Inclusion embodies the values, policies, and practices that support the right of every child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities, and their families, include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion are access, participation, and supports.*

Classroom Structure

Small Classroom Size

Greensboro Progressive will have small classroom sizes with a maximum of 18 students per class. The National Education Association shows the research on having small classroom sizes as the following:

Studies show that smaller class size provides lasting benefits for students, especially for minority and low-income students and students with exceptional needs:

- Studies of the Tennessee STAR class size reduction program found that students in small classes outperformed their peers in math and reading tests at the end of kindergarten, with gains persisting through third grade; students in smaller classes behaved better than students in larger classes, with differences persisting into fourth grade; and the positive impact of small class sizes was the greatest among Black and lower-income students.
- Studies of Wisconsin's SAGE class size reduction program, targeted at low-income schools, found gains in test scores among students attending smaller classes comparable to the gains achieved in the STAR program.
- A Rand Corporation report found that students in states with the smallest class sizes in early grades scored higher on the National Assessment of Educational Progress than students in states with larger classes, taking income level into account.

Benefits include:

- The classroom is the nexus of student learning. Smaller classes allow for more individualized attention for students.
- Reducing class sizes has a positive impact on maximizing student learning and closing achievement gaps. Simply stated -- when qualified teachers teach smaller classes in modern schools, students learn more.
- Teachers with small classes can spend time and energy helping each child succeed.
- Smaller classes also enhance safety, discipline, and order in the classroom.

Multi-Grades

Greensboro Progressive will have multi-grade classrooms for grades 1-8. There are many advantages to a multi-grade classroom both academically and socially:

- In a multi-grade classroom children are always able to review what they have covered before and work ahead if they are able.
- It lends itself very easily to individual instruction.
- Children are able to find mentors and friends in older grades who will help them in many ways. Older students learn patience and helping skills.
- It better reflects the style of learning in the world, where it is very rare to be in an environment where all of the people are of the same age and educational background.

Looping

Teachers will loop, remaining with their students for two years. Research shows looping benefits teachers by beginning school with a better understanding of a child's learning style and abilities, more efficient use of time at the beginning of the year, fewer discipline problems and absences. Curriculum is built upon knowledge of the previous year, including a detailed knowledge of student's strengths and weaknesses, and more productive, meaningful parent-teacher relationships. Students will also benefit from looping. Research on looping shows student learning is enhanced with increased stability, develops predictable, meaningful relationships, creates a stronger sense of security and belonging, stronger student friendships, and more individualized instruction because the teacher knows the students so well.

Learning Centers

Children thrive when they can work independently and cooperatively with a small group of peers. They are eager to practice and apply the skills they are learning, engaging in conversations, and making choices about what they can do. Using centers to organize and manage the learning environment is a strategy attuned to who children are and how they learn. Learning Centers offer children a powerful

opportunity to develop independence, risk taking, perseverance, initiative, creativity, reasoning, and problem-solving- the “learning to learn” skills. Learning Centers, when set up effectively, allow children to develop skills in all areas including academic skills and social skills.

Curriculum Samples

SAMPLE K-8 CURRICULUM (aligned with CCSS & NCSOS where applicable)

Below is a representative curriculum for grades k-8. We have provided sample units and outcomes for k, 5-6, and 7-8. Although these are just samples, including the outcomes invites a closer look into the curriculum offered for these levels. Grades 1-2 and 3-4 have a full year of units. We offer both sample and full year curriculum data in order to illustrate competency and knowledge spanning kindergarten through 8th grade. All of these are aligned with the North Carolina Common Core Curriculum and Progressive Education. Board Members Heather Moore, Leila Villaverde, and Dana Stachowiak will be in charge of overseeing that the school maintains its commitment to progressive education and serve as lead contacts.

KINDERGARTEN (sample unit)		
INTEGRATED UNIT 6: Reading the World: Myself and Others		
<i>This unit was designed to give Kindergarten students exposure to reading informational texts through an exploratory lens of themselves and their interactions and experiences with others in the world. Since a foundational piece of the ELA CCSS for Kindergarten is for students to gain the communication skills (both speaking and writing) to describe themselves and the world around them, this unit integrates Math CCSS and Social Studies and Science Essential Standards as additional places from which to pull related technical and descriptive language. This aligns specifically with the following core values of progressive education: attending to the whole child, collaboration, deeper understanding, and active learning.</i>		
STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	
	Craft and Structure	
	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 2, 3
	Production and Distribution of Writing	5, 6
	Research to Build and Present Knowledge	7, 8
	Range of Writing	
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES

		MET
SOCIAL STUDIES: Myself, My Family, & Others	History	K.H.1.1, K.H.1.2
	Geography and Environmental Literacy	K.G.1.1, K.G.1.3, K.G.1.4, K.G.2.2
	Economics and Financial Literacy	K.E.1.1, K.E.1.2
	Civics and Governance	K.C&G.1.2
	Culture	K.C.1.1, K.C.1.2
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES MET
SCIENCE: Describing Our World	Physical Science	K.P.1.1, K.P.1.2, K.P.2.1, K.P.2.2
	Earth Science	K.E.1.1
	Life Science	K.L.1.2
INTEGRATED SUBJECT	DOMAIN	KINDERGARTEN STANDARDS MET
MATH: Using Measurement to Describe Our World	Counting & Cardinal Numbers	K.CC.1, K.CC.2, K.CC.3
	Operations & Algebraic Thinking	K.OA.1
	Measurement and Data	K.MD.1, K.MD.2, K.MD.3
	Geometry	K.G.1

GRADES 1-2 (sample year-long ELA curriculum)		
UNIT 1: Taking Charge of Reading/Writing: Building Good Habits as a Reader/Writer		
STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	1, 2, 3
	Craft and Structure	4, 5, 6
	Integration of Knowledge and Ideas	7, 9
	Range of Reading and Level of Text Complexity	10
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4, 6, 7
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
Writing Standards	Fluency	4, 4a, 4b, 4c
	Text Types and Purposes	3
	Production and Distribution of Writing	5, 6
	Research to Build and Present	7, 8,

		Knowledge	
UNIT 2: Tackling Troubles in Our Reading/Writing			
STRAND	CLUSTER	STANDARDS MET	
Reading Literature	Key Ideas and Details	1, 2, 3	
	Craft and Structure	4, 5, 6	
	Integration of Knowledge and Ideas	7, 9	
	Range of Reading and Level of Text Complexity	10	
Reading Informational Texts	Key Ideas and Details	1, 2, 3	
	Craft and Structure	4, 6, 7	
	Integration of Knowledge and Ideas	7, 8, 9	
	Range of Reading and Level of Text Complexity	10	
Foundational Skills	Print Concepts	1, 1a	
	Phonological Awareness	2, 2a, 2b, 2c, 2d	
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g	
	Fluency	4, 4a, 4b, 4c	
Writing Standards	Text Types and Purposes	1, 2, 3	
	Production and Distribution of Writing	5, 6	
	Research to Build and Present Knowledge	7, 8	
UNIT 3: Readers Encounter and Experience Characters in Our Books/Small Moments and Personal Narratives			
STRAND	CLUSTER	STANDARDS MET	
Reading Literature	Key Ideas and Details	1, 2, 3	
	Craft and Structure	4, 5, 6	
	Integration of Knowledge and Ideas	7, 9	
	Range of Reading and Level of Text Complexity	10	
Reading Informational Texts	Key Ideas and Details		
	Craft and Structure		
	Integration of Knowledge and Ideas	9	
	Range of Reading and Level of Text Complexity	10	
Foundational Skills	Print Concepts	1, 1a	
	Phonological Awareness	2, 2a, 2b, 2c, 2d	
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g	
	Fluency	4, 4a, 4b, 4c	
Writing Standards	Text Types and Purposes	1, 2, 3	
	Production and Distribution of Writing	5, 6	
	Research to Build and Present Knowledge	7, 8	

		Knowledge
UNIT 4: Reading Non-Fiction, Reading the World/Authors as Mentors		
STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	
	Craft and Structure	
	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 2, 3
	Production and Distribution of Writing	5, 6
	Research to Build and Present Knowledge	7, 8
UNIT 5: Working Out Words/The Craft of Revision		
STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	1, 2, 3
	Craft and Structure	4, 5, 6
	Integration of Knowledge and Ideas	7, 9
	Range of Reading and Level of Text Complexity	10
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 2, 3
	Production and Distribution of Writing	5, 6
	Research to Build and Present Knowledge	7, 8

UNIT 6: Dramatizing Characters in Book Clubs/Writing for Readers

STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	1, 2, 3
	Craft and Structure	4, 5, 6
	Integration of Knowledge and Ideas	7, 9
	Range of Reading and Level of Text Complexity	10
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 2, 3
	Production and Distribution of Writing	5, 6
	Research to Build and Present Knowledge	7, 8

UNIT 7: Content Area Reading/Non-Fiction Writing

STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	
	Craft and Structure	
	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 2, 3
	Production and Distribution of Writing	5, 6
	Research to Build and Present Knowledge	7, 8

GRADES 3-4 (sample year-long Math/Science curriculum)		
INTEGRATED UNIT 1: Understanding Forces and Motion		
INTEGRATED SUBJECT	DOMAIN	STANDARDS MET
Math	Operations and Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, 3.OA.9, 4.OA.2, 4.OA.3
	Number and Operations in Base Ten & Fractions	3.NBT.1, 3.NBT.2, 3.NBT.3, 4.NBT.4
	Measurement and Data	3.MD.3
	Geometry	
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES MET
Science	Physical Science	3.P.1.1, 3.P.1.2, 4.P.1.1, 4.P. 1.2, 4.P.2.1
	Earth Science	
	Life Science	
STRAND	CLUSTER	STANDARDS MET
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e
	Production and Distribution of Writing	4, 5, 6
	Research to Build and Present Knowledge	7, 8, 9, 9a, 9b
	Range of Writing	10
INTEGRATED UNIT 2: Growing Plants for Food and Energy		
INTEGRATED SUBJECT	DOMAIN	STANDARDS MET
Math	Operations and Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.7, 3.OA.8, 3.OA.9, 4.OA.2, 4.OA.3
	Number and Operations in Base Ten & Fractions	3.NBT.1, 3.NBT.2, 3.NBT.3, 4.NBT.4
	Measurement and Data	3.MD.1, 3.MD.2, 3.MD.3, 3.MD.4, 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8, 4.MD.1, 4.MD.2, 4.MD.3
	Geometry	
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES MET

		MET
Science	Physical Science	3.P.3.2, 4.P.3.1
	Earth Science	4.E.2
	Life Science	3.L.2.1, 3.L.2.2, 3.L.2.3, 3.L.2.4, 4.L.1.1, 4.L.1.3, 4.L.2
STRAND	CLUSTER	STANDARDS MET
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
Writing Standards	Fluency	4, 4a, 4b, 4c
	Text Types and Purposes	1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e
	Production and Distribution of Writing	4, 5, 6
	Research to Build and Present Knowledge	7, 8, 9, 9a, 9b
	Range of Writing	10

INTEGRATED UNIT 3: Journey Through Outer Space

INTEGRATED SUBJECT	DOMAIN	STANDARDS MET
Math	Operations and Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.7, 3.OA.8, 3.OA.9, 4.OA.2, 4.OA.3, 4.OA.5
	Number and Operations in Base Ten & Fractions	3.NBT.1, 3.NBT.2, 3.NBT.3, 4.NBT.4
	Measurement and Data	3.MD.3, 3.MD.8
	Geometry	3.G.1, 3.G.2, 4.G.1, 4.G.2, 4.G.3
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES MET
Science	Physical Science	3.P.1.3
	Earth Science	3.E.1.1, 3.E.2.2, 4.E.1.1, 4.E.2.2
	Life Science	
STRAND	CLUSTER	STANDARDS MET
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c

Writing Standards	Text Types and Purposes	1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e
	Production and Distribution of Writing	4, 5, 6
	Research to Build and Present Knowledge	7, 8, 9, 9a, 9b
	Range of Writing	10
INTEGRATED UNIT 4: Journey on Earth's Terrain		
INTEGRATED SUBJECT	DOMAIN	STANDARDS MET
Math	Operations and Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.7, 3.OA.8, 3.OA.9, 4.OA.2, 4.OA.3
	Number and Operations in Base Ten & Fractions	3.NBT.1, 3.NBT.2, 3.NBT.3, 4.NBT.4, 3.NF.1, 3.NF.2, 3.NF.3, 4.NF.1, 4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7
	Measurement and Data	3.MD.3
	Geometry	3.G.2
INTEGRATED SUBJECT	ESSENTIAL STANDARDS MET	CLARIFYING OBJECTIVES MET
Science	Physical Science	3.P.2.3, 3.P.3.1, 3.P.3.2, 4.P.2.2, 4.P.2.3
	Earth Science	3.E.2.1, 3.E.2.2, 4.E.2.1, 4.E.2.2
	Life Science	
STRAND	CLUSTER	STANDARDS MET
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing Standards	Text Types and Purposes	1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 2e, 3, 3a, 3b, 3c, 3d, 3e
	Production and Distribution of Writing	4, 5, 6
	Research to Build and Present Knowledge	7, 8, 9, 9a, 9b
	Range of Writing	10

GRADES 5-6 (sample unit)		
INTEGRATED UNIT 8: Reading and Writing for Social Justice		
<i>While this unit meets all the core values of progressive education, it was designed to specifically focus on the core value of Social Justice. It was built from the premise of focusing critical literacy on democratic participation both inside the classroom, as students read about and investigate social issues, and outside of the classroom, as students write about and publish their work on advocating for social justice in the larger community.</i>		
STRAND	CLUSTER	STANDARDS MET
Reading Literature	Key Ideas and Details	
	Craft and Structure	
	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Foundational Skills	Print Concepts	1, 1a
	Phonological Awareness	2, 2a, 2b, 2c, 2d
	Phonics and Word Recognition	3, 3a, 3b, 3c, 3d, 3e, 3f, 3g
	Fluency	4, 4a, 4b, 4c
Writing	Text Types and Purposes	WHST.6-8.1
	Production and Distribution of Writing	WHST.6-8.4, WHST.6-8.5, WHST.6-8.6
	Research to Build and Present Knowledge	WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
	Range of Writing	WHST.6-8.10
History/Social Studies	Key Ideas and Details	
	Craft and Structure	RH.6-8.4, RH.6-8.5, RH.6-8.6
	Integration of Knowledge and Ideas	RH.6-8.7, RH.6-8.8, RH.6-8.9
	Range of Reading and Level of Text Complexity	RH.6-8.10

GRADES 7-8 (sample unit)		
INTEGRATED UNIT 1: Gardening for Nutrition		
<i>This unit rests on the core values of community, collaboration, and active learning within progressive education, as well as making room for deeper understanding of the related science and mathematics concepts. Students will use their understanding of science and mathematical concepts to build, grow, and nurture the school garden.</i>		
INTEGRATED SUBJECT	CLUSTER/DOMAIN	STANDARDS MET
Science and Technical Subjects	Key Ideas and Details	RST.6-8.1, RST.6-8.2, RST.6-8.3
	Craft and Structure	RH.6-8.4, RH.6-8.5, RH.6-8.6
	Integration of Knowledge and Ideas	RH.6-8.7, RH.6-8.8, RH.6-8.9
	Range of Reading and Level of Text Complexity	RH.6-8.10
Math	Ratios and Proportional Relationships	7.RP.2
	Number System	7.NS.1, 7.NS.2, 7.NS.3
	Expressions and Equations	7.EE.3, 7.EE.4, 8.EE.4
	Geometry	7.G.4, 7.G.5, 7.G.6, 8.G.9
STRAND	CLUSTER	STANDARDS MET
Reading Informational Texts	Key Ideas and Details	1, 2, 3
	Craft and Structure	4,5,6
	Integration of Knowledge and Ideas	7, 8, 9
	Range of Reading and Level of Text Complexity	10
Writing	Text Types and Purposes	WHST.6-8.1
	Production and Distribution of Writing	WHST.6-8.4, WHST.6-8.5, WHST.6-8.6
	Research to Build and Present Knowledge	WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
	Range of Writing	WHST.6-8.10

Sample Daily Schedule

Kindergarten-2nd 8:00-3:00

Sample Schedule

7:30-8:00 Breakfast/Arrival

8:00-8:30 Morning Meeting

8:30-10:00 Academic Block

10:00-10:30 Recess

10:30-12:30 2 days a week art, PE, and garden/cooking, 1 day a week community service

12:30-1:00 Lunch

1:00-2:30 Academic Block

2:30-3:00 Afternoon Duties/Closing Meeting

3:00 Dismissal

3rd-8th grade 8:00-4:00

Sample Schedule

7:30-8:00 Breakfast Arrival

8:00-8:30 Morning Meeting

8:30-10:30 2 days a week art , 2 days a week art, PE, and garden/cooking, 1 day a week community service
10:30-12:00 Academic Block
12:00-12:30 Lunch
12:30-2:00 Academic Block
2::00-2:30 Recess
2:30-3:30 Academic block
3:30-4:00 Afternoon Duties/Closing Meeting
4:00 Dismissal

- The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.

Calendar

Greensboro Progressive will use an extended calendar year with students in school for 185 days. Breaks during the school year will be a little longer than the traditional calendar to give teachers time to create the individualized narratives and portfolios that are required. This will make the summer break shorter helping the children retain information between grade levels. This will also allow our garden to have a longer growing season.

Greensboro Progressive Calendar 2013-2014

July

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- First Days of School (half days)
- Staff Development Days
- Teacher Workdays
- Vacation Days
- End of Grading Periods (half-day)
- Last Days of School (half days)

- A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Evaluation Tools

In addition to the state standardized test, Greensboro Progressive will use assessment vehicles such as student portfolios and presentations as additional measures of student understanding. These rigorous, multiple forms of formative assessments require students to apply what they're learning to real world tasks. These include standards-based projects and assignments that require students to apply their knowledge and skills using clearly defined rubrics (or criteria) to facilitate a fair and consistent evaluation of student work; and opportunities for students to benefit from the feedback of teachers, peers, and outside experts. With these formative and summative types of assessment comes the ability to give students immediate feedback. They also allow a teacher to immediately intervene, to change course when assessments show that a particular lesson or strategy isn't working for a student, or to offer new challenges for students who've mastered a concept or skill.

- Teachers will use the North Carolina Common Core State Standards for portfolio evidence to evaluate where a child is in their process of learning and show progression.
- Teachers will also use formative assessments as a way to determine next steps in instruction for a student.

According to North Carolina's Accountability Service Division, formative assessments are *used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.*

Formative Assessment includes:

- Questioning
- Discussions
- Learning Activities
- Feedback
- Conferences
- Interviews
- Student Reflections

Formative assessment is found at the classroom level and happens minute-to-minute or in short cycles. Formative assessment is not graded or used in accountability systems. The feedback involved in formative assessment is descriptive in nature so that students know what they need to do next to improve learning.

Council of Chief State School Officers (CCSSO) Definition of Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Reasons to Use Formative Assessment

Why use formative assessment in the classroom? Formative assessment can be an exciting and productive approach to learning. Once you learn the basics, you can apply them in a variety of ways that make instruction fun for teachers and students alike.

- In addition to assessments above, Greensboro Progressive will create a unique graduation requirement and portfolio review process for 7th and 8th grade students. We want students to display all of the rich acquired knowledge gained throughout the years by presenting information to a panel, showing readiness for high school. Students will prepare and defend information through multiple means of representation (projects, formal papers, question and answers, etc.). The panel will include parents, advisor, curriculum Facilitator, and anyone else that the student would like present. Students will be assigned an advisor to guide them through this process. Students will present the following subjects to the panel: Science, History, Literature and Writing, the Arts, Beyond the Classroom, and Mathematics. (This process is based on that of Mission Hill, a school in Boston,

graduation requirements that have been shown to be effective. Our school will create a similar process that fits our own school's individual needs. Mission Hill's graduation process can be found in Appendix I.)

- Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.
 - Responsive Classroom Training (see Appendix VI for breakdown of cost)
 - Project Based Learning Training
 - Universal Design to Learning Training
 - Readers and Writers Workshop
 - Math Workshop

Description of these professional development opportunities are described above under approaches to teaching.

- An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their "expected levels" of performance and delineate a plan accordingly.

Grade level and individual expectations of progress are based on portfolios, educator observations, and grade level testing. If a child is performing under grade level expectations, the school will gather a student team, The Pre-referral Assistance Team (PAT,) meeting usually inclusive of student, educators, family or caregiver, and any other specialist to determine the best approach necessary to meet the needs of the student and create a plan of action, Personalized Education Plans, for achieving desired goals. Once areas to address and resources are identified the student's team will also devise a shared responsibility agreement outlining their support role for the student. The student will also reflect on and outline their responsibilities and needs through this process. Student teams may meet as often as is needed for the success of the student, but at minimum once a month to ensure adequate progress with the student's Personalized Education Plan. The plan of action should be revisited after the first few months to ensure its assisting the student. If a student needs further interventions a referral would be made to have child evaluated for Exceptional Children services and support. (This is also Tier 2 of the Response to Intervention below.)

- Details in how the proposed charter plans to involve parents and community members within the school.

Greensboro Progressive believes that families and the community are an integral part of a child's successful learning experience and of the success of a school. We will have an open and trusting environment welcoming parents to come anytime and volunteer in classrooms, mentor, tutor, be a lunch buddy, work in the garden, etc. We want parents to have input and help make decisions for our school. There will be a minimum of two positions on the board for parents. Parents will also have the opportunity to come to the school for workshops to help them understand the Progressive education philosophy and ways to continue learning at home.

We want our children to learn from and about their community. Community members will be invited often to come into the school and interact with students. Students will also be expected to participate in community service projects and collaborate with community members so they can understand the importance of giving back. Seventh and eighth graders will have internships where they work alongside different community members in area of interest for 2 years. At the 8th grade portfolio review, students will present information about what they learned from their internship.

- Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.

Greensboro Progressive will use the Universal Design of Learning (UDL) approach to meet all children's individual needs including those that are considered gifted, at-risk, or English language learners.

UDL as defined by the Center for Applied Special Technology (CAST) is a set of principles for curriculum development that give all individuals equal opportunities to learn. These principles suggest providing information through multiple means of action and expression, and multiple means of engagement. UDL guidelines posit that by adhering to these principles, which address the "what, how, and why" of

learning, every child is offered equal opportunity to learn. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners (CAST-UDL guidelines, 2001)

- Principle I: Provide Multiple Means of Representation** (the “what” of learning).
Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; *providing options for representation is essential.*
- Principle II: Provide Multiple Means of Action and Expression** (the “how” of learning).
Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive functions disorders), those who have language barriers, and so forth approach learning very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; *providing options for action and expression is essential.*
- Principle III: Provide Multiple Means of Engagement** (the “why” of learning.)
Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of other sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; *providing multiple options for engagement is essential.*

The Universal Design for Learning will be linked to the Response to Intervention below in the special education section of the application.

See more details about UDL in Appendix II

- Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.

Greensboro Progressive will offer extra-curricular activities that extend the curriculum of the school. Such activities will be considered co-curricular as a result. This requires for these voluntary offerings to allow for specified goals of the school to be accomplished through these experiences. For example: Any arts-based program or activity, clubs, volunteer or community activity, and sports. These will depend largely in the interest of children and families as well as resource availability. We are committed to providing a well-rounded educational experience and these extra-curricular activities serve as one more opportunity to experience the core values of a progressive education.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or

disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

SPECIAL EDUCATION

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and subsequent reauthorizations, The Greensboro Progressive Charter School will incorporate a multi-tiered Response to Intervention (RTI) approach, in order to meet the needs of all children. We will first ensure that all students will receive appropriate classroom instruction from a highly qualified teaching staff. When and if learning difficulties are revealed through assessment or documented observations, both instruction and the environment will be adjusted accordingly to address and remediate the issues or concerns. If it is found that the student does not respond to these interventions, then every measure, in accordance with the law and our philosophy will be employed to further address the student's needs.

What is RTI?

RTI is a multi-level framework designed to maximize student achievement by providing support to students at risk for poor learning outcomes. This approach includes:

- Core instruction for all students
- Increasingly intensive instructional interventions for students who need extra help (tiered system of intervention and systematic problem solving)
- Progress monitoring (data monitoring and analysis)

RTI can be used to improve academic achievement and improve classroom behavior. RTI enables educators to target instructional interventions to children's specific areas of need as soon as those needs become apparent. RTI provides data to assist educators in making educational decisions and provides support for those decisions. Universal screenings are given to ALL students three times a year (fall, winter, spring) to determine if individual students are making expected progress in the areas of reading and math.

Upon completion of the universal screenings each trimester, the assessment data is examined by the Curriculum Facilitator and individual Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level expectations. Additionally, each trimester all students' behavior is reviewed. Difficulties identified in the student's academic functioning due to behavioral, organizational, and/or emotional factor are examined to determine if the student needs additional support. Data collected from teacher files, observations, referrals, etc. are used to make this determination. Students are then determined to be in one of three tiers.

Tier I- In Tier I all students will receive age and grade appropriate instruction as indicated by state standards. This tier also includes universal screening to better tailor lessons to the specific needs of every student. The results of these screenings, documented observations and student progress in the general curriculum will indicate if further intervention is needed. Students at this level are meeting grade level expectations. Students are instructed in the core classroom curriculum, and are not eligible to receive tutoring services.

Tier II- Students not exhibiting expected progress will receive individualized instruction at tier II. This instruction can take several forms depending on the needs of the student. This will include but are not limited to adaptations to the environment or presentation of instruction, additional small group work, one on one instruction, or repetition of lessons. The Pre-referral Assistance Team (PAT) will determine what these interventions should be and will be in charge of monitoring effectiveness. Student's progress is monitored and documented to gauge effectiveness of intervention and to determine if additional intervention is warranted for further screening to identify the root of difficulty.

Tier III – At this level a special education professional will be consulted and child will be referred for assessment as required by IDEA. The Pre-referral Assistance Team will now be in charge of monitoring the referral process and determining eligibility. Should the process result in the development of an Individualized Education Plan (IEP), it will be incorporated into the general education classroom, and implemented by both the general education teacher and the special education teacher collaboratively. If the child is not eligible the PAT will make a plan on how to continue to support the child.

Special Education Referral and Evaluation Procedures

Evaluation

1. A parent/guardian, teacher or other person who believes that a student may require special education services may request a special education referral process.
2. Upon making this request, the party who receives this request in writing or in conversation must immediately notify the special education teacher.
3. The parent/guardian will be contacted by the special education teacher or his/her designee to schedule a Pre-referral Assistance Team meeting. This meeting must be scheduled to take place within ten (10) school days to discuss the request. A notice of this meeting will be sent to parent(s)/guardian(s), teachers, appropriate special education staff and the school Facilitators.
4. The classroom teacher(s) will complete the Intervention Request Form and attach test data and work samples for discussion and send to the Special Education Teacher at least three school days prior to the Pre-referral Assistance Team meeting.
5. If a case study is determined appropriate, permission, utilizing required forms will be completed and parent/guardian signature will be obtained. The parent/ guardian will receive a copy of all forms at the end of the meeting.
6. If a student does not meet eligibility requirements, forms will be completed explaining the reason(s) why the evaluation will not be conducted. The parents will receive a copy of the completed forms at the end of the meeting. A Pre-referral Assistance Team will be scheduled, if necessary, to develop an intervention plan to address the student needs within the classroom.
7. If a Section 504 Evaluation is deemed appropriate, parent permission will be obtained at the Referral Assistance Team meeting.
8. Upon completion of the evaluation, but no later than 60 school days after parent/guardian permission was obtained or prior to the first day of the next school year if there are less than 60 school days remaining in the current school year, an Individualized Educational Plan (IEP) meeting will be convened to determine whether the student is eligible for special education services. A plan describing the educational services the student requires to meet his/her educational goals will be determined at this meeting or no later than 30 days after the initial IEP meeting was held. The parent(s)/guardian(s) written consent for initial special education services must be obtained before service can begin. Implementation of the IEP cannot begin until ten (10) days after parent/guardian permission has been obtained unless the parent/guardian waives the ten (10) day waiting period. The IEP document, evaluations, required notice and consent forms and other pertinent information will be placed in the student's temporary special education file in the Special Education Office. A copy of the IEP, required notice and consent forms and evaluations will be given to the parent(s)/guardian(s).
9. If the student does not qualify for special education services the educational team will determine if the student is eligible for a Section 504 Plan.
10. If a Section 504 Plan is deemed appropriate, a Section 504 meeting will be scheduled with the parent(s)/guardian(s).
11. If the student is not eligible for a Section 504 Plan and if accommodations are recommended for the regular education classroom, a Pre-referral Assistance Team meeting will be scheduled to discuss and document the program accommodations with the education team. The Pre-referral Assistance Team will determine how and by whom accommodations will be made. Periodic Pre-referral Assistance Team meetings will be held to monitor the student's progress and provide assistance to the classroom teacher(s).

Independent Evaluation

1. If a parent/guardian has had an independent evaluation completed and wishes to have this report considered as part of the IEP, the parent(s)/guardian(s) will provide a copy of the evaluation to the special education teacher or his/her designee and complete an Authorization for the Exchange of Information form for special education diagnostic personnel to discuss the evaluation report with the private evaluator.
2. Within ten (10) school days of receipt of the independent evaluation, an IEP will be scheduled and a notice sent to the parent(s)/guardian(s).
3. At the IEP meeting, the staff will consider the results of the evaluation in any decision made with respect to the IEP.

Transfer Student with an IEP

1. Students who transfer to Greensboro Progressive with an active IEP will be provided the services in conformity with the current IEP. Services will be initiated immediately.
2. Greensboro Progressive may adopt the former school district's IEP, without an IEP meeting, if a copy of the current IEP is available, the parent(s)/guardian(s) indicate satisfaction with the current IEP, and Greensboro Progressive determines that the current IEP is appropriate and can be implemented as written.
3. Greensboro Progressive may develop a new IEP for the student if Greensboro Progressive or the parent(s)/guardian(s) do not believe the current IEP is appropriate. In such case, Greensboro Progressive shall, within ten (10) days after the date of the student's enrollment, initiate an IEP meeting for the purpose of developing a new IEP. While the new IEP is under development, Greensboro Progressive shall implement the IEP from the former school district.

Reevaluation

1. Greensboro Progressive shall consider reevaluating an eligible student whenever conditions warrant but at least once every three years. For a reevaluation the special education team will meet with the parent to determine whether additional evaluation data is needed or not needed for continuing eligibility for special education services.
2. If the special education team determines that a reevaluation is necessary the parent(s)/guardian(s) consent will be obtained utilizing required notice and consent forms.

STUDENT CONDUCT AND DISCIPLINE (G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Greensboro Progressive Parent Handbook 2013-2014

Mission Statement

Greensboro Progressive is about nurturing the whole child through teaching students to be responsible for their learning, their actions, and healthy choices. We will know each child's unique strengths and interests, creating hands on, meaningful learning experiences that support a child's inherent love of learning. Greensboro Progressive will be a place where all children will be respected and inspired to learn.

Our Promise to Our Families:

- To create a challenging, engaging learning environment adapted to each child's individual needs
- To create students who are critical thinkers and problem solvers using hands on learning
- To create socially conscious and responsible citizens of the community
- To create knowledge about healthy choices through our garden, nutrition, and fitness programs including fresh, healthy home cooked meals.
- To create a community of learners that respects each child's differences including culture and abilities
- To create meaningful relationships with families, recognizing that they are the child's first and most important teacher



Health and Vaccine Requirements

Vaccinations Required for Kindergarten

Vaccine	Number Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*
Haemophilus Influenzae type B (Hib)	4 doses*
Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	1 dose*

Vaccinations required in 6th grade

All 6th grade students must have their Tdap vaccination prior to the first day of school. Please bring a new immunization record to the office after receiving the vaccination.

Student Illness

It is very important that your child stay home if he/she is ill. If your child has a temperature above 100° F; recent diarrhea or vomiting; rash; or discharge from the eyes, ears, or nose, please keep your child at home.

Remember, your child must be fever free for 24 hours before returning to school.

Please notify the office before school starts on the day that your child is ill. If your child has one of the communicable diseases identified by the Department of Education, please notify the office so that other parents can be contacted. These communicable diseases are strep throat, scarlet fever, head lice, pink eye, influenza, meningococcal meningitis, and chicken pox. Remember to notify the office for each subsequent day the child will be absent. A message may always be left on voice mail.

If your child becomes ill during the school day, you will be contacted. It is expected that one of the parents will pick up the child as soon as possible. If this is not possible, one of the adults listed on your child's emergency form will be contacted to pick up your child.

Please see the fact sheets in the Appendix from the Guilford County Health Department concerning Influenza and Meningococcal Meningitis.

Medication

If your child needs to take prescription or nonprescription medicine at school, you must fill out a special medication form at the school office. Prescription medicine requires a special form to be completed by your child's pediatrician. You may want to ask for one of these forms for your files if you anticipate using one during the year. Your doctor may always fax the school the permission form, if necessary. The fax number is XXXX. All medicine, prescription or nonprescription, must be in the original bottle and will be kept in the office. Please remember that it is the parents' responsibility to have prescription medicines refilled. A record of the time and dose your child took medication will be kept in the office. If your child will be required to self-administer medication such as an inhaler or epi-pen, please make sure that you have completed the School Medication Authorization form. This form specifies the prescription and that your child is knowledgeable about self-administering the dose if needed.

Transportation

Greensboro Progressive does not want transportation issues to hinder anyone from coming to the school. If you would like to join a carpool group please see the school secretary for assistance.

Arrival and Departure Times

School hours are from 8:00 am – 3:00 pm for grades K-2 and from 8:00 am – 4:00 pm for 3-8 grades. On early release days, school hours for all students are from 8:00 am – 1:00 pm. Children are encouraged to arrive 30 minutes early for breakfast. Families are encouraged to come and eat breakfast with their children. If a child is not going to eat breakfast we request and highly encourage arriving at least 10 minutes before class begins.

Pick-Up Procedures

At the end of class, children will be called to their designated pick up place for dismissal. Cars must stay in a line and children will be loaded into cars in the order in which the cars are lined up. **The use of cell phones in the carpool line is prohibited.**

It is very important that your carpool and emergency contact information are complete and up-to-date on the enrollment form. If you are planning to have your child walk or ride his/her bike to school, please make note of this on the enrollment form. Students can only be released to adults listed on the enrollment form. If you wish to have another adult listed, please call the office. If your request for a particular adult is just for one day, send a note to the classroom teacher or notify the office by phone. Children must have a permission note in their hands to go with a person not designated on the carpool pick-up form.

School Day Procedures

Tardiness

All children are expected to arrive at school and be in their assigned classroom by 8:00 for K-2 and 8:30 for 2-8. Children will be considered tardy if they arrive after these times. Students arriving late will need to report to the office for a tardy pass. Students will need to present this pass to their teacher in order to get into class. If a child does not have a tardy pass, they will be sent back to the office to get one. To help parents keep track of tardiness, a letter will be sent home following seven (7) tardies, and after fifteen (15) tardies. After 15 tardies a parent meeting will be arranged to discuss what needs to be done to have your child arrive on time. We want to remind parents that it is important for students to arrive on time so that they do not miss any important announcements at morning meetings. This will also help your child have a great start to the day.

School Safety

All doors to the school buildings will be locked 10 minutes after school starts. **All parents and visitors are asked to report to the office to sign in and receive a Visitor's Pass before going to the child's class.** Parents bringing children late or picking children up early need to check in with the secretary in the main office. Please do not enter the classroom buildings if you have not signed in. **When you are in the school, please do not open school doors for anyone you do not know or who does not have a visitor's badge.**

Absenteeism

In accordance with state law it is the policy of Greensboro Progressive that the only acceptable reason for student absence is illness or an appointment with a physician. Family compliance with this policy is crucial to the progress of each student and the smooth functioning of the class unit. Absences for reasons other than illness are not acceptable. Please remember that Greensboro Progressive Charter School is a public school and is subject to state regulations. Schoolwork for each day that the student is absent must be completed. It is very important that you communicate with the office if your child has a communicable disease. The families of children in your child's classroom need to be notified. Upon written request from the parent/guardian, a Facilitator may approve prearranged absences. Approval will be granted when the absence is of significant benefit to the student. All

schoolwork that happens during the absence must be completed satisfactorily. **Please help our daily attendance, and promote your child's consistent education by not taking vacations during school attendance days.** Please try to schedule doctor and dental appointments outside of school hours. However, if this is impossible, please keep the following guidelines in mind so that your child's absence has the least effect on our absenteeism record.

Kindergartners through second Graders – if they attend 4 hours, it counts for a full day

Third through Eighth Graders – if they attend 5 hours, it counts for a full day

Kindergartners through second Graders – if they attend 2 hours, it counts for 1/2 day

Third through Eighth Graders – if they attend 2.5 hours, it counts for 1/2 day

To help parents keep track of absences, the office will notify you by letter when your child has missed seven (7) days of school. A second letter will follow for fifteen (15) days of absences. After 15 days a parent meeting will be held to discuss how to improve your child's attendance. It is extremely important to maintain good attendance.

Play Dates

Please remember to send in notes regarding play dates if your child is going home with another child and/or adult. Children sometimes get confused about play dates so it is very important that the parent inform us. Children may not call home during the day to get permission for play dates. Please make those arrangements ahead of time.

Curriculum

Greensboro Progressive follows Curriculum Integration as their primary curriculum design model. Curriculum Integration utilizes curricular themes to focus on Knowledge, Concepts, Self/Personal Concerns, and Social/ World Concerns where students are engaged in collaborative planning, the pursuit of knowledge, performance knowledge, and learning communities. This curricular model values democratic ideals, respect for human dignity and diversity, all of which are underscored throughout the educational plan and mission of the school. Greensboro Progressive provides an extensive curriculum that meets the needs of today's child and prepares them for the future through the use of integrated units centered on all subject areas. The curriculum is designed to provide students many hands-on problem solving experiences to facilitate inquiry and discovery-based learning. Comprehensive multi-grade-level themes are implemented that become progressively more complex as the child advances through the grades and experiences a very personal, internal, progressive learning environment.

- All curricular areas employ a variety of learning methods so that each child's learning style can be addressed. Progressive and project-based learning approaches are used throughout the school year. Teachers facilitate experiences and students collaborate to find solutions to real-world problems.
- All children use a mathematics program employing an organized sequence of skills which focuses upon problem solving as a basis for instruction in mathematics. Integration of mathematics concepts, skills and problem solving techniques occurs in all areas of the curriculum.
- Children are exposed to the world of books to help them develop valuable reading, critical thinking and inquiry skills. We seek to foster enthusiasm and a love for reading through classroom reading involving authentic literature with integrated themes that are studied in class.
- Students will use the writer's workshop model to write about a variety of experiences in their lives and for research on areas of interest. Different styles of writing will be explored and integrated across all subjects.
- Students at all grade levels participate in various age-appropriate service learning projects which enhance the classroom curriculum and apply what each student learns to the world around them, in order to transform the student into a more responsible and respectful citizen.
- Students will receive Art instruction twice a week. This program will be integrated with core subjects and will help the child receive information in multiple ways. It will also allow the child to express understanding of concepts in creative ways.
- Students will have physical fitness class and garden/cook/nutrition class twice a week. These classes will teach a child how to make good healthy choices and will also be integrated with core subjects taught in the general education classes. These classes will expose children to science content in a real, hands on way.
- Appropriate use of modern technology (computers, video, cameras, simulations, etc.) enhances the curriculum.
- Children are grouped for instruction in a variety of ways. Teachers will give students opportunities to work individually, in small groups, or in large groups. Multi-age grouping and looping up from one grade level to the next will occur in the classroom.
- Students will have exposure to thematic Social Studies and History content by researching areas of interest

and presenting knowledge in multiple ways; plays, art work, songs, formal papers, creative writing, PowerPoint's, movies, etc.

Nutrition Education

- Hands on Interactive Experiences- Children learn by doing. When growing and preparing food as part of the academic day, it enlivens every subject, from reading and writing to science and art. Students measuring vegetables and counting beans are learning math, effortlessly absorbing their lessons.
- School lunch supports local organic farm- When local, organic farms supply a school lunch program children come to know their community and their farmers and are taught where their food comes from.
- Cafeteria as a classroom- The lunch hour is transformed from an afterthought to an opportunity to enrich their curriculum. Teachers and cooks alike use the daily meal as a tool to nourish student's minds as well as their bodies.
- Zero Impact Meals- Reusable table settings teach the children about environmental care with little to know waste produced from our breakfast and lunch program.

State Testing

Beginning with third grade, children will be tested each year. State testing in different subjects for different grade levels is mandated by the State of North Carolina. Parents will be notified of when these tests will be administered and are encouraged to ensure that the child be will rested during the week of testing.

Electronic Devices and Valuables

Cellular phones, pagers, and any other wireless devices may be brought to school, but they must be turned off during school hours and kept in the student's backpacks at all times. Students found in possession of these items during school hours will have the item confiscated by the staff member. A parent will be required to come to school in order to retrieve the item. iPods/iTouch, electronic games, cameras, other expensive technology equipment, expensive jewelry, and large sums of money are strongly discouraged. Possession of these items will result in confiscation until a parent can pick them up at school. The school is not responsible for any items that are lost, stolen or confiscated.

Internet usage and use of Greensboro Progressive Computers and other electronic services

Greensboro Progressive provides computers, network services and internet access for students' educational use. This provides significant benefits for learning but also poses some risks. We cannot guarantee that your child will not access material on the internet that you consider inappropriate. To help our teachers make your child's technology experiences as safe and productive as possible, please read and discuss with your child the following rules:

1. I will use the internet only for educational purposes and only under the direct supervision of my teacher.
2. I will use software and other instructional materials only for educational purposes.
3. I will only use legal software.

Legal software includes: applications licensed by Greensboro Progressive; internet services and disks, CD-ROM's, and DVD's purchased by Greensboro Progressive.

4. I will not bring software from home and I will not download any software from the internet.
5. I will not intentionally cause damage to Greensboro Progressive computers or networks by any physical or electronic means such as intentionally introducing viruses.
6. I will not access files or services for which I am not an approved user.
7. I will not hack any computer or network.
8. I will not use Greensboro Progressive computers or networks to commit any illegal act.
9. Computer and internet usage is a privilege, not a right, and as such, may be denied at any time.

Classroom Procedures and Schedules

At the beginning of each school year the classroom teacher determines classroom procedures and schedules. Both classroom procedures and schedules are available on Parent Curriculum Night at open house. Each teacher will determine a classroom management system using Responsive Classroom guidelines. This system is available from the teacher and will be explained on Parent Curriculum Night.

Lunches

Greensboro Progressive's goal is to provide healthy meal options for all children. We ask that you do not bring in outside lunches. All nutritional needs will be met and accommodated with our lunches. Our Health and Environmental Facilitator can meet with you to make sure we are meeting your child's individual dietary needs. Each child will be asked to pick up after him/herself including throwing the remains of his/her lunch into the proper containers, wiping off his/her section of the table, and picking up crumbs under his/her chair and table. Children will have thirty minutes for lunch.

Recess

All children will have a minimum 30 minute recess daily. Only during extreme weather conditions will recess be cancelled. Please make sure your child is dressed appropriately for outside activities such as recess and working in the garden. Taking away recess as a consequence will not be allowed at Greensboro Progressive. All children need to go out for recess unless they have a written excuse from their parents.

Volunteering in the School

Greensboro Progressive encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the school's vision is critical. This role can take many forms. All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is of great importance to Greensboro Progressive. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Greensboro Progressive students are welcome to volunteer for many school activities in the classroom; as chaperones for field trips; as helpers in the maintenance of the school; as coaches; as members of the board or its committees, task forces, etc.; in contributing special talents and skills; or by providing financial contributions to the school. Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. As volunteer activities are so important to the operation of the School, it is essential that they be conducted in concert with and in support of the School's staff. It is the role of the Board to set the policy of the school; of the administration and staff to implement that policy; and the volunteers to support that implementation. Volunteers in the classroom are cherished and appreciated at Greensboro Progressive. **We are asking all volunteers to complete and sign a volunteer information & assurances form at the beginning of every year. This form must be completed prior to volunteering for any activity at the school.**

Birthdays and Holidays

We want to respect all children and their families at Greensboro Progressive. To assure this we do not celebrate birthdays or holidays. We may have seasonal celebrations or your child may learn about a variety of cultures, festivals, or celebrations that occur globally. We also ask that you do not distribute any kind of invitations on school grounds.

Field Trips

Greensboro Progressive is a school that provides a hands-on curriculum. In accordance with this philosophy, we engage in many field trips. Some of these trips involve walking to other downtown destinations. When feasible, a school bus is rented. Parents are asked to sign a field trip permission form at the beginning of the year for all field trips throughout the year. A notice is sent home before each field trip describing the trip and asking for volunteers if needed. Please understand that while we appreciate all of our parent volunteers, not all volunteers may be needed for a given trip. Classroom teachers will have the final determination regarding all chaperones. If you are not selected as a trip chaperone, we strongly discourage that you attend the trip even if you provide your own transportation and pay your own fees. This alters the accountability for those on the trip. We will try to involve as many parents as we can on field trips throughout the year. **Parents will be asked to pay for field trips as they arise throughout the year.** If financial assistance is needed for a field trip please let the teacher know in advance so that we can find someone that would be willing to sponsor your child. We will take great measures to assure that every child attends all field trips.

Papers Home

At Greensboro Progressive most of the learning takes place through the use of hands-on materials. Some work a child does is kept for individual portfolios and is shared with parents during conferences or other special nights, and used to help students prepare for student led conferences. Students will have a communication log that will be used for parent/teacher communication. Parents are asked to check this daily. The school's newsletter and other important information will be sent home on Thursdays. Please check on Thursday nights for this information.

Homework

Occasionally, homework will be assigned in Kindergarten. Students in grades 1-8 may have homework that could include reading, math, spelling, and special projects. The volume of homework will increase as children progress into the upper grade levels. At times, children will bring unfinished work home to complete. Students may bring unfinished assignments home because they required additional time to complete the work or they did not use their class time wisely. If a student is sick, any assignments they miss should still be turned in to the teacher. The student will have the same number of days to turn in the work as they were out sick. If the student is out on the day of a test or the day a project is due, arrangements should be made with the teacher.

Personal Items

Children need to bring a backpack and their take-home binders to school each day. Please check this binder daily for messages.

Children should also dress appropriately for the weather as we go outside every day, if possible. **It is required that raingear be stored in the bottom of your child's backpack and left there for rainy days.** The only other personal items allowed at school are those that teachers have asked to be used for special classroom projects or those allowed in accordance with the Electronic Devices and Valuables Policy. It is important that every personal item that comes to school with your child is labeled.

Lost and Found

Many teachers have lost and found boxes in their classrooms. Children may check for lost items before/after school or during recess. The contents of the classroom boxes will be added to the main lost and found box, which is maintained in the office, near the end of the each season. **At the end of each season, all unclaimed items will be sent to an appropriate charitable organization.**

School wide Communication Procedures

Parents play an integral role in the educational experience of the children at Greensboro Progressive School. The staff at the school values open communication with parents and sees communication between parents, administration, staff, and the Board of Directors as important. These guidelines are designed to facilitate this communication.

To keep parents well informed, there will be a weekly school newsletter, weekly class letter, and notices regarding any changes or special events that are happening. Newsletters are sent by email to parents electing this option. Periodic phone calls, two scheduled conferences per year as well as informal conferencing at the parent's request, and three progress reports will keep parents apprised of their children's progress in school. Ongoing information may be obtained from the school web page – www.xxxxx.org. The Board of Directors has the ultimate responsibility for all school policy. The day-to-day operations and functions of the school are the responsibility of the three Facilitators. The classroom teachers and specials teachers handle all issues pertaining to their classrooms. If you have one or two short questions (i.e. questions that are factual and can be answered in one to two sentences), e-mail is encouraged. However, if you think a more involved conversation will be needed or if you have a concern that is emotionally charged, it would be better to call the appropriate person or set up a time to meet with the person face to face. Additionally, if it appears that a lot of follow up emails will be needed, it is better to set up a meeting. If the staff member thinks the number or topic of emails is better addressed in person or by phone, he or she can request a meeting or phone conference in lieu of responding by email. Please refrain from copying multiple people on a e-mail unless there is a specific action needed by the people being copied. Also, please do not blind copy multiple people. This often leads to staff members sending emails to others who need to see them when they have, in fact, already received them. Normally, you can expect acknowledgment of your email within 24 hours (excluding weekends, holidays, and breaks) and a more complete response within 72 hours (again excluding weekends, holidays, and breaks). **If you have a concern, please start with the individual who is involved with the issue. If an issue is not satisfactorily resolved, you may ask to have the person(s) directly involved in the next level of decision-making included in discussions. In general, the person's supervisor is the person you would ask to be involved. For most teachers this is the Curriculum Facilitator, for any of the three Facilitators this is the Board of Directors. Generally it is best to meet face to face at this point, although email is on occasion still appropriate. Most often the supervisor will request that the person directly involved be present when you meet. This is helpful in resolving matters quickly because the people directly involved in the issue are present and the supervisor does not have to try to resolve sometimes conflicting versions of events without the benefit of having everyone in the same room.**

If you have a concern regarding a classroom issue or the curriculum for your child, please contact the teacher directly. He/she is the one with firsthand knowledge of the situation and is the person most likely to be able to quickly answer questions or alleviate concerns. Please do this by email or set up an appointment to speak with the teacher. Please do not walk into classrooms before school or during the school day as this is disruptive and does not allow the teacher to focus on the children's educational activities. For specific extracurricular activities, please

contact the person in charge of that activity. If you have questions about school-wide curriculum, extracurricular activities in general, instructional practice, or student discipline beyond the classroom, please contact one of the Facilitators. You should also contact a Facilitator about school wide policies and procedures regarding student safety, recess, and other day-to-day operations. If you have questions about the charter, general philosophy of the school and its curriculum, facilities, hiring and evaluation practices, external communications, or finances, please contact one of the Board of Director members.

School Calendar

The school calendar is set each year by the Board of Directors. We are required to attend school 185 days a year. We use an extended school year as a way to keep retention times a minimal. See the back page for the 2011-2012 school calendar.

School Closure

Greensboro Progressive will remain open whenever possible. We know that parents depend on us to be open and that it is difficult for families to rearrange schedules when school is not in session. We will try whenever possible to open school at the normal time and keep children in school until the normal dismissal time. Please be advised emergencies related to heating, water for sanitation and/or electricity can affect the timeliness of our notices. Emergencies happen!

The administration will make a decision regarding closing school, delaying the opening time, or closing early due to inclement weather no later than 6:00 a.m. Parents, students and staff can check the status of Greensboro Progressive in the following ways:

XXXXXXX

We recognize that we may be open on days when the weather is questionable. We encourage parents to make the decision about school attendance that is best for their family. If, for any reason, you feel that it is not safe for your child to attend school, you should keep him or her at home and call the school to report the absence.

Tornado Drills

Periodic tornado drills will be held during the school year. Classes will receive the signal over the intercom system. At that time classes will proceed to the designated areas within the building. The classroom teachers will indicate these areas to their class.

Fire Drills

The school is required to have fire drills every month. Some of the drills will not have advanced notice and may happen in inclement weather. Each classroom has a floor plan of the building showing the routes and exits to be used for fire drills. All faculty members have been asked to post this floor plan in their room. Students must become familiar with this plan for each room they will occupy during the school day.

School Records

School records are maintained by the administrative staff and kept in the school office. Permanent records will consist of student identification, academic transcripts, attendance records, and health records. Temporary records will consist of other academic information such as standardized testing, anecdotal observations, and reports of psychological evaluations, special education information, and any other classroom records. The school keeps permanent records for 60 years unless they are forwarded to another school. Temporary records are destroyed five years after graduation with parent notification. Student records can be viewed by parents in the presence of an administrator. Interested parents should contact the school office ahead of time to schedule an appointment.

Board of Directors

The Board of Directors is composed of volunteers who are dedicated to the vision described in the Greensboro Progressive School Charter. The Board has 5 members. Of these, two are elected by the parents; the Board appoints the remaining three. The term for each Board member is three years. The board meets once a month on the fourth Thursday at 7:00 pm. Meetings are held at the Greensboro Progressive. If the meeting is to be held elsewhere, a notice is posted on the front door of the school. Please see the front of this handbook for current Board members, e-mail addresses, and phone numbers.

Website

It is important to keep up to date on the latest news. Immediate bulletins will be found on the main page of the website. Explore the school website at www.xxxxxxxx.org. You can find the following information:

- 2011-12 school calendar
- Thursday Newsletters

- Parent Student Handbook
- Medical Forms
- Supply List

Responsive Classroom

Responsive Classroom believes that the social curriculum is just as important as the academic curriculum. This approach focuses on teaching children how to be good citizens and how to get along with others through cooperation, assertion, responsibility, empathy, and self-control. Students help form classroom expectations and are given logical consequences when these are not followed. All staff members at Greensboro Progressive are trained in the Responsive Classroom Approach and will use it consistently throughout the school.

Expectations of Conduct - Student Discipline Policy

General Statement of Goals and Expectations for all Students

The goal of discipline at Greensboro Progressive is to develop respect, self-discipline and responsibility in each student. As part of our focus on citizenship, children learn to respect each other at school and then generalize that to all people in the world. As part of our environmental focus, we teach taking responsibility for care of our earth. We start this goal by teaching children to take responsibility for their own actions at Greensboro Progressive. All staff members shall maintain discipline in the school in order to keep students safe, protect the property of the school, the staff and students' and to provide an atmosphere conducive to learning. The discipline is primarily conducted by engaging students in purposeful activities. Most inappropriate behavior can be avoided if students are involved in activities that make constructive use of their time and acceptable expectations are clearly defined for students. When disciplinary action is taken it is designed to be corrective rather than punitive and aims to elicit future cooperation from the student. Every effort is made to see that the student understands the reasons for correction and the purpose of the measures taken.

Prohibited Behavior

Disciplinary action may be taken against any student guilty of misconduct, which includes, but is not necessarily limited to, the infractions listed in the table on the next page. Disciplinary action may be taken whenever the student's conduct is reasonably related to school or school activities including, but not limited to conduct occurring: on school grounds before, during or after school hours and at any other time when the school is being used by a school group; off school grounds at a school activity, function or event; traveling to or from school or a school activity, function or event; or anywhere if the conduct may reasonably be construed by school authorities to create substantial injury or disruption or material interference with school-related activities or the rights of other students or school personnel or the risk of same.

Weapons

A student who possesses, uses, controls or transfers a weapon, or any other object that can reasonably be considered or looks like a weapon shall be expelled for at least one calendar year. The expulsion period may, however, be modified by the Board of Directors on a case-by-case basis. A weapon means any gun, rifle, shotgun, weapon or firearm defined by federal or State law, knife, brass knuckle, billy club, or any other object if used or attempted or intended to be used to cause bodily harm, as well as look-alikes of any weapon as defined here. Other items such as, but not limited to, baseball bats, pipes, bottles, locks, sticks, pencils, pens, and scissors may be considered weapons if used or attempted to be used to cause bodily harm.

Gangs and Gang-Related Activities

Student involvement in gangs or gang-related activities, including but not limited to the display of gang symbols or paraphernalia, is strictly prohibited. Students who are involved in gangs or gang-related activities shall be subject to expulsion, and shall be reported to law enforcement.

The term gang means any group of two or more persons whose purposes include committing or conspiring to commit criminal offenses; engaging in conduct that is contrary to the public good; or engaging in conduct that interferes with, or disrupts, the school's educational process or programs. Gang-related activity means any act or in furtherance of any gang or gang activity.

Required Notices

A school staff member shall immediately notify a Facilitator in the event that he or she:

- (1) observes any person in possession of a firearm on or around school grounds unless immediate notice would endanger students under his or her supervision;
- (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident; or
- (3) observes a battery committed against any staff member/student. (Upon receiving such a report, the Facilitators,

or their designee shall immediately notify a local law enforcement agency, and the student's parent(s) or guardian(s). The Facilitators or designee shall also advise the parent community of any serious legitimate threat to the security of the school environment as provided in the school's Building Security Policy.

Delegation of Authority

Each teacher, or any other person whose duties include the supervision of students, is authorized to impose any disciplinary measure, other than expulsion, which is appropriate and in accordance with the policies and expectations for student discipline. Teachers may remove students from a classroom for disruptive behavior. A school staff member shall immediately notify a Facilitator in the event that he or she observes a student committing a serious or major infraction as defined below.

Corporal punishment shall not be used. Corporal punishment is defined as slapping, paddling, prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or the defense of property. Teachers and other persons providing a related service for or with respect to a student may use reasonable force as needed to maintain safety for other students, school personnel or other persons, or for the purpose of self-defense or defense of property.

Volunteers in the school may not give a verbal warning to students. If any type of warning or disciplinary action is needed, the volunteer will notify a teacher or other person providing a related service for or with respect to a student. Volunteers may give warnings to students engaged in activities that are deemed dangerous to that student or others around them. This warning should direct the student to stop engaging in the activity they are involved in. The volunteer should report this incident to the teacher or any other person providing a related service for or with respect to a student. The Board of Directors may also expel students guilty of major infractions provided appropriate procedures are followed.

Expulsion Procedures

Before expulsion, the student and parent(s) or guardian(s) shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s) or guardian(s). The Board of Directors shall conduct the hearing in a closed session or by its designee. If a designee is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. During the expulsion hearing, the student and his or her parent(s) or guardian(s) may be represented by counsel, present witnesses and other evidence, and cross-examine witnesses. At the expulsion hearing, the Board or designee shall hear evidence of whether the student is guilty of the major infraction as charged, after presentation of the evidence or receipt of its designee's report; the Board shall decide the issue of guilt and take such action as it finds appropriate.

Minor Infractions	
<p>Consequences may include: Verbal warning, temporary removal from class or activity, formal notification of parents by school staff, talk with Facilitator, and/or loss of privileges.</p>	<ul style="list-style-type: none"> · Habitual tardiness · Inappropriate dress · Disrespect of others and property · Inappropriate displays of affection · Teasing, name calling · Written or verbal vulgar or profane language · Use of prohibited electronic equipment, or failure to have it turned off during school hours · Failure to follow classroom expectations
Serious Infractions	
<p>Consequences include: Removal from class, seizure of contraband, talk with Facilitator, notification of parents by school staff, afterschool sessions, loss of privileges and/or reports to law enforcement officials.</p>	<ul style="list-style-type: none"> · Repeated minor infractions · Plagiarism, cheating, forgery, academic dishonesty · Vandalism, defacing and/or destruction of personal or school property · Pushing, shoving, kicking, antagonistic or similar behavior with the intent to cause harm. (Some of these behaviors may have to be reported to local law enforcement officials.) · Leaving school grounds without permission · Possession of inappropriate written, visual, or audio materials or use of the Internet to find or distribute such materials. · Failure to attend school without valid cause · Theft or possession of stolen property · Habitual defiance of teachers and other staff members
Major Infractions	
<p>Consequences include: removal from class, seizure of contraband, loss of privileges, afterschool session, suspension, and/or expulsion. All major infractions must be reported to the administration. Reports to law enforcement officials will be made.</p>	<ul style="list-style-type: none"> · False fire alarms, tampering with apparatus · Using, possessing, distributing, purchasing, or selling tobacco materials, alcoholic beverages, illegal drugs, controlled substances, "look alike" drugs, or drug paraphernalia. Using, processing, distributing, purchasing, or selling over-the-counter or prescription drugs/medication not approved by office. Students who are under the influence of a prohibited substance will be treated as though they had drugs in their possession · Using possessing, controlling, or transferring a weapon · Using any form of aggressive behavior that does physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, hazing, harassment of any kind, gang activity of any kind, or other comparable conduct · Bomb threat/arson · Engaging in any activity, on or off campus that poses a threat to the safety of other students, staff, or school property, (b) constitutes an interference with school purposes or an educational function or (c) is disruptive to the school environment · Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia · Violating any criminal law, such as assault and battery, arson, theft, gambling, and hazing · Misusing any substance in the manner of a controlled substance by intentionally breathing the substances' gas or vapors for the purpose of reaching or feeling a high sensation, or causing or facilitation another person in similarly misusing such substances · Repeated minor and/or serious infractions -Engagement in inappropriate sexual interactions consensual or not

Discipline of Students with Disabilities

Greensboro Progressive Charter School shall comply with the provisions of the *Individuals With Disabilities Education Act (IDEA)* and other applicable federal and State laws when disciplining students with disabilities. No student with a disability shall be expelled if the student's particular major infraction is a manifestation of his or her disability. A student with a disability who possesses or has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or who inflicts serious bodily injury upon another person at school or a school function, may be removed from his or her current placement and placed in an interim alternative educational setting for 45 school days. The term "serious bodily injury" means a bodily injury that involves a substantial risk of death, extreme

physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. A student with a disability may also be placed in an interim alternative educational setting for 45 school days pursuant to a court or impartial due process hearing officer's order if Greensboro Progressive demonstrates that maintaining the student in his or her current placement is substantially likely to result in injury to the student or others.

Sexual Harassment

Greensboro Progressive does not discriminate on the basis of sex, sexual orientation, marital status, or pregnancy in programs or activities run or supported by Greensboro Progressive. In addition, Board policy prohibits sexual harassment or sexual intimidation of students by school employees, contractors, and students. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive education or employment environment. The terms intimidating, hostile, and offensive include conduct which has the effect of humiliation, embarrassment, or discomfort.

Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. Students or staff who believe they are victims of sexual harassment or have witnessed sexual harassment are encouraged to discuss the matter with a Facilitator. Students may choose to report to a person of the student's same gender. If the Facilitator is of the opposite gender, a student may choose to report to a teacher that is of the same gender. Complaints will be kept confidential to the extent possible given the need to investigate. Complaints should be filed in accordance with the Uniform Grievance Procedure. An allegation that one student was sexually harassed by another student shall be referred to a Facilitator for appropriate action. The Facilitator or designee shall also use reasonable measure to inform staff members and students that the school will not tolerate sexual harassment by including this policy in the appropriate handbooks. Any employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. In the event that the offending employee is not terminated, the school will monitor the behavior of the individual for a reasonable period of time. Additionally, periodic private inquiries will be made of the employee found to have harassed in an effort to prevent any recurrence of the offending behavior or conduct. The school will maintain a written record of the complaint, investigation, and its resolution. Any student of the school who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, expulsion consistent with the discipline policy. Students who make good faith complaints will not be disciplined. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

Student Dress Code

Children should dress appropriately for the weather as we go outside every day if possible. We encourage students to wear shoes that are good for walking and running; they may not wear open-toed shoes or shoes that do not have backs. Short shorts (arm & thumb length is used as a reference), short skirts (less than finger-tip length) spaghetti strap tops, midriff shirts (any shirt that reveals abdominal area), halter tops, and clothing which reveals undergarments are not considered appropriate. Straps on tops should be at least one inch thick. Exceptions for formal wear worn to the 8th grade graduation are subject to administration approval.

No clothing may promote smoking, alcohol, drugs, violence, cults, or groups which advocate violence or drugs. The administration is the final authority in determining the appropriateness of student attire. Coats and jackets normally may not be worn in the classroom. Students will not be permitted to wear hats, bandanas or other headwear while in any of the Greensboro Progressive School buildings. The exception to this will be when these items are a part of a classroom activity, project or special event planned by the school teacher(s).

It is required that raingear be stored in the bottom of your child's backpack and left there for rainy days. You may also want to store mittens in the bottom of the backpack for unexpected cold weather. During the winter months, a warm coat, gloves, and a hat or hood are recommended.

Student Athletic Code of Conduct

Participation in an extracurricular athletic activity is a privilege granted to students by parents, faculty and staff. All students are eligible based on the grade level of the activity. Students are expected to:

- Maintain school and classroom expectations in the social and academic curriculum

- Demonstrate good sportsmanship and attitude during practice, rehearsal, games, events and competitions
 - Show respect to the adult supervisor and team mates at all times
 - Attend school the **entire day** of a game, event, competition or club activity
 - Attend school on the last day prior to a weekend game, event, competition or club activity
- Coaches, teachers, and supervisors are responsible for letting athletes and parents know about ineligibility.

Uniform Grievance Procedure

SECTION A.

If any student, parent/guardian, or employee, or any member of the public, believes that he or she has been the victim of unlawful discrimination, including harassment, by a member of the Board, one of its employees, agents or students, such individual (hereinafter "the Complainant") may file a complaint with the Complaint Coordinator pursuant to this Grievance Procedure. A complaint is appropriate for resolution through this Grievance Procedure if it alleges discrimination or harassment based on race, color, national origin, religion, age, sex, physical or mental disability, actual or potential marital or parental status, or other legally protected group status.

SECTION B. Complaint Coordinator

1. The Complaint Coordinator is the supervising Facilitator.
2. In the event that the Complaint Coordinator is the individual accused of discrimination or harassment, the complainant may file his/her complaint with the President of the Board who may appoint an independent Complaint Coordinator to resolve the complaint.
3. In the President of the board's and/or Complaint Coordinator's discretion, an independent Complaint Coordinator may be appointed to resolve any complaint. An independent Complaint Coordinator shall have all of the same rights and responsibilities as the Complaint Coordinator, unless otherwise directed by the School Facilitators.
4. The Complaint Coordinator shall have the authority to consult with the Board's legal counsel throughout the Grievance process.

SECTION C. Complaint Procedures

1. Filing a Complaint

- a. All complaints of discrimination or harassment should be filed with the Complaint Coordinator, in writing, as soon as practicable after the conduct complained of has occurred.
- b. If a complaint of harassment or discrimination, written or verbal, is brought to any employee other than the Complaint Coordinator, that employee shall immediately forward the complaint to the Complaint Coordinator and to the three School Facilitators.
- c. If a verbal complaint is brought to the Complaint Coordinator, the Complaint Coordinator shall interview the Complainant as soon as practicable after receiving the complaint. The Complaint Coordinator shall reduce the complaint to writing. The Complainant shall sign and date the written complaint.
- d. A complaint alleging discrimination or harassment should contain the following elements: the name(s) of the individual(s) involved and any witness(es); the date(s), time(s), and location(s) of the alleged conduct; a description of the incident(s); the date of submission of the complaint; and the signature of the Complainant.
- e. The substance of the complaint and the identity of the individuals involved shall remain confidential, except as required by law and/or this Grievance Procedure, and as necessary for the Complaint Coordinator to fully investigate and resolve the complaint.
- f. The Complaint Coordinator shall make every attempt to investigate and resolve any complaint brought pursuant to this Grievance Procedure within ten (10) school days after the complaint is filed.
- g. Nothing in this Grievance Procedure shall have the effect of limiting an individual's right to pursue other avenues of relief provided for under State or federal laws relative to discrimination and/or harassment.

Informal Resolution

- a. In the Complaint Coordinator's discretion, he or she may first attempt to resolve the complaint informally. If attempts at informal resolution are not successful, a formal investigation shall be conducted as described below.
- b. If a complaint is resolved informally, a written summary of the resolution shall be prepared and maintained by the Complaint Coordinator. This summary shall be signed by the Complaint Coordinator, the Complainant and the accused individual(s)

Formal Investigation

- a. The Complaint Coordinator shall begin a formal investigation of the complaint immediately upon receiving it, or immediately upon determining that attempts at informal resolution, described above, have not been successful.
- b. As part of the formal investigation, the Complaint Coordinator shall interview the Complainant and the accused individual(s), and may interview any other individual(s) having knowledge relative to the allegations of the complaint.
- c. The Complaint Coordinator shall make every attempt to complete the investigation, prepare a report concerning his or her findings, and provide a written response to the Complainant stating the disposition of the complaint, within

ten (10) school days after the complaint is filed.

d. If the Complaint Coordinator determines that the allegation(s) of discrimination or harassment are founded, the Complaint Coordinator, if other than the School Facilitators shall forward a copy of his or her report to the Board President for a determination of the appropriate corrective action(s) to be taken. Appeal of any disciplinary action(s) taken against the accused, if any, pursuant to this Grievance Procedure shall be through established Board and/or contractual procedures.

SECTION D. Appeal to the Board

1. If the Complainant is not satisfied with the disposition of the complaint, he or she may file a written appeal with the Board within ten (10) school days after receiving the Complaint Coordinator's written response to the complaint.
2. The Board, or a subcommittee thereof, may, at its discretion, convene a hearing regarding the complaint and appeal.
3. Within thirty (30) school days after the filing of the appeal, the Board shall provide the Complainant with a written decision.

SECTION E. Appeals of Student Complaints of Discrimination or Harassment on the Basis of Disability

If the complaint involves allegations of discrimination or harassment on the basis of disability, the procedures set forth in Sections C and D shall be applicable.

If the Complainant is a student and the complaint involves allegations relative to the evaluation, identification of, or services/placement offered or provided to him or her under Section 504 of the *Rehabilitation Act of 1973*, the following hearing and appeal procedures shall be applicable in lieu of the procedures set forth in Sections C - D herein:

1. Complaint Procedures

- a. A complaint concerning the School's compliance with provisions of this Grievance Procedure, with the exception of complaints from applicants for employment, may be filed with the Coordinator.
- b. The complaint must be in writing, signed and dated by the complainant (or, in the case of a student, his or her parent or guardian). It must include a description of the facts and circumstances of the complaint, as well as a description of the relief being sought. The Coordinator shall be available to provide assistance to the complainant as needed in the preparation and processing of the complaint and in the review procedures. A complaint form shall be available in the school office.
- c. Upon receipt of the complaint, the Coordinator shall promptly (i) provide the complainant with a copy of this Grievance Procedure and (ii) conduct an investigation, including, but not limited to, interviews with employees and/or students and a review of all relevant documents. The Coordinator shall complete such investigation within ten (10) school days of receipt of the complaint, unless there are extenuating circumstances which warrant an extension of this time line.
- d. The Coordinator shall confer with the complainant upon completion of such investigation to determine if the complaint may be resolved informally. If such informal resolution is not possible and the complainant wishes to proceed with a hearing, the Coordinator shall provide the complainant with a list of three (3) impartial hearing officers. The complainant shall indicate in writing his or her selection of an impartial hearing officer, in order of preference (with #1 being the most preferred and #3 being the least preferred). The complainant shall return the list of impartial hearing officers, with order of preference indicated in writing, to the Coordinator within five (5) school days of receipt of the list from the Coordinator.
- e. The Coordinator shall, upon receipt of the complainant's selections, promptly notify the first choice hearing officer of the pending case. In the event that the first choice hearing officer cannot hear the case, the second choice officer shall be contacted. In the event that the second choice officer cannot hear the case, the Coordinator shall contact the complainant's third choice officer. If none of the officers contacted can hear the case, the complainant will be asked to select/ prioritize three additional hearing officers from another list which will be provided by the Coordinator to the complainant within five (5) school days of the notice of decline from the
- f. A hearing shall be scheduled by the hearing officer within twenty (20) school days after the date that the hearing officer agrees to accept the appointment, unless the complainant and the coordinator agree otherwise or there are extenuating circumstances which warrant an extension of this time line.
- g. The School and the complainant shall have the right to present evidence relevant to the issue raised in the complaint. The parties shall have the right to be represented by counsel.
- h. The hearing officer shall limit his/her decision to the issue or issues presented by the complainant in the written complaint. The hearing officer's decision must be written and shall include a summary of the evidence and the reasons for the decision. The decision is to be based solely on the hearing officer's interpretation of the meaning or application of Section 504 and/or the ADA.
- i. The hearing officer shall send a copy of the decision to the complainant and the School within five (5) school days after the conclusion of the hearing.
- j. The decision of the hearing officer shall be final unless appealed pursuant to subsection 2 below.

2. Review Procedures

- a. Any party aggrieved by the decision of the hearing officer may file a request for review. The complainant's request for a review shall be in writing, signed and dated, and shall be filed by mail or personal service no later than thirty (30) school days after receipt of the hearing officer's decision. If the complainant is the appealing party, the request shall be submitted to the Coordinator; if the School is the appealing party, the request shall be submitted to the complainant by mail or personal service.
- b. A request for a review shall state that an appeal of the hearing decision is being requested, the reason for the request for review, and the relief being sought.
- c. If the complainant is the appealing party, the Coordinator shall provide him/her with a list of three (3) impartial review officers. The complainant shall indicate in writing his or her selection of an impartial review officer, in order of preference (with #1 being the most preferred and #3 being the least preferred). The complainant shall return the list of impartial review officers, with order of preference indicated in writing, to the Coordinator within five (5) school days of receipt of the list from the Coordinator. If the School is the appealing party, the Coordinator shall select from the list of impartial review officers as outlined in this subsection.
- d. Final selection of the impartial review officer and scheduling of a review hearing shall be the same as provided in Section D (1) (e) and (f) herein.
- e. The conduct of the review hearing and issuance of a decision shall be the same as provided in Section D (1) (g), (h), and (i) herein.
- f. The decision of the review officer shall be final.

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

July 31, 2012 - Will have secured a location and created a plan with the Architect for upfit and modifications

August 31, 2012 - Preliminary acceptance received, the construction for upfit should begin

September 30 2012 - Board classes in Raleigh attended by all board members

November 30 2012 - Grant applications processed by all Facilitators and approved at the November Board Meeting.

March 2013 - Applications available for prospective students, town hall meetings to advertise and promote held at Libraries and rec centers.

May 2013 - Final student roster planned. If a Lottery needs to be held, it will be done before the May Board Meeting. Final offers made to staff for employment

July 2013 - Responsive Classroom Training for all staff and board.

July 2013 - Staff meet to set up classrooms, distribute supplies

July 30 -2013 - First day of school

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

Facilities and Fitness Facilitator

- Oversees custodial duties, building maintenance, building usage, clerical staff, PE teacher
- Participates in monthly management meetings with Curriculum Facilitator and Environmental and Health Coordinator to review financials and other operational items.
- Maintains facility budget
- Orders all supplies
- Ensures school is following all safety laws and inspections
- Fills work orders and contracts out work if needed
- Certified in CPR and First Aid, will be a first responder to any medical needs during the school day
- Makes sure school staff understands safety procedures
- Commercial Drivers License to drive a school bus if needed
- Creates fitness programs for students
- Certified in Responsive Classroom

Part Time Custodian

- Makes sure all indoor and outdoor facilities/property are clean and safe at all times.
- Reports to Facilities and Fitness Facilitator any needs

Clerical Staff

- Keeps up with attendance and tardy records for staff and students
- Certified in CPR and First Aid, will be a first responder
- Distributes any medications that need to be given during the school day
- Keeps student records and vaccination records up to date
- Knowledgeable of state requirements and documentation for the school, will send any information the state needs
- School treasurer and keep up with book keeping, and monthly budget reports
- Accounts payable and accounts receivable
- Creates a weekly school newsletter/calendar

Curriculum Facilitator

- Assures that everyone within the school is following progressive education approaches
- Acts as a support person for teachers, giving them guidance, and feedback on how to improve teaching abilities.
- Certified in Responsive Classroom
- Schedules and creates programs for staff development
- Goes out into the community to promote the school, and give school tours
- A liaison for parents and teachers
- Makes a testing calendar and orders testing materials
- Helps create and maintain other accountability measures, such as student portfolios
- Evaluates and observes teachers

General Education Teachers

- 70% or more Certified teachers with a North Carolina Teachers license
- Certification in Responsive Classroom

- Teaches using the best practices that align with progressive education beliefs
- Creates individual portfolios and narratives and schedules a minimum bi-annual conference with each parent.
- Goes on home visits at the beginning of the year for each student
- Follows North Carolina Common Core Standards using progressive education methods and assess each student individually to ensure knowledge
- Integrates core subjects using hands on, project based methods
- Incorporates guiding questions for each unit of study

Exceptional Children Teacher(s)

- Work with general education teachers using inclusion practices with our children that have special needs
- In charge of all children's IEP's and making sure all requirements are met
- Certified in Responsive Classroom

Teacher Assistant

- Helps general education teachers in creating meaningful, individualized learning experiences

Part Time Art, PE Teachers or any other specials that may be added

- High knowledge, experience, and background in their area of specialty
- Certified in Responsive Classroom
- Integrate curriculum, working with General Education Teachers to reinforce the Common Core Standards where appropriate

Environmental and Health Facilitator

- Highly qualified and experience in Restaurant/Catering cooking and management
- Creates healthy, nutritious breakfast, and lunch
- Oversees Nutrition Program staff including, 1 cook, 1 dishwasher, and 1 garden teacher
- Purchases food and other materials for successful food program
- Maintains Nutrition Program budget
- Manages garden program
- Teaches students gardening and cooking skills
- Works with the NSL and NSB programs for funding and food sources
- Partners with local food sources from Farmer, the Greensboro Farmers Curb Market and The Edible School Yard at the Greensboro Children's Museum
- Certified in Responsive Classroom

School Cook

- Works with Environmental and Health Facilitator in creating and serving healthy, nutritious meals to students and staff

Garden Teacher

- Plans and implement gardens on the school grounds
- Assists the Environmental and Health Facilitator in class programs
- Certified in Responsive Classroom

Dishwasher

- Keeps the kitchen and cafeteria in clean and working order
- Ensures all sanitary and safety standards according to the requirements of the Guilford County Health Department.

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school

Teacher Evaluations

- Professional Goals due by the end of first quarter
- Observations at least two times a school year with follow-up conferences. Conferences will discuss an individual teacher's strengths and things to work on. Goals will be reviewed at end of year conference
- Completion of school staff development training such as Responsive Classroom and Project Based Learning
- Periodic student and parent surveys sent home as a evaluation tool
- Self and Peer Evaluations
- Quality of Individual Portfolios
- Following the school wide Responsive Classroom Approach

Mentoring Program

- Teachers will work together in teams and take turns evaluating each other and give constructive feedback. Educational Specialist on the board will work with the staff to give additional support.
- New teachers will choose a veteran teacher to create a co-mentoring partnership for the first two years working in the school. Both teachers will take turns observing each other and giving guidance in developing a quality progressive education experience. Mentor and Mentee will have frequent mutual, non directional conferences to discuss teaching approaches, strengths, and areas for improvement.

Timeline

- July 15-19 Responsive Classroom Training for all staff
- July 29-August 2 First week of school/Home visits completed
- August 30 Staff Development on Project Based Learning
- October 4 End of first learning period/Yearly Professional Goals Due
- October 7-8 Individual Student Portfolio Reviews/Heather Moore
- October 9-10 Staff Development on Universal Design of Learning
- December 20 End of second learning period
- January 6-7 Individual Student Portfolio Reviews
- January 6-10 Parent Conferences
- February 13 Staff Development on Literacy
- March 21 End of third learning period
- March 21 First Peer Observation Due/ First Curriculum Facilitator's Observation Due
- March 24 Staff Development on Math Workshop
- March 25-26 Individual Student Portfolio Reviews
- April 28 Parent/Student Evaluations sent home
- May 30 Second Peer Observation Due/Second Curriculum Facilitators Observation Due
- June 9-13 Parent Conferences
- June 13 End of fourth learning period/Last day of school
- June 16-20 Final Portfolio Review/Self Reflection Due/End of year Conference

Lead Contacts

- Board members Heather Moore, Dana Stachowiak, and Leila Villaverde will ensure that the above timeline and processes are being carried out.

Termination

Throughout the school year teacher evaluations and observations are reviewed. If performance is deemed inadequate by the Curriculum Facilitator a referral for review will be made to the Board of Directors. The Board will schedule a meeting with the teacher to determine a probation status. After the probation status another review will be made to determine if the teacher is a good fit for the school. The teacher will be given a 15 day notice if the board decides termination is necessary.

Any employee that violates any of the following can be automatically placed on administrative leave while an investigation is conducted:

- Sexual harassment of another employee or of a student
- Tobacco, alcohol, or drug usage on school property
- Unnecessary physical roughness with a student
- Verbal abuse to other staff members or student
- Inappropriate engagement in sexual interactions consensual or not

Uniform Grievance Procedure

SECTION A.

If any student, parent/guardian, or employee, or any member of the public, believes that he or she has been the victim of unlawful discrimination, including harassment, by a member of the Board, one of its employees, agents or students, such individual (hereinafter "the Complainant") may file a complaint with the Complaint Coordinator pursuant to this Grievance Procedure. A complaint is appropriate for resolution through this Grievance Procedure if it alleges discrimination or harassment based on race, color, national origin, religion, age, sex, physical or mental disability, actual or potential marital or parental status, or other legally protected group status.

SECTION B. Complaint Coordinator

1. The Complaint Coordinator is the supervising Facilitator for an employee or Curriculum Facilitator for a student or parent.
2. In the event that the Complaint Coordinator is the individual accused of discrimination or harassment, the complainant may file his/her complaint with the President of the Board who may appoint an independent Complaint Coordinator to resolve the complaint.
3. At the Complaint Coordinator's discretion, an independent Complaint Coordinator may be appointed to resolve any complaint. An independent Complaint Coordinator shall have all of the same rights and responsibilities as the Complaint Coordinator, unless otherwise directed by the School Facilitators.
4. The Complaint Coordinator shall have the authority to consult with the Board's legal counsel throughout the Grievance process.

SECTION C. Complaint Procedures

Filing a Complaint

- a. All complaints of discrimination or harassment should be filed with the Complaint Coordinator, in writing, as soon as practicable after the conduct complained of has occurred.
- b. If a complaint of harassment or discrimination, written or verbal, is brought to any employee other than the Complaint Coordinator, that employee shall immediately forward the complaint to the Complaint Coordinator and to the three School Facilitators.
- c. If a verbal complaint is brought to the Complaint Coordinator, the Complaint Coordinator shall interview the Complainant as soon as practicable after receiving the complaint. The Complaint Coordinator shall reduce the complaint to writing. The Complainant shall sign and date the written complaint.
- d. A complaint alleging discrimination or harassment should contain the following elements: the name(s) of the individual(s) involved and any witness(es); the date(s), time(s), and location(s) of the alleged conduct; a description of the incident(s); the date of submission of the complaint; and the signature of the Complainant.

- e. The substance of the complaint and the identity of the individuals involved shall remain confidential, except as required by law and/or this Grievance Procedure, and as necessary for the Complaint Coordinator to fully investigate and resolve the complaint.
- f. The Complaint Coordinator shall make every attempt to investigate and resolve any complaint brought pursuant to this Grievance Procedure within ten (10) school days after the complaint is filed.
- g. Nothing in this Grievance Procedure shall have the effect of limiting an individual's right to pursue other avenues of relief provided for under State or federal laws relative to discrimination and/or harassment.

Informal Resolution

- a. At the Complaint Coordinator's discretion, he or she may first attempt to resolve the complaint informally. If attempts at informal resolution are not successful, a formal investigation shall be conducted as described below.
- b. If a complaint is resolved informally, a written summary of the resolution shall be prepared and maintained by the Complaint Coordinator. This summary shall be signed by the Complaint Coordinator, the Complainant and the accused individual(s)

Formal Investigation

- a. The Complaint Coordinator shall begin a formal investigation of the complaint immediately upon receiving it, or immediately upon determining that attempts at informal resolution, described above, have not been successful.
- b. As part of the formal investigation, the Complaint Coordinator shall interview the Complainant and the accused individual(s), and may interview any other individual(s) having knowledge relative to the allegations of the complaint.
- c. The Complaint Coordinator shall make every attempt to complete the investigation, prepare a report concerning his or her findings, and provide a written response to the Complainant stating the disposition of the complaint, within ten (10) school days after the complaint is filed.
- d. If the Complaint Coordinator determines that the allegation(s) of discrimination or harassment are founded, the Complaint Coordinator, if other than the School Facilitators shall forward a copy of his or her report to the Board President for a determination of the appropriate corrective action(s) to be taken. Appeal of any disciplinary action(s) taken against the accused, if any, pursuant to this Grievance Procedure shall be through established Board and/or contractual procedures.

SECTION D. Appeal to the Board

- 1. If the Complainant is not satisfied with the disposition of the complaint, he or she may file a written appeal with the Board within ten (10) school days after receiving the Complaint Coordinator's written response to the complaint.
- 2. The Board, or a subcommittee thereof, may, at its discretion, convene a hearing regarding the complaint and appeal.
- 3. Within thirty (30) school days after the filing of the appeal, the Board shall provide the Complainant with a written decision.

- Sample employment policies to be implemented by the proposed charter school

**Staff Handbook
2013-2014**

Equal Opportunities

Greensboro Progressive is an equal-opportunity employer: employees will not be discriminated against due to age, race, sex, religion, national origin, color, or ability (including the Americans with Disability Act (ADA) which includes pregnancy).

Greensboro Progressive Employee Code of Ethics

An employee involved in any capacity in the education of young people must represent the highest standards and values of the community. The purpose of this handbook is to establish ethical

standards for the conduct of all school employees. Following these standards will ensure the highest principles of behavior and uphold the trust vested in us by our community.

All employees shall:

- Treat students, parents, fellow employees, and community members with dignity and respect, demonstrating fairness and sensitivity for abilities, ethnic, religious, and cultural heritage
- Promote a safe, nurturing, and positive school and work environment
- Establish and maintain open and positive communication with patrons and fellow employees
- Maintain confidentiality concerning students, families, and employees
- Address problems and grievances in an appropriate manner, beginning with the person closest to the problem
- Demonstrate a commitment to learning and professional growth
- Dress appropriately
- Model and promote appropriate language
- Be punctual

Teacher Evaluations are based on:

- Professional Goals due by the end of first quarter
- Observations at least two times a school year with follow-up conferences. Conferences will discuss an individual teacher's strengths and things to work on. Goals will be reviewed at end of year conference
- Completion of school staff development training such as Responsive Classroom and Project Based Learning
- Periodic student and parent surveys sent home as an evaluation tool
- Self and Peer Evaluations
- Quality of Individual Portfolios

Observation Components

CLIMATE: *Creates and Maintains an Environment for Student Learning*

- a) Supportive physical environment
- b) Positive emotional learning environment
- c) Clearly articulated procedures and goals
- d) Addresses diverse backgrounds and social contexts

PLAN: *Plans Curriculum and Designs Instruction for Student Learning*

- a) Plans aligned with standards/goals and thoroughly communicated to students
- b) Expert use of media and technology for optimal learning
- c) Uses time and procedures effectively
- d) Adjusts instruction to student needs
- e) Student learning style and motivation considered

TEACH: *Engages and Supports Students in Learning*

- a) Subject is organized, in-depth and interesting
- b) Learning linked to prior knowledge/experience
- c) Information related across subject areas
- d) Understands student learning needs
- e) Promotes students responsibility for learning
- f) Encourages critical thinking, inquiry, problem solving

COMMUNICATES: *Involves Community in Student Learning*

- a) Collaboration with educators and community for learning
- b) Fosters community communication and understanding
- c) Communicates student progress to enhance learning

TEST: *Assesses Student Learning*

- a) Assessments, both formal and informal with multiple inputs
- b) Assessments aligned with planning and instruction
- c) Assessments inform and enhance learning
- d) Assessments “teach” students

DATA: *Proves Student Learning*

- a) Quantitative and qualitative data indicates student learning
- b) Student portfolios denote substantive learning
- c) Student presentations demonstrate significant student learning
- d) Project based learning promotes significant student learning
- e) Collaboration with teaching professionals focuses student learning

PRO: *Becomes a Teaching Professional; is Learning*

- a) Knows and competently teaches subject matter
- b) Grows personally and professionally
- c) Instruction integrated with standards
- d) Maintains accurate records
- e) Reflects continually on teaching, personally and collaboratively

Teacher Expectations

- Have a Home Visit with each student’s family by the end of the first week of school
- Write individual narratives twice a year for each student that shows a child’s strengths and things to work on
- Have parent/student conferences at least twice a year
- Collaborate with other teachers
- Create authentic assessments and individual portfolios for students
- Observe and evaluate 2 other teachers twice a year
- Serve on at least one school committee
- Complete required staff development
- Show children respect, use Responsive Classroom techniques including using logical consequences for discipline
- Teach according to the progressive philosophy including using project based learning
- Create a curriculum that teaches using content according to a child’s interest and that is meaningful to the child
- Use multiple means of representation for ways to learn material
- Communicate often with parents about what is going on in the classroom and the school
- Be available for parent’s through conferences, phone calls, e-mails, etc
- Set goals and reflect weekly on how things are working with classroom and teaching strategies
- Be prompt and give advance notice of missed days
- Create classroom expectations along with students and post them
- Utilize differentiated instruction to support all students according to their accommodations and learning styles
- Follow the Five North Carolina Professional Teaching Standards found in Appendix A

Arrival

All teachers should be at school no later than 7:30 and be prepared for their students and their day. Teachers may leave no sooner than 30 minutes after dismissal of students. Teacher will be required to stay for staff meetings or staff development on designated days.

Harassment**Sexual Harassment**

Greensboro Progressive does not discriminate on the basis of sex, sexual orientation, marital status, or pregnancy in programs or activities run or supported by Greensboro Progressive. In addition, Board policy prohibits sexual harassment or sexual intimidation of students by school employees, contractors, and students. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or sex-based nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
2. submission to or rejection of such conduct by an individual is used as the basis for academic reemployment decisions affecting that individual; or
3. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive education or employment environment. The terms intimidating, hostile, and offensive include conduct which has the effect of humiliation, embarrassment, or discomfort.

Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. Students or staff who believe they are victims of sexual harassment or have witnessed sexual harassment are encouraged to discuss the matter with one of the school Facilitators. If the Facilitator is of the opposite gender of the teacher involved, the teacher may choose to report to the Facilitator that is the same gender. Complaints will be kept confidential to the extent possible given the need to investigate. Complaints should be filed in accordance with the Uniform Grievance Procedure. An allegation that one student was sexually harassed by another student shall be referred to a Facilitator for appropriate action. The Facilitator or designee shall also use reasonable measure to inform staff members and students that the school will not tolerate sexual harassment by including this policy in the appropriate handbooks. Any employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. In the event that the offending employee is not terminated, the school will monitor the behavior of the individual for a reasonable period of time. Additionally, periodic private inquiries will be made of the employee found to have harassed, in an effort to prevent any recurrence of the offending behavior or conduct. The school will maintain a written record of the complaint, investigation, and its resolution. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

Termination

Throughout the school year teacher evaluations and observations are reviewed. If performance is deemed inadequate by the Curriculum Facilitator a referral for review will be made to the Board of Directors. The Board will schedule a meeting with the teacher to determine a probation status. After the probation status another review will be made to determine if the teacher is a good fit for the school.

Any employee that violates any of the following can be automatically placed on administrative leave while an

investigation is conducted:

- Sexual harassment of another employee or of a student
- Tobacco, alcohol, or drug usage on school property
- Unnecessary physical roughness with a student
- Verbal abuse to other staff members or student
- Inappropriate engagement in sexual interactions consensual or not

Uniform Grievance Procedure

SECTION A.

If any student, parent/guardian, or employee, or any member of the public, believes that he or she has been the victim of unlawful discrimination, including harassment, by a member of the Board, one of its employees, agents or students, such individual (hereinafter "the Complainant") may file a complaint with the Complaint Coordinator pursuant to this Grievance Procedure. A complaint is appropriate for resolution through this Grievance Procedure if it alleges discrimination or harassment based on race, color, national origin, religion, age, sex, physical or mental disability, actual or potential marital or parental status, unfavorable military discharge, or other legally protected group status.

SECTION B. Complaint Coordinator

1. The Complaint Coordinator is the supervising Facilitator for an employee or the Curriculum Facilitator for a student or parent.
2. In the event that the Complaint Coordinator is the individual accused of discrimination or harassment, the complainant may file his/her complaint with the President of the Board who may appoint an independent Complaint Coordinator to resolve the complaint.
3. At the Complaint Coordinator's discretion, an independent Complaint Coordinator may be appointed to resolve any complaint. An independent Complaint Coordinator shall have all of the same rights and responsibilities as the Complaint Coordinator, unless otherwise directed by the School Facilitators.
4. The Complaint Coordinator shall have the authority to consult with the Board's legal counsel throughout the Grievance process.

SECTION C. Complaint Procedures

Filing a Complaint

- a. All complaints of discrimination or harassment should be filed with the Complaint Coordinator, in writing, as soon as practicable after the conduct complained of has occurred.
- b. If a complaint of harassment or discrimination, written or verbal, is brought to any employee other than the Complaint Coordinator, that employee shall immediately forward the complaint to the Complaint Coordinator and to the three School Facilitators.
- c. If a verbal complaint is brought to the Complaint Coordinator, the Complaint Coordinator shall interview the Complainant as soon as practical after receiving the complaint. The Complaint Coordinator shall reduce the complaint to writing. The Complainant shall sign and date the written complaint.
- d. A complaint alleging discrimination or harassment should contain the following elements: the name(s) of the individual(s) involved and any witness(es); the date(s), time(s), and location(s) of the alleged conduct; a description of the incident(s); the date of submission of the complaint; and the signature of the Complainant.
- e. The substance of the complaint and the identity of the individuals involved shall remain confidential, except as required by law and/or this Grievance Procedure, and as necessary for the

Complaint Coordinator to fully investigate and resolve the complaint.

f. The Complaint Coordinator shall make every attempt to investigate and resolve any complaint brought pursuant to this Grievance Procedure within ten (10) school days after the complaint is filed.

g. Nothing in this Grievance Procedure shall have the effect of limiting an individual's right to pursue other avenues of relief provided for under State or federal laws relative to discrimination and/or harassment.

Informal Resolution

a. In the Complaint Coordinator's discretion, he or she may first attempt to resolve the complaint informally. If attempts at informal resolution are not successful, a formal investigation shall be conducted as described below.

b. If a complaint is resolved informally, a written summary of the resolution shall be prepared and maintained by the Complaint Coordinator. This summary shall be signed by the Complaint Coordinator, the Complainant and the accused individual(s)

Formal Investigation

a. The Complaint Coordinator shall begin a formal investigation of the complaint immediately upon receiving it, or immediately upon determining that attempts at informal resolution, described above, have not been successful.

b. As part of the formal investigation, the Complaint Coordinator shall interview the Complainant and the accused individual(s), and may interview any other individual(s) having knowledge relative to the allegations of the complaint.

c. The Complaint Coordinator shall make every attempt to complete the investigation, prepare a report concerning his or her findings, and provide a written response to the Complainant stating the disposition of the complaint, within ten (10) school days after the complaint is filed.

d. If the Complaint Coordinator determines that the allegation(s) of discrimination or harassment are founded, the Complaint Coordinator shall forward a copy of his or her report to the Board President for a determination of the appropriate corrective action(s) to be taken. Appeal of any disciplinary action(s) taken against the accused, if any, pursuant to this Grievance Procedure shall be through established Board and/or contractual procedures.

SECTION D. Appeal to the Board

1. If the Complainant is not satisfied with the disposition of the complaint, he or she may file a written appeal with the Board within ten (10) school days after receiving the Complaint Coordinator's written response to the complaint.

2. The Board, or a subcommittee thereof, may, in its discretion, convene a hearing regarding the complaint and appeal.

3. Within thirty (30) school days after the filing of the appeal, the Board shall provide the Complainant with a written decision.

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Facilities and Fitness Facilitator

The Facilities and Fitness Facilitator will have a minimum of a four year college degree in Leisure Studies Management or an equivalent degree, and five years experience in facilities management. Person must be certified in emergency management, first aid, CPR and AED from The Red Cross. Completion of Responsive Classroom Training before beginning the school year will be required.

Part Time Custodian

The Custodian will have a minimum of a high school Diploma or GED. The Custodian will attend the Responsive Classroom training before beginning work at Greensboro Progressive Charter School

Clerical Staff

The clerical staff needs a two year associate's degree in office administration with some basic bookkeeping background. This person should have a minimum of two years experience in office management. The clerical staff will attend Responsive Classroom Training before beginning work at Greensboro Progressive Charter School.

Curriculum Facilitator

The Curriculum Facilitator will have a minimum four year degree in Education or Family Studies with 5 years experience in working with children. This person must have good management and communication skills. They also need extensive knowledge of staff development opportunities and State Standards. Level 1 certification of Responsive Classroom will be completed before school begins. They also need to have the ability to manage and plan budgets for school teaching staff and materials.

General Education Teachers

Teachers will have a minimum of appropriate certification for the grade levels they are teaching. Birth - K, Elementary (K-6), Middle Grades (6-9) will be required for at least 70% of all teachers hired. All teachers must have a four year college degree in Liberal Arts. Teachers will complete Responsive Classroom Training Level 1 before beginning to teach.

Exceptional Children Teacher(s)

This position requires a minimum of a four year college degree in Exceptional Children K-12. This person needs two years minimum experience in an elementary or middle school setting. The EC teacher will complete Level 1 Responsive Classroom training before beginning to teach.

Teacher Assistant

This position has a minimum requirement of an Associate's Degree or 48 semester hours in an institution of Higher Education. This person should have at least two year experience with children and complete the Responsive Classroom Training before beginning work in the school.

Part Time Art, PE Teachers or any other specials that may be added

Part-time specialist teachers will have a minimum of a four year college degree in the field in which they teach. Certification is desired but not required for initial hire however certification must be obtained within two years of joining Greensboro Progressive Charter School. Teachers must have completed Level 1 certification of Responsive Classroom training before beginning teaching.

Environmental and Health Facilitator

This position needs a minimum of a four year college degree. If the degree is not in culinary or nutrition fields a minimum of five years in restaurant or hospitality management is required. This person needs understanding of production and classroom gardens. They also must have knowledge or interest in health and nutrition, food systems and environmental science. The Environmental and Health Facilitator will have Level 1 certification of Responsive Classroom completed before beginning work with children. This person needs to have the ability to manage and plan budgets for food production and food service. They also need strong oral and written communication skills including public speaking.

School Cook

This position requires a minimum of five years experience in high volume breakfast and lunch production. Knowledge of fresh ingredients, seasonal availability and flexibility are essential. Prior experience in menu planning and forecasting required. This person needs to have knowledge of organic food production, gardening and local sourcing as well as working with the Federal School Lunch Program Commodities program. This person needs to have the ability to work independently and also with a diverse population of children and adults. Level 1 of Responsive Classroom certification required prior to beginning work.

Garden Teacher

This teacher must meet all teaching certifications for K-6. Additional experience with garden classroom teaching desired but not required. This person will have Level 1 of Responsive Classroom training completed before beginning teaching. This person will also have Edible School Yard training, if not already complete, must be completed by the second school year of teaching

Dishwasher

This position requires a High School Diploma or GED. This person should have prior experience preferred but not required. This person will complete Level 1 of Responsive Classroom training before beginning work. This person should be a self starter, have good organizational skills, and attention to detail.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Greensboro Progressive will make great efforts to create a school that reflects a diverse group of learners, including those that are from different races, socio-economic status, and different family make-ups. We plan to market to private and public funded preschool programs in different areas of Guilford County to help create diversity within the school. Are expectations for free and reduced lunch is 70%, which reflects the county average. The board is forming relationships with different community organizations such as: Warnersville Recreation Center, Caldcleugh Multicultural Arts Center, Cultural Arts Center, and Greensboro Children's Museum.

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating

efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Marketing

- Brochures at local preschools
- Town-hall informational meetings at local libraries and recreation centers
- Creation of a Charter School Fair with other Guilford County Charter Schools in February 2013
- Information booth at Greensboro's Downtown 4th of July Festival
- Application Access on our website
- Facebook page updates
- Greensboro Progressive Fun Day for children at Greensboro Farmer's Curb Market
- Booth at A and T University homecoming festival
- Help North Carolina Department of Education create a video raising awareness of charter schools.

In addition to the above marketing strategies, we plan to establish relationships with the education departments in all the areas colleges and universities: A and T, Greensboro College, UNCG, Guilford College, and Bennett College. These institutions serve a diverse group of students. We hope to have student teachers come into the school, and to hire graduates from these schools as teachers.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Guilford County Schools

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
First	1	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
Second	2	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
Third	3	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
Fourth	4	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
Fifth	5	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____
Sixth	6	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____	<u>18</u>	_____	_____

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

(i)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	18	—	—	18	—	—	18	—	—	18	—	—
Eighth	8	—	—	—	—	—	—	18	—	—	18	—	—	18	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Overall Total Enrollment		<u>126</u>			<u>144</u>			<u>162</u>			<u>162</u>			<u>162</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$ <u>557,839</u>	\$ <u>684,586</u>	\$ <u>770,159</u>	\$ <u>770,159</u>	\$ <u>770,159</u>
--Local Per Pupil Funds	\$ <u>317,763</u>	\$ <u>363,155</u>	\$ <u>408,549</u>	\$ <u>408,549</u>	\$ <u>408,549</u>
-- CWD Funds	\$ <u>49,860</u>	\$ <u>58,228</u>	\$ <u>65,506</u>	\$ <u>65,506</u>	\$ <u>65,506</u>
--Federal Funds for School Lunch Program	\$ <u>56,620</u>	\$ <u>64,708</u>	\$ <u>72,797</u>	\$ <u>72,797</u>	\$ <u>72,797</u>
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds* <i>(See letter of commitment from Board of Directors in Appendix XIV)</i>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>
--Other Funds* Breakfast and Lunch Sales	\$ <u>44,709</u>	\$ <u>51,096</u>	\$ <u>57,483</u>	\$ <u>57,483</u>	\$ <u>57,483</u>
(ii) TOTAL INCOME	\$ <u>1,031,791</u>	\$ <u>1,226,773</u>	\$ <u>1,379,494</u>	\$ <u>1,379,494</u>	\$ <u>1,379,494</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

Based on the income per student numbers from the resource guide
Year 1:

126 X \$4,427.29 from the State
126 X \$2,521.93 from Guilford County LEA
14.24X \$3,501.88 for Children with Disabilities from the State

The Children with Disabilities dollar amount came from the Resource Guide. Through research we concluded that there is an average of 11.3% of the total school population with disabilities. We took our total of 126 children and determined approximately 14 of those children will have disabilities. Of course it is impossible to guess accurately and this number does not mean we will limit any child in any way from attending Greensboro Progressive Charter School. It is based only on the averages of other public schools.

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff and Projected Costs</i>	# <u>20</u>	# <u>22</u>	# <u>23</u>	# <u>23</u>	# <u>23</u>
	\$ <u>555,530</u>	\$ <u>622,741</u>	\$ <u>671,609</u>	\$ <u>685,042</u>	\$ <u>698,742</u>
--Administrator(s)					
--Clerical	# <u>3</u>	# <u>3</u>	# <u>3</u>	# <u>3</u>	# <u>3</u>
--Teachers	\$ <u>130,000</u>	\$ <u>132,600</u>	\$ <u>135,252</u>	\$ <u>137,957</u>	\$ <u>140,716</u>
--Librarians					
--Guidance	# <u>1</u>	# <u>1</u>	# <u>1</u> \$ <u>26,010</u>	# <u>1</u> \$ <u>26,530</u>	# <u>1</u> \$ <u>27,061</u>
--Teacher Assistants	\$ <u>25,000</u>	\$ <u>25,500</u>	# <u>13</u>	# <u>13</u>	# <u>13</u>
--Custodian	# <u>12</u>	# <u>13</u>	\$ <u>447,372</u>	\$ <u>456,319</u>	\$ <u>465,446</u>
--Maintenance	\$ <u>340,000</u>	\$ <u>402,300</u>			
--Food Service			# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>
--Bus Driver	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>
<i>OTHER</i>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>1</u> \$ <u>20,808</u>	# <u>1</u> \$ <u>21,224</u>	# <u>1</u> \$ <u>21,649</u>
<i>Contracted Services</i>	# <u>1</u>	# <u>1</u> \$ <u>20,400</u>	# <u>1</u> \$ <u>15,606</u>	# <u>1</u> \$ <u>15,918</u>	# <u>1</u>
	\$ <u>20,000</u>	# <u>1</u> \$ <u>15,300</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	\$ <u>16,236</u>
	# <u>1</u>	# <u>0</u> \$ <u>0</u>	# <u>2</u> \$ <u>26,561</u>	# <u>2</u> \$ <u>27,093</u>	# <u>0</u> \$ <u>0</u>
	\$ <u>15,000</u>	# <u>2</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	# <u>2</u>
<i>EMPLOYEE BENEFITS</i>	# <u>0</u>	\$ <u>25,500</u>	# <u>0</u> \$ <u>0</u>	# <u>0</u> \$ <u>0</u>	\$ <u>27,634</u>
<i>STAFF DEVELOPMENT</i>	\$ <u>0</u>	# <u>0</u> \$ <u>0</u>			# <u>0</u> \$ <u>0</u>
<i>MATERIALS AND SUPPLIES</i>	# <u>2</u>				
	\$ <u>25,530</u>		\$ <u>27,750</u>	\$ <u>27,750</u>	
<i>OFFICE SUPPLIES</i>	# <u>0</u> \$ <u>0</u>	\$ <u>27,750</u>			\$ <u>27,750</u>
<i>INSTRUCTIONAL EQUIPMENT</i>			\$ <u>162,700</u>	\$ <u>165,954</u>	
<i>OFFICE EQUIPMENT</i>	\$ <u>27,750</u>	\$ <u>150,585</u>	\$ <u>20,000</u>	\$ <u>5,000</u>	\$ <u>169,273</u>
					\$ <u>5,000</u>
	\$ <u>138,883</u>	\$ <u>5,000</u>			

	<u>\$10,000</u>	<u>\$ 30,000</u>	<u>\$ 30,000</u>	<u>\$ 30,000</u>	<u>\$ 30,000</u>
	<u>\$ 30,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>	<u>\$ 10,000</u>
	<u>\$ 10,000</u>	<u>\$ 3,500</u>	<u>\$ 3,500</u>	<u>\$ 3,500</u>	<u>\$ 3,500</u>
	<u>\$ 3,500</u>	<u>\$ 1,500</u>	<u>\$ 1,500</u>	<u>\$ 1,500</u>	<u>\$ 1,500</u>
	<u>\$ 1,500</u>				

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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TESTING MATERIALS	\$ <u>5,670</u>	\$ <u>6,480</u>	\$ <u>7,290</u>	\$ <u>7,290</u>	\$ <u>7,290</u>
INSURANCE	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>
UTILITIES					
RENT	\$ <u>37,200</u>	\$ <u>37,200</u>	\$ <u>37,200</u>	\$ <u>37,200</u>	\$ <u>37,200</u>
MAINTENANCE & REPAIR	\$ <u>120,000</u>	\$ <u>180,000</u>	\$ <u>180,000</u>	\$ <u>180,000</u>	\$ <u>180,000</u>
TRANSPORTATION	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>	\$ <u>8,000</u>
MARKETING	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
FOOD/CAFETERIA SUPPLIES	\$ <u>11,157</u>	\$ <u>13,692</u>	\$ <u>15,403</u>	\$ <u>15,403</u>	\$ <u>15,403</u>
PROFESSIONAL DEVELOPMENT	\$ <u>28,332</u>	\$ <u>24,450</u>	\$ <u>27,132</u>	\$ <u>27,132</u>	\$ <u>27,132</u>
Lease Hold Improvements	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>0</u>
(iii) TOTALS	\$ <u>36,000</u>	\$ <u>36,000</u>	\$ <u>36,000</u>	\$ <u>36,000</u>	\$ <u>36,000</u>
	1,031,522	1,164,898	1,246,084	1,247,771	1,264,790

BUDGET NARRATIVE

Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this

We will begin in year one with 7 classrooms ranging from K-6. In years two and three we will add an additional classroom teacher and add grades 7 and then 8. Additionally we will add a music teacher to the program in year two.

Contracted services are the expectation of specialized instructors in speech and occupational therapy. The expected expense is for three hours per day, five days per week.

Many expenses are dependent on the student population. Food services, testing materials and marketing are all based on the number of students in the school.

Our rent assumptions are based on an offer to start smaller (\$10,000) with an increase in year 2 - 5, (\$15,000). The smaller amount will allow us to begin with only 126 children adding in subsequent years to 162 children.

In the prior year before opening Greensboro Progressive Charter School will have a one week training of responsive classroom for every employee of the school. In year one GPCS will have additional training in Responsive Classroom and Projected Based learning training. In Year Three GPCS will have the second installment and level of Responsive Classroom training.

Greensboro Progressive Charter School will participate in the Federal School Lunch Program. The income was based on the assumption that 50% of the students will participate in the free lunch program. Additionally 20% of the students will participate in the reduced lunch program.

Custodian is a half time position. Maintenance will be overseen by Facilities and Fitness Facilitator who will receive work orders and manage outside services.

Art, PE, and Garden teachers are half time positions for the first two years.

Salaries reflect a 2% yearly increase in salaries.

1) WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

(iv) Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Greensboro Progressive will distribute surveys to families, students, and teachers to evaluate the school's effectiveness in Progressive Education. The surveys will be compiled and reported to the Board of Directors and the greater community at the July board meeting.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

(v) Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

An annual audit will be completed each year in February for the prior calendar year by Bernard Robinson & Co, LLP, 1501 Highwoods Blvd # 300 Greensboro, NC 27410. (336) 294-4494, Fax: (336) 294-4495.

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	3,000,000
Officers and Directors/Errors and Omissions	100,000
Property Insurance	3,000,000
Motor Vehicle Liability	1,000,000
Bonding	Included
Minimum amount:	1,000,000
Maximum amount:	3,000,000
Other	

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

See Appendix VIII for Liability Insurance Premium Estimation

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

Greensboro Progressive will work really hard to ensure transportation issues will not limit a child from coming to the school. The school's desire to be downtown will make the city bus line accessible to all families. The Facilitators will help coordinate and connect families that live in close proximity, so that carpools can be created.

FACILITY (GS 115C-238.29D(c))

(vi) Describe the facility in which the school will be located. Include information on how the site is appropriate to your structural program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility (if known): **We do not have a facility secured at this time. We expect to have one finalized by July. Please look below at our options.**

Address: _____

City/State/Zip: _____

Description of the Facility:

- Total square feet: _____
- Number of Classrooms: _____
- Number of Restrooms: _____
- Other Rooms: _____
 - Auditorium: _____
 - Gymnasium: _____
 - Music Room: _____
 - Art Room: _____
 - Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: _____
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Greensboro Progressive Board of Directors is working on proposals to two different sites. We would like to lease for the first 5 years while we raise/save money for a permanent site.

The first site has a building available with ample land for gardens, playground, sports fields, and/or expansion. This site will give us access to a diverse low income community that would be able to walk to the school. The buildings were used as a school in the past, the structure of the building is already in an educational format.

The second site is a cluster of buildings downtown that are available for lease. These buildings have green space for a garden and playground. This location offers access to city bus lines and closer proximity to downtown resources; Central Library, Culture Center, Children’s Museum, Civil Rights Museum, and the Historical Museum.

In the unfortunate event that neither of these sites are available, the board is working with community members to rent space from a local church.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the Federal and state governments. Address how the proposed charter school will meet the following requirements:

Safety

Greensboro Progressive is committed to the health, safety, and well-being of all students and employees. Greensboro Progressive will train staff and provide all necessary measures to meet required Federal and State health and safety laws and regulations. Key members of our staff will be trained as first responders by the American Red Cross in first aid, CPR, and AED use. Furthermore, all staff members will be trained on the school’s emergency response plan.

Immunization of Students

NC students are required by law to have certain immunizations prior to attending schools: DTP, DTaP, Polio, Measles, Mumps, Rubella, Hib, Hepatitis B, Varicella. Greensboro Progressive staff will work to make sure all students meet the immunization requirements. Students attending Greensboro Progressive will provide documentation of immunization to include the child's age at administration of each vaccine, the number of doses, and the date of administration. Parents of students who have not had the proper immunizations will be advised about where and when they may obtain those immunizations. Parents may submit written requests to be exempted from immunizations for medical or religious reasons in accordance with state requirements.

Fire and Safety Regulations

Greensboro Progressive will meet the building and furnishings code for fire and safety regulations (including appropriate fire control devices, for example, fire extinguishers, fire alarm system and/or sprinkler system) . The Facilities and Fitness Facilitator will schedule, hold, and report monthly fire drills. Students, teachers, and staff will be informed of fire drill procedures. Emergency exits and fire evacuation plans will be posted in each room and hallways of the building. The school's building will be available for inspection to appropriate officials for regular inspections. Special inspections of the building will be provided when prompted by a complaint by an interested party. The school will work with local officials to satisfy the recommendations relative to the abatement of the fire or safety hazard.

Food Inspections

Greensboro Progressive will adhere to the regulations set forth by the Department of Health and Human Services for food purchases, preparation, serving, and disposing of food and food products. The school will be made available to the local health inspector as he/she makes random visits to inspect the food service process. The school will take the necessary steps to correct any food service issues found during the inspections.

Hazardous Chemicals

Greensboro Progressive has the responsibility to inform and adequately train those employees who work with hazardous substances. Adequate employee protection programs will be designed and implemented on an ongoing basis. Employee training programs will provide the necessary hazard communications to school staff so they can effectively participate and support the safety measures put in place at the school. Material Safety Data sheets (MSDS) will be on site and available for review of anyone coming in contact with chemicals. A central file will be kept in the main office of MSDS. OSHA's Hazard Communication Standard applies to schools because all workers may use or be exposed to hazardous chemicals.

Blood borne Pathogens

Greensboro Progressive will act in accordance with OSHA's Blood-borne Pathogen Standard to establish an exposure control plan to minimize workplace risks. Blood-borne pathogens refer to pathogenic microorganisms that are present in human blood and that can cause disease in humans. These pathogens include, but are not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). OSHA standards apply to all occupational exposure to blood (human blood, human blood components, and products made from human blood) or to other potentially infectious materials (human body fluids, unfixed tissue from a human, HIV –containing cell or tissue cultures, organ cultures, and HIV- or HBV- containing culture medium or other solutions, as well as blood, organs, or other tissues from experimental animals infected with HIV or HBV).

Greensboro Progressive will have a written Exposure Control Plan that is accessible to all employees. The Plan will include: 1) designated job classifications, tasks and procedures which involve potential exposure, 2) indications of work practice controls 3) specifications of necessary personal protective equipment and 4)

proper disposal of pathogen materials. Training to protect employees and children and reduce workplace risks of hepatitis B and HIV infection will include such topics as the following:

- ☐ Modes of transmission of blood-borne pathogens
- ☐ Identifying hazards
- ☐ Prevention through engineering controls
- ☐ Handling contaminated syringes, laundry, and biomedical waste
- ☐ Proper use of personal protective equipment
- ☐ Instituting safe workplace practices and engineering controls
- ☐ Hepatitis B vaccine
- ☐ Proper “housekeeping” to avoid risk
- ☐ Post-exposure reporting

Diabetes Care Plans

The Environmental and Health Facilitator at Greensboro Progressive will work with any child’s family that has special dietary needs to ensure their safety, including those that have diabetes. Along with the family, the Environmental and Health Facilitator will create an individual care plan that includes treatment and emergency plans. The Facilitator will ensure that all staff understand the child’s plan and understand the signs and symptoms of low blood sugar or high blood sugar which include:

Low Blood Sugar Symptoms	High Blood Sugar Symptoms
<ul style="list-style-type: none"> • Hunger • Dizziness • Irritability • Difficulty concentrating/confusion • Rapid or irregular heart beat • Fatigue • Headaches • Poor coordination • Lethargy • Behavior changes 	<ul style="list-style-type: none"> • Nausea • Irritability • Fatigue • Blurred vision • Frequent urination • Difficulty breathing • Difficulty concentrating • Increased thirst

Providing parents and guardians with information about:

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

Parents at Greensboro Progressive will receive information in the Parent Handbook about the following things:

- Meningococcal Meningitis (Appendix VII)
- Influenza (Appendix VIII)
- Vaccinations required (Appendix IX)

This information came from the Guilford County Health Department's Fact Sheets and can be translated into many different languages. If there is an issue with one of the above, the fact sheet will be copied and sent home with all the students.

Parents of grades 5-8 will receive Handouts at the beginning of the year about the following:

- Cervical Cancer
- Cervical dysplasia
- Human Papillomavirus (Appendix X)
- Vaccines that prevent diseases

These handouts came from the North Carolina Health and Human Performance Department and can be translated into other languages.

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

VIII. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

Appendix I	8 th Grade Graduation Review Example
Appendix II	Universal Design of Learning Research
Appendix III	Responsive Classroom
Appendix IV	Progressive Education Article
Appendix V	Integration Model
Appendix VI	Responsive Classroom Cost
Appendix VII	Meningitis Handout
Appendix VIII	Influenza Handout
Appendix IX	Vaccination Requirements
Appendix X	HPV Handout
Appendix XI	Interest Meeting Poster
Appendix XII	Interest Meeting Signatures
Appendix XIII	Liability Insurance Documents
Appendix XIV	Letter from the Board commitment to Fundraising

Appendix I

Overview of Mission Hill School's Graduation Requirements and Portfolio Review process What does it mean to graduate from the Mission Hill School?

During the critical transition years between childhood and high school, young people need schools that share certain characteristics. First of all, they should be schools where young people work in small groups with a small number of adults who know them well. Second, students need to experience high and rigorous academic expectations. Third, they need to see the connections between academic work and the work that takes place outside of the classroom. Fourth, they need opportunities to explore the world in authentic and engaged ways--through music, dance, theater, visual art and outdoor education. And finally,

students should have opportunities to make their own positive individual and collective mark on their environment: to be useful to others. Graduation from our school is a process that incorporates all of these opportunities and expectations. But how do we measure students' accomplishments and gauge their knowledge? During the three years of the middle school program, students will be preparing to show the world—specifically their graduation committee—their readiness for high school. An eighth grade diploma from the Mission Hill School represents the completion of six exhibitions where students demonstrate their knowledge and competence in areas prescribed by the faculty. Exhibitions include traditional schoolwork, as well as evidence from the experiences students have had in the outside world. Each student's work is represented and collected in a portfolio, which, along with on-demand tasks, becomes the basis for that student's exhibition.

What are portfolios?

While portfolios and exhibitions have not been used extensively in the Boston Public Schools, they are commonly used in the adult world. As we prepare young people for adulthood, school exhibitions are a reflection of adult practice. Consider how gymnasts train and prepare for a demonstration of their skills and abilities or how a researcher presents her work in science as the oral defense of a doctoral dissertation. Even obtaining a driver's license requires demonstrating competence in operating a car and knowing the rules of the road.

Our graduation requirements represent a broad range of evidence for a student's readiness and competence for high school level work. Conversely, standardized testing offers only one way to measure knowledge. Imagine asking drivers only to complete a timed multiple choice test in order to get a license. Portfolios put the students at the center of the process: they are given the opportunity to thoughtfully prepare and defend what they have learned through demonstration, conversation, and written material. This process of presenting and defending one's work before a group of parents and teachers -- experts in the adult world--is tangible, interactive and concrete, and has immediate and very real consequences. The Mission Hill School faculty has delineated six domains for the school's graduation requirements: Science, History, Literature and Writing, the Arts, Beyond the Classroom, and Mathematics. Each requires that students demonstrate mastery of the Habits of Mind. These Habits of Mind, put succinctly, are the habits of asking oneself questions (in whatever situations, conversations or processes in which one finds oneself) about evidence, relevance, supposition, connections and alternative points of view. The Habits of Mind are an approach to both the traditional academic disciplines (math, science, literature, and history) and the interdisciplinary topics of everyday life. They lead us to ask good questions and seek solid answers. In

short, they are our definition of a well-educated person and one who is ready to do high school level work. Preparation for graduation begins in the sixth grade as students begin to build their portfolios. Portfolios are a collection of a student's best work. A history portfolio may include a first draft of a research paper alongside the finished product and some work done in prior years. This gives a true picture of how well the student has mastered the skills needed to produce a good research paper. Each middle school student will have his or her own portfolio box in which evidence will be collected. Boxes will contain a "living history" of a student's middle school experience-and will contain a variety of works in progress as the student prepares for his/her exhibition. Exhibitions will take place throughout the students' 7th and 8th grade years. While the graduation standards (see p. 7) apply to all students, the ways they present their work varies according to individual interests and strengths. In this same spirit students with special learning needs and disabilities will require modifications of this process to take into account the ways in which they can best show off their work. When a student has an IEP that indicates such special needs modifications, we will inform the committee before the presentation. All work collected for graduation purposes as well as videotapes of some of the presentations and the committee judging discussions will be kept for public record.

Advisors and the graduation committee

Each student is assigned a staff member as an advisor: someone

other than their classroom teachers: who assists in preparing them for these final steps and serves as a judge on the graduation committee. Presentations are made based during the last two years of school. Students enter the senior class, equivalent to the 8th grade, when there is reason to believe they can and should complete the graduation requirements by the end of that school year. The graduation committee includes at least four people: the student's homeroom teacher, advisor, a family member and a community member who is not directly connected to the school. The student may include another adult, if desired. A younger student serves as a helper to the candidate.

How are students judged?

It is the graduation committee's job to determine if a student passes the graduation requirements. A scoring method that provides consistency from presentation to presentation called a "scoring rubric" guides the work of the graduation committee.

The rubrics have been developed in collaboration with other schools with similar approaches and they enable members of the committee to more reliably and consistently judge work.

Mission

Hill's scoring rubrics assess how well a student demonstrates Habits of Mind, specific levels of skills and competencies relevant to the particular work in each domain (math, literature, history, etc.), and the effectiveness of the student's written and oral communication. The graduation committee will also note whether the candidate has developed appropriate habits of work--reliability, resourcefulness, ability to work with others and to meet deadlines--based on the evidence presented.

In its final recommendation to the faculty, the graduation committee provides a score indicating either 1) Pass 2) Provisional Pass, 3) Partial Pass, or 4) No Pass. A Provisional Pass means the student has passed with a few provisions. These are small editing changes or additions (such as a missing bibliography) that do not require a full committee meeting, and can be presented to the homeroom teacher and advisor. A Partial Pass means that the student has passed only a part of the presentation and must re-present whatever work has not passed to the committee. A score of No Pass means the student has not yet demonstrated readiness in a sufficient number of areas. This could be an indication that the student needs more time, or that he or she has not presented a best effort. A narrative will accompany the score summarizing the committee's comments on the final recommendation. Based on recommendations from the committee, faculty will vote to graduate students by June 1st of each year. The following pages outline the special role of the student's advisor and specific requirements and timelines for each domain. The scoring rubrics used to judge an exhibition are also included.

The role of the advisor

The advisor has an important role in the graduation preparation. Advisors are assigned in the sixth grade year. Each advisor will be responsible for an eighth grader preparing to graduate, a seventh grader preparing for two spring portfolios, and, as of January, a sixth grader. The sixth grader will help the seventh grader in her/his presentation; the seventh grader will

similarly help the eighth grader. At times, it may be necessary to assign additional advisees to the advisor, and sometimes an advisor will not have all three.

Before the presentation

Prior to the presentation, advisors serve primarily as supportive friends to the student. They help the student to:

- collect all necessary pieces of work
- organize work for presentation
- plan format and timing of presentation
- practice the presentation
- send copies of work to all committee members at least one week before the presentation is scheduled.

Advisors should plan to meet with the teacher in charge of the portfolio as early as possible to discuss how they can best serve their particular advisees. Each student is different and will have different needs. When advisors have questions about the student's work, they should consult with the teacher.

During the presentation

- Ask questions, so that the student can demonstrate her or his habits of mind and depth of understanding.
- Act as an impartial judge of the work and presentation, basing questions and decisions on the school standards.

After the presentation

Advisors are responsible for meeting with the student presenter after the presentation to relay the committee's decisions orally. Advisors should then prepare a written report of committee decisions, including a careful summation of all committee recommendations, and should get copies of that report to the student, the family, all committee members, the teacher in charge of the portfolio, and the homeroom teacher. All records, including the rubrics and the summation, should be given to the 8th grade staff to be added to the student's permanent record.

Time involved

Two portfolios will be presented in May and June of the seventh grade year. Two more will be no later than February of the eighth grade year, and the final two by the end of April. In the event of a partial pass or failure, the retry will be in the month following the attempt, or will be added to the next portfolio presentation. Students and advisor will make a plan for the work to be presented at least four weeks before each presentation. At this point the student and the advisor will, in conjunction with the teacher in charge of the portfolio, determine whether the student will be ready to present. If not, another year in middle school should be considered. Another checkpoint will take place at least ten days before the presentation. At this point all work should be final, ready to be sent to committee members. In the event that it is not, the presentation will be cancelled, a failure will be recorded, and the student may reschedule for a second attempt. In addition to these meeting times, advisors should plan to meet advisees several times to support them, ascertain their progress, and help plan and practice their presentations. The amount of time given depends on the individual student.

The role of the student helper

The presenter and the advisor have the final say about how to use the student helper. However, the helper should offer and be prepared to do the following:

- have water ready if needed at the presentation
- hand the presenter any necessary materials in the correct order
- run any technological equipment necessary to the presentation

- help with timing the presentation, warning the presenter when the allotted time for each section is nearing an end

Time involved

Student helpers should attend at least two meetings with the advisor and the presenter, one to find out the presenter's needs and another to practice his or her role in the presentation. In addition, student helpers should be available if the presenter would like help in organizing and practicing the presentation, or if the advisor would like help in copying and sending materials. Whenever possible, these meetings should take place when classes are not in session : if students must miss class time, advisors should be certain that classroom teachers are informed.

The role of the parent and the external committee member

All committee members, including teachers, parents and advisors, are equally responsible for judging the student work. The goal of the process is to be certain the school has served the student as well as possible. This means not only that the student is well-prepared academically and in the habits of mind, but also that he or she will go on to high school with greater self-knowledge about his or her own strengths and weaknesses as a learner.

All committee members should plan to do the following:

Before the presentation

- become familiar with the rubrics used for judging work
- examine the models available in each rubric category
- look closely at work the student will be presenting

During the presentation

- Ask questions, so that the student can demonstrate her or his habits of mind and depth of understanding.
- Act as an impartial judge of the work and presentation,

basing questions and decisions on the school standards.

After the presentation

- Look at the rubrics to decide whether work Needs More, Meets, Approaches or Exceeds in each category
- Determine whether the student has passed fully, provisionally, partially or not at all
- Give precise feedback about what the student needs to do if the pass is provisional
- Be available to return for a make-up presentation if necessary

Time involved

Ideally committee members will serve during the full process for each student, in all six domains. Each presentation involves some preparation time reading and evaluating student work. In addition each presentation, consisting of two domains, requires at least an hour and a half from beginning to end. Presentations occur three times. In the event of a failure or a partial pass, students need extra presentations. When the student has finished all six presentations, committee members may then decide whether to continue serving, moving on to the advisor's next student, or to stop. We appreciate the incredible contribution of time, thought, and skill involved.

Graduation Standards

In all of the following domains work will be assessed on the basis of relevant use of the Mission Hill five habits of mind as well as competent presentation of material orally, in written form, and visually. At some point in the presentation process the following should be evident: appropriate and varied use of

technology, and teamwork and collaboration. Students also must present evidence of a public performance in one of the domains.

History

On-demand: a short oral presentation about a research topic in

American history using and citing at least three sources.

This

topic will be given on the day of the presentation, and students

will have a limited amount of time to use the library to gather

facts and prepare their presentation. The purpose of this ondemand

task is to assess research skills.

Presentation: an oral presentation based on a major piece of

written research that argues for a point of view using historical evidence and data. This should be in an area of special interest to the student, with a particular focus on possible alternate viewpoints.

Evidence: a portfolio of past work that includes evidence of

the use of Mission Hill's habits of mind, and of progression on

the part of the student. The portfolio will contain at least

three pieces of work.

Evidence of the ability to use maps and locate events on a timeline

around the periods of history studied at Mission Hill, and passage of Mission Hill's "ultimate challenge" in geography.

This can be done on demand in the classroom, and attested to

during the committee meeting.

Beyond the Classroom

Presentation: a reflective presentation, accompanied by a written paper, demonstrating how student has grown from participation in activities taking place outside of school. This should include a SCI placement, any extended projects that

contributed to the larger school or neighborhood community, and

any other activities the student chooses to include.

Evidence: evidence of learning activities initiated by the student or the family that take place outside the classroom.

This must include a SCI journal and may include attestations, videos, certificates, trophies etc.

Science

Presentation: a description of a scientific experiment or investigation designed and implemented by the student that meets

good scientific rules and habits; methods, records, and findings

will be presented and defended.

Evidence: a portfolio containing evidence of prior study in both the physical and natural sciences. The work should demonstrate an ability to ask scientific questions, make a hypothesis, pursue an inquiry, collect data, keep careful records of observations, draw conclusions and suggest areas of

further investigation.

Literature and Writing

On-demand: a persuasive essay done without help on a specific

topic selected by the teacher. This is to assess skills in topic organization and grammatical conventions.

Presentation: an oral presentation of a written comparison of

at least two books approved by the staff; be prepared to discuss

and defend this work.

Evidence: a portfolio of prior work including samples of: persuasive writing (at least one)

research based writing with appropriate citations (at least one)

personal and/or autobiographical writing (at least two)

short story/poem/drama (at least two)

Evidence of having reached at least a Level 6 on Mission Hill's

Reading and Writing Scale, and demonstration of basic competency

on a nationally standardized test.

The Arts

Presentation: an oral presentation based on a written comparison of two forms of art, or a critique of a particular

artist or genre in one of the above areas of the arts.

Evidence: Portfolio of past work in the arts showing growth in technical competence and a willingness to take artistic risks.

Mathematics

On-demand: written work demonstrating the thinking that led to a solution to a short problem presented by the faculty and done without help.

Presentation: students will teach a problem they have previously solved to the committee.

Students will present four problems they have solved at appropriate levels of mathematical skill, one in each of the

strands: number sense, data and statistics, geometry and patterns and functions. They need to use at least two strategies

in each problem, one of which can be visual.

Evidence: a portfolio of past work that reflects Mission Hill's math competencies.

Evidence of mastery of appropriate mathematical terms and facts (the "basics").

Evidence of basic competency as measured by a standardized test.

Note: These requirements may be modified for special needs students.

Timeline for graduation presentations Presentation Schedule

Grade 7

May 31

History

Art or Beyond the Classroom

Grade 8

By November 30

History, Art and Beyond the Classroom Redos

By February vacation

Science
Literature and Writing
By April 30
Math
Beyond the Classroom or Art
By May 15
All portfolios finished, including redos
By June 1st
Deadline for graduation approval by faculty
Advisor Schedule
By November 1
Advisors will meet with Grade 8 teachers to discuss roles
each
should play for their particular student in the upcoming
year.
Four weeks before each presentation date
Advisors will have a formal meeting with advisees four
weeks
before each presentation as a first checkpoint. At this
meeting
it will be decided whether or not the student has enough
work to
attempt the domain four weeks later.
Ten days before each presentation date
Advisors will have a formal meeting with advisees to check
on
final work. If it is not done, the presentation will be
cancelled.
(Advisors will also have informal meeting with advisees as
needed)

Appendix II

Universal Design for Learning (UDL) Guidelines: Full-Text Representation

Version 2.0

February 1, 2011

Suggested Citation: CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

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Preface: The Development of UDL and the Guidelines

At CAST, we began working nearly 26 years ago to develop ways to help learners with disabilities gain access to the general education curriculum. In the early years, we focused on helping individuals adapt or “fix” themselves – overcoming their disabilities in order to learn within the general education curriculum. This work commonly focused on Assistive Technology, compensatory tools (such as spellcheck) and skill building software, all of which remain an important facet of any comprehensive educational plan.

However, we also realized that our focus was too narrow. It obscured the critical role of the environment in determining who is or who is not considered “disabled.” In the late 1980s, we shifted our focus towards the curriculum and its limitations. Asking the important question: how do those limitations “disable” learners?

This shift led to a simple, yet profound realization: the burden of adaptation should be first placed on curricula, not the learner. Because most curricula are unable to adapt to individual variability, we have come to recognize that curricula, rather than learners, are disabled, and thus we need to “fix” curricula not learners.

CAST began in the early 1990s to research, develop, and articulate the principles and practices of Universal Design for Learning. The term was inspired by the universal design concept from architecture and product development pioneered by Ron Mace of North Carolina State University in the 1980s. This movement aims to create physical environments and tools that are usable by as many people as possible. A classic example of universal design is curb cuts. Though originally designed for people in wheelchairs, they are now used by everyone from people with shopping carts to a parent pushing a stroller. Since our focus was on learning and not buildings or products, we approached the problem via the learning sciences and not through direct application of the original architectural principles.

Over time, we came to understand that learning involves specific challenge in the area to be learned, and so for it to occur, we have to eliminate unnecessary barriers without eliminating the necessary challenges. Thus, the UDL principles go deeper than merely focusing on physical access to the classroom; they focus on access to all aspects of learning. This is an important distinction between UDL and a pure access orientation.

This work has been carried out in collaboration with many talented and dedicated education researchers, neuroscientists, practitioners, and technologists. As the UDL field has grown, so has the demand from stakeholders for Guidelines to help make applications of these principles and practices more concrete and applicable to curricular design. It was because of this call from the field that the UDL Guidelines were created.

Introduction

The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the mastery of the learning process. Education should help turn novice learners into *expert* learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning. Universal Design for Learning (UDL) helps educators meet this goal by providing a framework for understanding how to create curricula that meets the needs of all learners from the start.

The UDL Guidelines, an articulation of the UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of *all* learners from the start. They can also help educators identify the barriers found in existing curricula. However, to fully understand these Guidelines one must first understand what UDL is.

What is Universal Design for Learning?

The Concept of UDL

Universal Design for Learning (UDL) is a framework that addresses the primary barrier to fostering expert learners within instructional environments: **inflexible, “one-size-fits-all” curricula**. It is inflexible curricula that raise unintentional barriers to learning. Learners who are “in the margins”, such as learners who are gifted and talented or have disabilities, are particularly vulnerable. However, even learners who are identified as “average” may not have their learning needs met due to poor curricular design.

In learning environments, such as schools and universities, individual variability is the norm, not the exception. When curricula are designed to meet the needs of an imaginary “average”, they do not address the reality learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for “average”.

UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs. Curricula that is created using UDL is designed from the outset to meet the needs of all learners, making costly, time-consuming, and after-the-fact changes unnecessary. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

The Three Principles

Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:

- **Principle I: Provide Multiple Means of Representation** (the “what” of learning). Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; *providing options for representation is essential.*
- **Principle II: Provide Multiple Means of Action and Expression** (the “how” of learning). Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; *providing options for action and expression is essential.*
- **Principle III: Provide Multiple Means of Engagement** (the “why” of learning). Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; *providing multiple options for engagement is essential.*

The pedagogical, neuroscientific, and practical underpinnings of UDL are also discussed at greater length in books such as *Teaching Every Student in the Digital Age* by Rose & Meyer (ASCD, 2002), *The Universally Designed Classroom* (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2005), and *A Practical Reader in Universal Design for Learning* (Rose & Meyer, Eds.; Harvard Education Press, 2006).

Vital Questions to Universal Design for Learning

Prior to providing a complete articulation of the UDL Guidelines, it is important to answer some questions that clarify the terms and underlying concepts of UDL. This will

help create the background knowledge and vocabulary necessary for understanding these guidelines. The questions include:

- **How has UDL been defined?**
- **What are expert learners?**
- **What is meant by the term “curriculum”?**
- **What does it mean to say that curricula are “disabled”?**
- **How does UDL address curricular disabilities?**
- **Is technology necessary to implement UDL?**
- **What evidence supports the practices of UDL?**

How has UDL been defined?

A concise definition of Universal Design for Learning was provided by the Higher Education Opportunity Act of 2008, which stated:

The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

In addition to this definition, the framework of UDL has been elaborated by CAST in *Teaching Every Student in the Digital Age* by Rose & Meyer (ASCD, 2002), *The Universally Designed Classroom* (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2005), and *A Practical Reader in Universal Design for Learning* (Rose & Meyer, Eds.; Harvard Education Press, 2006).

What are expert learners?

The goal of education is the development of expert learners, something that all students can become. From the UDL perspective expert learners are:

1. *Resourceful, knowledgeable learners.* Expert learners bring considerable prior knowledge to new learning, and activate that prior knowledge to identify, organize, prioritize, and assimilate new information; they recognize the tools and resources that would help them find, structure, and remember new information; they know how to transform new information into meaningful and useable knowledge.

2. *Strategic, goal-directed learners.* Expert learners formulate plans for learning; they devise effective strategies and tactics to optimize learning; they organize resources and tools to facilitate learning; they monitor their progress; they recognize their own strengths and weaknesses as learners; they abandon plans and strategies that are ineffective.
3. *Purposeful, motivated learners.* Expert learners are eager for new learning and are motivated by the mastery of learning itself; they are goal-directed in their learning; they know how to set challenging learning goals for themselves, and know how to sustain the effort and resilience that reaching those goals will require; they can monitor and regulate emotional reactions that would be impediments or distractions to their successful learning.

What is meant by the term curriculum?

Purpose of UDL Curriculum

The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Expert learners have developed three broad characteristics. They are: a) strategic, skillful and goal directed; b) knowledgeable, and c) purposeful and motivated to learn more. Designing curricula using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal.

Components of UDL Curriculum

Four highly interrelated components comprise a UDL curriculum: goals, methods, materials, and assessments. Here we explain differences between traditional and UDL definitions of each component.

Goals are often described as learning expectations. They represent the knowledge, concepts, and skills all students should master, and are generally aligned to standards. Within the UDL framework, goals themselves are articulated in a way that acknowledges learner variability and differentiates goals from means. These qualities enable teachers of UDL curricula to offer more options and alternatives—varied pathways, tools, strategies, and scaffolds for reaching mastery. Whereas traditional curricula focus on content or performance goals, a UDL curriculum focuses on developing “expert learners.” This sets higher expectations, reachable by every learner.

Methods are generally defined as the instructional decisions, approaches, procedures, or routines that expert teachers use to accelerate or enhance learning. Expert teachers apply evidence-based methods and differentiate those methods according to the goal of instruction. UDL curricula facilitate further differentiation of methods, based on learner variability in the context of the task, learner’s social/emotional resources, and the classroom climate. Flexible and varied, UDL methods are adjusted based on continual monitoring of learner progress.

Materials are usually seen as the media used to present learning content and what the learner uses to demonstrate knowledge. Within the UDL framework, the hallmark of

materials is their variability and flexibility. For conveying conceptual knowledge, UDL materials offer multiple media and embedded, just-in-time supports such as hyperlinked glossaries, background information, and on-screen coaching. For strategic learning and expression of knowledge, UDL materials offer tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways. For engaging with learning, UDL materials offer alternative pathways to success including choice of content where appropriate, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation.

Assessment is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. This is achieved in part by keen focus on the goal, as distinct from the means, enabling the provision of supports and scaffolds for construct irrelevant items. By broadening means to accommodate learner variability, UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills, and engagement.

What does it mean to say curricula are “disabled”?

Curricula can be “disabled” in the following ways:

1. *Curricula are disabled in **WHO** they can teach.*
Curricula are often not conceived, designed, or validated for use with the diverse populations of learners who actually populate our classrooms. Learners “in the margins”—those who are gifted and talented, those with special needs or disabilities, those who are English language learners, etc.—often bear the brunt of curricula devised for the fictional “average”, because such curricula do not account for learner variability.
2. *Curricula are disabled in **WHAT** they can teach.*
Curricula are often designed to deliver or assess information, or content, without consideration of the development of learning strategies - skills learners need to comprehend, evaluate, synthesize, and transform information into usable knowledge. Mainstream curricula remain largely constructed around print-based media, which are good at delivering narrative and expository content. However, they are not ideal for information that requires an understanding of dynamic processes and relationships, computations, or procedures.
3. *Curricula are disabled in **HOW** they can teach.*
Curricula often provide for very limited instructional options. Not only are they typically ill-equipped to differentiate instruction for differing learners, or even for the same learner at different levels of understanding, but they are

disabled by their inability to provide many of the key elements of evidence-based pedagogy, such as the ability to highlight critical features or big ideas, the ability to provide relevant background knowledge as needed, the ability to relate current skills to previous skills, the ability to actively model successful skills and strategies, the ability to monitor progress dynamically, the ability to offer graduated scaffolding, among others. Most current curricula are typically much better at presenting information than teaching.

How does UDL address curricular disabilities?

The usual process for making existing curricula more accessible is adaptation of curricula so that they are more accessible to all learners. Often, teachers themselves are forced to make difficult attempts at adapting inflexible “one-size-fits-all” curricular elements that were not designed to meet the variability of individual learners. The term Universal Design for Learning is often mistakenly applied to such after-the-fact adaptations.

However, Universal Design for Learning refers to a process by which a curriculum (i.e., goals, methods, materials, and assessments) is intentionally and systematically designed from the beginning to address individual differences. With curricula that are designed with the principles of UDL, the difficulties and expenses of subsequent “retrofitting” and adaptation of “disabled” curricula can be reduced or eliminated—and a better learning environment can be implemented.

The challenge is not to modify or adapt curricula for a special few, but to do so *effectively and from the start*. Considerable research already exists that identifies the effective evidence-based practices for learners presently “in the margins”. Unfortunately, these best practices have not been available to all learners, and typically are offered only after learners have already failed in mainstream curricula. They are often then provided in separate remedial or special placements where ties to the general curriculum and its high standards have been severed entirely. A UDL curriculum provides the means to repair those severed ties, and promote the inclusion of all learners.

Is technology necessary to implement UDL?

Dedicated educators always find ways to design curricula that meets the needs of all learners, whether they are using technology or not. However, powerful digital technologies applied using UDL principles enable easier and more effective customization of curricula for learners. Advances in technology and the learning sciences have made “on-the-fly” individualization of curricula possible in practical, cost-effective ways, and many of these technologies have built in supports, scaffolds, and challenges to help learners understand, navigate, and engage with the learning environment.

Learning and demonstrating effective uses of technology is itself an important instructional outcome. Technology has permeated all aspects of our economy and culture. Every learner now in school needs a range of literacies that are much broader and more

inclusive of our changing culture. Further an understanding of these technologies leads to a greater understanding of the possible non-tech options that can be utilized.

However, it is important to note that these technologies should not be considered to be the only way to implement UDL. Effective teachers should be creative and resourceful in designing flexible learning environments that address the variability of learners using a range of high-tech and low-tech solutions. The goal of UDL is to create environments in which everyone will have the opportunity to become expert learners, and the means to get there, be it tech or non-tech, should be flexible.

It is also important to point out that simply using technology in the classroom should not be considered implementation of UDL. Using technology does not necessarily enhance learning, and many technologies have the same accessibility problems that non-tech options might have. Technology needs to be carefully planned into the curriculum as a way to achieve the goals.

However, there is an important exception. For some students, the use of personal assistive technologies – e.g., an electric wheelchair, eyeglasses, or a cochlear implant – is essential for basic physical and sensory access to learning environments. Those students will need their assistive technologies, even during activities where other students may not use any technologies at all. Even in classrooms that are well equipped with UDL materials and methods, their assistive technology neither precludes nor replaces the need for UDL overall. (For a more elaborate discussion of the complementary roles of UDL and Assistive Technology see Rose, D., Hasselbring, T. S., Stahl, S., & Zabala, J. (2005))

In short, technology is not synonymous with UDL, but it does play a valuable role in its implementation and conceptualization.

What evidence supports UDL?

UDL is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. In virtually every report of research on instruction or intervention, individual differences are not only evident in the results; they are prominent. However, these individual differences are usually treated as sources of annoying error variance as distractions from the more important “main effects.” UDL, on the other hand, treats these individual differences as an equally important focus of attention. In fact, when viewed through the UDL framework these findings are fundamental to understanding and designing effective instruction. The research that supports UDL falls into four categories: foundational research of UDL, research on the UDL principles, research on promising practices, and research on implementation of UDL.

Foundational Research on UDL

UDL draws from a variety of research including the fields of neuroscience, the learning sciences, and cognitive psychology. It is deeply rooted in concepts such as the Zone of Proximal Development, scaffolding, mentors, and modeling, as well as the foundational

works of Piaget; Vygotsky; Bruner, Ross, and Wood; and Bloom, who espoused similar principles for understanding individual differences and the pedagogies required for addressing them. For example, Vygotsky emphasized one of the key points of UDL curricula—the importance of graduated “scaffolds”. These are important to the novice, but that can be gradually removed as the individual acquires expertise. Scaffolding with graduated release is a practice that is as old as human culture and is relevant to learning in almost any domain, from learning to walk or ride a bike “unaided” to the long apprenticeships of neurosurgery or aircraft flying.

Principle Level Research

The research basis for the general principles of UDL is also grounded in modern neuroscience. The three basic principles are built upon the knowledge that our learning brains are composed of three different networks, recognition, strategic, and affective. The Guidelines align these three networks with the three principles (recognition to representation, strategic to action and expression, and affective to engagement). This empirical base in neuroscience provides a solid foundation for understanding how the learning brain intersects with effective instruction. This alignment is further extended and clarified by the guidelines and checkpoints.

Promising Practices Research

Promising lines of research include work identifying the specific practices that are critical to meeting the challenge of individual differences—research that has been amassed over decades and by many different researchers. These studies are labeled as “promising” because they appear to fit within the UDL framework, but they have not been tested in a UDL environment or using the framework. It is important that these practices are studied within a UDL environment for them to be considered effective UDL practices. This is an area in which we greatly encourage contributions from the field.

Implementation Research

Fourth, there is research on specific applications of UDL within learning environments, including conditions necessary for implementation, common barriers, and lessons from the field. This new area of research is in its early stages but will take a more prominent place as full-scale curricular applications and system-wide implementations are developed. It should be noted that this is another area in which we greatly encourage contributions from the research field.

Additional Research Questions

As with any field, there are many research questions that still need to be answered. These include questions like: how do teachers or districts *start* implementing UDL; how do teachers progress in their implementation of UDL; what are the most vital components of UDL; how can UDL be implemented most efficiently; how do we know when schools are ready to implement UDL, along with many others. These and other questions of implementation and effectiveness need to begin to be studied systematically on a large scale. Of course, there are also many questions that are not articulated yet, which will develop as the field does.

About this Representation

This is the text representation of the Guidelines. It features full descriptions of each principle and guideline, as well as descriptions and examples of each checkpoint. Of course, this type of representation is not always best for everyone, so we have also created a graphic organizer and a teacher checklist, and have plans to develop other representations. These are all available online through the National Center on Universal Design for Learning (<http://www.udlcenter.org/>).

This text-version of the Guidelines is the second revision in what we consider a dynamic and developmental process. As such they are not to be thought of as final. They will constantly evolve with our understanding of the research from the fields of UDL, education, psychology, neuroscience, along with others. Since this document lacks finality, we greatly encourage participation and collaboration from implementers, advocates, and researchers, as well as people working in other fields, with the goal of making the Guidelines more accurate and inclusive.

As with the first version of these Guidelines, our intention remains to collect and synthesize comments from the field, weigh them against the latest research evidence, and, in consultation with an editorial advisory board, make appropriate modifications, additions, and updates to the UDL Guidelines on a regular basis. This is just a beginning and, we hope, a promising one for improving opportunities for *all* individuals to become expert learners.

How are the Guidelines organized?

The UDL Guidelines are organized according to the three main principles of UDL (representation, action and expression, and engagement). These are arranged differently depending on the purpose of the representation, but the content is consistent. To provide more detail, the principles are broken down into Guidelines, which each have supporting checkpoints. In short, they are arranged from *principle (least detail) → guideline → checkpoint (most detail)*.

How can the Guidelines be used?

These Guidelines should be carefully selected and applied to the curriculum as appropriate. The UDL Guidelines are not meant to be a “prescription”, but rather as a set of strategies that can be employed to overcome the barriers inherent in most existing curricula. They may serve as the basis for building in the options and the flexibility that are necessary to maximize learning opportunities. In many cases, educators may find that they are already incorporating many of these guidelines into their practice.

The Guidelines should not just be applied to one aspect of the curriculum nor should they be used with only a few students. Ideally the guidelines would be used to evaluate and plan goals, methods, materials, and assessments for the purpose of creating a fully accessible learning environment for all.

The Universal Design for Learning Guidelines

Principle I. Provide Multiple Means of Representation

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Guideline 1: Provide options for perception

Learning is impossible if information is imperceptible to the learner, and difficult when information is presented in formats that require extraordinary effort or assistance. To reduce barriers to learning, it is important to ensure that key information is equally perceptible to all learners by: 1) providing the same information through different modalities (e.g., through vision, hearing, or touch); 2) providing information in a format that will allow for adjustability by the user (e.g., text that can be enlarged, sounds that can be amplified). Such multiple representations not only ensure that information is accessible to learners with particular sensory and perceptual disabilities, but also easier to access and comprehend for many others.

Checkpoint 1.1 – Offer ways of customizing the display of information

In print materials, the display of information is fixed and permanent. In properly prepared digital materials, the display of the same information is very malleable and customizable. For example, a call-out box of background information may be displayed in a different location, or enlarged, or emphasized by the use of color, or deleted entirely. Such malleability provides options for increasing the perceptual clarity and salience of information for a wide range of learners and adjustments for preferences of others. While these customizations are difficult with print materials. They are commonly available automatically in digital materials, though it cannot be assumed that because it is digital it is accessible as many digital materials are equally inaccessible. Educators and learners should work together to attain the best match of features to learning needs.

Implementation Examples:

- Display information in a flexible format so that the following perceptual features can be varied:
 - The size of text, images, graphs, tables, or other visual content
 - The contrast between background and text or image
 - The color used for information or emphasis
 - The volume or rate of speech or sound
 - The speed or timing of video, animation, sound, simulations, etc.

- The layout of visual or other elements
- The font used for print materials

Checkpoint 1.2 - Offer alternatives for auditory information

Sound is a particularly effective way to convey the impact of information, which is why sound design is so important in movies and why the human voice is particularly effective for conveying emotion and significance. However, information conveyed solely through sound is not equally accessible to all learners and is especially inaccessible for learners with hearing disabilities, for learners who need more time to process information, or for learners who have memory difficulties. In addition, listening itself is a complex strategic skill that must be learned. To ensure that all learners have access to learning, options should be available for any information, including emphasis, presented aurally.

Implementation Examples:

- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
- Provide visual diagrams, charts, notations of music or sound
- Provide written transcripts for videos or auditory clips
- Provide American Sign Language (ASL) for spoken English
- Use visual analogues to represent emphasis and prosody (e.g., emoticons, symbols, or images)
- Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts
- Provide visual and/or emotional description for musical interpretation

Checkpoint 1.3 - Offer alternatives for visual information

Images, Graphics, Animations, Video, or Text (see below) are often the optimal way to present information, especially when the information is about the relationships between objects, actions, numbers, or events. But such visual representations are not equally accessible to all learners, especially learners with visual disabilities or those who are not familiar with the type of graphic being used. Visual information can be quite dense, particularly with visual art, which can have multiple complex meanings and interpretations depending on contextual factors and the viewer's knowledge base. To ensure that all learners have equal access to information, it is essential to provide non-visual alternatives.

Implementation Examples:

- Provide descriptions (text or spoken) for all images, graphics, video, or animations
- Use touch equivalents (tactile graphics or objects of reference) for key visuals that represent concepts
- Provide physical objects and spatial models to convey perspective or interaction
- Provide auditory cues for key concepts and transitions in visual information

Text is a special case of visual information. The transformation from text into audio is among the most easily accomplished methods for increasing accessibility. The advantage of text over audio is its permanence, but providing text that is

easily transformable into audio accomplishes that permanence without sacrificing the advantages of audio. Digital synthetic Text-To-Speech is increasingly effective but still disappoints in its ability to carry the valuable information in prosody.

Implementation Examples:

- Follow accessibility standards (NIMAS, DAISY, etc.) when creating digital text
- Allow for a competent aide, partner, or “intervener” to read text aloud
- Provide access to text-to-Speech software

Guideline 2: Provide options for language, mathematical expressions, and symbols

Learners vary in their facility with different forms of representation – both linguistic and non-linguistic. Vocabulary that may sharpen and clarify concepts for one learner may be opaque and foreign to another. An equals sign (=) might help some learners understand that the two sides of the equation need to be balanced, but might cause confusion to a student who does not understand what it means. A graph that illustrates the relationship between two variables may be informative to one learner and inaccessible or puzzling to another. A picture or image that carries meaning for some learners may carry very different meanings for learners from differing cultural or familial backgrounds. As a result, inequalities arise when information is presented to all learners through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all learners.

Checkpoint 2.1 - Clarify vocabulary and symbols

The semantic elements through which information is presented – the words, symbols, numbers, and icons – are differentially accessible to learners with varying backgrounds, languages, and lexical knowledge. To ensure accessibility for all, key vocabulary, labels, icons, and symbols should be linked to, or associated with, alternate representations of their meaning (e.g., an embedded glossary or definition, a graphic equivalent, a chart or map). Idioms, archaic expressions, culturally exclusive phrases, and slang, should be translated.

Implementation Examples:

- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge
- Provide graphic symbols with alternative text descriptions
- Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
- Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)
- Embed support for unfamiliar references within the text (e.g., domain specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect)

Checkpoint 2.2 - Clarify syntax and structure

Single elements of meaning (like words or numbers) can be combined to make new meanings. Those new meanings, however, depend upon understanding the rules or structures (like syntax in a sentence or the properties of equations) of how those elements are combined. When the syntax of a sentence or the structure of a graphical representation is not obvious or familiar to learners, comprehension suffers. To ensure that all learners have equal access to information, provide alternative representations that clarify, or make more explicit, the syntactic or structural relationships between elements of meaning.

Implementation Examples:

- Clarify unfamiliar syntax (in language or in math formulas) or underlying structure (in diagrams, graphs, illustrations, extended expositions or narratives) through alternatives that:
 - Highlight structural relations or make them more explicit
 - Make connections to previously learned structures
 - Make relationships between elements explicit (e.g., highlighting the transition words in an essay, links between ideas in a concept map, etc.)

Checkpoint 2.3 - Support decoding of text, mathematical notation, and symbols

The ability to fluently decode words, numbers or symbols that have been presented in an encoded format (e.g., visual symbols for text, haptic symbols for Braille, algebraic expressions for relationships) takes practice for any learner, but some learners will reach automaticity more quickly than others. Learners need consistent and meaningful exposure to symbols so that they can comprehend and use them effectively. Lack of fluency or automaticity greatly increases the cognitive load of decoding, thereby reducing the capacity for information processing and comprehension. To ensure that all learners have equal access to knowledge, at least when the ability to decode is not the focus of instruction, it is important to provide options that reduce the barriers that decoding raises for learners who are unfamiliar or dysfluent with the symbols.

Implementation Examples:

- Allow the use of Text-to-Speech
- Use automatic voicing with digital mathematical notation (Math ML)
- Use digital text with an accompanying human voice recording (e.g., Daisy Talking Books)
- Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)
- Offer clarification of notation through lists of key terms

Checkpoint 2.4 - Promote understanding across languages

The language of curricular materials is usually monolingual, but often the learners in the classroom are not, so the promotion of cross-linguistic understanding is especially important. For new learners of the dominant language (e.g., English in

American schools) or for learners of academic language (the dominant discourse in school), the accessibility of information is greatly reduced when no linguistic alternatives are available. Providing alternatives, especially for key information or vocabulary is an important aspect of accessibility.

Implementation Examples:

- Make all key information in the dominant language (e.g., English) also available in first languages (e.g., Spanish) for learners with limited-English proficiency and in ASL for learners who are deaf
- Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages
- Define domain-specific vocabulary (e.g., “map key” in social studies) using both domain-specific and common terms
- Provide electronic translation tools or links to multilingual glossaries on the web
- Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)

Checkpoint 2.5 - Illustrate through multiple media

Classroom materials are often dominated by information in text. But text is a weak format for presenting many concepts and for explicating most processes. Furthermore, text is a particularly weak form of presentation for learners who have text- or language-related disabilities. Providing alternatives - especially illustrations, simulations, images or interactive graphics – can make the information in text more comprehensible for any learner and accessible for some who would find it completely inaccessible in text.

Implementation Examples:

- Present key concepts in one form of symbolic representation (e.g., an expository text or a math equation) with an alternative form (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagrams

Guideline 3: Provide options for comprehension

The purpose of education is not to make information accessible, but rather to teach learners how to transform accessible information into useable knowledge. Decades of cognitive science research have demonstrated that the capability to transform accessible information into useable knowledge is not a passive process but an active one.

Constructing useable knowledge, knowledge that is accessible for future decision-making, depends not upon merely perceiving information, but upon active “information processing skills” like selective attending, integrating new information with prior knowledge, strategic categorization, and active memorization. Individuals differ greatly in their skills in information processing and in their access to prior knowledge through which they can assimilate new information. Proper design and presentation of

information – the responsibility of any curriculum or instructional methodology - can provide the scaffolds necessary to ensure that all learners have access to knowledge.

Checkpoint 3.1 - Activate or supply background knowledge

Information is more accessible and likely to be assimilated by learners when it is presented in a way that primes, activates, or provides any pre-requisite knowledge. Barriers and inequities exist when some learners lack the background knowledge that is critical to assimilating or using new information. However, there are also barriers for learners who have the necessary background knowledge, but might not know it is relevant. Those barriers can be reduced when options are available that supply or activate relevant prior knowledge, or link to the pre-requisite information elsewhere.

Implementation Examples:

- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
- Use advanced organizers (e.g., KWL methods, concept maps)
- Pre-teach critical prerequisite concepts through demonstration or models
- Bridge concepts with relevant analogies and metaphors
- Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)

Checkpoint 3.2 - Highlight patterns, critical features, big ideas, and relationships

One of the big differences between experts and novices in any domain is the facility with which they distinguish what is critical from what is unimportant or irrelevant. Since experts quickly recognize the most important features in information, they allocate their time efficiently, quickly identifying what is valuable and finding the right “hooks” with which to assimilate the most valuable information into existing knowledge. As a consequence, one of the most effective ways to make information more accessible is to provide explicit cues or prompts that assist individuals in attending to those features that matter most while avoiding those that matter least.

Implementation Examples:

- Highlight or emphasize key elements in text, graphics, diagrams, formulas
- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships
- 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

Checkpoint 3.3 - Guide information processing, visualization, and manipulation

Successful transformation of information into useable knowledge often requires the application of mental strategies and skills for “processing” information. These cognitive, or meta-cognitive, strategies involve the selection and manipulation of information so that it can be better summarized, categorized, prioritized, contextualized and remembered. While some learners in any classroom may have a full repertoire of these strategies, along with the knowledge of when to apply them, most learners do not. Well-designed materials can provide customized and embedded models, scaffolds, and feedback to assist learners who have very diverse abilities in using those strategies effectively.

Implementation Examples:

- Give explicit prompts for each step in a sequential process
- Provide options for organizational methods and approaches (tables and algorithms for processing mathematical operations)
- Provide interactive models that guide exploration and new understandings
- Introduce graduated scaffolds that support information processing strategies
- 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
- Progressively release information (e.g., sequential highlighting)
- Remove unnecessary distractions unless they are essential to the instructional goal

Checkpoint 3.4 - Maximize transfer and generalization

All learners need to be able to generalize and transfer their learning to new contexts. Students vary in the amount of scaffolding they need for memory and transfer in order to improve their ability to access their prior learning. Of course, all learners can benefit from assistance in how to transfer the information they have to other situations, as learning is not about individual facts in isolation, and students need multiple representations for this to occur. Without this support and the use of multiple representations, information might be learned, but is inaccessible in new situations. Supports for memory, generalization, and transfer include techniques that are designed to heighten the memorability of the information, as well as those that prompt and guide learners to employ explicit strategies.

Implementation Examples:

- Provide checklists, organizers, sticky notes, electronic reminders
- Prompt the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.)
- Incorporate explicit opportunities for review and practice
- Provide templates, graphic organizers, concept maps to support note-taking
- Provide scaffolds that connects 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)
- Offer opportunities over time to revisit key ideas and linkages between ideas

Principle II. Provide Multiple Means of Action and Expression

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Guideline 4: Provide options for physical action

A textbook or workbook in a print format provides limited means of navigation or physical interaction (e.g., turning pages, handwriting in spaces provided). Many interactive pieces of educational software similarly provide only limited means of navigation or interaction (e.g., using a joystick or keyboard). Navigation and interaction in those limited ways will raise barriers for some learners – those with physical disabilities, blindness, dysgraphia, or who need various kinds of executive functioning supports. It is important to provide materials with which all learners can interact. Properly designed curricular materials provide a seamless interface with common assistive technologies through which individuals with movement impairments can navigate and express what they know – to allow navigation or interaction with a single switch, through voice activated switches, expanded keyboards and others.

Checkpoint 4.1 - Vary the methods for response and navigation

Learners differ widely in their capacity to navigate their physical environment. To reduce barriers to learning that would be introduced by the motor demands of a task, provide alternative means for response, selection, and composition. In addition, learners differ widely in their optimal means for navigating through information and activities. To provide equal opportunity for interaction with learning experiences, an instructor must ensure that there are multiple means for navigation and control is accessible.

Implementation Examples:

- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control)
- Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard

Checkpoint 4.2 - Optimize access to tools and assistive technologies

Providing a child with a tool is often not enough. We need to provide the support to use the tool effectively. Many learners need help navigating through their environment (both in terms of physical space and the curriculum), and all learners should be given the opportunity to use tools that might help them meet the goal of full participation in the classroom. However, significant numbers of learners with disabilities have to use Assistive Technologies for navigation, interaction, and composition on a regular basis. It is critical that instructional technologies and curricula do not impose inadvertent barriers to the use of these assistive technologies. An important design consideration, for example, is to ensure that there are keyboard commands for any mouse action so that learners can use common assistive technologies that depend upon those commands. It is also important, however, to ensure that making a lesson physically accessible does not inadvertently remove its challenge to learning.

Implementation Examples:

- Provide alternate keyboard commands for mouse action
- Build switch and scanning options for increased independent access and keyboard alternatives
- Provide access to alternative keyboards
- Customize overlays for touch screens and keyboards
- Select software that works seamlessly with keyboard alternatives and alt keys

Guideline 5: Provide options for expression and communication

There is no medium of expression that is equally suited for all learners or for all kinds of communication. On the contrary, there are media, which seem poorly suited for some kinds of expression, and for some kinds of learning. While a learner with dyslexia may excel at story-telling in conversation, he may falter when telling that same story in writing. It is important to provide alternative modalities for expression, both to the level the playing field among learners and to allow the learner to appropriately (or easily) express knowledge, ideas and concepts in the learning environment.

Checkpoint 5.1 - Use multiple media for communication

Unless specific media and materials are critical to the goal (e.g., learning to paint specifically with oils, learning to handwrite with calligraphy) it is important to provide alternative media for expression. Such alternatives reduce media-specific barriers to expression among learners with a variety of special needs, but also increases the opportunities for all learners to develop a wider range of expression in a media-rich world. For example, it is important for all learners to learn *composition*, not just writing, and to learn the optimal medium for any particular content of expression and audience.

Implementation Examples:

- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
- Use physical manipulatives (e.g., blocks, 3D models, base-ten blocks)
- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video
- Solve problems using a variety of strategies

Checkpoint 5.2 - Use multiple tools for construction and composition

There is a tendency in schooling to focus on traditional tools rather than contemporary ones. This tendency has several liabilities: 1) it does not prepare learners for their future; 2) it limits the range of content and teaching methods that can be implemented; 3) it restricts learners ability to express knowledge about content (assessment); and, most importantly, 4) it constricts the kinds of learners who can be successful. Current media tools provide a more flexible and accessible toolkit with which learners can more successfully take part in their learning and articulate what they know. Unless a lesson is focused on learning to use a specific tool (e.g., learning to draw with a compass), curricula should allow many alternatives. Like any craftsman, learners should learn to use tools that are an optimal match between their abilities and the demands of the task.

Implementation Examples:

- Provide spellcheckers, grammar checkers, word prediction software
- Provide Text-To-Speech software (voice recognition), human dictation, recording
- Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper
- Provide sentence starters or sentence strips
- Use story webs, outlining tools, or concept mapping tools
- Provide Computer-Aided-Design (CAD), music notation (writing) software, or mathematical notation software
- Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
- Use web applications (e.g., wikis, animation, presentation)

Checkpoint 5.3 - Build fluencies with graduated levels of support for practice and performance

Learners must develop a variety of fluencies (e.g., visual, audio, mathematical, reading, etc.). This means that they often need multiple scaffolds to assist them as they practice and develop independence. Curricula should offer alternatives in the degrees of freedom available, with highly scaffolded and supported opportunities provided for some and wide degrees of freedom for others who are ready for independence. Fluency is also built through many opportunities for performance, be it in the form of an essay or a dramatic production. Performance helps learners because it allows them to synthesize their learning in personally relevant ways. Overall, it is important to provide options that build learners' fluencies.

Implementation Examples:

- Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
- Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide, feedback or inform)
- Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software)

- Provide differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners)
- Provide multiple examples of novel solutions to authentic problems

Guideline 6: Provide options for executive functions

At the highest level of the human capacity to act skillfully are the so-called “executive functions.” Associated with networks that include the prefrontal cortex, these capabilities allow humans to overcome impulsive, short-term reactions to their environment and instead to set long-term goals, plan effective strategies for reaching those goals, monitor their progress, and modify strategies as needed. In short, they allow learners to take advantage of their environment. Of critical importance to educators is the fact that executive functions have very limited capacity due to working memory. This is true because executive capacity is sharply reduced when: 1) executive functioning capacity must be devoted to managing “lower level” skills and responses which are not automatic or fluent thus the capacity for “higher level” functions is taken; and 2) executive capacity itself is reduced due to some sort of higher level disability or to lack of fluency with executive strategies. The UDL framework typically involves efforts to expand executive capacity in two ways: 1) by scaffolding lower level skills so that they require less executive processing; and 2) by scaffolding higher level executive skills and strategies so that they are more effective and developed. Previous guidelines have addressed lower level scaffolding, this guideline addresses ways to provide scaffolding for executive functions themselves.

Checkpoint 6.1 - Guide appropriate goal-setting

It cannot be assumed that learners will set appropriate goals to guide their work, but the answer should not be to provide goals for students. Such a short-term remedy does little to develop new skills or strategies in any learner. It is therefore important that learners develop the skill of effective goal setting. The UDL framework embeds graduated scaffolds for learning to set personal goals that are both challenging and realistic.

Implementation Examples:

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide models or examples of the process and product of goal-setting
- Provide guides and checklists for scaffolding goal-setting
- Post goals, objectives, and schedules in an obvious place

Checkpoint 6.2 - Support planning and strategy development

Once a goal is set, effective learners and problem-solvers plan a strategy, including the tools they will use, for reaching that goal. For young children in any domain, older learners in a new domain, or any learner with one of the disabilities that compromise executive functions (e.g., intellectual disabilities), the strategic planning step is often omitted, and trial and error attempts take its place. To help learners become more plan-full and strategic a variety of options are needed, such as cognitive “speed bumps” that prompt them to “stop and think;” graduated

scaffolds that help them actually implement strategies; or engagement in decision-making with competent mentors.

Implementation Examples:

- Embed prompts to “stop and think” before acting as well as adequate space
- Embed prompts to “show and explain your work” (e.g., portfolio review, art critiques)
- Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps
- Embed coaches or mentors that model think-alouds of the process
- Provide guides for breaking long-term goals into reachable short-term objectives

Checkpoint 6.3 - Facilitate managing information and resources

One of the limits of executive function is that imposed by the limitations of so-called working memory. This “scratch pad” for maintaining chunks of information where they can be accessed as part of comprehension and problem-solving is very limited for any learner and even more severely limited for many learners with learning and cognitive disabilities. As a result, many such learners seem disorganized, forgetful, and unprepared. Wherever working memory capacity is not construct-relevant in a lesson, it is important to provide a variety of internal scaffolds and external organizational aids – exactly those kinds that executives use - to keep information organized and “in mind.”

Implementation Examples:

- Provide graphic organizers and templates for data collection and organizing information
- Embed prompts for categorizing and systematizing
- Provide checklists and guides for note-taking

Checkpoint 6.4 - Enhance capacity for monitoring progress

Learning cannot happen without feedback, and that means learners need a clear picture of the progress that are (or are not) making. When assessments and feedback do not inform instruction or when they are not given to the students in a timely manner, learning cannot change because students do not know what to do differently. This lack of knowledge about what to improve can make some learners seem “perseverative,” careless, or unmotivated. For these learners all of the time, and for most learners some of the time, it is important to ensure that options can be customized to provide feedback that is more explicit, timely, informative, and accessible. Especially important is providing “formative” feedback that allows learners to monitor their own progress effectively and to use that information to guide their own effort and practice.

Implementation Examples:

- Ask questions to guide self-monitoring and reflection
- Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)

- Prompt learners to identify the type of feedback or advice that they are seeking
- Use templates that guide self-reflection on quality and completeness
- Provide differentiated models of self-assessment strategies (e.g., role-playing, video reviews, peer feedback)
- Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples

III. Provide Multiple Means of Engagement

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

Guideline 7: Provide options for recruiting interest

Information that is not attended to, that does not engage learners' cognition, is in fact inaccessible. It is inaccessible both in the moment and in the future, because relevant information goes unnoticed and unprocessed. As a result, teachers devote considerable effort to recruiting learner attention and engagement. But learners differ significantly in what attracts their attention and engages their interest. Even the same learner will differ over time and circumstance; their "interests" change as they develop and gain new knowledge and skills, as their biological environments change, and as they develop into self-determined adolescents and adults. It is, therefore, important to have alternative ways to recruit learner interest, ways that reflect the important inter- and intra-individual differences amongst learners.

Checkpoint 7.1 - Optimize individual choice and autonomy

In an instructional setting, it is often inappropriate to provide choice of the learning objective itself, but it *is* often appropriate to offer choices in how that objective can be reached, in the context for achieving the objective, in the tools or supports available, and so forth. Offering learners choices can develop self-determination, pride in accomplishment, and increase the degree to which they feel connected to their learning. However, it is important to note that individuals differ in how much and what kind of choices they prefer to have. It is therefore not enough to simply provide choice. The right kind of choice and level of independence must be optimized to ensure engagement.

Implementation Examples:

- Provide learners with as much discretion and autonomy as possible by providing choices in such things as:
 - The level of perceived challenge
 - The type of rewards or recognition available
 - The context or content used for practicing and assessing skills
 - The tools used for information gathering or production
 - The color, design, or graphics of layouts, etc.
 - The sequence or timing for completion of subcomponents of tasks
- 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

Checkpoint 7.2 - Optimize relevance, value, and authenticity

Individuals are engaged by information and activities that are relevant and valuable to their interests and goals. This does not necessarily mean that the situation has to be equivalent to real life, as fiction can be just as engaging to learners as non-fiction, but it does have to be relevant and authentic to learners' individual goals and the instructional goals. Individuals are rarely interested in information and activities that have no relevance or value. In an educational setting, one of the most important ways that teachers recruit interest is to highlight the utility and relevance, of learning and to demonstrate that relevance through authentic, meaningful activities. It is a mistake, of course, to assume that all learners will find the same activities or information equally relevant or valuable to their goals. To recruit all learners equally, it is critical to provide options that optimize what is relevant, valuable, and meaningful to the learner.

Implementation Examples:

- Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and responsive
 - Socially relevant
 - Age and ability appropriate
 - Appropriate for different racial, cultural, ethnic, and gender groups
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration and experimentation
- Invite personal response, evaluation and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

Checkpoint 7.3 - Minimize threats and distractions

One of the most important things a teacher can do is to create a safe space for learners. To do this, teachers need to reduce potential threats and distractions in the learning environment. When learners have to focus their attention on having basic needs met or avoiding a negative experience they cannot concentrate on the learning process. While the physical safety of a learning environment is of course necessary, subtler types of threats and distractions must be attended to as well; what is threatening or potentially distracting depends on learners' individual needs and background. An English Language Learner might find language experimentation threatening, while some learners might find too much sensory stimulation distracting. The optimal instructional environment offers options that reduce threats and negative distractions for everyone to create a safe space in which learning can occur.

Implementation Examples:

- Create an accepting and supportive classroom climate
- Vary the level of novelty or risk

- Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions
- Creation of class routines
- Alerts and previews that can help learners anticipate and prepare for changes in activities, schedules, and novel events
- Options that can, in contrast to the above, maximize the unexpected, surprising, or novel in highly routinized activities
- Vary the level of sensory stimulation
 - Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time
 - Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities
- Vary the social demands required for learning or performance, the perceived level of support and protection and the requirements for public display and evaluation
- Involve all participants in whole class discussions

Guideline 8: Provide options for sustaining effort and persistence

Many kinds of learning, particularly the learning of skills and strategies, require sustained attention and effort. When motivated to do so, many learners can regulate their attention and affect in order to sustain the effort and concentration that such learning will require. However, learners differ considerably in their ability to self-regulate in this way. Their differences reflect disparities in their initial motivation, their capacity and skills for self-regulation, their susceptibility to contextual interference, and so forth. A key instructional goal is to build the individual skills in self-regulation and self-determination that will equalize such learning opportunities (see Guideline 9). In the meantime, the external environment must provide options that can equalize accessibility by supporting learners who differ in initial motivation, self-regulation skills, etc.

Checkpoint 8.1 - Heighten salience of goals and objectives

Over the course of any sustained project or systematic practice, there are many sources of interest and engagement that compete for attention and effort. For some learners, they need support to remember the initial goal or to maintain a consistent vision of the rewards of reaching that goal. For those learners, it is important to build in periodic or persistent “reminders” of both the goal and its value in order for them to sustain effort and concentration in the face of distracters.

Implementation Examples:

- Prompt or require learners to explicitly formulate or restate goal
- Display the goal in multiple ways
- Encourage division of long-term goals into short-term objectives
- Demonstrate the use of hand-held or computer-based scheduling tools
- Use prompts or scaffolds for visualizing desired outcome
- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

Checkpoint 8.2 - Vary demands and resources to optimize challenge

Learners vary not only in their skills and abilities, but also in the kinds of challenges that motivate them to do their best work. All learners need to be challenged, but not always in the same way. In addition to providing appropriately varied levels and types of demands, learners also need to be provided with the right kinds of resources necessary for successful completion of the task. Learners cannot meet a demand without appropriate, and flexible, resources. Providing a range of demands, and a range of possible resources, allows all learners to find challenges that are optimally motivating. Balancing the resources available to meet the challenge is vital.

Implementation Examples:

- Differentiate the degree of difficulty or complexity within which core activities can be completed
- Provide alternatives in the permissible tools and scaffolds
- Vary the degrees of freedom for acceptable performance
- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition

Checkpoint 8.3 - Foster collaboration and community

In the 21st century, all learners must be able to communicate and collaborate effectively within a community of learners. This is easier for some than others, but remains a goal for all learners. The distribution of mentoring through peers can greatly increase the opportunities for one-on-one support. When carefully structured, such peer cooperation can significantly increase the available support for sustained engagement. Flexible rather than fixed grouping allows better differentiation and multiple roles, as well as providing opportunities to learn how to work most effectively with others. Options should be provided in how learners build and utilize these important skills.

Implementation Examples:

- Create cooperative learning groups with clear goals, roles, and responsibilities
- Create school-wide programs of positive behavior support with differentiated objectives and supports
- Provide prompts that guide learners in when and how to ask peers and/or teachers for help
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)

Checkpoint 8.4 - Increase mastery-oriented feedback

Assessment is most productive for sustaining engagement when the feedback is relevant, constructive, accessible, consequential, and timely. But the *type* of feedback is also critical in helping learners to sustain the motivation and effort

essential to learning. Mastery-oriented feedback is the type of feedback that guides learners toward mastery rather than a fixed notion of performance or compliance. It also emphasizes the role of effort and practice rather than “intelligence” or inherent “ability” as an important factor in guiding learners toward successful long-term habits and learning practices. These distinctions may be particularly important for learners whose disabilities have been interpreted, by either themselves or their caregivers, as permanently constraining and fixed.

Implementation Examples:

- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge
- Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance
- Provide feedback that is frequent, timely, and specific
- Provide feedback that is substantive and informative rather than comparative or competitive
- Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success

Guideline 9: Provide options for self-regulation

While it is important to design the *extrinsic environment* so that it can support motivation and engagement (see guidelines 7 and 8), it is also important to develop learners’ *intrinsic* abilities to regulate their own emotions and motivations. The ability to self-regulate – to strategically modulate one’s emotional reactions or states in order to be more effective at coping and engaging with the environment – is a critical aspect of human development. While many individuals develop self-regulatory skills on their own, either by trial and error or by observing successful adults, many others have significant difficulties in developing these skills. Unfortunately some classrooms do not address these skills explicitly, leaving them as part of the “implicit” curriculum that is often inaccessible or invisible to many. Those teachers and settings that address self-regulation explicitly will be most successful in applying the UDL principles through modeling and prompting in a variety of methods. As in other kinds of learning, individual differences are more likely than uniformity. A successful approach requires providing sufficient alternatives to support learners with very different aptitudes and prior experience to effectively manage their own engagement and affect.

Checkpoint 9.1 - Promote expectations and beliefs that optimize motivation

One important aspect of self-regulation is the personal knowledge each learner has about what he or she finds motivating, be it intrinsic or extrinsic. To accomplish this, learners need to be able to set personal goals that can be realistically reached, as well as fostering positive beliefs that their goals can be met. However, learners also need to be able to deal with frustration and avoid anxiety when they are in the process of meeting their goals. Multiple options need to be given to learners to help them stay motivated.

Implementation Examples:

- Provide prompts, reminders, guides, rubrics, checklists that focus on:
 - Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration
 - Increasing the length of on-task orientation in the face of distractions
 - Elevating the frequency of self-reflection and self-reinforcements
- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses
- Support activities that encourage self-reflection and identification of personal goals

Checkpoint 9.2 - Facilitate personal coping skills and strategies

Providing a model of self-regulatory skills is not sufficient for most learners. They will need sustained apprenticeships that include scaffolding. Reminders, models, checklists, and so forth can assist learners in choosing and trying an adaptive strategy for managing and directing their emotional responses to external events (e.g., strategies for coping with anxiety-producing social settings or for reducing task-irrelevant distracters) or internal events (e.g., strategies for decreasing rumination on depressive or anxiety-producing ideation). Such scaffolds should provide sufficient alternatives to meet the challenge of individual differences in the kinds of strategies that might be successful and the independence with which they can be applied.

Implementation Examples:

- Provide differentiated models, scaffolds and feedback for:
 - 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

Checkpoint 9.3 - Develop self-assessment and reflection

In order to develop better capacity for self-regulation, learners need to learn to monitor their emotions and reactivity carefully and accurately. Individuals differ considerably in their capability and propensity for metacognition, and some learners will need a great deal of explicit instruction and modeling in order to learn how to do this successfully. For many learners, merely recognizing that they are making progress toward greater independence is highly motivating. Alternatively, one of the key factors in learners losing motivation is their inability to recognize their own progress. It is important, moreover that learners have multiple models and scaffolds of different self-assessment techniques so that they can identify, and choose, ones that are optimal.

Implementation Examples:

- Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors
- Use activities that include a means by which learners get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support understanding progress in a manner that is understandable and timely

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The UDL Guidelines were compiled by David H. Rose, Ed.D., Co-Founder and Chief Education Officer at CAST, and Jenna Gravel, M.Ed., doctoral student at Harvard. They have received extensive review and comments from: colleagues at CAST; teachers at the elementary, secondary, and postsecondary levels; researchers; and other practitioners. As with Guidelines 1.0 we will be inviting peer review and comments from individuals throughout the field.

Appendix III
Responsive Classroom

THE
Responsive Classroom[®]

APPROACH is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.

BENEFITS TO YOUR SCHOOL

Urban, suburban, and rural schools nationwide implementing the *Responsive Classroom* approach consistently experience higher teaching quality, increased student engagement, academic gains, and fewer discipline problems.

EVIDENCE BASED

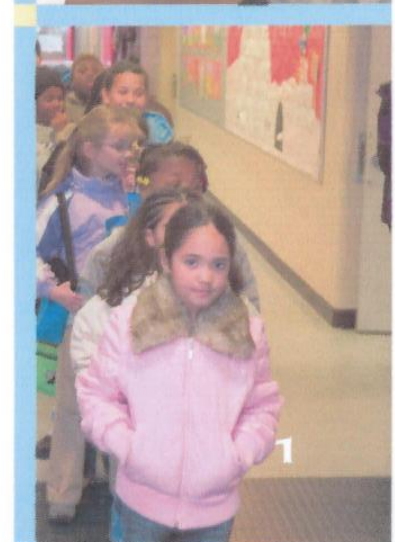
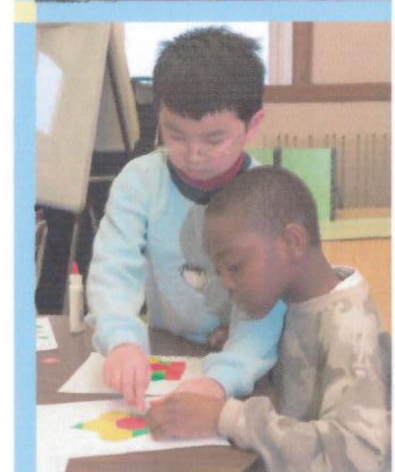
A study by the University of Virginia's Curry School of Education found a link between the *Responsive Classroom* approach and:

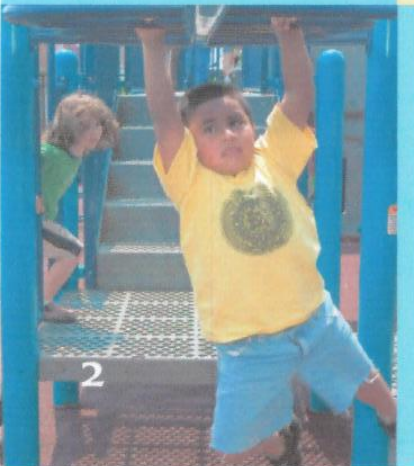
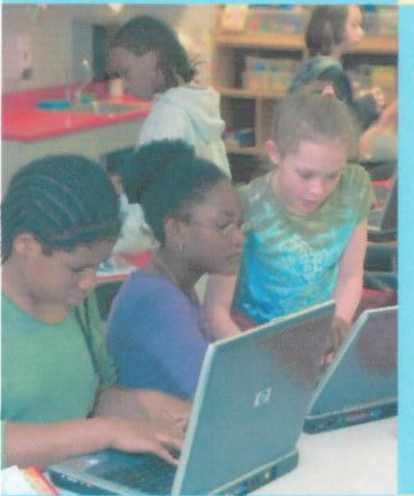
- Increases in math and reading test scores
- Improved social skills
- High-quality instruction and greater teacher efficacy

No Child Left Behind considers the design of this study to meet its rigorous standards for providing valid evidence of effectiveness.

(More on research, page 8.)

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The Goal: Optimal Student Learning

The goal of the *Responsive Classroom* approach is to enable optimal student learning. Developed by classroom teachers and continually refined to meet schools' needs, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach consists of classroom and schoolwide practices for deliberately helping children build academic and social-emotional competencies day in and day out, year in and year out.

Schools that want to adopt this approach usually:

- Begin with getting *Responsive Classroom* training for teachers. Classroom implementation of the approach is the initial focus.
- Next extend the principles of the approach to all areas of the school.
- Foster, among the adults at school, a sense of community that's consistent with *Responsive Classroom* principles.

Schools that make a multi-year commitment to schoolwide *Responsive Classroom* implementation are most likely to see success.

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“The Responsive Classroom approach provides prime evidence that social and emotional teaching strategies, when well constructed, lead to improved classroom behavior and academic growth.”

ROGER WEISSBERG, President, Collaborative for Academic, Social, and Emotional Learning (CASEL);
Professor of Psychology and Education, University of Illinois at Chicago

Classroom Implementation

Students learn best when their classrooms are places where they feel safe, challenged, and joyful—places that free them to learn. At the heart of the *Responsive Classroom* approach are ten classroom practices that help teachers create such an environment.

CLASSROOM PRACTICES

Morning Meeting ■ gathering as a whole class to greet one another, share news, and warm up for the day ahead

Rule Creation ■ helping students create classroom rules that allow all class members to meet their learning goals

Interactive Modeling ■ teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language ■ using words and tone to promote children's active learning and self-discipline

Logical Consequences ■ responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery ■ introducing materials using a format that encourages creativity and responsibility

Academic Choice ■ increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work

Classroom Organization ■ setting up the physical room in ways that encourage independence, cooperation, and productivity

Working with Families ■ hearing families' insights and helping them understand the school's teaching approaches

Collaborative Problem Solving ■ using conferencing, role playing, and other strategies to resolve problems with students

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Schoolwide Implementation

Individual classrooms are the primary influence on children's school life. But classrooms exist within the context of the larger school, and consistency in climate and expectations between classrooms and the larger school is vital. When the adults at school work as a community to achieve such consistency, children can learn at their best.

SCHOOLWIDE PRACTICES

Schools implementing the *Responsive Classroom* approach schoolwide typically adopt the following practices:

Aligning policies and procedures with *Responsive Classroom* philosophy ■ making sure everything from the lunch routine to the discipline policy enhances the self-management skills that children are learning through the *Responsive Classroom* approach

Allocating resources to support *Responsive Classroom* implementation ■ using time, money, space, and personnel to support staff in learning and using the *Responsive Classroom* approach

Planning all-school activities to build a sense of community ■ giving children and staff opportunities to learn about and from all school members through activities

such as all-school meetings, cross-age recess or lunch, buddy classrooms, and cross-age book clubs

Welcoming families and the community as partners ■ involving them in the children's education by maintaining two-way communication, inviting parents and others to visit and volunteer, and offering family activities

Organizing the physical environment to set a tone of learning ■ making sure, for example, that schoolwide rules are posted prominently, student work is emphasized in displays, and every space in the school is welcoming, clean, and orderly

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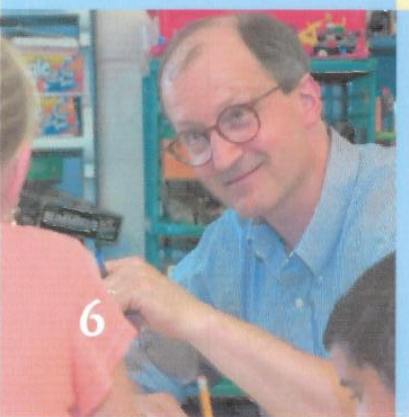


"The Responsive Classroom approach is one of the very best social-emotional learning efforts in America. This approach is grounded in the day-to-day, moment-to-moment lives of teachers and learners. It translates research and best practices into wonderfully practical, loving, and wise guidelines."

JONATHAN COHEN, Adjunct Professor in Psychology and Education, Teachers College, Columbia University;
Adjunct Professor in Education, School of Professional Studies, City University of New York



Each year,
over 5,000
elementary
teachers and
administra-
tors attend
Responsive
Classroom
week-long
institutes
in locations
across the
country.



Learn about the *Responsive Classroom* Approach

We offer a variety of professional development opportunities and publications for educators who want to learn about and gain proficiency in the *Responsive Classroom* approach.

PROFESSIONAL DEVELOPMENT

One-Day Overview

Participants experience a Morning Meeting, explore *Responsive Classroom* foundational ideas, see practices in action, investigate approaches to discipline, and gather practical ideas.

Week-Long Institutes

Participants get intensive training in *Responsive Classroom* strategies. A menu of institutes is available to match participants' differing levels of experience with the *Responsive Classroom* approach.

Follow-Up Consultation

After a week-long institute, schools can arrange follow-up services for their staff, from demonstration lessons to review workshops.

Schoolwide Consultation

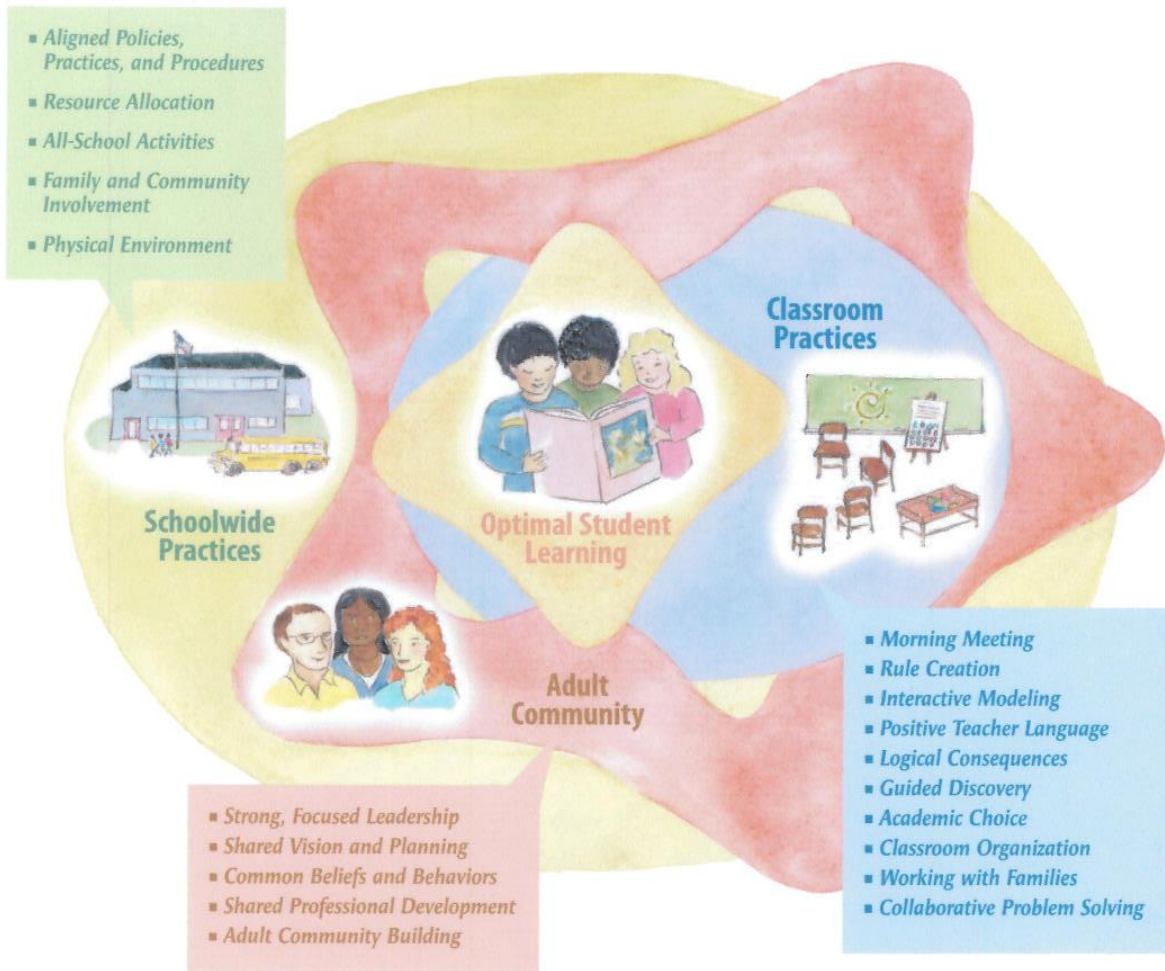
Schools wanting to implement the *Responsive Classroom* approach schoolwide can receive a range of consulting services based on their specific needs.

Responsive Classroom Schools Conference

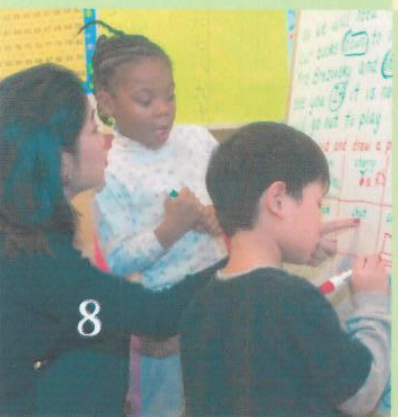
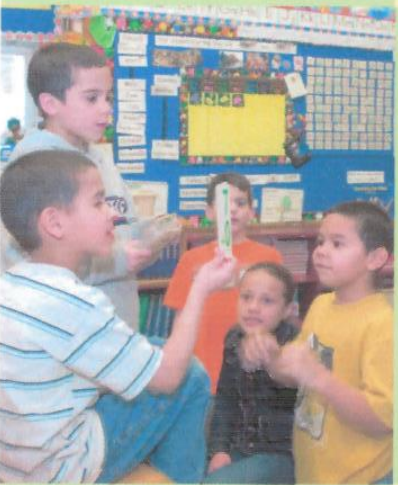
Educators learn about schoolwide *Responsive Classroom* implementation, hear other schools' successes and challenges, and network with school leaders implementing the *Responsive Classroom* approach throughout the country.

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ELEMENTS OF A RESPONSIVE CLASSROOM SCHOOL



The goal of the *Responsive Classroom* approach is to enable optimal student learning. This is achieved when the adults at school, working as a community, consistently implement a combination of classroom and schoolwide practices that support children's academic and social growth.



8

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Research on the Responsive Classroom Approach

*Social and Academic Learning Study (SALS), 2001-2004
Curry School of Education, University of Virginia*

From 2001 to 2004, researchers at the University of Virginia’s Curry School of Education conducted a longitudinal, quasi-experimental study on how the *Responsive Classroom* approach affects children’s academic and social skills. The study, led by Dr. Sara E. Rimm-Kaufman and funded by the DuBarry Foundation, found that the *Responsive Classroom* approach is associated with better academic and social outcomes for elementary school children.

The study yielded six key findings about children and teachers at schools using the *Responsive Classroom* approach:

1. Children showed greater increases in reading and math test scores.
2. Teachers felt more effective and more positive about teaching.
3. Children had better social skills.
4. Teachers offered more high-quality instruction.
5. Children felt more positive about school.
6. Teachers collaborated with each other more.

This study compared children at six schools in an urban district in the Northeast—three schools that implemented the *Responsive Classroom* approach and three that did not. The quasi-experimental design is one of the two types that *No Child Left Behind* considers appropriate for educational research.

For a full report of this study, see
“Social and Academic Learning Study on the
Contribution of the Responsive Classroom Approach”
by Sara E. Rimm-Kaufman, available at
www.responsiveclassroom.org/research.

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PUBLICATIONS

Books and DVDs

Teachers and administrators use our highly practical books and DVDs to:

- Gain entry into *Responsive Classroom* philosophy and practices
- Deepen their understanding of *Responsive Classroom* practices after a training
- Guide study groups
- Introduce colleagues and community members to the *Responsive Classroom* approach

Free Quarterly Newsletter

Offers:

- Articles about classroom teaching and school issues written by teachers for teachers
- Q&As about common problems in the classroom
- Book and video reviews

Responsive Classroom Website

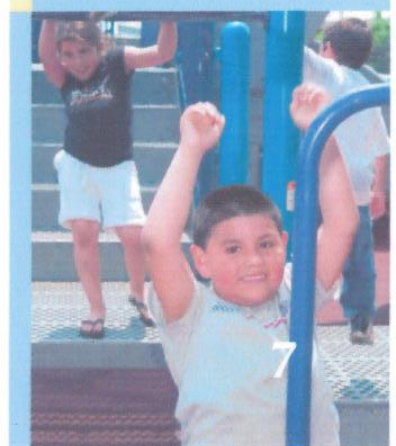
www.responsiveclassroom.org offers:

- Hundreds of free articles on a wide range of topics for elementary educators
- Research reports on the *Responsive Classroom* approach
- Online bookstore
- Current and back issues of the *Responsive Classroom* newsletter

*To learn about these offerings, visit
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Appendix IV



National Association
of Independent Schools

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EDUCATION AND DEMOCRACY, TODAY

Progressive Education

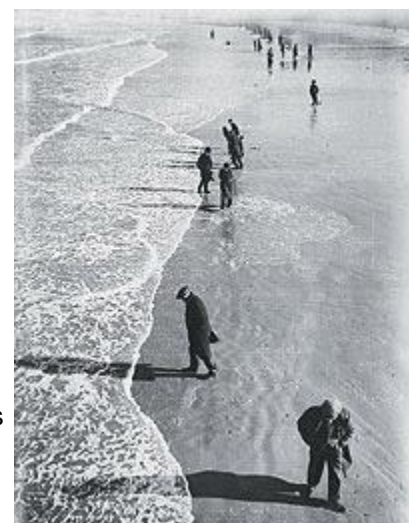
Why It's Hard to Beat, but Also Hard to Find

Alfie Kohn

Spring 2008

If progressive education doesn't lend itself to a single fixed definition, that seems fitting in light of its reputation for resisting conformity and standardization. Any two educators who describe themselves as sympathetic to this tradition may well see it differently, or at least disagree about which features are the most important.

Talk to enough progressive educators, in fact, and you'll begin to notice certain paradoxes: Some people focus on the unique needs of individual students, while others invoke the importance of a *community* of learners; some describe learning as a process, more journey than destination, while others believe that tasks should result in authentic products that can be shared.¹



Keystone/Getty Images

What It Is

Despite such variations, there are enough elements on which most of us can agree so that a common core of progressive education emerges, however hazily. And it really does make sense to call it a *tradition*, as I did a moment ago. Ironically, what we usually call "traditional" education, in contrast to the progressive approach, has less claim to that adjective — because of how, and how recently, it has developed. As Jim Nehring at the University of Massachusetts at Lowell observed, "Progressive schools are the legacy of a long and proud tradition of thoughtful school practice stretching back for centuries" — including hands-on learning, multiage classrooms, and mentor-apprentice relationships — while what we generally refer to as traditional schooling "is largely the result of outdated policy changes that have calcified into conventions."² (Nevertheless, I'll use the conventional nomenclature in this article to avoid confusion.)

It's not all or nothing, to be sure. I don't think I've ever seen a school — even one with scripted instruction, uniforms, and rows of desks bolted to the floor — that has completely escaped the influence of progressive ideas. Nor have I seen a school that's progressive in every detail. Still, schools can be characterized according to how closely they reflect a commitment to values such as these:

- **Attending to the whole child:** Progressive educators are concerned with helping children become not only good learners but also good people. Schooling isn't seen as being about just academics, nor is intellectual growth limited to verbal and mathematical proficiencies.

- **Community:** Learning isn't something that happens to individual children — separate selves at separate desks. Children learn with and from one another in a caring community, and that's true of moral as well as academic learning. Interdependence counts at least as much as independence, so it follows that practices that pit students against one another in some kind of competition, thereby undermining a feeling of community, are deliberately avoided.
- **Collaboration:** Progressive schools are characterized by what I like to call a "working with" rather than a "doing to" model. In place of rewards for complying with the adults' expectations, or punitive consequences for failing to do so, there's more of an emphasis on collaborative problem-solving — and, for that matter, less focus on behaviors than on underlying motives, values, and reasons.
- **Social justice:** A sense of community and responsibility for others isn't confined to the classroom; indeed, students are helped to locate themselves in widening circles of care that extend beyond self, beyond friends, beyond their own ethnic group, and beyond their own country. Opportunities are offered not only to learn about, but also to put into action, a commitment to diversity and to improving the lives of others.
- **Intrinsic motivation:** When considering (or reconsidering) educational policies and practices, the first question that progressive educators are likely to ask is, "What's the effect on students' *interest* in learning, their desire to continue reading, thinking, and questioning?" This deceptively simple test helps to determine what students will and won't be asked to do. Thus, conventional practices, including homework, grades, and tests, prove difficult to justify for anyone who is serious about promoting long-term dispositions rather than just improving short-term skills.
- **Deep understanding:** As the philosopher Alfred North Whitehead declared long ago, "A merely well-informed man is the most useless bore on God's earth." Facts and skills do matter, but only in a *context* and for a *purpose*. That's why progressive education tends to be organized around problems, projects, and questions — rather than around lists of facts, skills, and separate disciplines. The teaching is typically interdisciplinary, the assessment rarely focuses on rote memorization, and excellence isn't confused with "rigor." The point is not merely to challenge students — after all, harder is not necessarily better — but to invite them to think deeply about issues that matter and help them understand ideas from the inside out.
- **Active learning:** In progressive schools, students play a vital role in helping to design the curriculum, formulate the questions, seek out (and create) answers, think through possibilities, and evaluate how successful they — and their teachers — have been. Their active participation in every stage of the process is consistent with the overwhelming consensus of experts that learning is a matter of constructing ideas rather than passively absorbing information or practicing skills.
- **Taking kids seriously:** In traditional schooling, as John Dewey once remarked, "the center of gravity is outside the child": he or she is expected to adjust to the school's rules and curriculum. Progressive educators take their cue from the children — and are particularly attentive to differences among them. (Each student is unique, so a single set of policies, expectations, or assignments would be as counterproductive as it was disrespectful.) The curriculum isn't just based on interest, but on *these children's* interests. Naturally, teachers will have broadly conceived themes and objectives in mind, but they don't just design a course of study for their students; they design it *with* them, and they welcome unexpected detours. One fourth-grade teacher's curriculum, therefore, won't be the same as that of the teacher next door, nor will her curriculum be the same this year as it was for the children she taught last year. It's not enough to offer elaborate thematic units prefabricated by the adults. And progressive educators realize that the students must help to formulate not only the course of study but also the outcomes or standards that inform those lessons.

When considering (or reconsidering) educational policies and practices, the first question that progressive educators are likely to ask is, "What's the effect on students' interest in learning, their desire

Some of the features that I've listed here will seem objectionable, or at least unsettling, to educators at more traditional schools, while others will be surprisingly familiar and may even

to continue reading, thinking, and questioning?"

echo sentiments that appear in their view books. But progressive educators don't merely say they endorse ideas like "love of learning" or "a sense of community." They're willing to put these values into practice, even if doing so requires them to up-end traditions. They may eliminate homework altogether if it's clear that students view after-school assignments as something to be gotten over with as soon as possible. They will question things like honors classes and awards assemblies that clearly undermine a sense of community. Progressive schools, in short, follow their core values — bolstered by research and experience — wherever they lead.

What It Isn't

Misconceptions about progressive education generally take two forms. Either it is defined too narrowly so that the significance of the change it represents is understated, or else an exaggerated, caricatured version is presented in order to justify dismissing the whole approach. Let's take each of these in turn.

Individualized attention from caring, respectful teachers is terribly important. But it does not a progressive school make. To assume otherwise not only dilutes progressivism, it's unfair to traditional educators, most of whom are not callous Gradgrinds or ruler-wielding nuns. In fact, it's perfectly consistent to view education as the process of filling children up with bits of knowledge — and to use worksheets, lectures, quizzes, homework, grades, and other such methods in pursuit of that goal — while being genuinely concerned about each child's progress. Schools with warm, responsive teachers who know each student personally can take pride in that fact, but they shouldn't claim on that basis to be progressive.

Moreover, traditional schools aren't always about memorizing dates and definitions; sometimes they're also committed to helping students understand ideas. As one science teacher pointed out, "For thoughtful traditionalists, thinking is couched in terms of comprehending, integrating, and applying knowledge." However, the student's task in such classrooms is "comprehending how the teacher has integrated or applied the ideas... and [then] reconstruct[ing] the teacher's thinking."³ There are interesting concepts being discussed in some traditional classrooms, in other words, but what distinguishes progressive education is that students must *construct* their own understanding of ideas.

There's another mistake based on too narrow a definition, which took me a while to catch on to: A school that is culturally progressive is not necessarily educationally progressive. An institution can be steeped in lefty politics and multi-grain values; it can be committed to diversity, peace, and saving the planet — but remain strikingly traditional in its pedagogy. In fact, one can imagine an old-fashioned pour-in-the-facts approach being used to teach lessons in tolerance or even radical politics.⁴

Less innocuous, or accidental, is the tendency to paint progressive education as a touchy-feely, loosey-goosey, fluffy, fuzzy, undemanding exercise in leftover hippie idealism — or Rousseauvian Romanticism. In this cartoon version of the tradition, kids are free to do anything they please, the curriculum can consist of whatever is fun (and nothing that isn't fun). Learning is thought to happen automatically while the teachers just stand by, observing and beaming. I lack the space here to offer examples of this sort of misrepresentation — or a full account of why it's so profoundly wrong — but trust me: People really do sneer at the idea of progressive education based on an image that has little to do with progressive education.

Why It Makes Sense

For most people, the fundamental reason to choose, or offer, a progressive education is a function of their basic values: "a rock-bottom commitment to democracy," as Joseph Featherstone put it; a belief that meeting children's needs should take precedence over preparing future employees; and a desire to nourish curiosity, creativity, compassion, skepticism, and other virtues.

[A Dozen Questions for Progressive Schools](#)

Fortunately, what may have begun with values (for any of us as individuals, and also for education itself, historically speaking) has turned out to be supported by solid data. A truly impressive collection of research has demonstrated that when students are able to spend more time thinking about ideas than memorizing facts

and practicing skills — and when they are invited to help direct their own learning — they are not only more likely to enjoy what they're doing but to do it better. Progressive education isn't just more appealing; it's also more productive.

I reviewed decades' worth of research in the late 1990s: studies of preschools and high schools; studies of instruction in reading, writing, math, and science; broad studies of "open classrooms," "student-centered" education, and teaching consistent with constructivist accounts of learning, but also investigations of specific innovations like democratic classrooms, multiage instruction, looping, cooperative learning, and authentic assessment (including the abolition of grades). Across domains, the results overwhelmingly favor progressive education. Regardless of one's values, in other words, this approach can be recommended purely on the basis of its effectiveness. And if your criteria are more ambitious — long-term retention of what's been taught, the capacity to understand ideas and apply them to new kinds of problems, a desire to continue learning — the relative benefits of progressive education are even greater.⁵ This conclusion is only strengthened by the *lack* of data to support the value of standardized tests, homework, conventional discipline (based on rewards or consequences), competition, and other traditional practices.⁶

Since I published that research review, similar findings have continued to accumulate. Several newer studies confirm that traditional academic instruction for very young children is counterproductive.⁷ Students in elementary and middle school did better in science when their teaching was "centered on projects in which they took a high degree of initiative. Traditional activities, such as completing worksheets and reading primarily from textbooks, seemed to have no positive effect."⁸ Another recent study found that an "inquiry-based" approach to learning is more beneficial than conventional methods for low-income and minority students.⁹ The results go on and on. In fact, I occasionally stumble upon older research that I'd missed earlier — including a classic five-year investigation of almost 11,000 children between the ages of eight and sixteen, which found that students who attended progressive schools were less likely to cheat than those who attended conventional schools — a result that persisted even after the researchers controlled for age, IQ, and family background.¹⁰

Why It's Rare

Despite the fact that all schools can be located on a continuum stretching between the poles of totally progressive and totally traditional — or, actually, on a series of continua reflecting the various components of those models — it's usually possible to visit a school and come away with a pretty clear sense of whether it can be classified as predominantly progressive. It's also possible to reach a conclusion about how many schools — or even individual classrooms — in America merit that label: damned few. The higher the grade level, the rarer such teaching tends to be, and it's not even all that prevalent at the lower grades.¹¹ (Also, while it's probably true that most progressive schools are independent, most independent schools are not progressive.)

The rarity of this approach, while discouraging to some of us, is also rather significant with respect to the larger debate about education. If progressive schooling is actually quite uncommon, then it's hard to blame our problems (real or alleged) on this model. Indeed, the facts have the effect of turning the argument on its head: If students aren't learning effectively, it may be because of the persistence of *traditional* beliefs and practices in our nation's schools.

But we're also left with a question: If progressive education is so terrific, why is it still the exception rather than the rule? I often ask the people who attend my lectures to reflect on this, and the answers that come back are varied and provocative. For starters, they tell me, progressive education is not only less familiar but also much harder to do, and especially to do well. It asks a lot more of the students and,

The point is not merely to challenge students — after all, harder is not necessarily better — but to invite them to think deeply about issues that matter and help them understand ideas from the inside out.

at first, can seem a burden to those who have figured out how to play the game in traditional classrooms — often succeeding by conventional standards without doing much real thinking. It's also much more demanding of teachers, who have to know their subject matter inside and out if they want their students to "make sense of biology or literature" as opposed to "simply memoriz[ing] the frog's anatomy or the sentence's structure."¹² But progressive teachers also have to know a lot about pedagogy because no amount of content knowledge (say, expertise in science or English) can tell you

how to facilitate learning. The belief that anyone who knows enough math can teach it is a corollary of the belief that learning is a process of passive absorption — a view that cognitive science has decisively debunked.

Progressive teachers also have to be comfortable with uncertainty, not only to abandon a predictable march toward the "right answer" but also to let students play an active role in the quest for meaning that replaces it. That means a willingness to give up some control and let students take some ownership, which requires guts as well as talent. These characteristics appear not to be as common as we might like to think. Almost a decade ago, in an interview for this magazine, I recalled my own experience in upper-school classrooms with some chagrin: "I prided myself on being an entertaining lecturer, very knowledgeable, funny, charismatic, and so on. It took me years to realize [that my] classroom was all about me, not about the kids. It was about teaching, not about learning."¹³ The more we're influenced by the insights of progressive education, the more we're forced to rethink what it means to be a good teacher. That process will unavoidably ruffle some feathers, including our own.

And speaking of feather-ruffling, I'm frequently reminded that progressive education has an uphill journey because of the larger culture we live in. It's an approach that is, in some respects, inherently subversive, and people in power do not always enjoy being subverted. As Vito Perrone has written, "The values of progressivism — including skepticism, questioning, challenging, openness, and seeking alternate possibilities — have long struggled for acceptance in American society. That they did not come to dominate the schools is not surprising."¹⁴

There is pressure to raise standardized test scores, something that progressive education manages to do only sometimes and by accident — not only because that isn't its purpose but also because such tests measure what matters least. (The recognition of that fact explains why progressive schools would never dream of using standardized tests as part of their admissions process.) More insidiously, though, we face pressure to standardize our practices in general. Thinking is messy, and deep thinking is really messy. This reality coexists uneasily with demands for order — in schools where the curriculum is supposed to be carefully coordinated across grade levels and planned well ahead of time, or in society at large.

And then (as my audiences invariably point out) there are parents who have never been invited to reconsider their assumptions about education. As a result, they may be impressed by the wrong things, reassured by signs of traditionalism — letter grades, spelling quizzes, heavy textbooks, a teacher in firm control of the classroom — and unnerved by their absence. Even if their children are obviously unhappy, parents may accept that as a fact of life. Instead of wanting the next generation to get better than we got, it's as though their position were: "Listen, if it was bad enough for me, it's bad enough for my kids." Perhaps they subscribe to what might be called the Listerine theory of education, based on a famous ad campaign that sought to sell this particular brand of mouthwash on the theory that, if it tasted vile, it obviously worked well. The converse proposition, of course, is that anything appealing is likely to be ineffective. If a child is lucky enough to be in a classroom featuring, say, student-designed project-based investigations, the parent may wonder, "But is she really learning anything? Where are the worksheets?" And so the teachers feel pressure to make the instruction worse.

All progressive schools experience a constant undertow, perhaps a request to reintroduce grades of some kind, to give special enrichments to the children of the "gifted" parents, to start up a competitive sports program (because American children evidently don't get enough of winning and losing outside of school), to punish the kid who did that bad thing to my kid, to administer a standardized test or two ("just so we can see how they're doing"), and, above all, to get the kids ready for what comes next — even if this amounts to teaching them badly so they'll be prepared for the bad teaching to which they'll be subjected later.¹⁵

This list doesn't exhaust the reasons that progressive education is uncommon. However, the discussion that preceded it, of progressive education's advantages, was also incomplete, which suggests that working to make it a little more common is a worthy pursuit. We may not be able to transform a whole school, or even a classroom, along all of these dimensions, at least not by the end of this year. But whatever progress we can make is likely to benefit our students. And doing what's best for them is the reason all of us got into this line of work in the first place.

Alfie Kohn is the author of eleven books, including The Schools Our Children Deserve, The Homework Myth, and What Does It Mean to Be Well Educated? He lectures widely and works with educators across North America. Among his

previous articles for Independent School: "How Not to Get into College: The Preoccupation with Preparation" (Winter 2003). Kohn lives (actually) in the Boston area and (virtually) at www.alfiekohn.org.

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Notes

1. The latter view is represented in both the Reggio Emilia approach to early-childhood education and the Foxfire tradition.
2. James H. Nehring, "Progressive vs. Traditional: Reframing an Old Debate," *Education Week*, February 1, 2006, p. 32.
3. Mark Windschitl, "Why We Can't Talk to One Another About Science Education Reform," *Phi Delta Kappan*, January 2006, p. 352.
4. As I was preparing this article, a middle-school student of my acquaintance happened to tell me about a class she was taking that featured a scathing indictment of American imperialism — as well as fact-based quizzes and report cards that praised students for being "well behaved" and "on-task."
5. See Alfie Kohn, *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards"* (Boston: Houghton Mifflin, 1999), esp. Appendix A.
6. I've tackled each of these issues in separate books. See the sources cited in, respectively, *The Case Against Standardized Testing* (Portsmouth, NH: Heinemann, 2000), *The Homework Myth* (Cambridge, MA: Da Capo Press, 2006), *Beyond Discipline*, rev. ed. (Alexandria, VA: ASCD, 2006), and *No Contest: The Case Against Competition* (Boston: Houghton Mifflin, 1986/1992). Still other research exists to challenge assumptions about the benefits of specific practices ranging from school uniforms to explicit instruction in grammar.
7. Citations furnished upon request.
8. Harold Wenglinsky, "Facts or Critical Thinking Skills?," *Educational Leadership*, September 2004, p. 33.
9. Michael Klentschy, Leslie Garrison, and Olga Ameral's four-year review of student achievement data is summarized in Olaf Jorgenson and Rick Vanosdall, "The Death of Science?" *Phi Delta Kappan*, April 2002, p. 604.
10. Character Education Inquiry, *Studies in the Nature of Character*. Volume 1: *Studies in Deceit* (New York: Macmillan, 1928), Book 2, p. 184.
11. Educational historian Larry Cuban's review of "almost 7,000 different classroom accounts and results from studies in numerous settings revealed the persistent occurrence of teacher-centered practices since the turn of the century" (*How Teachers Taught: Constancy and Change in American Classrooms, 1890–1980* [New York: Longman, 1984]). John Goodlad, author of the classic study *A Place Called School*, revisited the subject in 1999 and concluded that "although progressive views have enjoyed sufficient visibility to bring down on them and their adherents barrages of negative rhetoric, they have managed to create only isolated islands of practice.... Most teachers adhere closely to a view of school as they experienced it as students and so perpetuate the traditional" ("Flow, Eros, and Ethos in Educational Renewal," *Phi Delta Kappan*, April 1999, p. 573). His assessment was corroborated as recently as last year by a national study of first, third, and fifth grade classrooms in more than 1,000 schools: "Children spent most of their time (91.2%) working in whole-group or individual-seatwork settings" and "the average fifth grader received five times as much instruction in basic skills as instruction focused on problem solving or reasoning; this ratio was 10:1 in first and third grades" (Robert C. Pianta *et al.*, "Opportunities to Learn in America's Elementary Class-rooms," *Science*, vol. 315, March 30, 2007, p. 1795). A study of 669 classrooms in Washington state, meanwhile, found that "strong constructivist teaching was observable in about 17% of the classroom lessons" (Martin L. Abbott and Jeffrey T. Fouts, "Constructivist Teaching and Student Achievement," Washington School Research Center, Technical Report #5, February 2003, p. 1). For still more evidence, see Kohn, *Schools*, pp. 5–9.
12. David K. Cohen and Carol A. Barnes, "Conclusion: A New Pedagogy for Policy?" in *Teaching for Understanding*, ed. by David K. Cohen *et al.* (San Francisco: Jossey-Bass, 1993), p. 245. The relevance of this point for the largely unsuccessful efforts of progressive education to establish itself over time has been noted by many thinkers, including John Dewey, Lawrence Cremin, and Linda Darling-Hammond.
13. Kitty Thuermer, "In Defense of the Progressive School: An Interview with Alfie Kohn," *Independent School*, Fall 1999, p. 96. In their book *Methods That Matter* (York, ME: Stenhouse, 1998), Harvey Daniels and Marilyn Bizar drove the point home: "Teachers probably wouldn't have originally chosen their vocation if they didn't crave the spotlight on some deep psychological level. The hunger to 'really teach something' has probably derailed more student-centered innovations than administrative cowardice and textbook company co-option combined" (p. 12).
14. Vito Perrone, "Why Do We Need a Pedagogy of Understanding?" in *Teaching for Understanding*, ed. by Martha Stone Wiske (San Francisco: Jossey-Bass, 1998), p. 23.

15. For more on this phenomenon, see my essay "Getting-Hit-on-the-Head Lessons," Education Week, September 7, 2005, pp. 52, 46–47. Available at www.alfiekohn.org/teaching/edweek/bguti.htm.

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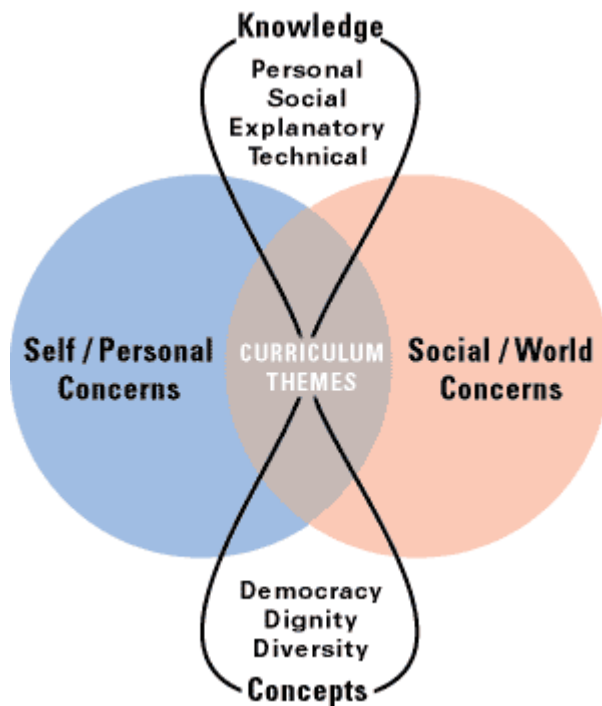
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Appendix V

The Curriculum Theme and How it Works



1

The curriculum theme merges students' personal issues with their larger world concerns.

Example: Students worry about interpersonal and group relationships. This same problem is a concern among nations.

Students bring four kinds of knowledge to the theme-building process:

1. Personal – addresses the self concerns of students
2. Social – addresses societal and world issues
3. Explanatory – content that names, describes, explains, and interprets
4. Technical – ways of investigating, communicating, analyzing,

and expressing

Values emphasized in the curriculum include democratic ideals, respect for human dignity, and diversity.

How does this design work in the classroom?

Students engage in:

- Collaborative Planning - the intersection of personal and social concerns used to choose themes.
- Pursuit of Knowledge – a process that uses the disciplines as tools to blend traditional information with real life.
- Performance Knowledge – promotes group activities that demonstrate cooperative learning across subject areas.
- Classroom Learning Communities – provide a sense of sharing and community, rather than competition and isolation. Helps build and foster relationships.

¹The above image is from Curriculum Integration, Beane, James A. Teachers College Press, New York. 1997. Page 49.

Appendix VI
Responsive Classroom Cost



Responsive Classroom 1 Schoolwide Package

Our schoolwide model reflects our belief that the efficacy of *Responsive Classroom* implementation increases when we train all adult members of the school community. Included in this package is the four-and-a-half-day *Responsive Classroom 1* institute for up to 30 participants, a library of resources, 15 copies of *Yardsticks* (3rd edition), and one registration to the annual *Responsive Classroom Schools Conference* (RCSC) and two workshop days.

Responsive Classroom 1 institute: Participants will explore key *Responsive Classroom* teaching practices with a focus on building classroom community and establishing positive discipline. Topics covered include: Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language and Logical Consequences. Each participant will receive a resource book and a copy of the *Responsive Classroom Assessment (RCA)*.

Resource Library: A collection of the core *Responsive Classroom* resources:

Books: Sammy and His Behavior Problems, Energizers, Doing Math in Morning Meeting, Morning Meeting Messages K-6, Power of Our Words, Yardsticks (3rd edition), Solving Thorny Behavior Problems, 99 Activities and Greetings, First Six Weeks of School, Classroom Spaces that Work, Morning Meeting Book 2nd Ed., Rules in School, Learning Through Academic Choice, Parents and Teachers Working Together, Teaching Children to Care, *Responsive Classroom Assessment*

Pamphlets: Child Development Sample Set 9/pack ENGLISH, Child Development Sample Set 9/pack SPANISH

DVDs: Doing Morning Meeting, First Day of School, Creating Rules with Students, Time-Out in a *Responsive Classroom*, Morning Meeting Activities, Morning Meeting Greetings, Teacher Language in a *Responsive Classroom*, Sample Morning Meetings and Guided Discovery in a *Responsive Classroom*

Responsive Classroom Schools Conference: Our summer national conference is a forum for administrators and teacher leaders to gather to share ideas and questions, successes and challenges on the road to schoolwide implementation of the *Responsive Classroom* approach. One registration to this conference is included in this package. Travel and expenses are the responsibility of the school or district.

Workshop Days: Two full-days as specified below are included

Responsive Classroom Team: Because we believe that school teams play a critical role in the successful implementation of *Responsive Classroom*, we will provide a one-day workshop for the school *Responsive Classroom* team.

Support staff/ Specialists: A one-day workshop for either school support staff or specialists will provide these critical members of the school community with some basic knowledge of *Responsive Classroom* practices.

The cost for the *Responsive Classroom 1* schoolwide package is **\$18,000, including all consultant expenses.**

Northeast Foundation for Children
85 Avenue A, Suite 204, PO Box 718, Turners Falls, MA 01376-0718 (800) 360-6332
Fax (877) 206-3952
www.responsiveclassroom.org

Appendix VII
Meningitis Handout

What is meningitis?

Meningitis is an infection of the meninges (the three membranes that cover the brain and spinal cord). These membranes extend from the head down the spinal column from the neck to the base of the spine. A crystal clear fluid called spinal fluid circulates over the brain and spinal cord. Meningitis is sometimes referred to as spinal meningitis.

What causes meningitis?

Meningitis may be caused by a virus or a bacterium. It is important to know which kind of meningitis it is in order to treat it. Viral meningitis is more common and usually less severe. Bacterial meningitis can be quite severe and may result in death, brain damage, hearing loss or learning disabilities. Bacterial meningitis is treatable once the type of bacteria is identified.

How is meningitis spread?

Some viruses that cause viral meningitis, enteroviruses, are most often spread through direct contact with respiratory and throat secretions from an infected person. You might shake hands with someone infected or touch something infected with the virus and then rub your own nose or mouth. Other viruses, herpes viruses and HIV, are sexually transmitted. One type of bacterial meningitis, the meningococcus, is contagious. These meningococcal bacteria are spread through close, intimate and prolonged contact with another individual carrying the organism in their throat. Close contact is defined as living in the same household, being sexually intimate or providing medical care.

What are the signs and symptoms?

When an infection occurs in or under the meninges, the spinal fluid becomes cloudy due to bacteria or viruses, which create the formation of pus cells (white blood cells fighting the infection). As a result of the infection, a person who is more than 2 years of age may develop some of these symptoms:

- high fever
- severe headache and back pain
- stiff neck
- nausea and vomiting
- listlessness (or even unconsciousness)
- convulsions
- scattered rash that looks like small (pin point) to large (bruise-like) areas, especially on the arms and legs
- sleepiness
- confusion
- discomfort when looking into bright lights

In newborns and babies, the typical symptoms may be much harder to detect. The parent or caregiver may notice the baby moving more slowly or being inactive, being irritable, vomiting or feeding poorly.

- over -

How do you know if someone has meningitis?

A medical diagnosis can only be made by examining spinal fluid, a process known as a “spinal tap” or lumbar puncture.

What type(s) of meningitis can persons get? Can any of these types be prevented?

- 1) *Haemophilus influenzae* type b, also known as Hib, can cause bacterial meningitis. Making sure your child receives a Hib vaccine dose at 2, 4 and 6 months and a booster at 12-15 months (4 doses total) is very important.
- 2) Meningococcus is characterized by an upper respiratory infection resembling the common cold. This is an acute illness which requires prompt treatment by a health care provider. The incubation period is two to 10 days. Transmission occurs by direct contact with fresh nose and throat discharges. The MPSV4 and MCV4 (Menactra) vaccines can help prevent four types of bacterial meningitis. The MCV4 vaccine is recommended for young people at their regular preadolescent medical checkup (ages 11-12). This vaccine is also recommended for a person entering high school if he has not had it previously. College freshmen who will be living in dormitories should also get the vaccine.
- 3) Pneumococcal is a form of meningitis that has a high fatality rate. The onset is usually sudden with high fever and listlessness. Transmission occurs by direct and indirect contact with fresh nose and throat discharges. PVC or Prevnar is a vaccine to prevent pneumococcal bacteria. It is for infants at 2, 4, 6 and 12 months of age.

How is meningitis treated?

Most cases of viral meningitis usually recover without treatment; although some specific illnesses do recover more quickly with antibiotics (herpes, HIV). The bacterial type, although more serious and more likely to cause complications is curable when treated with appropriate antibiotics. Persons with meningococcal meningitis are usually placed in isolation until they have received antibiotics for 24 hours.

For more information, call the Guilford County Department of Public Health at 641-7777 or www.guilfordhealth.org

**Appendix VIII
Influenza Handout**



Influenza (Flu)

What is influenza (the flu)?

The flu is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. Most healthy people recover from the flu without complications. However, older people, young children, pregnant women and people with certain health conditions are at higher risk for serious complications from the flu.

What are the symptoms?

The flu usually starts suddenly and may include: fever (often high), shaking chills, body aches and muscle pain, dry cough, headache, tiredness (can be extreme), sore throat, runny or stuffy nose and loss of appetite.

How is the flu different from a common cold?

The flu and the common cold are caused by different viruses. Their symptoms are similar and it may be difficult to determine which virus a person has. In general, flu symptoms are more intense. A person with a cold is less likely to have a fever and more likely to have a runny or stuffy nose and a hacking cough.

What are the risks of having the flu?

The flu may lead to other health problems such as bacterial pneumonia or dehydration. It may also make chronic medical conditions, such as congestive heart failure, asthma or diabetes worse.

How is the flu spread?

The flu virus is through the air (coughing and sneezing) or person to person (shaking hands). It is possible to give someone else the flu both before you know you are sick and when you are sick.

How can you reduce your chances of getting the flu?

- Cover your nose and mouth with a tissue when you cough or sneeze and throw the tissue away.
- Cough or sneeze into your bended elbow.
- Rub your hands with alcohol or an alcohol based hand sanitizer or wash your hands frequently with soap and water, especially after coughing or sneezing.
- If you get the flu, stay home from work or school.
- Get a flu shot every year.

How is the flu treated?

If you get the flu, try to rest, drink a lot of liquids and avoid drinking alcohol or smoking. You may take over-the-counter medications to relieve the symptoms of the flu. Never give aspirin to children or teenagers who have flu-like symptoms, particularly fever. Aspirin use may increase the risk of Reye's Syndrome. Your health care provider may prescribe anti-viral medications if your visit is within the first 48 hours after experiencing your first symptoms.

People at high risk for complications from the flu should consult their health care provider if they develop flu-like symptoms. Those at high risk include people 65 years or older, people with chronic medical conditions, pregnant women and young children.

For more information contact the Guilford County Department of Public Health at 641-7777 or visit our website at www.guilfordhealth.org or the Centers for Disease Control and Prevention at www.cdc.gov

Appendix IX

Vaccination Requirements



What Immunizations are required to enter public and private schools?

Minimum Vaccine Requirements for School Entry

Vaccine	Total Doses	Age	Special Notes
Diphtheria, tetanus and pertussis DTP/DTaP	5 doses	3 doses by age 7 months 2 boosters – one by 19 months and the second dose on or after the fourth birthday and before enrolling in school (K-1) for the first time.	If the fourth dose was administered on or after the fourth birthday, the fifth dose is not required. A child who has reached age seven years without having been immunized against pertussis is not required to be immunized with pertussis vaccine.
Polio	4 doses	Two doses by age five months. A third dose by 19 months of age. A booster dose before enrolling in school (K-1) for the first time.	If the third dose was administered on or after the fourth birthday, the fourth dose is not required.
Measles	2 doses	One dose on or after 12 months of age and before 16 months of age. A second dose before enrolling in school (K-1) for the first time.	As long as the doses are separated by at least 28 days, the second dose may be given at any time before beginning school.
Mumps	2 doses	One dose on or after 12 months of age and before 16 months of age. A second dose before enrolling in school for the first time.	
Rubella	1 dose	One dose on or after 12 months of age and before 16 months of age.	
Haemophilus influenzae type b (Hib)	3 or 4 doses depending on vaccine used	Three doses of HbOC or two doses of PRP-OMP by age seven months A final dose of any type on or after 12 months of age and by age 16 months.	Persons who receive the first dose of Hib on or after 12 months of age and before 15 months of age are required to have only two doses with one dose being after 15 months of age. Persons who receive the first dose of Hib vaccine on or after 15 months of age are required to have only one dose. Persons who have passed their fifth birthday are not required to be vaccinated against Hib.
Hepatitis B	3 doses	One dose by age three months Second dose by age five months Third dose by age 19 months	The third dose of hepatitis B vaccine shall not be administered prior to 24 weeks of age. Persons born on or after July 1, 1994 are required to receive hepatitis B vaccine.
Varicella	1 dose	One dose on or after 12 months of age and before 19 months of age.	An individual with laboratory tests indicating immunity or a history of varicella disease documented by a health care provider, parent, guardian or person in loco parentis shall not be required to receive varicella vaccine.

Doses of vaccine administered more than four days prior to the requirements are considered invalid doses and shall be repeated.

Appendix X
HPV Handout

(HPV) - Get Vaccinated!

What is HPV?

HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-skin contact in the genital area. HPV can be spread even if there is no sexual intercourse.

Human papillomavirus is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted, and they can infect the genital area of men and women. Some types of HPV can cause cervical cancer in women. Other types of HPV can cause genital warts.

Many sexually active people (at least 50 percent) get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other sex partners. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV?

HPV is spread through any type of sexual activity and can infect any person who is sexually active. Both males and females can get it and pass it on to their sex partners without even realizing it.

What are the signs and symptoms of HPV infection?

The virus lives in the body and usually causes no symptoms. Some people will develop visible growths or bumps in the genital area (genital warts), but most men and women who have HPV do not know they are infected.

How is HPV related to cervical cancer?

Some types of HPV can infect a woman's cervix (lower part of womb) and cause the cells to change. Most of the time, HPV goes away on its own. When HPV is gone, the cervix cells go back to normal. But sometimes, HPV does not go away. Instead, it stays in the body and continues to change the cells on a woman's cervix. These cervical cell changes (also called cervical dysplasia) can lead to cancer over time, if they are not treated.

How can my child be protected from getting HPV?

The only sure protection from HPV is lifelong abstinence or a monogamous relationship with an uninfected partner. However, vaccines are now available that can protect females and males (ages 9 to 26) from some of the major types of HPV.

Does the HPV vaccine prevent all types of human papillomavirus?

No, but the HPV vaccine can prevent most cases of cervical cancer and/or most genital warts. There are currently two HPV vaccines in the United States:

- The quadrivalent HPV vaccine (Gardasil) – which protects against the four types of HPV that cause about 70 percent of cervical cancer and about 90 percent of genital warts. This vaccine is available for males and females.
- The bivalent HPV vaccine (Cervarix) – which protects against the types of HPV that cause 70 percent of cervical cancer. This vaccine is only available for females at this time.

Who should get the HPV vaccine?

Both of the HPV vaccines licensed are safe and effective for females ages 9 through 26 years. CDC recommends that the following individuals receive the HPV vaccine:

- Routine vaccination is recommended for 11 and 12 year old girls.
- The vaccines are also recommended for girls and women 13-26 years of age who did not receive it when they were younger.
- The vaccines can also be started for girls as early as age 9.
- In addition, males between the ages of 9 through 26 years may also receive the Gardasil vaccine.



Why is HPV vaccine recommended for such young girls and boys?

For the HPV vaccine to work best, it is very important to get all three doses (shots) before being exposed to HPV. Someone can be infected with HPV the very first time they have sexual contact with another person. It is also possible to get HPV even if sexual contact only happens one time. Ideally, males and females should get the vaccine before they even consider becoming sexually active.

How is the vaccine given?

The vaccine is given as a series of three shots over six months. The best protection is achieved after all three shots are given.

Is the vaccine safe and effective?

Yes. Studies show that the vaccine is extremely safe. The most common side effects are redness and soreness where the shot was given. Recipients should also be aware of reports of fainting directly after receiving the vaccine. The CDC recommends patients wait 15 to 30 minutes after receiving the vaccine before leaving the office. Studies have also found the vaccine to be almost 100 percent effective in preventing diseases (such as cervical cancer and genital warts) caused by the HPV types covered by the vaccine.

Do young women who get the HPV vaccine still need to get Pap tests?

Yes. When vaccinated girls are older, they will still need to get regular Pap tests within three years of becoming sexually active (or by age 21), since the vaccine does not protect against all types of HPV that cause cervical cancer.

Do men and women who have received the HPV vaccine still need to worry about sexually transmitted infections?

Yes. When vaccinated girls are older, they will still need to get regular Pap tests within three years of becoming sexually active (or by age 21), since the vaccine does not protect against all types of HPV that cause cervical cancer.

How much does the vaccine cost?

The vaccine can be very expensive, around \$390 for all three injections. However, if your child is insured, the insurance may cover the costs. If your child is 18 years of age or younger and meets one of the following qualifications, he or she is eligible to receive the vaccine from the state at no cost:

- Is eligible for Medicaid,
- Has no health insurance,
- Is Native American or Alaskan Native, or
- Has health insurance, but it does not cover the cost of vaccine.

What if my child is uninsured? How can I get help paying for vaccine administration fees and other health care services my child needs?

Your child may be eligible for Health Check/ Medicaid or NC Health Choice – free or low cost health insurance for children and teens. Even children in a family of four with working parents earning \$44,100 a year or more may qualify. Both programs offer a rich package of benefits. If you are uninsured, apply through your local department of social services to find out if you qualify. To learn more about these child health insurance programs, go to www.NCHealthyStart.org.

What can I do?

If you would like to have your child vaccinated, please contact your doctor, health care provider or local health department to schedule an appointment.

Contact your insurance company to determine if they will cover the cost of the vaccine. If you are uninsured, apply through your local department of social services to find out if you qualify for Health Check / NC Health Choice insurance.

For more information about HPV, please contact the Centers for Disease Control and Prevention (CDC) at:

- **1-800-232-4636 (1-800-CDC-INFO);**
- **www.cdc.gov/std/hpv**
and **www.cdc.gov/vaccines;**

or visit the NC Immunization Branch's website at www.immunizenc.org.



**Appendix XI
Interest Meeting Poster**



**Greensboro Progressive
Charter School**
A Free and Public School of Choice
Opening Fall 2013
Kindergarten through 8th grades

Interest Meetings

Sunday, March 25

Vance H. Chavis Library
900 S. Benbow Street
4:00

Sunday, April 1

Downtown Central Library
219 N. Church St.
2:30

**Our Promise To Our
Families**

- To create a challenging, engaging learning environment adapted to each child's individual needs
- To create students who are critical thinkers and problem solvers using hands on learning
- To create socially conscious and responsible citizens of the community
- To create knowledge about healthy choices through our garden, nutrition, and fitness programs including fresh, healthy home cooked meals.
- To create a community of learners that respects each other and their differences including culture and abilities
- To create meaningful relationships with families, recognizing that they are the child's first and most important teacher

Appendix XII
Interest Meeting Signatures



Greensboro Progressive Charter School

Please sign below

1.	Sarah Barskevicius	2.	Dave Stewart
3.	MaryBryan Stewart	4.	Aurely Smith
5.	Carrie Klees	6.	Bill Kortsch
7.	Stephane Couderc	8.	Jula Wiburick
9.	Debra Taylor	10.	[Signature]
11.	Jill Oberst	12.	Hannah McNamee
13.	Carla Bringer	14.	Tom Quinn
15.	Myra Williams	16.	Bob S. [Signature]
17.	Robert Bradley	18.	Peyton Moore
19.	[Signature]	20.	William Bradley
21.	[Signature]	22.	Barbara Spitzer
23.	Stephanie Davis	24.	[Signature]
25.	Michelle Barnett	26.	Eric Burns
27.	[Signature]	28.	
29.	[Signature]	30.	
31.	[Signature]	32.	
33.		34.	

Appendix XIII Liability Insurance



CRAFT INSURANCE CENTER

Call us first.

**Greensboro Progressive Public Charter School
Attn: Tracy Lamothe, Treasurer
202 South Tremont Drive
Greensboro, NC 27403**

Insurance Premium Estimation for Contract Submittal

Summary of School Operations

17 Employees (includes teachers)
\$400,000 Approximate Payroll

112 Students in grades K-6 eventually progressing
to grade 8 and a total of 185 students

10 Members on the governing board

Property and Casualty Coverage Assumptions

Property Coverage at approximately \$3,000,000
Deductible at \$2,500

Workers Compensation Total Payroll of \$400,000



CRAFT INSURANCE CENTER
Call us first.

Property and Casualty Coverages

Property Coverage at \$3,000,000
Deductible at \$2,500

Employee Dishonesty Coverage at \$100,000

General Liability Coverage
Aggregate Limit \$3,000,000
Occurrence Limit \$1,000,000

Employee Benefits Liability Coverage
Aggregate Limit \$3,000,000
Occurrence Limit \$1,000,000

Abuse/Molestation Coverage
Aggregate Limit \$3,000,000
Occurrence Limit \$1,000,000

School District and Educators Legal Liability Coverage Included

Directors and Officers Liability Coverage Included

Business Auto Coverage
\$1,000,000 Liability including Hired/Non-Owned Auto Coverage
2 Small Commercial Trucks as needed for maintenance
\$500 Comprehensive Deductible
\$500 Collision Deductible

Workers Compensation Coverage
\$500,000 Each Accident
\$500,000 Disease Policy Limit
\$500,000 Each Employee

Approximate Annual Property & Casualty Premium:

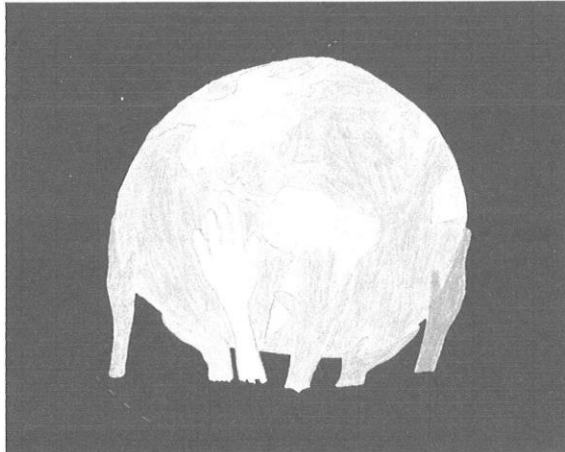
Approximately \$30,000

Employee Benefits Coverage:

Depending on coverages selected premiums will be approximately
\$800-\$1,000 per month per employee.

Appendix XIV
Letter from the Board

Greensboro Progressive Charter School



April 10, 2012

As per the resolution passed at the board meeting held on April 5, 2012, all board members of the Greensboro Progressive Charter School will contribute or will raise funds not less than \$1,000 per member.

Signed:

Heather B. Moore, President

Handwritten signature of Heather B. Moore in cursive script.

Todd Moore, Vice President

Handwritten signature of Todd Moore in cursive script.

Dana Stachowiak, Secretary

Handwritten signature of Dana Stachowiak in cursive script.

Tracy Lamothe, Treasurer

Handwritten signature of Tracy Lamothe in cursive script.

Leila Villaverde, At Large

Handwritten signature of Leila Villaverde in cursive script.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of _____ (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Heather Moore

Position: Board of Directors, President

Signature: *Heather Moore*

Date: 4-10-12

Sworn to and subscribed before me this

10 day of April, 2012.

Georgia W. Murray
Notary Public Official Seal

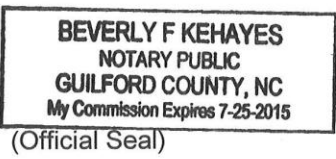
My commission expires: 11/17, 2013.

FOR THE SCHOOL: Greensboro Progressive
(School Name)

This 5 day of April 2012

Heather Moore
(Print Name of Board Chair/ President)

Heather Moore
(Signature of Board Chair/President)



Sworn to and subscribed before me this 5
day of April, 2012

Beverly F Kehayes
Notary Public

My commission expires 7/25, 2015.

FOR THE STATE BOARD OF EDUCATION:

This _____ day of _____ 20__

(State Superintendent)

(Signature of State Superintendent)

Sworn to and subscribed before me this _____
day of _____, 20__.

(Official Seal)

Notary Public
My commission expires _____, 20__.