

Bertha B. Williams Academy
2532 Las Corrales Court
Virginia Beach, Virginia 23456

September 25, 2015

Melissa,

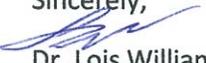
Thank you for the opportunity to resubmit our application. Please find attached our completed application in both PDF and a Thumb-Drive as instructed. Our attachments are as follows:

1. Bertha B. Williams Academy Application (PDF document)
2. Addendum A Key Personnel Biographical Background (PDF document)
3. Addendum B IRS and Letters of Support and Enrollment (PDF document)

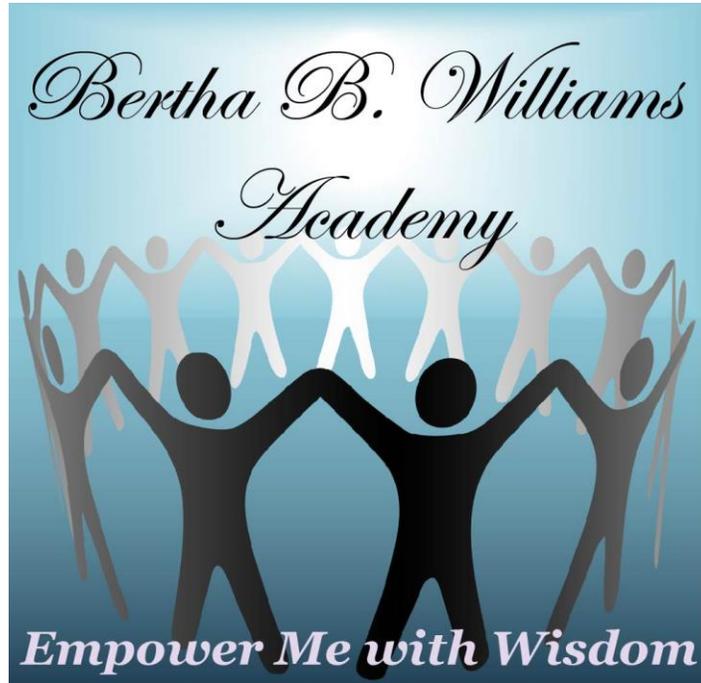
Please confirm receipt of this submission at your earliest convenience. I am also mailing two updated hard copies to your attention which will arrive before the Oct. 8th deadline.

Thank you again for the opportunity and we look forward to further discussions regarding the Bertha B. Williams Academy.

Sincerely,


Dr. Lois Williams

Virginia Public Charter School Application



Submitted by:
Dr. Lois Williams
Board of Directors
Bertha B. Williams Academy
Virginia Beach, VA 23456

Melissa Luchau
Exec. Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, VA 23218-2120

Charter School Name: Bertha B. Williams Academy
Date of Submission to Virginia Board of Education: 25 August 2015
Proposed Date of Submission to Local School Board: 2015
Name of Authorized Official: Lois Williams
Signature of Authorized Official:
Date: 25 August 2015

“Bertha B. Williams Academy is a safe and secure environment focused on academic excellence. We provide opportunities to address the whole child. Electives and extracurricular activities, including clubs and sports, complement academic achievement. We takes pride in creating a family atmosphere for all stakeholders. We are proud of our efforts which is a reflection of our Board’s hard work, dedication, and commitment to children and family.”

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Part A: Applicant Information

School Information

Charter School Name: Bertha B. Williams Academy

Local School Division: Norfolk Public Schools

Does the applicant presently have access to a facility suitable for a school? Yes X No

If the answer is yes to the question above, insert address and information regarding ownership of the facility:

School Location (City/Town and Zip Code): Norfolk, Virginia ZIP (TBA)

Ownership: Dr. Lois Williams, Founder/Board of Directors

Proposed Date of Application Submission to Local School Board: 20 September 2015

Proposed Opening Date: March 2016

Applications for public charter schools should be submitted to the Board of Education within a time frame that is adequate enough to ensure that the public charter school application will also be submitted to the local school board in accordance with the application policies of the local school board.

Content Areas and Instructional Services Offered (Please Check All That Apply)			
Early Childhood Education	<input checked="" type="checkbox"/>	Gifted Education	<input type="checkbox"/>
English/Language Arts	<input checked="" type="checkbox"/>	Special Education	<input checked="" type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>	Computer Technology	<input checked="" type="checkbox"/>
Science	<input checked="" type="checkbox"/>	Agricultural Education	<input type="checkbox"/>
History and Social Studies	<input checked="" type="checkbox"/>	Business and Informational Technology	<input type="checkbox"/>
Foreign Language	<input checked="" type="checkbox"/>	Career Connections	<input type="checkbox"/>
English as a Second Language	<input checked="" type="checkbox"/>	Family and Consumer Sciences	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>	Marketing	<input type="checkbox"/>
Physical Education	<input checked="" type="checkbox"/>	Technology Education	<input checked="" type="checkbox"/>
Driver Education	<input type="checkbox"/>	Trade and Industrial Education	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	Electives:	<input type="checkbox"/>
Music	<input checked="" type="checkbox"/>	Others:	<input type="checkbox"/>
Drama	<input type="checkbox"/>		

Grades to be Served K-5th grade

Pre-K	<input type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input checked="" type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input checked="" type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input checked="" type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input checked="" type="checkbox"/>	Tenth Grade	<input type="checkbox"/>
Fourth Grade	<input checked="" type="checkbox"/>	Eleventh Grade	<input type="checkbox"/>
Fifth Grade	<input checked="" type="checkbox"/>	Twelfth Grade	<input type="checkbox"/>

* If the public charter school intends to add or change grade levels at some point during the school's operation, please provide this information in the education program section of the narrative.

If the public charter school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

BBWA will address the VDOE standard of learning basic curriculum blended with museum learning.

Contact Information

Name of Individual/Organization Submitting Application:

Dr. Lois Williams/Bertha B. Williams Academy

Name of Contact Person for Application:

Dr. Lois Williams

Title/Affiliation with Individual/Organization Submitting Application:

Founder

Office Telephone: **757-304-7059**

Mobile Telephone: **same**

Fax Number: **757-721-3547**

E-mail Address: **Drlwilliams1@cox.net**

Prior Experience

1. Has the applicant had any prior experience operating a charter school or similar school?

Please check one of the following:

Yes

No

2. If the response to the question above is "yes," please describe any prior experience with establishing and operating charter schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of

operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

The Founder, Lois Williams, has served as a consultant to Charter Schools in Washington, DC and Detroit MI, preceding her retirement as a college president. During the early years of her career, the founder was professor of Psychology, Norfolk State University for 15 years; Director of Faculty Development, Hampton University. The founder has been active in the National Association for Charter Schools over the last 10 years and Independent Education Consultants Association.

Dr. Williams will retire from the Board when the charter is approved. Dr. Williams plan to market the Academy by invitations to discuss the accomplishments of BBWA.

3. Please describe the relevant experience of the members of the proposed management committee, and if identified, the proposed school leadership:

- Katherine Everett, an elementary school principal (15 years' experience) is a dedicated member of the board, Norfolk State University, Masters in Early Childhood Education, certification & Endorsement in Supervision K12.
- Kenneth Golden, Board Chairman, a retired Navy Commodore with 32 years' experience in administration, and teaching. Attended UVA [BS Education and History], Human Resource Management, Pepperdine University and Oxford University [US Navy Hudson Fellow]. US Naval War College [MA International Relations], Strategic Studies and Intelligence Monthly Lead, St Antony College;
- Secretary of the board: Al Wallace, retired Navy Commander 30 years of military service, served as Surface Forces. One masters in engineering management and one in Public Policy
- James Wyatt, Retired Colonel, 26 years of service, US Army.[Treasurer]
- A parent, KA Hopkins, retired Navy Chief with 20 years' experience as an electronic technician. Attended Washington University.
- Jackie Elam, retired instructional specialist and elementary school principal 35 years' experience. MA, Boston College of Education.

PART B

1.0 EXECUTIVE SUMMARY

Our Museum Learning Model is the heart of wisdom for early childhood education. Our interdisciplinary approach will weave the core subjects together do give further meaning and reference to each subject and the role that each discipline plays in our world. The academy will build its interdisciplinary rigorous thematic approach curriculum around the SOLs that are mandated by the Commonwealth of Virginia and provided in all of its schools. The school will focus on this core knowledge and essential skills that they may attain mastery on which future learning will be built.

The Bertha B. Williams Academy provides a culture of education excellence encouraging students to learn and apply important educational tools in support of more advantageous application of life skills

We have to work effortlessly to ensure that all children and parents, especially those at low socioeconomic levels, can tap into the learning resources of libraries, museums and related institutions to enhance student learning. The Academy welcomes applications from elementary students in grades K-5th. Parent participation is required. We value our students and families and their investment in their child's educational experiences. The target population is predominately black and Hispanic of whom are considered at-risks students.

According to a recent Institute of Museum and Library Services analysis, only 36 percent of children with the lowest socioeconomic status visited libraries in their kindergarten year, compared to 66 percent of children in the highest economic level. Museum visit figures are 43 percent versus 65 percent.

Recent research points out that the disparity of access to learning resources between children of affluence and those in poverty has created a knowledge gap with serious implications for students' economic prosperity and social mobility. These data underscore the urgency of our application approval. The museum learning model will educate the whole child and reach them where they are, in the classroom and beyond, at all levels from individual instruction through specialized gifted curricular. The curriculum will be experimental, project based that provides individualized learning plans to meet each child's educational needs in an inquiry based museum learning environment.

In developing young minds, libraries and museums of all types (Art, History and Children's Museums; Science Centers; Nature Centers and Gardens, Aquariums and Zoos) form an extensive, diverse system of informal learning that is equipped to deliver early learning resources to young children and families, especially those most in need.

Our Museum Learning Program offers innovative approaches that put young learners at the center and help social, civic, cultural and educational organizations work in partnership with communities and at the state and national levels.

The Museum Learning research model is intensifying and expanding its commitment to the youngest and most at-risk children to assure that these learning institutions reach under-served children and provide opportunities that can make a difference and last a lifetime. Our focus on high quality Museum Learning integrated into our curriculum will be rigorous and is based on the Standards of Learning Framework. As educators we must advance proven styles of learning. We all have different styles of learning and at many different levels.

The Bertha B. Williams Charter School is a diverse learning community of parents, teachers, staff, students and local citizens actively collaborating to create a dynamic learning environment. This Academy provides educational opportunities for developing mind, body and character through an integrated approach to academic excellence, individual expression and character development.

Members of this community are compassionate world citizens who embrace lifelong learning. Communities evolve through shifts within the area and the influx of new families. The Board will continue to evaluate resources and programs to meet the educational needs of our children. The Board analyzes membership changes, developmental impacts on facilities and programs, and engages in program evaluations to ensure an innovative program of success for students. These proactive approaches will be reflected in the strategic plan that is designed to:

- 1 Educate the whole child
- 2 Improve student achievement to exceed the SOL's
- 3 Promote a Safe and Nurturing Environment for all students
- 4 Access and monitor progress towards meeting goals and objectives
- 5 Manage resources to effectively deliver instructional services
- 6 Integrate technology into instruction
- 7 To engage the community and stakeholders in educational processes
- 8 Maintain a Strong and Accountable Fiscal Environment

Our students are the beneficiaries of 21st century learners. In order to ensure their success, we as educators will:

- Be confident and successfully integrate Museum Learning resources to support authentic, interactive teaching and learning.
- Be competent problem solvers creating a learning environment that facilitates ever-changing learning experiences.
- Be leaders in helping others develop instructional technology skills.
- Be facilitators who foster collaboration, communication, creativity and innovation among all learners.
- Be steadfast in ensuring student learning in their classes and on the Virginia Standards of Learning Test.

Core Values

- Teaching Excellence: high expectations, effective differentiated instruction in a nurturing learning community
- High Student Achievement for all
- Innovation BBWA is an environment that encourages student and staff exploration of new learning
- Respect: recognize and respect differences so everyone will feel safe, valued and inclusive.
- Responsibility: promote a learning community which includes all stakeholders that actively supports and advocate for children

Location: It is the intent of the Board of Bertha B. Williams Academy to partner with Norfolk Public Schools. We will rent a school building, negotiate a price for student transportation and food services.

Proposed Opening Date: TBA

Content Areas and Instructional Services Offered

- English/Language Arts
- Mathematics
- Technology Skills
- Science
- History and Social Studies
- Foreign Language
- English as a Second Language
- Health /Physical Education

School Operations: A full-year school calendar/ An extended school day/ An eight-period bell schedule that provides more time in core academic subjects, a small learning environment where faculty are able to know and respond to students' individual needs and personal development and the SOL based rigorous academic program preparation.

2.0 MISSION STATEMENT

2.1 Charter School Mission

The mission of the Bertha B. Williams Academy is to ignite and fan the flames of curiosity for urban children with a program of academic excellence. The Academy will provide opportunities to inspire, stimulate, engage and empower lifelong learners while developing good character, community leadership and a culturally enriched preparatory Museum Learning educational environment. The primary area of concentration is on the SOL-based academically rigorous standard curriculum that is a systemic, sequential program with mastery of specific knowledge and skills at each grade level, from Kindergarten to 5th grade, year-round.

Vision: We envision students thirsty for knowledge who enjoy spending instructional time in the classroom, museums, libraries and related educational sites. Students travel regularly to learning venues for research, planning, lessons, demonstrations and challenging hands-on opportunities. Bringing museums into the Academy will inspire and engage not only student learning, but also the parents, teachers and community we serve. Our infrastructure is designed to stimulate and engage students, explore with students, experiment to cultivate creativity and explain artifacts and exhibits. These kinds of classroom and Museum Learning experiences brings the very best environment possible for students with varied learning abilities and backgrounds. This takes place in an intense proactive, nurturing and observant learning environment.

We envision a school with small, state-of-the-art classrooms and excited teachers enabling students. Our collective goal is to motivate students to become critical thinkers, understanding and applying in-depth knowledge of the subject matter. Knowledge-building communities facilitated by well-trained, energetic teachers with clear goals to enable and empower our students to achieve higher academic levels than their traditional school counterparts. Students will be making observations, asking questions, reflecting on and analyzing facts. The application of the students' experience includes making predictions, participating in discussions with educators, authors, peers and drawing their own conclusions about the content of the lessons. This takes place in an intense proactive nurturing and observant learning environment.

The essence of our Museum Learning integrated with the core subjects and the SOLs, vision, mission, philosophy and goal is to provide children with a good educational foundation, enabling them to recognize and take advantage of the dynamic opportunities they will encounter, encouraging and empowering them to become the best version of self they can become. The curriculum is intended to “foster curiosity, inquiry, and discovery” through an integrated approach that “extends beyond the classroom walls.”

2.1.1 Consistency with Principles of Virginia SOQ

The Academy includes K-5th grade. In our classroom instruction and individual activities, the Standards of Learning give our students a solid academic foundation for further education. Equally important, we prepare them with skills for success in their lives giving them the foundations to achieve their full potential. The goals, objectives and curriculum of the Academy are based on the SOL and represent the Virginia Department of Education's expectations for student learning.

We meet or exceed the Standards of Quality through careful planning and application of our core values which include:

- Promoting academic excellence and equity for a diverse student population
- Measuring school performance at the individual student level.
- Providing educational choice for the parents and students of Norfolk
- Creating a safe learning environment, with high expectations for elementary age children to fully develop their range of skills, abilities and knowledge in an innovate and holistic approach to incorporating a multi-disciplinary and multi-cultural approach
- Providing accountability for student achievement, compliance and fiscal responsibility.

2.1.2 Specialized Area of Academic Concentration

The curriculum is developed carefully to engage the students in a more proactive and inclusive learning environment. Areas of concentration are on basic core courses such as mathematics, language arts, social sciences which are integrated with our specialized "Museum Learning" approach which validates and substantiates those things learned in the classroom with real-world materials and experiences. The curriculum includes the following features:

- Concentrated instruction in core subjects
- Emphasis on classical literature
- Spanish instruction
- Science laboratory
- Accelerated Reader Program
- Accelerated Math Program
- Computer Lab, Compass Learning, Hands-on projects and activities
- School wide Tutorial Program
- English services for non-speakers
- A wide variety of school clubs and organizations
- Commitment to protect teaching time for teachers and learning time for students
- Academic Counseling
- Parenting Center/Parenting Library

2.1.3 Anticipated Student Population

The anticipated population of the Bertha B. Williams Academy [BBWA] will be a reflection of the population of the local Norfolk area. We anticipate the population will be predominately black, with Hispanic, White, Indian, and others making up the student body.

If the number of student applicants exceeds the number of available seats, we will hold a lottery so that families have fair access to the school. Our goals with regards to enrollment are to ensure that:

- All families have knowledge of and each has the ability to submit an application for enrollment.
- We have a diverse student population that is reflective of the areas surrounding the school and of Norfolk.
- Does not discriminate in its admission of students but leaves enrollment up

to the desires of informed parents and a random lottery process.

- The admission process for will be consistent with federal Charter School Guidelines, Bertha Williams Academy and applicable state laws, regulations and constitutions regarding discrimination, including prohibition of discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services.
- The Virginia Charter School Law Section 22.1-3 will be adhered to in all areas:
 - ✓ Enrollment, lottery and waiting list. The recommended process is as follows:
 - ✓ All students enrolled for the 2015-2016 school year and their siblings will be grandfathered into upon opening in September 2016.
- To honor the local community mission of students from the current Elementary School attendance boundary area as defined by BBWA for the 2015 school year will be given priority after students enrolled for the 2015-16 school year and their siblings' lottery will be conducted by assigning a number to each application. The numbers will be separated by grade level in an attempt to create even distribution throughout the school across grades and, will be placed in a box.
- The numbers will be drawn during a video-taped session by a third party, such as an accounting firm.
- Is founded on the belief that parent/guardian/family support and involvement in a child's education is essential to academic success. Therefore, parents/guardians will be asked, as part of the admissions contract, to commit to five hours of volunteer service to the school per quarter. The volunteer involvement of the parents is meant to foster a sense of community and commitment and the operations manager will endeavor to work with every family to ensure that they may be actively involved in the school while not being overly burdened by the tasks they are given. Understanding that some parents will find it difficult to serve these hours during the school day, we will offer numerous opportunities for families to fulfill the contractual requirements.

3.0 GOALS AND EDUCATIONAL OBJECTIVES

SOL-based academically rigorous, standards-driven curriculum will be informed by museum learning and research-based methods that are differentiated according to the individual needs of each child in our school.

We commit to guiding all of our students toward the acquisition of those skills and qualities necessary so that they will be in a position to choose which competitive middle school, high school and college they wish to attend to become successful, lifelong learners.

The **General Goals** and Objectives of the Bertha B. Williams Academy are as follows:

- The Bertha B. Williams Academy will prepare students for future success by promoting academic excellence and equity for all students; provide choice of educational opportunities for students, parents, educators and stakeholders in a student centered learning climate;
- To ensure that all students achieve high levels of literacy in English and Reading to exceed SOL rate an individual learning plan will be designed to meet individual education needs;
- Educators will incorporate the museum learning model that engulfs students in an environment of cognitive activities to stimulate and develop students' higher order thinking skills;
- Educators will promote scientific, historical and cultural literacy for all students across all grades to include museum visits and related learning facilities that connect to the SOL-based academic mandate;
- Students will participate in a daily-hands-on classroom instructions that will challenge their critical thinking skills and creativity. The instructional staff will direct our students to academic excellence by providing a rigorous academic program, and students from all demographic groups will perform at high achievement levels.
- Bertha B. Williams Academy will implement a unique SOL-based curriculum integrated with museum learning using an interdisciplinary approach that blends the cognitive structure of linguist with that of a scientist. The academic experiences offered at Bertha B Williams Academy combines best-of-breed academics with project-based experiential learning. Mathematics and science stimulates curious minds through investigation and discovery;
- Bertha B. Williams Academy will prepare students for success by preparing them to be responsible and productive, engaging and self-actualizing in their own education, which leads to a more creative, motivated, inspired and passionate individual. Using appropriate tools, students will have relevant information to evaluate their findings through critical thinking and analysis. Students will solve problems and make decisions based on available information and organize and present their work both orally to the

academy community quarterly and in writing or graphics. The academy will provide all students with a positive educational and social experience in a structured learning challenging and nurturing learning environment.

- Bertha B. Williams Academy will offer challenging content and a blended SOL and Museum Learning curriculum which is inquiry-based, experiential, and clearly defined.
- Bertha B. Williams Academy's is an inquiry based learning environment where teachers and students work together as active learners.
- Bertha B. Williams Academy defines outcomes and assessment where goals are clearly defined and success is measured against them.
- The Academy has sustained commitment and community support with strong leadership and sufficient resources.

BBW Academy will use the Virginia SOL and the corresponding SOL Curriculum Framework as a foundation for curricula in each grade level (K-5th grade]. The goal of BBWA Academy is to exceed Virginia's academic standards on the English, History/ Social Science, Mathematics, technology skills and Science SOL tests in all student subgroups. Beyond meeting the minimum requirements of the Virginia Standards of Learning curriculum, the Academy will partner with parents, staff and or a local high school to secure after school tutors for students.

Specific Goals of Bertha B. Williams Academy follow:

BBWA Targeted Goals:

- BBA student in grades 2 through 5 will read at or above the grade level by year 3 of operations;
- BBWA students will achieve and exceed the state and federal benchmarks;
- BBWA will become an academy of excellence recognized nationally
- School progress and satisfaction will be measured by a BBWA annual Survey

To achieve these goals, we will achieve these objectives in concert with the SOL:

Students at BBWA will:

- Develop clear and effective written and oral communication skills
- Acquire a strong foundation in mathematics, reasoning skills and science
- Develop an informed appreciation of political, economic, cultural, and geographic and technology forces shaping the history of the world.
- Understand the necessities of good health, safety and physical fitness in life.
- Recognize the importance of hard work, personal responsibility, character and respect for others.
- Understand the importance of never giving up!
- Prepared technologically literate students who understand what technology is, how it is created, and how it shapes society, and in turn is shaped by society.

In addition to achieving high standards of knowledge through Virginia's Standards of Learning, students must demonstrate 21st century skills and knowledge to prepare them for effective citizenship in a global world. The academy will be in the forefront of this effort with parents, stakeholders and the community at large.

3.1 Performance Based Goals

To achieve performance levels aligned to the SOL, the BBW Academy will apply performance based goals designed to enhance student learning. Performance based indicators used by the BBW Academy are based on the Performance level Descriptors demonstrated in Figure 3.1. Included in this chart are: Student academic proficiency; student academic growth; academic gaps; attendance, recurrent enrollment from year to year, and postsecondary readiness.

Instructional Strategies to Achieve Performance Goals

- Direct Instruction
- Discussion groups
- Literature circles
- Field trips
- Collaborative learning groups
- Technologies, live, virtual allow teachers and students to interact at home
- Writers workshops
- Scholarly circles, debates, and reflections
- Differentiated curriculum
- Project-based learning
- Flexible scheduling
- Whole class instruction
- Guest speakers
- Flexible grouping
- Individual instruction
- Independent study
- Student demonstration
- On-going assessment
- Rubric-based self -evaluation, group evaluation, and class evaluation
- Journaling and writing across the curriculum (math, science, garden, etc.) and develop strategies for analytical thinking using icons of depth and complexity
 - Blended delivery technology sessions live, instructor led with self-study allows posting of deliverables for evaluation
 - Online collaboration sessions engender teamwork and course development

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Student Academic Proficiency	<ul style="list-style-type: none"> Proficiency Level on SOLs assessments Proficiency Level on school-developed assessments 	<ul style="list-style-type: none"> Percentage of students scoring at “proficiency” or above on state assessments in English Language Arts and Mathematics Percentage of students scoring at each state-defined performance level on ELA and Math Percentage of students considered proficient on school assessment in specified subject areas 	<ul style="list-style-type: none"> Percentage of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas School-specified assessment data, both formative and summative 	<ul style="list-style-type: none"> Annual SOL’s assessment School-developed formative and summative assessment data, available on monthly, quarterly and annual basis. 		
Student Academic Growth	<ul style="list-style-type: none"> Value added nationally normed individual and group assessment or equivalent for English and Math Established benchmarks for each student 	<ul style="list-style-type: none"> Percentage of students who make one years growth Percentage of students moving to a higher performance level for academics and goals of the charter school 	<ul style="list-style-type: none"> Determined in contract based on the applicant’s goals Rubric established and other evidence identified (portfolio, exhibition, etc.) 	<ul style="list-style-type: none"> Within the first three months, school has established individual student records for target information, offered quarterly and annually 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
	<ul style="list-style-type: none"> Placed based rubric specific to charter school 					
Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document/ interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Achievement Gaps in proficiency and growth between major student subgroups	<ul style="list-style-type: none"> Gaps in proficiency and growth between major student subgroups 	<ul style="list-style-type: none"> Gaps as determined by SOL’s based accountability system 	<ul style="list-style-type: none"> Goals for gap closure to be specified in the contract Agreement to review goals annually with authorizer. State data will be used as comparison. 	<ul style="list-style-type: none"> Evidence to be available quarterly and annually, for each student Where available, state data for comparison schools will be also reviewed. 		
Student Attendance	<ul style="list-style-type: none"> Average Daily Attendance Rate Individual student attendance rate Unexcused absences 	<ul style="list-style-type: none"> Percentage of students attending a target percentage of days Percentage of students exceeding a particular number 	<ul style="list-style-type: none"> system for reporting data Targets to be set with each contract School data to be compared with state average and for 	<ul style="list-style-type: none"> Operators to be required to report student attendance data in accordance with state regulations on 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
		of truanancies in a given period of time	“comparison of schools	truancy and dropouts		
Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> • Student re-enrollment from one year to the next • Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> • Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> • Enrollment records • Targets to be negotiated in the contract 	<ul style="list-style-type: none"> • Reviewed semi-annually 		
Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Adequacy of Facilities Maintenance in Support of Program	<ul style="list-style-type: none"> • Actual facility cost • Room utilization • Cleanliness of facility • Maintenance request log • Capital improvement plan 	<ul style="list-style-type: none"> • Percentage of over or under cost projection • Rate of room utilization • Daily cleaning logs • Maintenance requests and time completed 	<ul style="list-style-type: none"> • Targets negotiated in the contract 	<ul style="list-style-type: none"> • Records available on request • Annual review of maintenance and capital improvements 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
		<ul style="list-style-type: none"> 1-3-5 year plan for capital improvements 				
School Social and Academic Climate	<ul style="list-style-type: none"> Instances of bullying, harassment, or other abusive practices Confidential surveys of parents, staff and students regarding social and academic climate Emotional/social growth of students 	<ul style="list-style-type: none"> Reports of actual or suspected bullying, harassment or other abusive practices Percentage of surveyed parents, staff and students who express satisfaction with school’s social and academic climate Survey of students and staff 	<ul style="list-style-type: none"> The school will maintain the same state and federal reporting requirements as for public schools. School will participate in the state student climate surveys; data compared with comparison schools 	<ul style="list-style-type: none"> Reviewed annually 		
Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
	<ul style="list-style-type: none"> Partnerships Communications systems 	<ul style="list-style-type: none"> Partnerships with community organizations and 	<ul style="list-style-type: none"> Targets to be established in the contract and noted 	<ul style="list-style-type: none"> The Authorizer will meet 		

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence State whether evidence is from: document /interview/site visit/other source (describe)	Meets Performance Expectations: Yes/No/Partially
Parent and Community Engagement	<ul style="list-style-type: none"> Parent participation in their children’s education and in operation of the school 	representatives, including local non-charter public schools <ul style="list-style-type: none"> Regular and clear communications to and from parents and caregivers regarding operations of the school and about their children specifically Participation in parent-teacher meetings Parent and family participation in school-sponsored activities, including volunteer and fundraising activities 	in school handbooks for parents and students <ul style="list-style-type: none"> Plan for parent conferences established, and records maintained 	annually with a representative group of parents to review their sense of school compliance with target practices <ul style="list-style-type: none"> School will present evidence of parental feedback and their subsequent actions 		
Transportation and Food Service	<ul style="list-style-type: none"> As planned in application and approved in contract 	<ul style="list-style-type: none"> Records of Costs and Student Utilization 	<ul style="list-style-type: none"> As Outlined in Feb. 5th “Transportation Variables” Document Breakfast and Lunch offered to all students 	<ul style="list-style-type: none"> State/Local inspection of facilities in accordance with health and safety laws 	<ul style="list-style-type: none"> Year 1, 6 month report, Annually thereafter 	

Figure 3.1 Performance Based Indicators

These performance indicators will be applied as students take weekly or end-of-unit based tests. Teachers will assess student levels against these criteria and identify early-on those student in the Fail/Below Basic and Fail/Basic levels and prepare a plan to work with those students to help them achieve the proper levels while continuing on with the curriculum implementation.

Metrics will be prepared by grade level and subject taught with attention given to areas identified as having shortfalls and gaps along with a "get-well" plan devised by the teachers and administrative team. These metrics will be provided to the local school district. A sample of a metric is shown at Figure 3.2

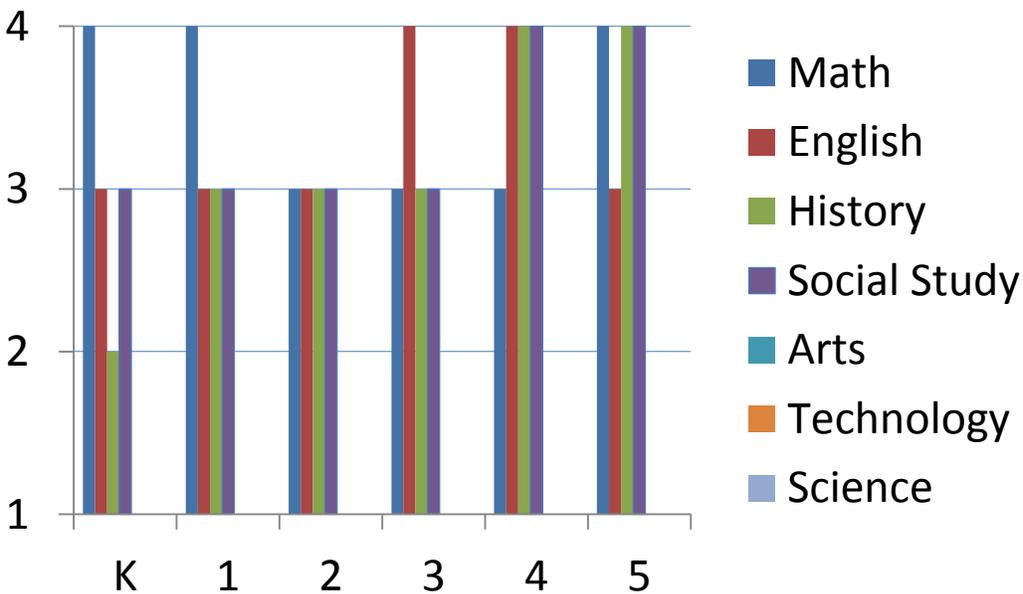


Fig 3.2 The axis 1-4 represent the 4 levels of performance as shown in the VDOE descriptors with 4 being Pass/Advanced

The Academy will use year-one of the charter term to establish Standard of Learning baselines.

- The Academy SOL scores shall be equal to or better than the local district and state in two-years;
- The Academy's Standard of Learning scores shall be better than both the local district and state in years 3-5 of the charter contract.

If the Academy's first year Standard of Learning scores is lower than both the local district and the state:

- The Academy shall have until the end of Year 2 of the charter term to close the gap between the Charter School and whichever score is higher, the local district or the State;
- In year three-five of the charter term the Academy scores shall be better than both the local district and the state.

3.2 Related Measurable, Educational Objectives

Educational objectives are determined through consistent and comprehensive testing of students as they progress through the designed curriculum. Testing is established on a weekly or unit of study basis that corresponds with, and prepares the students for annual SOL testing.

Our goal is to ensure that all students achieve high levels of literacy in English and Reading to exceed SOL rate an individual learning plan will be designed to meet individual education needs.

The core subjects align with Section 22.1-253.13 Code of Virginia learning objectives in English, mathematics, science, and history and social science. All students will exceed SOL rates at 90%-95%.

Provide a nurturing, respectful and caring environment where children are excited about learning and pursue totals and parental support to achieve high test scores on the Standards of Learning Assessment.

“ Learning is about change, a realignment of priorities with emphasis on becoming the best person you can become ”

4.0 EVIDENCE OF SUPPORT

4.1 How Parents, the Community, and other Stakeholders were involved in Supporting the Application for the Public Charter School.

The BBW Academy organizers work diligently in the community to reach out to people with school age children affected by socio-economic conditions that could affect the learning process. We engage local churches to provide a venue for the BBWA to inform parents of the school and its advantages. We provide parents with a form to give us feedback and inform us of their desire to have their children participate in the school. This gives us a strategic interest/participation level upon which we base enrollment and budgeting.

Parents assist in spreading the word through neighborhood meetings and word-of-mouth. Parents have helped dramatically in obtaining signatures in support of the charter school and provide pass along documentation.

Parents and interested participants are directed to the BBWA web site at these meetings which provides them with in-depth information to guide their decision making.

The BBWA follows up with emails to those interested parents with information that they can use and forward to other families that have identified an interest in the school.

In 2013-14 parents and grandparents in the Norfolk zip codes (23504-23509) were surveyed at various locations, families attending large churches, families participating in workshops at the Norfolk History Museum, African American Historical Events, and families living in the Housing Units. At each location, the Academy provided displays to enhance understanding of the innovative curriculum using the museum learning model as its conceptual framework.

Other displays and lessons designed by members of the Board, and round table 75 discussions with community members, helped participants experience the Constructionist Theory of Learning. The surveys of 199 parents revealed a strong interest for acquiring more information about this innovative curriculum. As the community learned more about the museum learning model, the demand for educational choice became paramount. This result was captured locally through community meetings, community leaders, and conversations with museum personnel.

Questionnaires were used, in addition to demographic study and dialogue, and questions from inquiring families. As people reviewed literature and engaged in discussion groups, over 89% of the participants indicated an interest to partake in future collaborations. Although having strong educational intentions, many parents are concerned that the public education system sometime does not have the requisite flexibility to address the interactive and hands-on needs.

The support was overwhelming as the news spread through the community by leaders, churches and others. To ensure that we meet the needs of our students, the following quarterly assessment questions will guide evaluations among leadership, staff, parents, and interested community members:

- Parents explain the standards of learning.
- Are students meeting the program's student-learning benchmarks?
- Does the curriculum support the student-learning benchmarks?
- Does the environment support student learning benchmarks?
- Is the curriculum based upon a solid core of knowledge that supports the entire learning experience for students?
- What changes need to be made in the curriculum as a result of assessment?
- What changes do we need to make to reflect continuous improvement?
- Does the program provide the students with appropriate opportunities to apply their learning in various venues?

Promotion Criteria: Promotion from grade to grade will be based on a variety of indicators, including the meeting of grade-level Virginia Standards of Learning. The Academy intends to carefully evaluate the possibility of retention and anticipates that often retention will not be in the best interest of the child unless there are significant academic gaps across all subjects. Those academic gaps will be measured using formative and summative assessments, observations, standardized test data and examples of student work.

If there is a need to consider a child for retention, parents will be notified as early as November and no later than the end of the second grading period. Once a child is identified as “At Risk of Retention” a “Promotion in Doubt” evaluation process will begin. Parents, classroom teachers and the administrator will work together as a team to create a targeted academic plan to help prevent retention. Classroom teachers will also work with the family of the child to offer suggestions for out of school interventions and suggestions for activities to do while at home.

4.2 Tangible Evidence of Support for the Public Charter School

The BBWA validates the community support through obtaining signatures on petitions in support of the charter school. In most cases, those who sign have children that will be attending the school in the coming school year.

Typically, we enlist 25-35 families per meeting we hold and currently we conduct approximately 20 meetings of this nature in the Norfolk area. This gives us a database of more than 500 potential students in the area.

The BBWA has committed 199 students for the start of the 2015-2016 school year meeting our objective of 200 students in year 1 of operation.

4.3 How Parental Involvement will be used to Support the Educational Needs of the Students, the School’s Mission and Philosophy, and its Educational Focus.

Of course, the Academy will support a Parent-Teachers Association. We strive to involve 100 percent of the parents in various capacities in the school to provide a sense of ownership in the school and its objectives.

We encourage and foster interest groups of volunteers who assist in marketing the school, recruiting and identifying new students. Parents make up a large faction of support necessary to operate the school by providing classroom support, monitoring security, overseeing lunches,

facilitating students on/off buses, providing after hours tutoring and mentoring, and assisting students in the health (sick) room.

Beyond the call for support from parents, the BBW Academy provides a venue for parents that is not found in other schools. We offer a curriculum for parents.

Activities and programs we will offer for parents will include:

- Bi-annual parent meetings similar to “Back to School Night” conducted by grade level
- Bi-annual parent conferences similar to “Touching Bases” conducted by grade level
- Formation of a child-centered PTSA with the desire to see all children excel in their classes.
- Inclusion of parents on professional development teams, including soliciting feedback via a survey twice each year on teacher performance and school services. This survey will be reviewed by faculty and school leadership to assist in evaluating and improving our school’s performance and services to ensure we are meeting parents’ expectations.
- Monthly status of student for parents’ activities. This includes information sent home to parents. Includes activities parents can do to stay involved in their child's learning process.
- Student Night, quarterly student presentations
- “Turning the Page” literacy building and parent education activities. “Turning the Page” is a non-profit organization that works with schools to build literacy through student-parent workshops held after-school regularly throughout the school year. This organization’s expertise is in creating parent engagement in schools with high numbers of low-income and minority students.
- Volunteer and assist their child in giving a quarterly report on their research project
- Academy Volunteers

All parents will sign an agreement that states they understand the commitment of their child attending the Academy. Three things emphasized in that agreement will be:

- Parents understand and support the full-year calendar and extended-learning day and they will make every effort for their child to attend school based on this full-year calendar.
- Parents understand the mission of the Academy, which includes the goal of all students attending the Academy. They will work towards and support their child in pursuing course goals, including taking part in activities that educate their family on the advancing the process and assist them with life planning.
- Parents will make every effort to participate in parent activities and programs offered by the school and be willing to make their child’s education a priority for their family.

5.0 STATEMENT OF NEED

5.1 Statement of Need for a targeted school population

The challenge is closing the achievement gap that exists among socio-economic and racial/ethnic groups in the Virginia and poverty is on the rise in urban and rural communities. Likewise, overcrowded classrooms and schools, children with immigrant ancestry from other regions of the world are also rising. 55% of children in Hampton Roads live in immigrant families with foreign-born parents, most of the children are at-risk. Again, these numbers are larger in specific communities such as in eastern portion of the county. Recent demographic data, however, demonstrates Virginia is becoming more and more like an urban center with areas of high poverty and a large minority population. The traditional view of Hampton Roads no longer reflects the reality. To effectively address this demographic shift, we must be willing to modify our educational approach by providing smaller classes, longer school days and year-round schooling, with a unique common sense learning model.

5.2 Why Charter School is being formed

We recognize the challenges of students and this is why we are creating a school that provides a full-year calendar, extended learning hours and a small learning environment. Many students in these communities do not have the support and guidance at home from family to help them succeed in school. Our school provides a small learning environment that allows our faculty to know each students' individual needs and to more easily reach out to each students' families. Too often, students from at-risk backgrounds become turned off from school, fail and drop-out is because they feel alienated by the large school environment. Our small learning environment makes it impossible for a student to become lost and to not get adequate attention from our faculty to address their needs. This not only includes knowing a students' academic and social needs, but also knowing a students' family. Because we have a small student population, our faculty will reach out to and know every student's family.

Our Academy will provide more time for students to be in school through our full-year school calendar and extended learning hours. One of the factors that makes success in school challenging for at-risk students is they do not have supports at home to help them succeed in education. The more we can have these students at school, involved in productive activities – academic, social, recreational and service-oriented – the more successful these students will be. It is a priority for our school to keep our doors open for students as much as possible so students can utilize the school and the programs and services it has to offer to the fullest extent of learning possible. The more time we have with students at our school and involved in our school's programs, the more likely students will be successful.

The Museum Learning Academy will serve as a thread which weaves the community together and emerges as a tapestry for fulfilling the academic needs hopes and dreams of children for a better quality of life as we build mutual knowledge, skills, and increase their academic proficiency. Our model transforms learning through child centered learning and enhanced parent and community involvement.

Our Academy is committed to providing the benefits of diversity within our school learning community and therefore seeks to create a student body that reflects the economic and ethnic

composition includes minority students and students whose families meet the criteria for free or reduced cost lunch.

The small school setting of approximately 400 students in grades K-5th grade by year two of the charter would help achieve the objective of closing the achievement gap between black and white students, as well as provide another alternative for parents seeking a smaller, more personalized learning environment for their child.

This charter school provides an alternative to potential underperforming schools or environments in current schools that are counterproductive to helping students achieve objectives.

At the BBW Academy, we offer smaller classes and creative approaches to learning. Historically, studies have found that charter schools perform more proficiently than public schools and deal with less red tape. Overall, we have the potential to provide more innovative opportunities to students.

5.3 Why a Public Charter School is an Appropriate Vehicle to Address the Identified Need

As the population continues to grow, the charter school can help to relieve crowding in some of the other public schools. As it grows, our local community can provide a wide range of expertise to enhance the educational opportunities available to our students. The BBWA Charter School has planned an integrated curriculum that focuses on "Museum Learning" and incorporates community resources and learning institutions in the implementation of that curriculum.

The Academy will offer parents educational Choice to expand learning opportunities for children by partnering with other institutions of learning. Our Academy is an appropriate vehicle to address identified academic needs cited in improving SOL pass rates. No one educational program is appropriate for all students; all students have different needs, learn at various rates and have different learning styles.

The Academy staff will empower students to reach their fullest potential by giving them all of the necessary resources. It's more than just receiving an education, it's about learning to grow. There are closer parent-teacher-community relationships. We have the flexibility to extend school days and hours, to build our curriculum based on the needs and interest of students.

6.0 EDUCATIONAL NEED

6.1 Synopsis of Charter School's Education Program

Synopsis of Museum Learning is student-centered, project-based, inquiry based and Interdisciplinary program. The Virginia State Standards in all subject areas form the expectations for all project-based work. We use multiple kinds of texts to support learning (real books, text books, primary sources, web sources). Students are not bound by grades; students move through grade expectations when they have mastered them.

The curriculum is organized into nine-week thematic units, creating an integrated approach to learning. The lessons and ideas from one classroom subject are reinforced in other subjects and learning expeditions. Students examine the lesson themes from all angles and create museum-style exhibits to demonstrate what they have learned. Four times a year, they share these projects and their knowledge with parents and other community members at Exhibit Night.

Example, a second grade class in Science may work on creating a planet, or in Mathematics calculate the areas of your living room, or find the median in these sets of numbers.

The standards of learning are integrated into the curriculum. The curriculum will include prevention, intervention, remediation and enrichment for all students.

Children are the living messages that we send to the community in our work in a time that most of us will never see.

6.2 Pupil Performance Standards and Curriculum

The following paragraphs outline our carefully crafted curriculum and standards which are aligned to the SOL framework for each level K-5.

6.2.1 K-5 Curriculum Overview

K -Standard Curriculum integrated with Museum Learning

The Academy will follow the Virginia Standards of Learning curriculum in all subjects, with students taking end-of-course exams as prescribed.

English: Oral Language Reading and Writing

- k.1 The student will demonstrate growth in the use of oral language by listening to a variety of literary forms, including stories and poems by:
listening to text read aloud; asking appropriate questions and making appropriate comments about the text.
- k.2 Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs and stories with related patterns

- k.3 Participate in oral generation of language experience narratives (dictating sentences)
- k.4 Participate in dramatics (to retell familiar stories, songs, family pet, etc.)
- k.5 The student will build oral communication and reading of how print is organized and read stories, match words, letters, sentences and end punctuation.

Reading:

The student will apply knowledge of how print is organized and read.

- a) Read from left to right and from top to bottom. The student will demonstrate the ability to read from left to right and from top to bottom by:
- Tracking print from left to right and top to bottom.
 - Following print from one line to the next line (return sweep).
 - Holding printed materials in the correct position.
 - Turning pages in sequence.
- b) Match spoken words with print. The student will demonstrate the ability to match spoken words with print by:
- Matching spoken words to printed words in isolation and in content.
 - Reading with a one to one correspondence of spoken words and written words.
 - Turning pages in sequence
 - Identify letters, words, sentences, and ending punctuation
 - The student will demonstrate the ability to identify letters, words, sentence, and ending punctuation by differentiating between letters and words. Naming the upper and lower case letters.
 - Locating and framing words in sentences.
 - Reading words and locating capital letters, periods, question marks in sentences
 - Recognizing spaces between words in sentences. Locating capital letters, periods, question marks.

Mathematics: Computations, coin values

- k.1 The student will be given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having fewer, more, or the same number of members as the other set, using the concept one-to-one correspondence.
- Compare and describe each member of the set of objects.
 - Match each member of one set with each member of another set.
 - Given a set of objects, construct a second set which has more, fewer, or the same number of objects.

k.2 Students will identify the parts of a set and/or region that represents fractions, halves and fourths.

- Recognize fractions as representing parts of equal size of a whole combine two sets and count the combines set using up to 10 concrete objects to determine the sum.
- Given a region identify half/and or a fourth of the region.
- The student will recognize a penny, nickel, dime and quarter.
- Estimate and measure length using standard and nonstandard units of measure.
- Estimate and measure weight (including more/less).
- Choose the correct instrument of measurement.

The student will create and solve one step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts. Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts). Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.

Identify and model halves, thirds, and fourths of a whole, using the set model (e.g., connecting cubes and counters), and region/area models (e.g., pie pieces, pattern blocks, geoboards, paper-folding, and drawings). Name and write fractions represented by drawings or concrete materials for halves, thirds, and fourths. Represent a given fraction using concrete materials, pictures, and symbols for halves, thirds, and fourths. For example, write the symbol for one-fourth, and represent it with concrete materials and pictures.

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Recognize the pattern in a given rhythmic, color, geometric figure, or numerical sequence.

Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence. In terms of the core (the part of the sequence that repeats). Extend a pattern, using manipulates, geometric figures, numbers, or calculators.

Transfer a pattern from one form to another.

Create a repeating or growing pattern, using manipulates, geometric figures, numbers, or calculators.

Science: Scientific Investigations, Reasoning and Logic

The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which,

- a) Basic characteristics of objects are identified by direct observation

- b) Observations are made from multiple positions to achieve different perspectives
- c) A set of objects is sequenced according to size,
- d) A set of objects is separated into two -groups based on a single physical characteristic
- e) Force, motion and energy; matter; life processes and interrelationship in earth/space systems

The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include:

- Basic needs include adequate air, food, water, shelter and space (habitat); animals, including humans, have many physical characteristics and animals can be classified according to a variety of characteristics.

History and Social Science: People and Events

k.1 The student will recognize that history describes events and people of other times and places by:

- Identifying examples of past events in legends, stories and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln.
- Identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King Jr. Day, Presidents' Day and Independence Day (Fourth of July).

k.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

k.3 The student will describe the relative location of people, places and things using positional words, with emphasis on near/far, above/below, left/right and behind/in front.

k.4 The student will construct a simple map of a familiar area using basic map symbols in the map legend.

k.5 The student will describe how the location of his/her community, climate and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Science: Scientific investigations, observation, sequence, senses, measurement

Our Science, Technology and Math program is available as interactive online versions as well as print options that fit within SOL's curricula. The program will be part of exciting after-school and out-of-school program. It includes articles, hands-on lab activities, videos, games / digital labs, and other multimedia resources and; Customized lesson plans, extensions, interdisciplinary connections, and teacher resources for alignment, assessment and more.

a) The senses are used to observe differences in physical properties;

- b) observation are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) Objects or events are classified and arranged according to characteristics or properties;
- d) Simple tools are used to enhance observations;
- e) Length, mass, volume, and temperature are measured using nonstandard units;
- f) Inferences are made and conclusions are drawn about familiar objects and events;
- g) A question is developed from one or more observations;
- h) Predictions are made based on patterns of observation;
- i) Observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers
- j) Simple investigations and experiments are conducted to answer questions.

Force, Motion, and Energy; Earth and Space System, and Earth Patterns, etc.

Character Education: Respect, Responsibility, Honesty, Trust, Caring, Fairness, Self-Discipline, Perseverance, Courage, Citizenship

Civics

The student will demonstrate that being a good citizen involves:

- Taking turns sharing
- Taking responsibility for certain classroom chores
- Taking care of personal belongings and respecting what belongs to others
- Following rules and regulations
- Using self-control, practicing honesty, and kindness towards others
- Participating successfully in group settings

Health and Physical Education: Healthy Body Healthy Mind

- k.1 The students will demonstrate the correct critical elements used in all locomotion skills
- k.2 The student will demonstrate the ability to: locate and identify selected body parts
- k.3 The student will demonstrate contrasts in spatial relationships and effort while traveling
- k.4 The student will demonstrate improvement in locomotion, non-manipulative, and manipulative skills while applying the movement concepts (walking, running, etc.).

Extra-Curricular Activities K-5th Grade:

• Art	Tutorial Program	Seasonal Spots
• Music	Scholastic Bowl	Preparation for SOLs
• Dance	Technology, Science and Math classes	
• Chess	Robotics	
• Mandarin	Band	
• Computer games		
• Nutrition and Healthy Eating Habits		

Assessment:

K-3 test in History and Social Science can be found on the Internet and at Turing Point Cloud. Teachers developed tests to use during the interim.

Museum learning and related classroom learning activities will be integrated into classroom lessons to give the student firsthand experience and exploration of each new unit. Museum exhibits provide as great supplements to the formal, structured, curriculum-driven model of learning encountered in classrooms.

6.2.2 First Grade Curriculum

First Grade Standard Curriculum Integrated with Museum Learning

English: Oral Language Reading and Writing

The student will continue to demonstrate growth in the use of oral language. To be successful students must:

- Listen and respond to a variety of electronic media and other appropriate materials, follow rules for conversation by staying on the topic, waiting for turn to talk, using a good, clear speaking voice, using voice level and intonation appropriate phrasing in conversation.
- Adapt or change oral language to fit the situation.
- Ask and respond to questions.
- Follow two-step directions.
- Give simple two step oral directions.
- Using words of time and position including first, second, next, on, under, beside, and over to give directions orally.
- Create rhyming words.
- Blend sounds to make one-syllable words.
- Form letters and write notes to Mother and Father.
- Phonics apply principles to read and spell.

Writing: Print legibly, form letters, use standard letter formation and numbers.

World Languages - Elementary Spanish Program

Our Elementary Spanish Program is an academically stimulating and enriching program for developing oral proficiency in Spanish.

Students enter the program in first grade and continue through fifth grade. They meet in Spanish class two periods over a six-day scheduling cycle for forty minutes each period. At the end of fifth grade, students move from their elementary language study into the sixth through twelfth grade program.

Our goal is to prepare students to know, think, and act in promoting the Scarsdale Education for Tomorrow. Through their exposure to a world language,

- Students develop at a young age the necessary skills to communicate in Spanish and to respect other cultures in our world. Our instructional model promotes a nearly exclusive

use of Spanish during class time in a variety of settings. These include activities as a whole class, as partners, and as individuals with the teacher.

We incorporate culture through art, handicrafts, dance, music through songs, chants and rhythms, social amenities, holidays and culinary experiences.

We encourage parental involvement with their children each day in reviewing topics or work that is being studied in Spanish class. Parents may use our school webpages to view what is happening in each curricular unit and how they may assist their children at home.

First Grade

The first grade Spanish curriculum focuses on developing receptive and expressive language skills. We create a comfortable, nurturing environment so students are willing to take risks and participate. We use total physical response activities, where students listen to and carry out spoken commands. It is the combination of speech and action modeled after the way children learn their native language.

Topics and vocabulary words connect to first grade curriculum in math, social studies, and science; For example, students learn Spanish vocabulary words that relate to the "egg to chick" science unit and learn how to do simple math problems in Spanish.

Technology Connections

- SMART Board Applications
- Voice thread

At the end of first grade students are able to:

- State their name
- Ask and respond to how they feel
- Identify the day of the week
- Speak about the weather
- Count from 0 to 12
- Identify numbers 0-12 out of sequence
- Identify colors and shapes
- Identify immediate family members
- Identify basic body parts
- Identify and describe farm animals
- Express likes and dislikes regarding food

Mathematics: Number Identification

Mathematics has a language of its own and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students will be encouraged to use correctly the concepts, skills, symbols and vocabulary.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level.

Instruction in the process of problem-solving will need to be integrated early and continuously into each student's mathematics education.

- The student will count from 0-100 and write corresponding numerals and group a collection of up to 100 objects into tens and ones and write corresponding numeral to develop an understanding of place value.
- The student will count forward by ones, two's, five's and ten's to 100 backward to 100 and back by ones from 30.
- Write numbers correctly.
- Skip count orally by twos to 100 using concrete objects to identify and model halves, thirds and fourths of a whole
- Select a reasonable magnitude for a given set from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral e.g. 5.50, and 500 jelly beans in jars, in a familiar problem situation
- Students will compare using concepts of more, less and equivalent, the volumes of two given containers and weight/mass of two objects, using balance scale.

History and Social Science Logic: People and Events

- The student will interpret information presented in picture time lines to show sequence of events and will distinguish among past, present and future.
- The student will describe stories of American leaders and their contributions to our country, with emphasis on George Washington Carver, Eleanor Roosevelt, Benjamin Franklin, Abraham Lincoln and George Washington.
- The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day. Science: Scientific Investigations energy, motion, vibrations, sound, life processes, plants, animals' basic needs and classification.
- The student will develop map skills by recognizing basic map symbols, including reference to land, water, cities and roads using cardinal directions on maps ~ identifying the shapes of the United States, Richmond the capital of Virginia.

Civics

The student will apply the traits of a good citizen by:

- Focusing on fair play, exhibiting good sportsmanship, helping others and treating others with respect.
- Recognizing the purpose of rules and practicing self-control working hard in school taking responsibility for one's own actions, valuing honesty and truthfulness in oneself and others.
- Practicing in class decision making through voting recognize the symbols and traditional practices that honor and foster patriotism in the United States by identifying the American Flag, bald eagle, Washington Monument and Statue of Liberty.
- Demonstrating respect for the American Flag and Pledge Allegiance.

Science:

The first grade standards continue to stress basic science skills in understanding familiar objects and events; moving objects, simple solutions and important natural resources.

The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:

- The senses are used to observe differences in physical properties.
- Observance are made in multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy.
- Objects or events are classified and arranged according to characteristics or properties.
- Simple tools are used to enhance observations.
- Predictions and inferences are made based and conclusions are drawn about familiar objects and events.
- Simple investigations and experiments are conducted to answer questions.
- Life processes, Matter, force, motion and energy are studied.
- Interrelationships in earth/space systems are investigated.

Character Education: Our Academy virtues, justice, self-control, good judgment, courage and kindness.

The student will demonstrate the ability to:

- Understand and demonstrate safe and cooperative behavior.
- Work independently for short periods.
- Develop skills for participation in new activities
- Work with others in school and community

Health and Physical Education:

A child has more capacity to assimilate information when they have a healthy body. Our program allows students to explore, experiment, and experience a wide range of physical activities without excessive peer pressure. We adhere to the Standards of Learning set forth by the Virginia Department of Education.

The student will be able to demonstrate the application of the movement concepts of direction, levels, pathways, force, and speed according to locomotive skills, non-manipulative skills and manipulative skills.

The student will identify changes in the body that occur during moderate to vigorous physical activity.

Assessment: Teacher-made test and worksheets biweekly or quarterly.

**6.2.3 Second Grade Standard Curriculum with Museum Learning
English: Oral Language Reading and Writing**

Reading continues to be a priority in second grade. The student will be immersed in a print- rich environment, filled with fiction and nonfiction selections, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read age-appropriate familiar selections with fluency and expression. Students learn comprehension strategies for fiction and nonfiction materials. Students are asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social studies. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

The student will demonstrate an understanding of oral language structure.

a) Create oral stories to share with others.

The student will demonstrate the ability to create oral stories to share with others by:

- Using the story structure of beginning, middle and end to tell a story of an experience.
- Adding appropriate elaboration and detail while recounting or describing an event.
- Retelling familiar stories.
- Comparing parts of stories to his/her own experiences.
- Describing at least two traits about each story character.
- Identifying the setting in terms of time and/or place.

b) Create and participate in oral dramatic activities by identifying and using synonyms and antonyms.

The student will demonstrate the ability to identify the use of synonyms and antonyms by:

- Recognizing when words are being used to mean contrasting or opposite things in oral language.
- Recognizing when words are being used to mean the same or similar things in oral language.
- Using synonyms and antonyms in oral communication.
- Stating a synonym for a given word or using it in a sentence.
- Stating an antonym for a given word and using it in a sentence.

The student will use phonetic strategies when reading and spelling.

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- Exclusive use of Spanish during class time in a variety of settings. These include activities as a whole class, as partners, and as individuals with the teacher.

We incorporate culture through art, handicrafts, dance, music through songs, chants and rhythms, social amenities, holidays and culinary experiences.

We encourage parental involvement with their children each day in reviewing topics or work that is being studied in Spanish class. Parents may use our school webpages to view what is happening in each curricular unit and how they may assist their children at home.

Second Grade

Students review and build upon the first grade curriculum. They begin to develop writing and reading skills and continue to make interdisciplinary connections to their other subject areas. We integrate music, dance, and art into the units, which are related to the culture of Spanish speaking countries. Some common whole-class or partner activities include speaking and action scenarios, listening to stories and responding to questionnaires, and describing others or animals.

Curriculum Topics

Numbers 0-20	Additional likes and dislikes
Classroom Instructions	Clothing
Parts of the Body	House
Alphabet	Spanish-speaking countries
Family	Community
Foods	Zoo animals

Technology Connections

- SMART Board Applications
- Google apps
- Pixie

At the end of second grade students are able to:

- Identify the date, days and months
- Count from 0 to 20
- Discuss the colors and shapes of objects
- Express likes and dislikes
- Name the members of the extended family
- Express simple vocabulary associated with rooms of the house
- Identify places in the community
- Identify basic articles of clothing
- Identify and describe common zoo animals
- Locate Spanish-speaking countries on a map of the world

Mathematics: Place value, Identification, number sense, rounding

The student will:

- a) Read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;
 - b) Round two-digit numbers to the nearest ten; and c) compare two whole numbers between 0 and 999, using symbols ($>$, $<$ or $=$) and words (greater than, less than, or equal to).
- Demonstrate the understanding of the ten-to-one relationships among ones, tens, and hundreds, using manipulatives (e.g. beans and cups, Base- 10 blocks, bundles of 10 sticks).
 - Determine the place value of each digit in a three-digit numeral presented as a pictorial representation.
 - Representation (e.g., a picture of Base-10 blocks) or as a physical representation (e.g., actual Base-10 blocks).
- ✓ Write numerals, using a Base-10 model or picture.
 - ✓ Read three-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number.
- Identify the place value (ones, tens, hundreds) of each digit in a three-digit numeral.
 - Determine the value of each digit in a three-digit numeral (e.g., in 352, the 5 represents 5 tens and its value is 50).
 - Round two-digit numbers to the nearest ten.
- ✓ Compare two numbers between 0 and 999 represented pictorially or with concrete objects
 - ✓ (e.g., Base-1 0 blocks), using the words greater than, less than or equal to.
 - ✓ Read, write, and order numbers 1 to 1,000.

The student will

- a) Identify the ordinal positions first through twentieth, using an ordered set of objects;
- b) Write the ordinal numbers.

- Count an ordered set of objects, using the ordinal number words first through twentieth.
- Identify the ordinal positions first through twentieth, using an ordered set of objects.
- Identify the ordinal positions first through twentieth, using an ordered set of objects presented in lines or rows from left to right; right to left; top to bottom and bottom to top.
- Write 1st, 2nd, 3rd, through 20th in numerals.
- Identify odd/even ordinal numbers.

The student will:

a) Identify the parts of a set and /or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;

b) Write the fraction; and c) compare the unit fractions for halves, thirds, fourths, sixths, eighths and tenths;

- Recognize fractions as representing equal-size parts of a whole.
- Identify the fractional parts of a whole or set for $\frac{2}{2}$, $\frac{3}{2}$, $\frac{2}{7}$ and $\frac{7}{7}$, etc. $\frac{2}{2}$ $\frac{3}{4}$ $\frac{6}{8}$ $\frac{1}{10}$
- Identify the fraction names (halves, thirds, fourths, sixths, eighths, tenths,) for the fraction notations $\frac{2}{2}$, $\frac{2}{3}$, $\frac{2}{2}$ $\frac{3}{4}$ $\frac{6}{7}$, and $\frac{7}{8}$ $\frac{1}{10}$.
- Represent fractional parts of a whole for halves, thirds, fourths, sixths, eighths, tenths using region/area models (e.g., pie pieces, pattern blocks, geoboards);
- * Sets (e.g., chips, counters, cubes); and measurement models (e.g., fraction strips, cuisenaire rods, connecting cubes).
- * Compare unit fraction ($\frac{1}{1}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{6}{8}$ and $\frac{1}{1}$) using the words greater than, less than, or equal to and the symbols ($>$, $<$, $=$).

The student will:

a) Count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;

b) Count backward by tens from 100; and

c) Recognize even and odd numbers.

- Determine patterns created by counting by twos, fives, and tens on a hundred chart.
- Skip count by twos, fives, and tens to 100, using manipulatives, a hundred chart, mental mathematics, a calculator and/or paper and pencil.
 - ✓ Skip count by twos, fives, and tens to 100. Count backward by tens from 100.
 - ✓ Use objects to determine whether a number is odd or even.

The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.

- Recall and write the basic addition facts for sums to 20 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.

The student, given two whole numbers whose sum is 99 or less, will

- a) estimate the sum; and
 - b) find the sum, using various methods of calculation.
- Regroup 10 ones for 1 ten, using Base-10 models, when finding the sum of two whole numbers whose sum is 99 or less.
 - Estimate the sum of two whole numbers whose sum is 99 or less and recognize whether the estimation is reasonable.
 - Find the sum of two whole numbers whose sum is 99 or less, using Base-10 models, such as Base-10 blocks and bundles of tens. Solve problems presented vertically or horizontally that require finding the sum of two whole numbers whose sum is 99 or less, using paper and pencil.
 - Solve problems, using mental computation strategies, involving addition of two whole numbers whose sum is 99 or less.

The student, given two whole numbers, each 99 or less, will estimate the difference; and find the difference, using various methods of calculation.

- Regroup 1 ten for 10 ones, using Base-10 models, such as Base-10 blocks and bundles of tens.
- Estimate the difference of two whole numbers each 99 or less and recognize whether the estimation is reasonable.
- Find of difference of two whole numbers each 99 or less, using Base-10 models, such as Base-10 blocks and bundles of tens.
- Solve problems presented vertically or horizontally that require finding the difference of two whole numbers each 99 or less, using pencil and paper.
- Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.

The student will create and solve one and two-step addition and subtraction problems, using data from simple tables, picture graphs and bar graphs.

- Identify the appropriate data and the operation needed to solve an addition or subtraction problem where the data is presented in a simple table, picture graph, or bar graph.
- Solve addition and subtraction problems requiring a one- or two- step solution, using data from simple tables, picture graphs, bar graphs, and everyday life situations.

History and Social Science: Contributions of Ancient China, Ancient Egypt, American Indians.

Community Life. Civics: Good Citizenship, Contributions of Americans, People of Virginia:

Civics

The student will explain the responsibilities of a good citizen, with emphasis on:

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Science: Scientific Investigation: Observation, Measurement, Classification, And Investigation Process

The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which;

- a) Observations and predictions are made and questions are formed;
- b) Observations are differentiated from personal interpretation;
- c) Observations are repeated to improve accuracy;
- d) Two or more characteristics or properties are used to classify items;
- e) Length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;

The student will analyze data displayed in picture graphs, pictographs, and bar graphs.

- a) Analyze information from simple picture graphs, pictographs, and bar graphs by writing at least one statement that covers one or all of the following:
 - Describe the categories of data and the data as a whole (e.g., the total number of responses).
 - Identify parts of the data that have special characteristics, including categories with the greatest, the least or the same.
 - Select the best analysis of a graph from a set of possible analyses of the graph.

Character Education: Our academy virtues, justice, self-control, good judgment, courage and kindness.

The student will demonstrate the ability to:

- a) Work with class peers in cooperative group activities.
- b) Understand treating others with respect.

Health and Physical Education: A child has more capacity to assimilate information when they have a healthy body.

The student will continue to demonstrate the critical elements of loco-motor, non-manipulative, and manipulative skills (isolated, small parts of the whole movement).

- a) Demonstrate individually and with a partner the manipulative skills of throwing catching, kicking, striking, volleying, and dribbling.
- b) Demonstrate educational gymnastic sequences including balance, roll, transfer of weight, and flight.
- c) Demonstrate moving to a rhythm by combining loco-motor and non-loco-motor skills to perform basic folk and creative dance sequences.

The student will demonstrate the ability to:

- Demonstrate developmentally appropriate competence in combinations of fundamental motor skills performed individually and with others.
- Practice general movement vocabulary.
- Demonstrate motor skills when participating in low-organized games.
- Cooperative effectively with a partner and a group to accomplish an assigned task during games and activities.
- Demonstrate how to use space to move safely in different directions at varying speeds.
- Drop a ball and bat it against the wall after it bounces.
- Demonstrate smooth transition from one loco--motor skill to another (skip, hop, gallop, and slide).
- Demonstrate the skills of chasing, fleeing, and dodging to avoid others.
- Hit a ball repeatedly with a paddle.
- Kick a ball using all parts of the foot from a stationary position and while running.
- Change directions of travel from backward to forward to sideways quickly and safely without falling.
- Jump and land using a combination of one and two-foot takeoffs and landings.
- Roll smoothly in a forward direction without hesitating.
- Perform balance activities on both a balance board and a balance beam.
- Combine various traveling patterns rhythmically to music.
- Demonstrate symmetrical and asymmetrical shapes on a variety of body parts.
- Consistently hit a ball with a bat from a tee or cone.

The student will apply the basic movement concepts to change loco-motor, non-manipulative, and manipulative skills.

- Use the concept of relationships in dynamic movement situations (over, under, around, in front of, behind, and through).

Assessment: Teacher-made test bi-weekly or quarterly.

6.2.4 Third Grade Standard Curriculum Integrated with Museum Learning

English: Oral Communication: Interacting in Group Discussions, Presenting

The students in the 3rd grade will use effective communication skills in group activities.

- Listen attentively by making eye contact, facing the speaker, asking questions and summarizing what is said.

The student will demonstrate the ability to listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said by:

- Facing the speaker and making eye contact;
- Summarizing the conclusions reached in the discussion; and
- Asking clarifying questions of the speaker.

Ask and respond to questions from teachers and other group members.

The student will present brief oral reports using visual media.

- Speak clearly.

The student will demonstrate the ability to speak clearly by:

- Presenting information with expression and confidence;
- Evaluating own presentation, using class-designed criteria; and
- Presenting word jokes, puns, and dramatizations.

The student will apply word-analysis skills when reading.

- Use knowledge of regular and irregular vowel patterns.

The student will demonstrate the ability to speak at an understandable rate by:

- Adjusting rate of speech to a suitable level for the listener.

The student will demonstrate the ability to decode multisyllabic words by:

- Applying knowledge of the change in tense (ed), number (s), and degree (er and est) signified by inflecting endings; applying knowledge of roots; applying knowledge of affixes such as dis-, ex-, non-, pre-, -ly, and -ness; and ~ decoding regular multisyllabic words in order to read fluently.

The student will expand vocabulary when reading.

- Use knowledge of homophones.

The student will read and demonstrate comprehension of fictional text and poetry.

- Set a purpose for reading.

The student will demonstrate the ability to set a purpose for reading by:

- a) Previewing text, graphics, and pictures; formulating questions orally or in writing about the text; and reading the caption, title, and heading.
- b) Make connections between previous experiences and reading selections.

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We incorporate culture through art, handicrafts, dance, music through songs, chants and rhythms, social amenities, holidays and culinary experiences.

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Third Grade

Students continue to build upon themes in prior grades while they add new topics to their repertoire. Students explore maps of the United States, California and New York City

and are introduced to cardinal directions, as related to their social studies curriculum. They begin to use mini-books for practice in guided reading activities.

Curriculum topics

- Locations and directions on maps
- Places in New York City
- Methods of transportation
- Time
- House with specific rooms and furniture
- Leisure activities

- Sports
- Extended family and the family tree

Technology Connections

- SMART Board Applications
- GarageBand
- iPads

At the end of third grade students are able to:

- Count from 0 to at least 60
- State the day of the week and the date
- Talk about the weather and state the season
- Use cardinal directions to locate places on a map
- Talk about the rooms in their house
- Describe oneself and a partner
- Tell time by quarter and half hour
- Name sports and leisure activities
- Tell how they would travel from one place to another

Mathematics:

Place Value: Through Hundred Thousands, Standard and Expanded Form.

Rounding Numbers: Nearest Tens/Hundreds/Thousand, Estimation, Problem Solving.

The third grade standards place emphasis on using a variety of methods to solve problems involving addition and subtraction of whole numbers.

Students will learn the multiplication and division facts through the nines tables.

Concrete materials will be used to introduce addition and subtraction with fractions and decimals and the concept of probability as chance.

While learning mathematics, students will be actively engaged using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Students will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject.

Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level.

Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

The student will:

- a) Read and write six-digit numerals and identify the place value and value of each digit;
- b) Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
- c) Compare two whole numbers between 0 and 9,999, using symbols ($>$, $<$, or $=$) and words (greater than, less than, or equal to). Investigate and identify the place and value for each digit in a six-digit numeral, using Base-10 manipulatives (e.g., Base-10 blocks.)
 - Use the patterns in the place value system to read and write numbers.
 - Read six-digit numerals orally.
 - Write six-digit numerals that are stated verbally or written in words.
 - Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand.
 - Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand.
 - Determine which of two whole numbers between 0 and 9,999 is greater.
 - Determine which of two whole numbers between 0 and 9,999 is less.
 - Compare two whole numbers between 0 and 9,999, using the symbols $>$, $<$ or $=$.
 - Use the terms greater than, less than, compare the value of the bills and coins, and make change.
 - Count the value of collections of coins and bills up to 5.00.
 - Compare the values of two sets of coins or bills, up to \$5.00, using the terms, greater than, less than, and equal to make change from \$5.00 or less.

The student will estimate and use U.S. Customary and metric units to measure:

- a) Length to the nearest $\frac{1}{2}$ inch, foot, yard, centimeter, and meter;
- b) Liquid volume in cups, pints, quarts, gallons, and liters;
- c) Weight/mass in ounces, pounds, grams, and kilograms; and
- d) area and perimeter
- e) Estimate and use U. S. Customary and metric units to measure lengths of objects to the nearest $\frac{1}{2}$ of an inch, foot, yard, centimeter, and meter.,
- f) Determine the actual measure of length using U. S. Customary and metric units to measure objects to the nearest $\frac{1}{2}$ of an inch, foot, yard, centimeter, and meter.
- g) Estimate and use U. S. Customary and metric units to measure liquid volume to the nearest cup, pint, quart, gallon, and liter.
- h) Determine the actual measure of liquid volume using U. S. Customary and metric units to measure to the nearest cup, pint, quart, gallon, and liter.

- i) Estimate and use U. S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.
- j) Estimate and measure length to the nearest 1/8 inch.

The student will:

- a) Measure the distance around a polygon in order to determine perimeter;
- b) Count the number of square units needed to cover a given surface in order to determine area
- c) Measure each side of a variety of polygons and add the measures of the sides to determine the perimeter of each polygon.
- d) Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface.

The student will:

- a) Tell time to the nearest minute, using analog and digital clocks; and
- b) Determine elapsed time in one-hour increments over a 12-hour period.
- c) Tell time to the nearest minute, using analog and digital clocks.
- d) Match the times shown on digital clocks to written times and to each other.
- e) When given the beginning time and ending time, determine the elapsed time in one hour increments within a 12-hour period (times do not cross between am and pm)
- f) Solve practical problems in relation to time that has elapsed.
- g) Choose appropriate units to measure time.
- h) Find elapsed time to the hour on a clock.

The student will:

- Identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
- Identify equivalent relationships observed in a calendar, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year.
- Identify the number of minutes in an hour and the number of hours in a day.
- Locate dates on a time line.
- The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer.
- Real thermometers and physical models of thermometers will be used.
- Read temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.

The student will:

- Identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.

- Identify models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular prism, square pyramid, sphere, cone and cylinder) by name.
- Identify and describe plane geometric figures by counting the number of sides and angles.
- Identify and describe solid geometric figures by counting the number of angles, vertices, edges,- and by the number and shape of faces.
- Compare and contrast characteristics of plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism), by counting the number of sides, angles, vertices, edges, and the number and shapes of faces.
- compare and contrast characteristics of solid geometric figures (i.e. cube, rectangular prism, square pyramid, sphere, cylinder, and cone) to similar objects in everyday life (i.e., a party hat is like a cone).
- Identify characteristics of solid geometric figures (cylinder, cone cube, square pyramid, and rectangular prism).

The student will:

- Identify and draw representations of points, line segments, rays, angles, and lines.
- Identify examples of points, line segments, rays, angles, and lines.
- Draw representations of points, line segments, rays, angles, and lines, using a ruler or straightedge.
- Identify and draw lines and rays.

The student will:

- Identify and describe congruent and non-congruent plane figures.
- Identify examples of congruent figures.
 - ✓ Verify their congruence by laying one on top of the other using drawings or models.
 - ✓ Determine and explain why plane figures are congruent or non-congruent, using tracing procedures.

The student will:

- Collect and organize data, using observations, measurements, surveys, or experiments;
- Construct a line plot, a picture graph, or a bar graph to represent the data; and
- Read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.
 - ✓ Formulate questions to investigate
 - ✓ Design data investigations to answer formulated questions, limiting the number of categories for data collection to four.
- Collect data, using surveys, polls, questionnaires, scientific experiments, and observations.
- Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
- Construct a line plot with no more than 30 data points.
- Read, interpret and analyze information from line plots by writing at least one statement .
- Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.

- Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes.)
- Analyze and interpret information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.
- Describe the categories of data and the data as a whole (i.e., data were collected on four ways to cook or prepare eggs - scrambled, fried, hard-boiled, and egg salad - eaten by students).
 - ✓ Identify parts of the data that have special characteristics, including categories with the greatest, the least, or the same (i.e., most students prefer scrambled eggs).
 - ✓ Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs - eaten by students show that more students prefer scrambled eggs.
 - ✓ A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or prepare eggs.

History and Social Science: Contributions of Ancient Greece, Ancient Rome, Empire of Mali, American Leaders, Accomplishments of Explorers.

Ancient Rome: People, Architecture, Government, Sports, Influence on Modern Culture, Geography, Environmental Adaptations

The standards for grade three students include an introduction to the heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali.

Students should continue developing map skills and demonstrate an understanding of basic economic concepts.

Students will explain the importance of the basic principles of democracy and identify the contributions of selected individuals.

Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans by common principles.

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy) and sports. The student will study the early West African empires of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

The student will study the exploration of the Americas by:

- a) Describing the accomplishments of Christopher Columbus, Juan Ponce De Leon, Jacques Cartier, and Christopher Newport;
- b) Identifying reasons for exploring, the information gained, and the results from the travels, and the impact of the travels on American Indians.

The student will develop map skills by:

- a) Locating Greece, Rome, and West Africa;
- b) Describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) Explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

The student will develop map skills by:

- a) Positioning and labeling the seven continents and five oceans to create a world map;
- b) Using the equator and prime meridian to identify the Northern, Southern, Eastern and Western hemispheres;
- c) Locating the countries of Spain, England, and France;
- d) Locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan De Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
- e) Locating specific places on a simple letter-number grid system;

The student will explain how producers in ancient Greece, Rome and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

The student will explain the importance of the basic principles that form the foundation of a republican form of government by describing the individual rights to life liberty and the pursuit of happiness and equality under the law and identify the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall and Martin Luther King Jr.

Recognize that Veterans Day and Memorial Day honor those who have served to protect the country's freedoms.

Science: Scientific Investigation: Measurement, Classification, Prediction, And Graphing, Experimental

The third-grade standards place increasing emphasis on conducting investigations. Students are expected to be able to develop questions, formulate simple hypotheses, make predictions, gather data, and use the metric system with greater precision. Using information to make inferences and draw conclusions becomes more important. In the area of physical science, the standards focus on simple and compound machines, energy, and a basic understanding of matter.

Behavioral and physical adaptations are examined in relation to the life needs of animals.

The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, the water cycle, anti-animal and plant life cycles. Geological concepts are introduced through the investigation of the components of soil.

Scientific Investigation Reasoning and Logic

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which:

- a) Observations are made and are repeated to ensure accuracy;
- b) Predictions are formulated using a variety of sources of information;
- c) Objects with similar characteristics or properties are classified into at least two sets and two subsets;
- d) Natural events are sequenced chronologically;
- e) Length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques; time is measured to the nearest minute using proper tools and techniques; questions are developed to formulate hypotheses;
- f) Data is gathered, charted, graphed and analyzed;
- g) Unexpected or unusual quantitative data is recognized;
- h) Inferences are made and conclusions are drawn;

- i) Data is communicated;
- j) Model is designed and built; and
- k) Current applications are used to reinforce science concepts.

Force, Energy and Motion

The student will investigate and understand simple machines and their uses.

Key concepts include:

- a) Purpose and function of simple machines;
- b) Types of simple machines;
- c) Compound machines, and
- d) Examples of simple and compound machines found in the school, home, and work environment.

Matter

The student will investigate and understand that objects are made of materials that can be described by their physical properties.

Key concepts include:

- a) Objects are made of one or more materials;
- b) Physical properties remain the same as the material is changed in visible size; and
- c) Visible physical changes are identified.

Life Processes

The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment.

Key concepts include:

- a) Behavioral adaptation; and
- b) Physical adaptations.

The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains.

Key concepts include

- a) Producer, consumer, decomposer;
- b) Herbivore, carnivore, omnivore; and
- c) Predator and prey.

The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources.

Key concepts include:

- a) Aquatic ecosystems;
- b) Terrestrial ecosystems;
- c) Populations and communities; and
- d) The human role in conserving limited resources.

Interrelationships in Earth /Space Systems

The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans.

Key concepts include:

- a) Soil provides the support and nutrients necessary for plant growth;
- b) Topsoil is a natural product of subsoil and bedrock;
- c) Rock, clay, silt, sand, and humus are components of soils; and
- d) Soil is a natural resource and should be conserved.

Earth Patterns Cycles and Change

The student will investigate and understand basic patterns and cycles occurring in nature.

Key concepts include

- a) Patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides;
- b) Animal life cycles; and
- c) Plant life cycles.

The student will investigate and understand the water cycle and its relationship to life on Earth.

Key concepts include:

- a) There are many sources of water on Earth;
- b) The energy from the sun drives the water cycle;
- c) The water cycle involves several processes;
- d) Water is essential for living things; and
- e) Water on Earth is limited and needs to be conserved.

Earth Resources

The student will investigate and understand that natural events and human influences can affect the survival of species.

Key concepts include:

- a) The interdependency of plants and animals;
- b) The effects of human activity on the quality of air, water, and habitat;
- c) The effects of fire, flood, disease, and erosion on organisms; and
- d) Conservation and resource renewal.

Civics

The student will recognize the importance of government in community, Virginia, and the United States of America by:

- a) Explaining the purpose of rules and laws;
- b) Explaining that the basic purposes of government are to make laws, carry out laws and decide if laws have been broken;
- c) Explaining that government protects the rights and property of individuals.

Character Education: Our academy virtues are justice, self-control, good judgment, courage and kindness. Help others when appropriate. Being kind to all people.

Health and Physical Education

A child has more capacity to assimilate information when they have a healthy body. Physical education helps students acquire the knowledge and skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

- a. Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills.
- b. Use manipulative skills in combinations.
- c. Demonstrate movement to rhythm.
- d. Perform educational gymnastic sequences.

The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various activity settings.

Assessment: 3rd grade testing using science software, games, work sheets, and teacher-made test bi-weekly and quarterly.

K-3 test in History and Social Science can be found on the Internet and at Turing Point Cloud. Again, teachers will have to develop tests. SOL tests begin.

6.2.5 Fourth Grade: English-speaking, Listening, and Media Literacy: Discussion, Collaboration, Presentations, Reports, and Media Messages:

In fourth grade, reading and writing skills support and increased emphasis on content-area learning and utilization of the resources of the media/library, especially to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science.

The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension.

The student will use effective oral communication skills in a variety of settings.

The student will demonstrate the ability to contribute to group discussions by:

- Offering comments that are relevant to the topic of discussion;
- Avoiding interruptions that hinder the progress of discussions;
- Taking turns speaking during a discussion; and
- Maintaining appropriate eye contact and attentive body language while listening.

The student will demonstrate the ability to use context to clarify meanings of unfamiliar words by:

- a) Reading familiar text with fluency, accuracy, and expression;
- b) Summarize supporting details.
- c) Identify the problem and solution.
- d) Describe the relationship between the text and previously read materials.
- e) Identify sensory words.

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

Explain the author's purpose.

The student will demonstrate the ability to use word-reference materials including the glossary, dictionary, and thesaurus by:

- Using context to select the most appropriate meaning/definition of words from a glossary or dictionary;
- Identifying the word reference material(s) most likely to contain needed information;
- Using alphabetical order; and locating information.

The student will demonstrate the ability to identify major events and supporting details by:

- Locating specific text that identify major events and supporting details;
- Retelling major events with supporting details;
- Explaining major events with supporting details; and
- Rereading to confirm information.

The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.

The student will demonstrate the ability to use commas in series, dates, and addresses by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- Using commas in series, dates, and addresses; and
- Using a rubric to self-assess writing.
- Incorporating adjectives and adverbs.

The student will demonstrate the ability to incorporate adjectives and adverbs by: applying knowledge of the writing, domains of composing, written expression, and usage/mechanics;

- Using adjectives and adverbs (use adverbs instead of adjectives where appropriate, i.e., "He Played really well" instead of "He played real well.")
- Using a rubric to self-assess writing.
- Using correct spelling for frequently used words, including common homophones.

The student will demonstrate the ability to use correct spelling for frequently used words, including common homophones by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics.
- Checking and editing writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

World Languages - Elementary Spanish Program

Our Elementary Spanish Program is an academically stimulating and enriching program for developing oral proficiency in Spanish.

Students enter the program in first grade and continue through fifth grade. They meet in Spanish class two periods over a six-day scheduling cycle for forty minutes each period. At the end of fifth grade, students move from their elementary language study into the sixth through twelfth grade program.

Our goal is to prepare students to know, think, and act in promoting the Scarsdale Education for Tomorrow. Through their exposure to a world language:

- Students develop at a young age the necessary skills to communicate in Spanish and to respect other cultures in our world. Our instructional model promotes a near exclusive use of Spanish during class time in a variety of settings. These include activities as a whole class, as partners, and as individuals with the teacher.

We incorporate culture through art, handicrafts, dance, music through songs, chants and rhythms, social amenities, holidays and culinary experiences.

We encourage parental involvement with their children each day in reviewing topics or work that is being studied in Spanish class. Parents may use our school webpages to view what is happening in each curricular unit and how they may assist their children at home.

Fourth Grade

As student progress into the fourth grade curriculum, they continue to develop their listening and speaking skills along with their guided reading and writing skills. They link interdisciplinary topics with social studies and science. They are introduced to Madrid with its points of interest and aspects of city life. They study Costa Rica, focusing on an exploration of the tropical rainforest with flora and fauna. They create and present authentic skits mirroring real life situations, such as ordering in a restaurant and shopping at the market.

Curriculum topics are as follows:

- School subjects, schedule, and rooms
- Time
- Likes and dislikes as related to school vocabulary and animals
- Animals of the rainforest
- Colors and sizes of these animals
- Restaurant and food
- Family and Community
- Madrid, Spain
- Costa Rica
- Continued map skills as related to Madrid and Costa Rica

Technology Connections

- SMART Board applications
- Frames
- Keynote
- Comic Life

At the end of fourth grade, students are able to:

- Use numbers from 0 to 100
- Describe orally and in writing the animals and fruits of the rainforest
- Identify various points of interest on a map of Madrid
- Perform a partner dialogue between a waiter and customer in a restaurant
- Perform a partner dialogue between a vendor and a customer
- Speak about their likes and dislikes, for example food and school
- Name school subjects and give teachers' titles and names
- Ask and answer simple questions about their schedule or school day, including times
- Express relationships among extended family members

Mathematics: Place Value: Through Millions, Comparison of Numbers using Symbols (>, <., or =) Addition & Subtraction: Estimation, Sums/Differences, Fractions (like and unlike

denominators), Single-Step and Multi-Step Practical Problems.

The fourth grade standards place emphasis on division with whole numbers and solving problems involving addition and subtraction of fractions and decimals. Students will continue to learn and use the basic multiplication facts as they become proficient in multiplying larger numbers.

Students will refine their estimation skills for computations and measurements and investigate the relationships between and among points, lines, segments, and rays. Concrete materials will be used to solve problems involving perimeter, patterns, and probability. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

The student will:

- a) Compare and order fractions and mixed numbers;
- b) Represent equivalent fractions; and
- c) Identify the division statement that represents a fraction.

The student will:

- a) Read, write, represent, and identify decimals expressed through thousandths;
- b) Round decimals to the nearest whole number, tenth, and hundredth;
- c) Compare and order decimals; and
- d) Given a model, write the decimal and fraction equivalents.
 - ✓ Investigate the ten-to-one place value relationship for decimals through thousandths, using Base-10 manipulatives {e.g., place value mats/charts, decimal squares, Base-10 blocks, money}.
 - ✓ Represent and identify decimals expressed through hundredths, using Base-10 manipulatives, pictorial representations, and numerical symbols (e.g., relate the appropriate drawing to 0.05).
 - ✓ Identify and communicate, both orally and in written form, the position and value of a decimal through thousandths. For example, in 0.385, the 8 is in the hundredths place and has a value of 0.08.
 - ✓ Read and write decimals expressed through thousandths, using Base-10 manipulatives, drawings, and numerical symbols.
 - ✓ Round decimals to the nearest whole number, tenth and hundredth.
 - ✓ Compare decimals, using the symbols $>$, $<$, $=$.
 - ✓ Order a set of decimals from least to greatest or greatest to least.

The student will:

- a) Estimate sums, differences, products, and quotients of whole numbers;
- b) Add, subtract, and multiply whole numbers;
- c) Divide whole numbers, finding quotients with and without remainders; and
- d) Solve single-step and multi-step addition, subtraction, and multiplication

problems with whole numbers.

The student will:

- a) Recognize and demonstrate the meaning of equality in an equation;
- b) Investigate and describe the associative property for addition and multiplication.
 - Recognize and demonstrate that the equals sign (=) relates equivalent quantities in an equation.
 - Write an equation to represent equivalent mathematical relationships (e.g., $4 \times 3 = 2 \times 6$).
 - Recognize and demonstrate appropriate use of the equals sign in an equation.
 - Investigate and describe the associative property for addition ($(6 + 2) + 3 = 6 + (2 + 3)$).
 - Investigate and describe the associative property for multiplication as $(3 \times 2) \times 4 = 3 \times (2 \times 4)$.

SCIENCE

The fourth-grade standards stress the importance of using information, analyzing data, and validating experimental results. Defining variables in experimentation is emphasized, and making simple predictions from picture, bar, and basic line graphs is underscored.

Questioning and hypothesizing become more detailed at this level. Students are introduced to basic principles of electricity and to the concept of motion. Students explore basic information about our solar system and investigate the interactions among Earth, the moon, and the sun. Students explore basic plant anatomy, plant adaptations, and investigate relationships among plants and animals and their environments.

In examining weather phenomena and conditions, students identify various factors, make predictions based on data, and evaluate the results. The importance of natural resources in Virginia is emphasized.

Scientific Investigation Reasoning and Logic

- The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.
- The student will demonstrate skills for historical and geographical analysis and responsible citizenship.
- The student will demonstrate knowledge of life in the Virginia colony.
- The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem.

Key concepts include:

- a) Plant and animal adaptations;
- b) Organization of populations, communities, and ecosystems and how they interrelate;

- c) Flow of energy through food webs;
- d) Habitats and niches;
- e) Changes in an organism's niche at various stages in its life cycles; and
- f) Influence of human activity on ecosystems.

Interrelationship in Earth/Space Systems

The student will investigate and understand how weather conditions and phenomena occur and can be predicted.

Key concepts include

- a) Weather phenomena;
- b) Weather measurements and meteorological tools; and
- c) Use of weather measurements and weather phenomena to make weather predictions.

Earth Patterns Cycles and Change

The student will investigate and understand the organization of the solar system.

Key concepts include:

- a) The planets in the solar system;
- b) The order of the planets in the solar system; and
- c) The relative size of the planets.

The student will investigate and understand the relationships among Earth, the moon, and the sun.

Key concepts include:

- a) The motions of Earth, the moon and the sun;
- b) The causes for the Earth's seasons;
- c) The causes for the phases of the moon;
- d) The relative size, position, age, and makeup of Earth, the moon and the sun; and
- e) Historical contributions in understanding the Earth-moon-sun System.

Earth Resources

The student will investigate and understand important Virginia natural resources.

Key concepts include:

- a) Watershed and water resources;
- b) Animals and plants;
- c) Minerals, rocks, ores, and energy sources; and
- d) Forests, soil, and land.

HISTORY AND SOCIAL SCIENCE

Introduction to History and the Social Sciences

The standards for fourth grade are covered in a two-year study of Virginia in fourth and fifth grades. In the first year of studying Virginia, grade four introduces students to a contemporary geographic regional investigation of Virginia. Students should begin to focus on the historical study of Virginia from early exploration to the American Revolution.

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history. Geographic and civic concepts continue to be presented within this contemporary and historic context.

Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds.

Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- a) Identify and interpret artifacts and primary and secondary source documents to understand historic events;
- b) Determine cause and effect relationships;
- c) Compare and contrast historical events;
- d) Draw conclusions and make generalizations;
- e) Make connections between past and present;
- f) Sequence events in Virginia history;
- g) Interpret ideas and events from different historical perspectives;
- h) Evaluate and discuss issues orally and in writing;
- i) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Virginia: The Land and Its Inhabitants.

The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by:

- a) Locating Virginia and its bordering states on maps of the United States.
- b) Locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.
- c) Locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River,

- Rappahannock River and Lake Drummond and the Dismal Swamp).
- d) Locating three American Indian language groups (the Algonquian, the Siobhan, and the Iroquoian) on a map of Virginia.
 - e) Describing how American Indians related to the climate and their environment to secure food, clothing and shelter.
 - f) Describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.
 - g) Identifying and locating the current state of recognized tribes.

Colonization and Conflict: 1607 through the American Revolution

The student will demonstrate knowledge of the first permanent English settlement.

History and Social Science:

Historical Analysis: Primary Secondary Sources, Fact Fiction, Summarizing and Sequencing.

Geography of Virginia: Map and Globe Skills, Regions of Virginia, Location of American Indians/Colonial Settlements, Natural Resources/Industry.

- The First Virginians and Jamestown: Virginia Company of London, Africans, American Indians, Colonists.
- The Virginia Colony Grows: Economic, Social Political Life of the Colony, Slavery, and Westward Migration of Population.
- Science: Observation, Measurement, Data, Experimental Design Process. Force, Motion, and Energy: Moving Objects, Changes in Motion, Friction, Kinetic Energy, Force and Nature of Electricity, Circuits, Magnetism, Static Electricity.

The standards for fourth grade are covered in a two-year study of Virginia in fourth and fifth grades. In the first year of studying Virginia, grade four introduces students to a contemporary geographic regional investigation of Virginia. Students should begin to focus on the historical study of Virginia from early exploration to the American Revolution.

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history.

Geographic and civic concepts continue to be presented within this contemporary and historic context.

Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds.

Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. The study of history must

emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- a) Identify and interpret artifacts and primary and secondary source documents to understand events in history;
- b) Determine cause and effect relationships;
 - Compare and contrast historical events;
 - Draw conclusions and make generalizations;
 - Make connections between past and present;
 - Sequence events in Virginia history;
 - Interpret ideas and events from different historical perspectives;
 - Evaluate and discuss issues orally and in writing;
 - Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events
 - Virginia: The Land and Its Inhabitants

The student will demonstrate knowledge of the physical geography and native peoples of Virginia (past and present) by:

- a) Locating Virginia and its bordering states on maps of the United States.
- b) Locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.
- c) Locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River and Lake Drummond and the Dismal Swamp).
- d) Locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.
- e) Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.

The student will demonstrate knowledge of the role of Virginia in the American Revolution by:

- a) Identifying the reasons why the colonies went to war with Great Britain as expressed in the Declaration of Independence.
- b) Identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.
- c) Identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

Character Education: Our academy virtues, justice, self-control, good judgment, courage and kindness. Help others when appropriate. Being kind to all people.

Health and Physical Education

A child has more capacity to assimilate information when they have a healthy body. Physical education helps students acquire the knowledge and skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

- a. Demonstrate proficiency in specialized loco-motor, non-manipulative, and manipulative skill combinations in games and modified sports activities.
- b. Demonstrate moving to a rhythm.
- c. Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

The student will understand and apply movement concepts and principles in complex motor skills.

The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

The student will demonstrate the ability to apply movement principles and concepts in complex motor skill performance.

- a. Motor patterns and combination skills:
 - ✓ trajectory
 - ✓ force
 - ✓ speed
- b. Game strategies:
 - ✓ offense
 - ✓ defense
 - ✓ teamwork
- c. Self-improvement and ability to provide feedback to others:
 - ✓ oral
 - ✓ written
 - ✓ demonstration
 - ✓ technology

Assessment: 4th grade Science Test: Science Software and worksheets. Teacher test to cover material covered quarterly. The material taught should be used for a more comprehensive test quarterly or twice a year.

6.2.6 Fifth

English-speaking, Listening, and Media Literacy: Collaborating in Group Learning Activities, Verbal and Nonverbal Communication, Purpose and Effectiveness of Media Messages.

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of the resources of the media center, especially to locate and read primary sources of information.

The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm, predictions, compare and contrast relationships, and formulate conclusions.

The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections.

The student will continue to increase communication skills used in learning activities and will use online, print and media resources to prepare presentations.

The student will demonstrate the ability to use facial expressions to support and dramatize verbal message by:

- Using appropriate facial expressions to support, accentuate, and dramatize presentations;
- Participating in role playing, and drama activities; and
- Presenting oral book reviews, debates, and reports and projects.

The student will demonstrate the ability to summarize information gathered in group activities by:

- a. Listening for main ideas;
- b. Listening for sequence of ideas;
- c. Summarizing main ideas;
- d. Summarizing a presentation orally prior to delivery;
- e. Presenting the summarized information using various oral communication skills;
- f. Presenting a biographical sketch of a person; and
- g. Reporting on current issues.
- h. Read and write clearly about events

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- Maintain eye contact with listeners.

World Languages - Elementary Spanish Program

Our Elementary Spanish Program is an academically stimulating and enriching program for developing oral proficiency in Spanish.

Students enter the program in first grade and continue through fifth grade. They meet in Spanish class two periods over a six-day Scheduling cycle for forty minutes each period. At the end of

fifth grade, students move from their elementary language study into the sixth through twelfth grade program.

Our goal is to prepare students to know, think, and act in promoting the Scarsdale Education for Tomorrow. Through their exposure to a world language:

- Students develop at a young age the necessary skills to communicate in Spanish and to respect other cultures in our world. Our instructional model promotes a near Exclusive use of Spanish during class time in a variety of settings. These include activities as a whole class, as partners, and as individuals with the teacher.

We incorporate culture through art, handicrafts, dance, music through songs, chants and rhythms, social amenities, holidays and culinary experiences.

We encourage parental involvement with their children each day in reviewing topics or work that is being studied in Spanish class. Parents may use our school webpages to view what is happening in each curricular unit and how they may assist their children at home.

Fifth Grade

Students synthesize topics and simple grammatical constructions to provide a sense of connection and purpose to their oral proficiency. The topics incorporate new themes and scaffold many of the themes studied in previous years. They combine all of these topics and skills into an oral and written common assessment.

Curriculum Topics

- Sports
- Health and Welfare
- Shopping for and buying items
- Telephone conversations
- Planning a vacation to include clothing, geography, weather, transportation, family members and leisure activities.
- Spain and Spanish-speaking countries

Technology Connections

- SMART Board applications
- Frames
- Screencasting
- Google presentation
- Google docs
- Voicethread
- iMovie

At the end of fifth grade student are able to:

- Use numbers from 0 -100
- Express likes and dislikes synthesizing a variety of topics
- Create and perform telephone conversations
- Perform a partner dialogue between a vendor and a customer
- Role play an art museum tour
- Role play nurse/patient

- Describe feelings and symptoms
- Give simple advice
- Plan and discuss a vacation

Fifth Grade Common Assessment:

Students' culminating activity is a multi-skill presentation, which describes a vacation trip. It includes location, climate, clothing, transportation, the length of the visit, travel companions, simple activities, and perhaps foods and where to eat, as well as shopping and purchases.

Mathematics: Number Sense: Place Value, Rounding, Comparing and Ordering, Prime/Composite.

Even/Odd. Practical problems. Counting, forward to 100 by 1, 2s, 5s 8 10s, Backward from 30 by 1.

- Number Identification: Grouping objects into tens

The fifth grade standards place emphasis on developing proficiency in using whole numbers, fractions, and decimals to solve problems.

Students will collect, display, and analyze data in a variety of ways and solve probability problems, using a sample space or tree diagram.

Students also will solve problems involving area and perimeter, classify triangles. Variables, expressions, and open sentences will be introduced.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying. Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education.

Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

The student will solve single-step and multi-step practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.

Solve single-step and multi-step practical problems involving addition and subtraction with fractions having like and unlike denominators. Denominators in the problems should be limited to 12 or less (e.g., $1 + 1$) and answers should be expressed in simplest form.

To check the reasonableness of a Solve single-step and multi-step practical problems involving addition and subtraction with mixed numbers having like and unlike denominators, with and without regrouping. Denominators in the problems should be limited to 12 or less, and answers should be expressed in simplest form. Use estimation sum or differences.

History and Social Science: The Great Migration. Family Origins, Global Community, Interdependence and Inter-connectedness

The standards for the fourth grade are covered in a two-year study of Virginia in fourth and fifth grades. In the first year of studying Virginia, grade five introduces students to a contemporary geographic regional investigation of Virginia. Students should begin to focus on the historical study of Virginia from early exploration to the American Revolution. The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history.

Geographic and civic concepts continue to be presented within this contemporary and historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds.

Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- a) Identify and interpret artifacts primary and secondary source documents to understand events in history;
- b) Determine cause and effect relationships;
- c) Compare and contrast historical events;
- d) Draw conclusions and make generalizations;
- e) Make connections between past and present;
- f) Sequence events in Virginia history;
- g) Interpret ideas and events from different historical perspectives;
- f) Evaluate and discuss issues orally and in writing;
- g) Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

The student will demonstrate knowledge of twentieth and twenty-first century Virginia by

- a) Describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
- b) Identifying the impact of Virginians, such as Woodrow Wilson and George C.

Marshall, on international events.

- c) Identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- d) Identifying the political, social and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr. and L. Douglas Wilder.

Science: Force, Motion and Energy: Transmission of Sound, Sound as a Communication Tool, the Visible Spectrum, Optical Tools, Light Waves, Matter: Atoms, Molecules, Elements, Compounds, Mixtures, Solutions, Effects of Temperature, Living Systems: Cell Parts, Kingdoms of Living Things.

The fifth-grade standards emphasize the importance of selecting appropriate instruments for measuring and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this level. Students are introduced to more detailed concepts of sound and light and the tools used for studying them. Key concepts of matter including those about atoms, molecules, elements, and compounds are studied, and the properties of matter are defined in greater detail.

The cellular makeup of organisms and the distinguishing characteristics of groups of organisms are stressed.

Students learn about the characteristics of the oceans and Earth's changing surface.

The fifth-grade standards focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

Scientific Investigation, Reasoning, and Logic.

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which:

- a) Items such as rocks, minerals, and organisms are identified using various classification keys;
- b) Estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;
- c) Estimates are made and accurate measurements of elapsed time are made using proper tools;
- d) Hypotheses are formed from testable questions;

- e) Independent and dependent variables are identified;
- f) Constants in experimental situation are identified;
- g) Data is collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;
- h) Predictions are made using patterns from collected and simple graphical data is generated;
- i) Inferences are made and conclusions are drawn

Character Education: Our academy virtues, justice, self-control, good judgment, courage and kindness. Show compassion, kindness, care for self and others.

Health and Physical Education: A child has more capacity to assimilate information when they have a healthy body. Physical education helps students acquire the knowledge and skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. Our elementary program allows students to explore, experiment, and experience a wide range of physical activities without excessive peer pressure.

The student will demonstrate the ability to:

- a. Combine and demonstrate variations of fundamental movement skills while participating in various games, gymnastics, and dances.
- b. Demonstrate movement concepts while performing fundamental movement skills and sport-specific skills within complex movement activities.
- c. Perform variations of fundamental movement skills and sport-specific skills with a partner and in a small group.
- d. Combine skill to participate in modified games and activities, and coordinate movements with teammates to achieve team goals.
- e. Transfer weight from feet to hands at slow and fast speeds using large extensions (mule kick, handstand, cartwheel).

The student will understand and apply movement principles in complex movement activities.

- a. Apply movement concepts of body, space, effort, and relationship to movement.
- b. Apply principles of accuracy and force, and follow through when projecting objects.
- c. Identify and demonstrate basic small group offensive and defensive tactics and strategies.
- d. Identify and apply principles of practice to enhance performance.
- e. Use feedback, including available technology, to improve performance.

The student will demonstrate the ability to:

- a. Apply movement concepts:
 - body-awareness of individual competence in skill relationship to movement as the basis for effective performance and the manipulation of identified concepts and principles can enhance or constrain performance.

- ✓ environment- obstacles, equipment, and boundaries.
- b. Apply principles when propelling objects:
 - increasing the range of body segment when imparting force.
 - increasing the speed of muscular contraction.
 - using sequential movement of the body muscles.
 - ✓ increasing accuracy as performance becomes proficient.
- c. Utilize basic offensive and defensive strategies in small group activities:
 - body fakes
 - speed use
 - change of direction
 - body position while guarding, moving, kicking, catching, or throwing
 - communication - use visual, verbal, and body language
- d. Apply the principles of practice to enhance performance:
 - form
 - consistency
 - repetition
 - relevant and meaningful

Assessment: SOL, teacher-made test quarterly or every six months

6.3 How the Virginia SOL and the Corresponding SOL Curriculum Framework will be used as the Foundation for Curricula to be implemented for Each Grade or Course in the Public Charter School

Virginia's accountability system supports teaching and learning by setting rigorous academic standards, known as the Standards of Learning (SOL), and through annual assessments of student achievement. The Academy will use the Virginia SOL and the corresponding SOL Curriculum Framework as a foundation for curricula in each grade level (K-5th). The goal of the Academy is to exceed Virginia's academic standards on the English, History/ Social Science, Mathematics, and Science SOL tests in all student subgroups. Please review the Academy's Grade Level Curriculum Framework K-5th grade for specific information on courses we will offer.

Beyond meeting the minimum requirements of the Virginia Standards of Learning curriculum, The Academy will exceed the standards by utilizing a museum learning program, interdisciplinary, experiential, and differential approach to learning.

Student assessment will be monitored by staff to assure high achievement level SOL's are being met. This includes teachers receiving training to prepare them to teach their course. Teachers will submit their course syllabi, unit and lesson plans and assessment practices to the instructional specialist for review.

In addition, to prepare students in grades K-5th, courses will have an internal monitoring system of curriculum to assure the quality and rigor needed to prepare students to exceed the SOL standards.

It should be noted that we will utilize school district resources and the district's experience to make sure our school is properly implementing and delivering a rigorous level curriculum. We look forward to having experienced teachers on our staff who know how to prepare students from at-risk backgrounds for this rigorous curriculum.

The Academy will meet or exceed annual measurable objectives needed to maintain our Charter School Contract with VDOE.

The Standards of Learning are incorporated into educational curriculum to ensure a common learning capability and understanding that enables students to apply learning in everyday life situations. The BBW Academy Museum Learning methodology reinforces the SOL taught in the classroom and enhances the educational experience and understanding of student and provides them with the capability to engage in discussions and learning outside of common text book learning.

As demonstrated in the previous section, all curriculum from K-5th grade meets or exceeds the Virginia SOL.

6.4 Internal and External Assessments

Some of the instruments that will be used to assess proficiency levels of student are Diagnostic Assessment, Baseline Assessments, Individualized Development English Activities (IDEA), Proficiency Test (IPT) Test of Higher Standards, Response to Intervention, and teacher-made assessments. To promote the achievement of students with multiple promote the achievement of students with multiple-risk factors (Free/Reduced Lunches, Students with Disabilities and Limited English Proficiency) and provide students and families with hope that they can meet the challenge of helping students with multiple needs grow academically. The IEP will be reviewed every six months (See additional information under Assessment Methods for all students). There will be one IEP for students with disabilities and it will be IDEA compliant.

A child with poor overall motor learning skills will be screened by using a motor intervention program, e.g., skills of Gallop, Hop, Leap, Jump, Slide, Strike, Dribble and Roll.

In the reauthorization of the IDEA Amendments of 1997, Public Law 105-17, Congress clarified public agencies' responsibilities in educating blind and visually impaired students. The reauthorized statute provides that Individualized Education Program (IEP) teams are required to make provision for instruction in Braille and the use of Braille for blind and visually impaired students, unless, based on relevant evaluations, the IEP team determines that instruction in Braille or the use of Braille is not appropriate.

Classroom strategies, teachers demonstrate the value of museum learning integration by holding informational meetings; providing copies of the Program of Museum Learning statement and the integrated curriculum position statement; providing materials to help interpret what is taking

place in the classroom and by helping children to reflect upon and articulate what they have learned. Teachers will ensure that learning materials have the following elements: rich and engaging content, relevance to students' life experiences, reflects students' culture for all students.

Children have different ways of processing information Verbal - Linguistic, Logical - Mathematical, Visual – Spatial (they learn by pictures and memory), Musical - Rhythmic, Bodily - Kinesthetic, Naturalist, Interpersonal and Intra-personal.

Teachers will use the different information processing styles to empower learning by using content relevant to student lives. Students will then become motivated and invested learners. The primary task of the teacher is to ensure that instructional strategies and materials are available to identify and take advantage of the unique intelligence of each individual students. Lesson plans are evaluated to assess if the content of the learning make sense to the student and is understood in the context of the student's life and experiences. These simple strategies will give students reasons to read and write with personalized content, images and pictures, while integrating content skills along with the material to be learned. The child's self-motivation is the magic ingredient for achieving academic success. The teacher's basic responsibility is to encourage and nurture every student's innate desire to learn: the struggling student, the disengaged or "turned-off" student. It is easy to overlook students who sit in the back of the room. These students may find standard classroom materials too difficult or too easy, the pace of learning too slow or too fast.

They may be overwhelmed by the complexity of the classroom environment or the concepts being taught. Both the Constructivist Theory and Authentic Learning Theory assert that an individual's experience is a valuable and viable foundation for acquiring knowledge and skills. Teachers will empower students to take control of their learning through the creation of their own personalized learning materials. Students with learning disabilities are predominantly visual learners and right-brain thinkers.

Learning disabilities refers to *“a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations...”* (34 CFR Sec. 300.8 (c)(10)).

In past years, the IQ-Achievement discrepancy model was used to diagnose a student with a learning disability. Due to controversy and lack of empirical evidence, now requires school districts to end that approach and use alternative methods, such as RTI interventions. Students in the elementary grades eligible for Academic Intervention Services (AIS) will now be included in the RTI model.

6.4.1 Student Assessment Methods

Assessment is an essential component of BBWA Charter Academy's educational plan. Assessment confirms student progress, identifies areas of low and high achievement, and improves the accountability of the Academy. It begins with the teacher's evaluation of student progress based on written class work, oral contributions, and homework. Such evaluations are

important, but may be insufficient to assess long-term subject mastery. Formal assessments, integrated with the curriculum, will indicate overall achievement levels. Assessment results allow teachers to determine which students would benefit from additional help or additional challenge.

The teaching staff establishes a sequence of tests and portfolio assessments designed to measure explicit content and skill requirements for each grade level. Test types include a range of instruments including multiple choice tests, whole sentence answers, problem solutions, and essays that encourage constructive or discursive thinking. In higher grades, final exam questions from previous years are published, so that the students may understand the degree of mastery expected of them. It is BBWA policy that teachers give constructive feedback for improvement and return student tests and work.

Where appropriate, portfolio assessment is used: expressive and analytical writing, artwork, performances, science projects, and other student work demonstrate student progress. To facilitate consistent portfolio evaluation, a set of uniform general analysis criteria is used, specialized for each grade. These include logical reasoning, grammar, proficiency in art techniques, problem-solving skills, quantitative reasoning, computational skills, and so on. The criteria are made public so that students and parents know what is expected.

6.4.2 Assessment Indicators

BBW Academy students will meet the same testing and academic performance standards as established by law and regulation for public Academy students in the Commonwealth of Virginia. This includes demonstrating sufficient proficiency on the statewide assessments given to students in grades 2nd and 5th. The Academy will also choose a set of nationally norm-ed tests for use to allow local, state, and national comparison. BBW Academy expects high achievement as assessed through these instruments because its standards are high and its program supports student achievement.

6.4.3 Ensuring High Academic Achievement

When assessment results indicate a need for remediation, the standard method will be used to diagnose the knowledge and skills that each child lacks according to the detailed grade-by-grade Standards of Learning adopted by the Academy. Teachers then use appropriate instruction strategies, as discussed in the previous section. By detecting and addressing learning difficulties immediately, the BBWA hopes to enable virtually every child to learn at grade level. (Note, there may be children with individual educational plans that require a modified definition of grade-level outcomes.) Sufficient communication and record-keeping provide continuity from year to year.

6.4.4 Addressing the Needs of Students

The needs of students who do not perform at acceptable levels on the statewide proficiency tests, despite the ongoing remediation available in the Academy, will be addressed in a uniform manner:

- Determine whether the student is doing his/her job in terms of attendance, attention in the classroom, and completion of class work and homework;
- Determine whether the teacher doing his/her job of teaching and consistently requiring a given level of student performance. If the required work is not being done by one or both parties, then appropriate steps are taken to ensure that the work is done. If these steps do

not solve the problem, or if the required work is being performed by both parties then an effort is made to:

- Identify the factors hindering the student from meeting the necessary proficiency level;
- Isolate those factors which may be ameliorated in the Academy environment from those which may not;
- Develop, in concert with the teacher and parents, an individual plan to address factors which the Academy may ameliorate. Problems external to or beyond the control of the Academy will be discussed with the parents, and documented. The Academy encourages the supportive efforts of parents and works with them to identify options outside the Academy that might benefit their child.

Assessments constitute the basis for regular and frequent communication with parents. Teachers provide written report cards at regularly scheduled intervals. Parent conferences may be supplemented by informal parent-teacher meetings.

Student assessments in the aggregate will serve as an indicator of the overall quality of the Academy's academic program and instruction.

6.5 Description of Charter School Assessment Plan

The Bertha B. Williams Academy educates high achievers and average achievers. The Academy will administer assessments and distribute surveys and quarterly report cards. The Virginia Standards of Learning objectives will be used as the foundation for curricula in each grade level.

6.5.1 Standardized benchmark assessments typically:

- Are given periodically, from three times a year to as often as once a month;
- Focus on reading and mathematics skills, takes about an hour per subject;
- Reflect state or district academic-content standards; and measure students' progress through the curriculum and/or on material in state exams.
- Focus on reading and mathematics skills, taking about an hour per subject;
- Reflect state or district academic-content standards; and
- Measure students' progress through the curriculum and/or on material in state exams.
- Supporters suggest that when benchmarks are created in alignment with state standards, they enable teachers to more accurately "gauge students' performance against district standards.

6.5.2 Measurement Tools

Diagnostic Assessments. We will use diagnostic assessments to determine incoming student knowledge, skill levels and interest and to identify signs of special needs as part of our **Response to Intervention [RTI]**.

6.5.3 Response to Intervention [RTI]

Response to Intervention (RTI) is a general education initiative designed to address the needs of struggling learners early in their educational experience. The language related to RTI was included in U.S. education law with the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) and incorporated into New York State Regulation 100.2.

RTI begins with high-quality research-based instruction in the general education setting provided by the general education teacher. Core classroom curriculum is aligned to the NY State Common Core Learning Standards and grade level performance indicators. RTI is a multi-tiered process that provides instructional or behavioral support to students by providing additional instruction based on individual weaknesses or skill deficits. Each tier provides instruction with increased intensity such as smaller group size or increased instructional time focused on specific areas. The focus is on targeted interventions directed to the needs of the individual student rather than broad based instruction. RTI aims to identify at-risk students in order to remediate specific deficits and avoid special education.

Student intervention outcomes drive instructional decision making at every tier of the model. A systematic, data-based decision making (problem solving) method is used to decide not only what interventions to implement but also to determine their effectiveness for the student. RTI process combines universal screening, progress monitoring, and high-quality instruction for all students with interventions targeted at struggling students.

The four essential components of RTI are:

- A school wide, multi-level instructional and behavioral system for preventing academic failure
- Universal Screening
- Progress Monitoring
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

Baseline Assessments instruments will provide evidence of academic growth throughout the school academic year. Baseline assessments will be administered at the start of school and at the end of the year three times a year (fall, winter and spring).

Formative Assessment instruments will provide essential feedback for teachers and parents, improve and accelerate learning to improve performance, are ongoing and carried out during the instructional process, and improve teaching learning by providing an opportunity for immediate adjustments. Formative assessments will be administered ongoing as snapshots usually within a small unit of time—a few days to two weeks. This data will be part of the diagnostic/remediation process.

Summative Assessment will provide evidence for level of competence, achievement and program effectiveness. Results from the summative assessments will help staff to judge how many students are or are not meeting standards in certain subjects for the purposes of accountability. Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and related Museum Learning Standards. Our summative data will be posted, reported and available for students, educators, the Board, parents and the community. Summative assessments will be administered to determine mastery per unit. Quarterly Assessments instruments will analyze the mastery of skills taught for the quarter. Quarterly assessments will be administered at the end of each grading period. **Baseline Assessments** will be part of Summative Assessments.

All assessments would be designed to focus on museum learning skills taught in each quarter while including the Virginia Standards of Learning.

6.5.4 Examples of assessments

- ✓ Test of Higher Standards /Gates-Mac Ginitie/Brigance
- ✓ Diagnostic Reading Assessment 2 (DRA2) Language Assessment Battery

Revised (LAB-R): Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services. Dr. Flanagan's Mathematics, Social Studies and History Assessment, English, Science Assessments will also range in frequency from daily (journals) to quarterly (museum exhibits). All assessments are scored using rubrics and/or other methods of clearly conveying to students what is expected of them.

Instructional staff works together during Professional Learning Communities meetings to create cross-curricular assessments, thus increasing the authenticity of performance-based assessments.

According to text found in *Formative Assessment and Assessment for Learning*, the power found in formative assessment is displayed in the following characteristics:

- Use of classroom discussions, classroom tasks, and homework to determine the current state of student learning/understanding, with action taken to improve learning/correct misunderstandings on a weekly basis.
- Provision of descriptive feedback, with guidance on how to improve during the learning.

A few samples of assessments that can be used are:

- Test of Higher Standards
- Gates-MacGinitie
- Brigance
- Diagnostic Reading Assessment 2 (DRA2) Language Assessment Battery-Revised (LAB-R): Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services. Dr. Flanagan's Mathematics, Social Studies and History Assessment, English and Science.

Assessments will also range in frequency from daily (journals) to quarterly (museum exhibits). All assessments are scored using rubrics and/or other methods of clearly conveying to students what is expected of them. Instructional staff works together during Professional Learning Communities meetings to create cross-curricular assessments, thus increasing the authenticity of performance-based assessments.

According to text found in *Formative Assessment and Assessment for Learning*, the power found in formative assessment is displayed in the following characteristics:

- Use of classroom discussions, classroom tasks, and homework to determine the current state of student learning/understanding, with action taken to improve learning/correct misunderstandings on a weekly basis.
- Provision of descriptive feedback, with guidance on how to improve during the learning.
- Development of student self and peer assessment skills.

- Formative Assessments: Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning.
- Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills, including checklist reading tests and checklist mathematics tests. These tests extend student assessment beyond the screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- Observation: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- Rubrics: With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.
- Computer-Based Assessments: One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.
- Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.
- Reading Inventory: Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.

6.5.5 Data Collection and Analysis:

The Chief Academic Coordinator of Curriculum and Instructional Programs will be responsible for working with Dr. Flanagan, Assessment Consultant from WBM and coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers.

Consequently, item and error analysis as well as disaggregation will be employed to:

- a) Identify topics that students have not mastered and will need to be re-taught,
- b) Identify struggling students who need remediation or advanced students who need enrichment,
- c) Identify performance by class to determine the efficacy of individual teachers,
- d) Evaluate overall program elements, such as the curriculum and professional development.

6.5.5.1 Use of Results:

Data will be "linked to appropriate intervention. The challenge is not to provide more of the same, but instead to provide different instructional strategies..." (Armstrong & Anthes). Here is how we envision stakeholders using assessment results:

Teachers:

- Identify students' specific learning challenges early by assessing their mastery of specific standards and objectives.
- Quickly drill down to identify concrete skills deficits.
- Create lesson plans designed specifically to remedy deficits and accelerate learning.
- Organize and rearrange flexible small group instruction to meet students' needs.
- Select computer programs and lessons to meet identified needs of students.
- Facilitate communication between teachers and parents.
- Monitor progress of struggling students in Response to Intervention process and revise intervention plans.
- Enhance collaboration among teachers.

6.5.6 Assessment Process

BBWA plans to utilize multiple assessments including teacher observations, standardized and informal tests, evidence of student initiative, attitudes and goal-setting, parent feedback and conferences, student portfolios, and teacher analysis of student work. When students enroll in BBWA, baseline achievement data if available is to be collected from BBWA and/or student's prior school.

For each student, a Personal Education Plan is developed by teachers with parent and student input as appropriate. This PEP establishes individual learning goals for each student that are reviewed and updated in each session of the 11-month school year. The PEP also documents the student's progress and state's outcomes. Beginning in Grade 3, students are expected to maintain their own portfolio that includes samples of their "personal best" work and also to participate in the state's annual testing.

Self-assessment and responsibility for their own learning are student behaviors to be cultivated in the Charter School environment.

Reflection and dialogue are key features of accountability in the learning community

6.5.7 Assessment Schedule

Month	Assessment Type
<i>August</i>	Student, Teacher, Parent Conference (PEP)
<i>October</i>	Portfolio Review Session
<i>December</i>	Written Report
<i>February</i>	Student, Teacher, Parent Conference (PEP)
<i>April</i>	Portfolio Review Session
<i>June</i>	Student, Teacher, Parent Conference (PEP)

6.6 Timeline for Achievement of Pupil Performance Standards

As described above, BBW Academy will follow all state and local district standardized assessment, including SOL examinations. We will test students in required end-of-course SOLs in May/June of each school year. The Academy Grade Level Curriculum Framework for specific information on courses where students will take Virginia SOL end-of-course exams. School-wide benchmarks, as determined by our school leadership and Academy officials, will be measured at the end of each academic year, which will be in June.

Each June and July, faculty will also review with each student and their parents their “student learning plan” to see if attainment of goals was reached by the end of the academic year in June. A new student learning plan will be developed at that point for the next school year.

6.7 Corrective Actions

Our instructional method has been carefully planned in accordance with the Virginia Board of Education and Regulations and with the SOL. The BBW Academy's curriculum and teaching methodologies are established to ensure a consistent track record of success at raising student achievement in all subjects with emphasis on reading and mathematics.

In the event that the BBW Academy is found lacking in those critical areas, the state Board of Education will implement procedures for corrective action.

The Academy has a procedure as shown in Figure 6.1 to regain full accreditation in order to comply with REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA 8 VAC 20-131-310.

This plan will be revised with the assistance of teachers and parents and submitted to the Division Superintendent and the local School Board for approval.

For purposes of this Corrective Action Plan, the local division superintendent will agree that essential actions in the Corrective Action Plan are priority actions for the school. The local division superintendent will submit data quarterly and participate in each required quarterly meeting and monitor, at a minimum, monthly progress of the essential actions. This Corrective

Action Plan will be updated annually until the *Bertha B. Williams Academy is Fully Accredited*. Additional essential actions may be required by the Virginia Department of Education. Essential actions may be added as additional needs are identified.

Essential Action	Title of Person(s) Requesting Essential Action	Title of Person(s) Monitoring	Dates (Time Frame)	Documentation Required to Sign
		Person(s) Monitoring		Evidence of Progress/Completion
Participate in sustained professional development provided by the school division and the VDOE regarding monitoring and providing specific written feedback about the quality of the written and taught curriculum in both content (Math, History, and Science) and cognitive level.	Principal	Executive Director, Office of School Turnaround and Improvement		Agendas, Sign-in Sheets
Conduct formal and informal classroom observations to monitor the quality of the written and taught curriculum in both content and cognitive level.	Principal, Assistant Principals	Executive Director, Office of School Turnaround and Improvement		Completed classroom observations and monthly focus walk-through reports
Provide regular and consistent feedback to teachers regarding the written and taught curriculum to include outlining the objective and the specific behaviors students will exhibit to show learning and the conditions under which the students will exhibit those behaviors.	Principal, Assistant Principals	Executive Director, Office of School Turnaround and Improvement		Completed classroom observations and walk-through documents
Establish a school level team to implement the Virginia Early Warning System (VEWS) to identify students At-Risk of dropping out of school. The Team will monitor interventions for identified students on a monthly basis.	Principal	Executive Director, Office of School Turnaround and Improvement		Status Reports

Figure 6.1 Corrective Action Plan Checklist

I (We) agree to work collaboratively to implement the essential actions required in the Corrective Action Plan for the purposes of improving student achievement in BBWA/Norfolk City Public Schools.

Printed Name: _____

Printed Name:

Title: Chairperson of the Board of BBW-Academy**Title: Improvement Specialist**

Signature: _____

Signature: _____

Date: _____

Date: _____

Printed Name: _____

Title: Principal of BBW-Academy

Signature: _____

Date: _____

6.8 Minimum and Maximum enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
K	Min: 40	Min: 50	Min: 60	Min: 70	Min: 90
	Max: 50	Max: 55	Max: 65	Max: 75	Max: 85
1	Min: 40	Min: 50	Min: 60	Min: 70	Min: 80
	Max: 50	Max: 60	Max: 70	Max: 80	Max: 90
2	Min: 65	Min: 75	Min: 85	Min: 95	Min: 105
	Max: 75	Max: 85	Max: 95	Max: 105	Max: 115
3	Min: 25	Min: 35	Min: 45	Min: 55	Min: 65
	Max: 35	Max: 45	Max: 55	Max: 65	Max: 75
4	Min: 20	Min: 30	Min: 40	Min: 50	Min: 60
	Max: 30	Max: 40	Max: 50	Max: 60	Max: 70
5	Min: 10	Min: 20	Min: 30	Min: 40	Min: 50
	Max: 20	Max: 30	Max: 40	Max: 50	Max: 60

Figure 6.2 Minimum and Maximum Enrollment

6.8.1 Class Size

Bertha B. Williams Academy believes that it is essential for positive student learning and growth to keep classes sizes lower than the county class averages. All kindergarten through fifth grade classes will aim for a maximum of 18 students per class, with a few exceptions [those being our combination class(es)]. We have planned around an opening enrollment of 200 students.

- K: Approx. 18 students with a full-time teaching assistant assigned once the class goes above 12 students.
- Grade K/1: Combination classroom with about 18 students.
- Grades 1-3: Approximately 18 students in each classroom.
- Grades 4/5: Combination classroom with 18 students.

Class Structure

At startup, Bertha B. Williams Academy will have a minimum of 12 classrooms operational by enrollment. Each classroom will be staffed with a licensed teacher. Teaching assistant(s) and a floating assistant will supplement the teachers in the classroom. BBWA will utilize specialized teachers in reading, math, art, and music as well as our librarian in the classroom. The number of classrooms will change based on total enrollment with more than 24 classroom in operation by Year 5.

Our opening goal is to have 200 students enrolled in our school. If enrollment ends up being lower, we have the flexibility to restructure our classrooms. For instance, if one grade level is below 12 students, then the school would look at combining that grade level with one that is below or above it—not to exceed 28 students. If however, our enrollment exceeds expectations, then we will have similar flexibility. For instance, we could potentially have two kindergarten classrooms or two K/1 classrooms. Our number of teaching assistants provides us flexibility, allowing us to alter their numbers and duties based on enrollment.

6.9 Proposed Calendar and Sample daily schedule

The proposed calendar is shown in Figure 6.3. The sample daily schedule demonstrates our capability to create an educational environment that compliments the Virginia SOL.

July 2015							August 2015							September 2015							October 2015							November 2015						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
							30	31																										
December 2015							January 2016							February 2016							March 2016							April 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6			1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30	28	29						27	28	29	30	31			24	25	26	27	28	29	30
							31																											
May 2016							June 2016							Legend																				
S	M	T	W	T	F	S	S	M	T	W	T	F	S																					
1	2	3	4	5	6	7				1	2	3	4							No School														
8	9	10	11	12	13	14	5	6	7	8	9	10	11							Local/Legal Holiday														
15	16	17	18	19	20	21	12	13	14	15	16	17	18							First and Last School Day														
22	23	24	25	26	27	28	19	20	21	22	23	24	25							Staff Day/Planning Day (No School)														
29	30	31					26	27	28	29	30									Non Student Conference Day (No School)														
																				End Of Report Period														
																				Minimum Day For Students														

Federal Holidays 2015/2016

9/7/15-Labor Day 10/12/15-Columbus Day 11/11/15-Veteran's Day 11/26/15-Thanksgiving Day 12/25/15-Christmas Day 1/1/16-New Year's Day 1/18/16-MLK Day
 2/15/16-President's Day 5/30/16-Memorial Day 7/4/16-Independence Day

Figure 6.3 Yearly Calendar

Sample K-5 Schedule

- Class Begins: 8:30 a.m.
- Morning Activities / Learning Centers
- Greeting, Pledges, Prayer, Songs, Calendar and Weather
- Language Arts
- Morning Recess and Snack
- Math
- Poetry / Handwriting / Show-and-Tell
- Lunch
- Afternoon Recess
- Rest Time
- Science / Social Studies Units
- Review of the Day / Prepare for Dismissal
- Dismissal: 3:30 p.m.
- Extra-Curricular Activities 3: 35-5:00pm

6.10 Plans for Identifying and Successfully Serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students.

6.10.1 Students with Disabilities

Staff will develop and apply a single basic procedure to identify and educate students with disabilities. In all instances, this procedure will adhere to all the student protections, parent consent and notification requirements, and due process provisions of the relevant statutes and applicable regulations. All students will be screened to assess education needs.

Parents/guardians of students admitted to the Academy will complete and sign a registration form. Among the information which this form requests is relevant previous academic history, including any existing classifications, individualized education programs, and medical needs. Students whom teachers, in the course of classroom observations, identify as potentially at-risk, will be referred to the child study team. Based upon such initial identification and recommendations, and with the consent of parents, the child study team will conduct a comprehensive evaluation of the student. In a joint meeting, parents, the classroom teacher, and the child study team will determine the eligibility of the child for special education and his/her classification. Within no more than 30 days, the child study team will work out an individualized education program (IEP), and within another 30 days that program will begin to be implemented. In concert with the IEP, the team will consider the need to obtain related services such as occupational therapy, physical therapy, etc. Finally, no later than within three years, but sooner upon the teacher's and/or child study team's recommendation, the pupil will be reevaluated.

As a new school with an unknown enrollment, it is premature to define the exact services which will be needed and offered to students. Among the options which the school may offer are: curriculum or instructional modifications within a regular classroom; support programs and supplementary instruction; special class programs; resource rooms; child study team services; speech-language services; counseling; family support and involvement sessions; assistive technology; and structural modifications to buildings per ADA specifications. It is likely that many of these services, including the child study team, would be provided on a contractual basis, rather than by permanent staff, at least during the school's initial years of operation

6.11 Learning environment

6.11.1 Class Size and Structure

As described in 6.8.1 above, the Bertha B. Williams Academy believes that it is essential for positive student learning and growth to keep classes sizes lower than the county class averages. The size and structure of the class directly affects the environment and impacts the learning capability of students. For this reason, we have carefully planned the class size and structure which is reiterated here.

All kindergarten through fifth grade classes will aim for a maximum of 18 students per class, with a few exceptions (those being our combination classes). We have planned around an opening enrollment of 200 students.

- K.: Approx. 18 students with a full-time teaching assistant assigned once the class goes above 12 students.
- Grade K/1: Combination classroom with about 18 students.
- Grades 1-3: Approximately 18 students in each classroom.
- Grades 4/5: Combination classroom with 18 students.

• Class Structure

At startup, Bertha B Williams Academy will have a minimum of 12 classrooms operational by enrollment. Each classroom will be staffed with a licensed teacher. Teaching assistant(s) and a floating assistant will supplement the teachers in the classroom. BBWA will utilize specialized teachers in reading, math, art, and music as well as our librarian in the classroom. The number of classrooms will change based on total enrollment with more than 24 classroom in operation by Year 5.

Our opening goal is to have 200 students enrolled in our school. If enrollment ends up being lower, we have the flexibility to restructure our classrooms. For instance, if one grade level is below 12 students, then the school would look at combining that grade level with one that is below or above it—not to exceed 28 students. If however, our enrollment exceeds expectations, then we will have similar flexibility. For instance we could potentially have two kindergarten classrooms or two K/1 classrooms. Our number of teaching assistants also provides us flexibility, allowing us to alter their numbers and duties based on enrollment.

6.11.2 Curriculum Overview

The overview presented in its entirety in section 6.2- 6.6 above is designed to provide a unique learning environment using the Museum Learning approach. This approach reinforces the lessons taught in the classroom with practical, tangible applications by exploring these concepts and articles in real life, stimulating discussion, questions and understanding that increases practical application of knowledge into everyday living.

6.11.3 Teaching Methods

- Experiential Learning by doing -- includes knowledge and skills acquired outside of book/lecture learning situations through work, play, and other life experiences.
- Integrated or interdisciplinary teaching within the context of real-world problem solving creates dynamics and meaningful learning experiences for students.
- Blended Learning variable construct describing approaches to teaching and learning that integrate, in a significant and meaningful way, more than one technique for delivering instruction. Widely associated with combinations of face-to-face and e-learning teaching methods, blended learning may also refer to other mixtures (i.e., individual and group instruction; self-paced instruction and lecture method).
- Holistic Approach Techniques and/or philosophies that consider an entity or phenomenon in totality, rather than as an aggregate of constituent parts (research and theory)
- Interdisciplinary Approach use of two or more disciplines
- Discovery Learning situation in which the principal content of what is to be learned is not given but must be independently discovered by the learner
- Experimental Teaching that uses new or innovative ideas, methods, or devices
- Exploration of themes and ideas
- Open-ended and extended interdisciplinary problem solving
- Observational learning resulting from the observation of a model or event
- Problem Based learning resulting from the observation of a model or event

6.11.4 Scientifically Researched-Based Instructional Strategies

Scientific research is needed in instructions to expand the perspectives, cognitive structures in inquiry based curriculum. Some of the strategies that can be used with all grade levels include:

- Problem solving
- Case studies
- Inquiry-based labs
- Interactive computer learning
- Conceptual understandings
- Evidence-based understandings

- Computer literate to deliver instruction
- Drawing on theoretical frameworks of socio and cognitive cultures
- Constructivism cultural models of meanings
- Dialogic function of language and transformation of models of teacher education.

6.12 Co-Curricular and extra -Curricular Programs

Co-Curricular Activities

Co-curricular activities have a positive effect on student achievement and other social aspects. The National Federation of State School Associations cites a number of case studies that show “students who compete in school activity programs make higher grades and have better attendance.”

Some of the co-curricular activities under consideration at the elementary school level include but are not limited to:

Athletics: Baseball, Basketball, Softball, Volleyball, Culinary Arts, Student Ambassadors, Student Council, Student Development, Technology, Theatre Productions and Vocal Music

6.12.1 Extra-Curricular Activities Plan

BBWA will host its own after-school care and enrichment program to give its parents more comforting and convenient options in childcare and its students a thought-provoking end to each school day. The after-school program will run daily from 3:30 pm. to 5:30 pm., and will be loosely modeled on NPS’s existing and popular system of afternoon clubs.

The club system brings in educators and experts, on an ad-hoc basis, who engage our children in themed classes that run once a week, for a period of 4 to 8 weeks. Our after-school program will formalize this system, working with these same partners--and new ones--to give each day of the week in the after-school program a focus, and one that carries from week to week. For example, Mondays might include music club and strategic-game club; Tuesdays, Reading club and Lego club; Wednesdays art club and chess club; Thursdays music club and Scratch (computer programming) club; Fridays science club and museum club. These themed classes will support the academic- and social- program goals of the charter, and would rotate throughout the school year.

We are also looking to use the after-school forum as a way of incorporating nationally recognized programs such as Odyssey of the Mind, Young Entrepreneurs, and/or 4-H. The after-school program also allows for programs that would give our students the ability to compete and be nationally recognized for their academic achievements, such as Continental Math League, National Science League and Current Events League. Students in the after-school program will also be provided a healthy snack and time to work on their homework, with assistance from after-school staff.

Our after-school program will be free. Parents will have the option of utilizing daily care, or signing their kids up for specific days and clubs. Experts and other staff would have basic salaries, and the number of instructors/helpers contingent upon enrollment in the clubs. They would also be supplemented by volunteer support.

The Academy will provide an affordable Summer Enrichment program that will follow the same themed approach, but will allow for us to incorporate week-long or multi-week-long subjects—such as the mounting of a musical or play, an introduction to computer programming, or a cooking-as-chemistry week.

The summer enrichment program will incorporate core academic skills—reading, math, science—to help children with retention over the summer months. Parents could sign their children up for the whole summer, or enroll their children in week-long subjects of interest—along the lines of week-long camps.

Our after-school and summer enrichment programs, while reasonably priced for parents, will provide some money toward the financial security of BBWA. They will be vital for parents who are actively seeking a childcare solution in an environment that they know, and that they can trust to be a rewarding experience for their kids. Most importantly, our programs will provide a fun and challenging experience for our students, one that will complement our academic environment and its goals:

- Art Instructions
- Tutorials
- Communications with Parents
- Academy and community capacity building

“The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered.” — Jean Piaget

7.0 ENROLLMENT PROCESS

7.1 DESCRIPTION OF LOTTERY PROCESS

Should the number of applications for admission exceed available enrollment slots, a lottery process will be developed for the establishment of a waiting list for such students for whom space is unavailable and, if appropriate, a tailored admission policy that meets the specific mission or focus of the public charter school and is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court ordered desegregation plan in effect for Norfolk City Schools or, in the case of a regional public charter school, in effect for any of the relevant school divisions.

(Reference: § 22.1-212.6 of the *Code of Virginia*, which states: “Enrollment shall be open to any child who is deemed to reside within the relevant school division or, in the case of a regional public charter school, within any of the relevant school divisions, as set forth in § 22.1-3, through a lottery process on a space-available basis. A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list.”)

As provided in the Charter School Law, all parents who choose to enroll their children in Bertha B. Williams Academy may do so, subject to admissions priorities established in statute and spaces available. To inform these parents of the decision-making process, the Bertha B. Williams Academy Board and Outreach Committee intend to publicize widely the nature and mission of the school, a process which has already begun through early reports about the charter application which have appeared in the local press.

As part of the process, the BBWA will establish a site advisory committee, set enrollment deadlines and objectives and refine and distribute collateral material for family.

Recruit Students:

- Present at churches, childcare centers, museums, libraries, zoos, nature gardens, and related locations;
- Hand out fliers at supermarkets;
- Canvass neighborhood;
- Conduct information sessions;
- Identify other advertising vehicles as needed;
- Conduct lottery; Begin one month before the opening of school and close one week after school starts;
- Register students: Input student data in secure technology system.

In compliance with the Code of Virginia 22.1-212.6, admission is limited to those students who are residents of the NCPS Division, which is the planned location for the school. Enrollment shall be open to any child who is deemed to reside within the relevant school division as set forth in Section 22.1-3, through a lottery process on a space-available basis, except that in the case of the conversion of an existing public school, students who attend the school and the siblings of such students shall be given the opportunity to enroll in advance of the lottery process.

7.2 Lottery for Waiting List

A waiting list shall be established if adequate space is not available to accommodate all students whose parents have requested to be entered in the lottery process. Such waiting list shall also be prioritized through a lottery process and parents shall be informed of their student's position on the list. The results of the lottery will be mailed to you during the week specified by on the Academy website.

Informational campaigns will include frequent press releases as developments warrant; paid advertisements; and depositing copies of the charter application at the reference desk of the public library and other partners for public access. The publicity efforts include Spanish-language literature, and meetings when they can be arranged, explaining the nature and purpose of the school, and the admissions process. This application period will last four weeks. Staff and other involved individuals will be available during this time period for personal consultations and to answer any questions which parents of potential applicants may have. The BBWA staff will clearly define the school, its mission, and its programs.

7.3 Tailored Admission Policy

Parents of students who are interested in attending the Academy can learn more about the Academy by visiting the Academy's web site at www.berthabwilliamsfoundation.org or contacting the Academy by calling 757-304-7059.

Parents of new students interesting in enrolling at the Academy will be given the opportunity to participate in an annual Pre-Enrollment Process. The date of the pre-enrollment begins and ends will be determined by the Academy administration each year and will be posted in the Academy office, local newspaper as well as on the Academy's website. Parents of students interested in enrolling their children in the Academy must complete and return an accurate Pre-Enrollment Form by the deadline provided by the Academy.

Any child who is qualified under applicable state law is qualified for admission to the Bertha B. Williams Academy. BBWA is an equal opportunity educational institution. The admissions policy will be made available to the public.

In the event the number of applicants for any given grade or section exceeds the number of enrollment slots (seats) available, the school will accept students by a random selection process. The school will grant enrollment preference according to the aforementioned criteria. A public lottery will be held, as necessary, to determine enrollment. The date, time and location of the public lottery will be posted at the school, on the school's website, and in a newspaper of general circulation at least one week prior to the lottery being held. A neutral party will conduct the lottery on behalf of the school. The school will notify applicant parents within 30 days of the lottery with the outcome as to whether their child has been accepted or has been placed on a wait list.

After all available enrollment slots (seats) are filled, wait lists will be created and maintained for each grade. The initial wait list will be created randomly as part of the public lottery.

7.4 Timeline for Lottery Process

TIMELINE

March 1, 2016 Applications due

March 8, 2016 Public Random Drawing (if necessary)

March 15, 2016 Acceptance Letters and Commitment to Enroll forms mailed
April 1, 2016 Commitment to Enroll forms due
April 3, 2016 Roll down wait list (if necessary)

7.5 Enrollment-related Policies

Bertha B. Williams is committed to offering parents an alternative public Academy choice. As such, we aim to help parents make an informed decision about whether Charter Academy is an appropriate option for their children and whether their family can support our Charter and our Academy Policies. BBWA Charter Academy uses nondiscriminatory processes and actively recruits a diverse student population from the communities it serves. This policy follows our goal of ensuring Charter Academy attracts, retains, and graduates a diverse student body.

Enrollment in BBWA Charter Academy will be open to any resident of the Commonwealth of Virginia.

Kindergarten students must be at least five years old:

Should BBWA receive more applications for admission than it has capacity, a public random drawing (“lottery”) will be held, utilizing admissions preferences as enumerated below.

Application Process

All prospective parents must first complete the Application Process by attending a mandatory Enrollment Form and return the completed Application Form by the established open enrollment deadline. This is the first step in the Application Process for new families.

The next step in the Application Process is the lottery, which is held, if necessary, at the close of the open enrollment period, and serves to determine admission to BBWA. The lottery will be held by grade level. Existing students of the Academy who submit a timely Intent to Continue Enrollment Form will be guaranteed enrollment for the following year. Admissions preferences will be offered in the following order:

1. Children of current BBWA employees (exempt from lottery)
2. Siblings of currently enrolled BBWA students (exempt from lottery)
3. All other students:

This admissions preference is in accordance with Education Code Section 47605.3.

The drawing, executed by grade level, will determine enrollment for the fall, and it will establish a waiting list, in the order in which applications are drawn, once all the openings are filled. If new openings occur during the Academy year, children will be enrolled, in order, from the waiting list. It is the responsibility of the families on the waiting list to inform the Academy of any changes in contact information. Families will be given three business days to respond to a phone call regarding an opening. If there is no response within three business days, the Academy will contact the next person on the waiting list. Once the waiting list is exhausted, if spaces remain, enrollment for the remainder of the Academy year will be on a first-come, first-served basis after completion of the Application Process.

All admitted students will receive an Enrollment Form, which includes a list of required documents. The Enrollment Form must be returned to the Academy by the specified date or the child(ren) will forfeit enrollment for that Academy year. All required documents must be received by the established deadline(s) or the student will no longer be enrolled for the Academy year and the Academy will enroll the next student(s) on the waiting list.

In addition to the Enrollment Form, parents must sign the Parent/Student Agreement, which serves to (at a minimum):

1. Acknowledge they understand and value the Academy's vision and the distinctive characteristics of the educational program as described in the Charter; and agree to adhere to the Academy's policies and procedures.
2. Affirm their commitment to actively participate in their child's education both at Academy and at home.
3. Acknowledge they have read and discussed the expectations as a family and agree to work together to achieve those expectations.

Unless the Academy office has been notified in advance, students who are not in attendance by noon on the first day of Academy will forfeit their enrollment and the next student on the appropriate Waiting List will be notified.

Given that enrollment in BBWA is a "parent choice," transportation to and from Academy will be the sole responsibility of the parent and will not be provided by BBWA, except in specific cases where transportation may be otherwise mandated by law.

Policy approved by the BBWA Charter Academy Governing Board on August 1, 2015.

7.6 Ensuring Community Outreach

We "Welcome parents"! All involved will learn the importance of family, community and positive interactions with each other for the common good of our success. From this page you are able to access teacher webpages for berthabwilliamsfoundation.org. Simply select the name of your child's teacher from the drop down menu found in the upper-left side of this page and click "go." All parents of students enrolled in BBW Academy, from the local district will have the ability to monitor their child's progress in school via the BBWA Parent Portal. To learn more about this powerful online resource and how to register, please visit our websites:

<http://www.berthabwilliamsfoundation.org>. A team of Board members and local citizen have meetings at Norfolk churches, museums, libraries, conducted surveys, with families since 2013 about Bertha B. Williams Academy and its Museum Learning Model for K-5th grade.

7.7 Transfer of Records

Students that desire to transfer BBWA schools will follow the county guidelines. The Principal at the student's present school will initiate the application and it will be submitted to BBWA and the Principal for submission to the Admissions Committee. The Admissions Committee will follow the guidelines noted above and notify all parties as to the status of the request within three business days. If a student withdraws from or transfers to another school, the school will release

records to Bertha B Williams Academy upon request. The parent will be required to provide written notice of withdrawal and be advised of their obligations under the law to have their child enrolled in school.

Those students who want to transfer from/to another school will follow the county guidelines and complete the process through the principal. To provide ease of transfer of records and record-keeping between BBWA and the students' local boundary school, BBWA forms and procedure(s) will comply with all Public School regulations and policies governing the withdrawal and/or transfer of students.

7.8 Enrollment after School Year Begins

BBWA will only be able to enroll students in the school after the academic year begins if there is available space in the corresponding grade level and all the wait list students have already been accommodated. Our accommodation and admittance of new students would rely on the capacity and current enrollment of the school, grade level and classrooms.

“Learning is near and dear to the Williams family, it fuels the brain”.

Lcis Williams

8.0 DISPLACEMENT

According to the procedure's "Guide to School-based Decision-Making," each school is empowered by state law and the School Board to develop its own set of criteria to determine which teachers will be displaced when individual schools must reduce the number of positions due to budget cuts or student enrollment changes.

Most principals report that the following factors have been considered at their schools:

- Acceptance of leadership roles
- Classroom management
- Teacher attendance Fit with school culture
- Student performance
- Individual teacher performance based upon evaluation rating

Displacement is not a good thing. Your staff changes so much year to year it is difficult to build an effective culture within your school. Teachers support a balance between seniority and other factors in determining displacement decisions.

- Classroom Management 53%
- Specific Licensure 53%
- Seniority 49 % and teacher attendance 50%
- 31% of the teachers did not care

New teacher applicants are not considered for vacancies until after all displaced teachers and any recalled teachers are assigned to open teaching positions.

Teachers and principals strongly support staffing decisions based on an interview and select process and are dissatisfied with forced placements, which cause schools to lose out on desirable teacher candidates. When school staffing decisions are not based upon an interview and select process, schools miss out on filling vacancies with high-quality teacher candidates, especially in high-need schools.

8.1 Single Point of Contact

In the case of displacement the academy will follow the lead of the district contracted in meeting the requirements in the State Code. The Points of Contact will be:

Name	Phone
Dr. Lois Williams	757-304-7059

8.2 Notification Process to Parents/Guardians of Closure

When the time comes for the BBW Academy to close, a formal closure process will be implemented. As part of that process, notification to parents and guardians of the closure will be made via a letter from the Governing Board approximately three months prior to the school closing.

To ensure complete coverage of parents, the BBW Academy will use multiple methods of notification which may include:

- Email notification
- Website notification
- Letter to Parents or Guardians
- Announcements at PTA meetings

8.3 Notifications to Parents/Guardians of Alternative Public School Placements

Administrators will work with students, parents and local schools to find suitable placement opportunities for students that meet their educational and social needs. The interests of the students and parents are paramount; however, we will make recommendations and parents will make the final decisions.

8.4 Providing Student Records to Parents/Guardians

Student records will be transferred electronically to the new school upon notification to the BBW Academy of acceptance by the new school administration. Requests for record transfer will only occur through a formal notification from the new school. Transfers will occur within three business days of notification.

8.5 Transfer Notification to School Board

Any transfers by students will be noted by the school staff and administrators and reported at the monthly Governing Board meeting. Notifications of these transfers will then be submitted to the Board of Education.

8.6 Employee Placement Plan

The BBW Academy administration and Governing Board will work diligently to assist teachers, staff and administrators to find suitable employment.

To this end, the BBW Academy will work with local school districts in the state to find positions and then facilitate interviews. Letters of recommendation will be forthcoming from BBWA for all employees.

8.7 Close Out Plans

Close out of a Charter school is more than just a school closure, it is a small business entity and as such, there is much to consider and accomplish. A basic plan would contain at a minimum these components:

- Define the Authorizer's Role in Overseeing School Dissolution Process
- Communicate the Responsibilities of School in Dissolution Process
- Support Students and Families Transfer to New Schools
- Establish a Cash Flow Plan
- Determine Who Owns What
- Protect the District from Financial Risk
- Identify Key Dissolution Activities

A sample of a thorough close out plan that would serve as the nucleus of our actions is contained in Figure 8.1.

CORE ACTION	TASK	RESPONSIBLE PARTY	EXPECTED COMPLETION DATE	STATUS
<p>Student Enrollment: Account in an accurate and timely manner the school's final student enrollment.</p>	<p>Within 5 days after the decision not to renew the contract, submit to [INSERT NAME] a current student roster including the names, grades, and district of residence for each student enrolled in the school.</p>			
	<p>Provide monthly updates to [INSERT HERE] on changes to enrollment roster.</p>			
	<p>Submit final enrollment count.</p>			
<p>Financial Statements: Accurately account for the school's financial status through the dissolution process.</p>	<p>Within 10 days after the decision not to renew the contract, submit to [INSERT HERE] most recent financial statements, including but not limited to a budget vs. actual, cash flow report and balance sheet.</p>			
	<p>Submit updated financial statements monthly thereafter until dissolution is complete.</p>			
	<p>To the extent possible, terminate all present leases, services and contracts not necessary for the dissolution of the school.</p>			
	<p>Determine what will happen to lease if terms extend beyond dissolution.</p>			
<p>Trustee: Appoint a trustee(s) to assume oversight of the school's dissolution process and responsibility of archived records.</p>	<p>Submit evidence of the Board's resolution appointing a liaison to coordinate the management of the dissolution of the charter school. Include contact information of liaison.</p>			
	<p>Appoint a trustee to oversee the final repository of the school's business</p>			

CORE ACTION	TASK	RESPONSIBLE PARTY	EXPECTED COMPLETION DATE	STATUS
	records, including but not limited to bank statements, invoices and payroll registers. Include contact information for such trustee.			
	Assign a trustee to be responsible, for a minimum of five years, the maintenance of staff personnel records for the purposes of, but not limited to, verifying prior employment. Provide to [INSERT NAME] a contact name and phone number of the trustee responsible for maintaining personnel records.			
Student Records: Ensure each student continues his or her education and has complete student records (academic, health, special education) transferred to their new school.	Implement a follow-up procedure to determine where each student will continue his or her education and the transfer of student records to such school.			
	If a student's record has not been transferred by August, notify [INSERT NAME].			
	Provide [INSERT NAME] with a final list of student names and the schools to which they are transferring.			
	Appoint a responsible staff person that, if requested, can provide detailed information on academic transcripts and grading systems for a minimum of five years after the school's closure. Submit to [INSERT NAME] the contact information for such person.			

CORE ACTION	TASK	RESPONSIBLE PARTY	EXPECTED COMPLETION DATE	STATUS
Personnel Records: Ensure employment records are updated and archived.	Submit to [INSERT NAME] an updated status report listing all teachers and staff employed at the school.			
	Compile a complete set of personnel records including that, for each employee includes, at a minimum, social security number, employment history, copies of certificates, employment contract and evaluations of performance.			
Financial and Contractual Obligations: Satisfy the school's liabilities and distribute assets in a fair and transparent manner.	Submit to [INSERT NAME] a report accounting for the present value of the school's liabilities held by all of its creditors, including but not limited to, vendors, contracted professionals, financial institutions, pension and health benefits agencies.			
	Submit to [INSERT NAME] a report accounting for, and the present value of, all assets held by the school purchased with public funds, including but not limited to furnishings, technology, books, supplies, equipment and property.			
	Devise and implement a plan for liquidating assets necessary to satisfy creditors and a plan for the distribution of any remaining assets purchased with public funds.			
Note: Assets must be liquidated in a manner to ensure the highest possible price is obtained. This may be done retaining an auctioneer. If an asset is subject to a security interest, the secured party should be contacted. Assets may not be given away, except as authorized by law. Furthermore, board members of the charter school and their relatives as well as employees and students of the charter school should not purchase any assets unless the purchase is disclosed to the charter school's board and the disclosure is made a matter of record in the board's official proceedings and approved by a majority of the non-interested directors.				

CORE ACTION	TASK	RESPONSIBLE PARTY	EXPECTED COMPLETION DATE	STATUS
	File all final federal, state and local employer payroll tax returns and issue final W-2's and Form 1099's by the statutory deadlines.			
Grants: Properly liquidate of goods acquired through federal grants	Verify liquidation and/or transfer of property acquired through federal grant funds.			
	Close out all state and federal grants and file any required reports.			
Final Audit: Conduct a final financial audit	Submit to [INSERT NAME] an approved board resolution appointing an independent auditor to perform the final audit. Provide contact information for such auditor, estimated start and completion date of audit and estimated cost of the audit.			
	Submit to [INSERT NAME] evidence that an escrow account has been established to pay for the audit.			
	Submit copies of the audit report to [INSERT NAME].			
Accountability and Reporting: Submit required end-of-year reports	[INCLUDE SPECIFIC REPORTS REQUIRED BY MARYLAND LAW OR DISTRICT CHARTER SCHOOL POLICY HERE			
Legal: Dissolve board and relieve individual board members	Board of Trustees adopts a resolution that the school as a corporation be dissolved.			
	Notify appropriate agencies including [XXX] of the closure of the school.			

DEPARTMENT/ DIVISION/ OFFICE	PERSON RESPONSIBLE	TASK	INITIATE	COMPLETE	COMMENTS
Grants Office, Accounting, Development Office	Chief Development Officer	• Liquidation of State Title Funds			
		• Liquidation of Federal Title Funds			
		• Liquidation of Local Title Funds			
		• Competitive Grant Changes Funds			
Budget/Finance	Director of Budget/ Supervisor of Finance	• Financial statements			
		• Salaries			
		• Benefits			
		• Utilities			
		• Rents			
		• Insurance – dates of coverage, following dissolution			
		• Loans			
		• Final external audit –funds to cover cost (\$5,000)			
		• Accounts payable			
		• Payroll tax return, w-2's, 1099's – final payments withholding, tax clearance request			
		• Bankruptcy resolution			
		• Liquidation of assets			
		• Final IRS return (990 schedule A)			
		• Creditors			
• Final Expenditure Report					
• Food Services Dissolution					
• Transportation Dissolution					

DEPARTMENT/ DIVISION/ OFFICE	PERSON RESPONSIBLE	TASK	INITIATE	COMPLETE	COMMENTS
Legal	Director of Legal Services	• Dissolution plan while maintaining fiscal/legal responsibility			
		• Final Audit prior to dissolution			
		• Name/address and contact information of person designated as primary contact for all future inquiries			
		• Document communication with parents/staff regarding impending closure			
		• Update all contact information of operators: name, addresses, phone, email and copy Board of Education President and District Superintendent			
		• Pending/Threatened Legal Actions			
		• Estimated Potential Exposure			
Operations	Supervisor of Operations and Maintenance	• Inventory – Charter school will demonstrate that any property was purchased solely by, or solely with funds paid to school			
		• Provide list of all items/equipment purchased by charter school cross-referenced to item identification number and location			

DEPARTMENT/ DIVISION/ OFFICE	PERSON RESPONSIBLE	TASK	INITIATE	COMPLETE	COMMENTS
Charter Schools	Charter School Point of Contact	• Identify Point of Contact			
		• Notify Maryland State Department of Education			
		• Communication Plan			
Special Education	Director of Special Education	• Determine if there are or need to be Compensatory Services Plan			
	Charter School Special Education Liaison	• Determine who will provide a continuation of Compensatory Services Plan			
		• Transfer Provision of Special Ed Services/IEP meetings			
Human Resources	Director of Human Resources	• Personnel Records			
		• Licensing documents, certificates, contracts, evaluations			
		• Administrative close down			
		• Final Salary/Leave Payoff			
		• Termination of Health Care/Benefits			
Facilities	Director of Facilities	• Lease Furniture Contracts			
		• Cleaning Contracts			
		• Terminate leases agreement and other contracts			
Curriculum	Director of Curriculum	• Memorandum of Instruction (MOI)			
		• Bundle grade books/plan books, alphabetical by teacher last name			
Technology	Director of Technology	• Technology – copyright/software compliance			
		• Equipment – Burn all relevant information on disc/zips			
		• Disable network ID and e-mail accounts			
		• Collect hardware			
		• Secure Laptops/Serial Numbers			
Student Services	Director of Student	• Provide Parents with transfer cards and			

DEPARTMENT/ DIVISION/ OFFICE	PERSON RESPONSIBLE	TASK	INITIATE	COMPLETE	COMMENTS
	Services	copies of report cards			
		• Obtain discipline records			
		• Obtain attendance records			
		• Obtain immunization records			
		• Establish list of each student's zoned school			
		• Transfer of student records			
		• Health Services Dissolution			
Student Data	Student Data Administrator	• Enrollment Count			
		• Verify final enrollment			
		• Verify complete electronic records for: <ul style="list-style-type: none"> ○ Enrollment ○ Attendance ○ Discipline ○ Teacher file 			
		• Release electronic records for access to other AACPS schools for enrollment)			
		• Finalize access to student information data base			

Figure 8.1 Close out Plans

9.0 TRANSPORTATION

The Board of Directors will meet with the district-contracted administrator to discuss transportation needs for students. We realize some students will be walkers but the majority will need transportation. If transportation is currently being provided, it is our hope, we will be able to negotiate a contract for continued services.

9.1 Providing Transportation to Students

"As negotiated by contract, the local school board or the relevant school boards, in the case of regional public charter schools, may allow a public charter school to use vacant or unused properties or real estate owned by the school board." Transportation will be provided for all student residing within a five-mile radius of the academy, particularly students with disabilities as reference in Section 22.1-221 of the Code of Virginia. Otherwise parents will have to transport students. All students are welcome to attend the academy outside the zone if transportation is provided by family. BBWA will have to contract services with the district. All students requiring transportation with a 5-mile radius of the Academy will be transported.

Parents may also check Media, Internet notifications, the academy website, (<http://www.bbwacademy.org>) school emergency messages, radio, TV, newspaper, email, school closure, early school closure, one-hour delay opening, two-hour delay, and/or other information regarding school emergency conditions. Our policy will be consistent.

IMPORTANT - Parents are encouraged to develop a plan for their child in the event of a school closure, delay or early closure. It is important your emergency contact information is up-to-date for each student. If more information is needed, contact Academy Security.

9.2 How School Arranges transportation

The Norfolk School System will be contacted for information on the bus services. The BBWA staff will contact the contractor and negotiate for service to the students of the charter school along the same terms and conditions of the public schools.

In the event that special needs students are not covered in the transportation services agreement, the BBWA will make the necessary arrangements for daily door-to-door transportation.

9.3 Transportation for Students with Disabilities

BBW Academy will include in its services a contract with the school district busses to provide a disabled child bus that would have door-to-door service for those eligible for this type of transportation. In the event the district bussing vendor cannot provide this service, the BBW Academy will either contract or rent an appropriate vehicle that is intended for the transportation of disabled people and provide the door-to-door service.

10.0 ECONOMIC SOUNDNESS

Each charter school will be required to utilize a Chart of Accounts designated by the school division. Financial information and reporting will be required to conform to Generally Accepted Accounting Procedures and Governmental Accounting and Financial Reporting Standards.

Each charter school will be required to provide a monthly financial statement in the format designated by the school division's administrative assistant for Business and Finance. Monthly financial information shall be provided no later than the 20th of the following month. The monthly financial information will consist of the following:

1. Bank reconciliation for all accounts
2. Federal and state payroll reports
3. Any required state filings for sales tax and other required reports
4. Listing of all checks written during the month
5. Listing of all payables and receivables at the end of the month
6. Monthly and year-to-date expenditure reports
7. Monthly and year-to-date revenue reports
8. Monthly and year-to-date attendance and projected March 31 Average Daily Membership
9. Balance sheet
10. Position control information comparing budgeted positions to allocated and staffed positions
11. Other reports as may be requested from time to time by the school board

10.1 Financial Plan

10.1.1 Financial Controls

The following financial controls are to be used at all times to safeguard Academy's accounts and assets.

10.1.1.1 Budget

1. The Academy's fiscal (budget) year is as follows: July 1 through June 30th of the following year.
2. A budget for the subsequent fiscal year shall be adopted by the Board of Director's in June of each year.
3. Revisions to the adopted budget may be proposed by any member of the Academy's Board at any regular membership meeting, and may be approved at the same meeting by a majority vote.

10.1.1.2 Checks

1. All Academy's checks require two signatures. Board officers authorized to sign checks are: Chairman and Treasurer. As standard practice, the Chairman and Treasurer will be the co-signors of all checks, except that no officer shall be a signatory on a check for which that officer is also the payee. In such cases, the Vice Chairman of the Board shall be the secondary signatory.
2. As standard practice, Academy's checks MUST not be made payable to "Cash."

3. The Treasurer will not provide a blank Academy's check with an authorized signature to any person. Checks must be pre -approved by the Board complete (date, payee, amount, invoice or a/c # and authorized signatures).
4. The Academy's will use pre-numbered checks only. Any checks that are voided must be maintained as part of the permanent records.

10.1.1.3 Payment Authorizations

1. Disbursement of checks which are consistent with the amounts approved in the annual Academy's budget for the related category of expenditure may be paid without further approval of the Academy's membership.
2. Disbursement of checks exceeding the approved Academy's budget category by more than 10% shall be approved by the membership at the next general meeting. If the next general meeting is not scheduled to occur within 30 days of a needed disbursement, the Academy's board, by majority vote, is authorized to approve the payment and shall report any such payment at the next general meeting.

10.1.1.4 Cash Receipts

1. All event proceeds/receipts are to be turned over to the Treasurer on a daily basis using the Cash Box Accounting form and related procedures (described below).
2. Cash box proceeds/receipts retained overnight for multi-day events should be locked in the main office of the school until the next day. Cash box proceeds/receipts are to be turned in to the Treasurer by the Event sponsor of the Academy's board member on the final day of an event.
3. Whenever possible, events should have only one proceeds/receipts in-take location with the exception of the annual Craft Market. The in-take point of control should always have two people in attendance.
4. Cash boxes are never to be left unattended or taken home by volunteers.
5. All event proceeds/receipts should be deposited daily.
6. All checks are to be endorsed "for deposit only" using the Academy's stamp.
7. Cash proceeds/receipts are to be posted to the general ledger promptly.
8. As a general practice, events limited to school parent/family participation should encourage the use of checks rather than cash.

10.1.1.5 Electronic Funds Transfer (EFT)

Selected transactions are executed via EFT. These include but are not limited to:

1. Payment of annual non-profit registration fees to the State of Virginia.
2. Bank fees.

10.1.1.6 General

1. All general accounts of the Academy's shall be reconciled monthly (bank account(s) and general ledger).
2. Profit/loss statements are to be prepared following each event.
3. Prior year event profit/loss statements and current year approved event budgets shall be provided to each Event Chairperson(s) prior to an event by the Treasurer.
4. Event Chairperson(s) and the Treasurer shall coordinate to ensure event expenditures are consistent with approved Academy's event budgets.
5. Monthly financial reports distributed by the Treasurer to the Academy's board and general membership shall be included in the Academy's monthly minutes and shall also be posted to the school's and/or Academy's website.
6. Academy's financial records are to be organized and complete and shall not be discarded without prior notice to Academy's membership at a general meeting and without board approval. Current financial records may be held by the Treasurer. Prior year financial records should be maintained in a general repository of Academy's records.

10.1.1.7 Treasurer Responsibilities:

- Maintenance of all Academy's financial accounts and all supporting documentation;
- Check disbursements, including review of supporting documentation for expense reimbursement;
- Management of all cash box requests and related receipts and deposits;
- Monthly financial reconciliation(s);
- Preparation of monthly financial reports for distribution to Academy's board and membership, including all account balances, primary account reconciliations, budget/expenditure comparisons, individual event profit/loss statements;
- Assist the President of the Academy's in preparing an annual operating budget;
- In collaboration with tax professional, preparation of annual 1099 (non-profit) tax return, including compilation of all necessary financial reports;
- Preparation and filing of annual State non-profit organization report and fee;
- Oversight of banking relationship, including receipt and review of bank statements, and maintenance of current signature authorizations;
- Maintenance of Academy's liability insurance.

Annual Audit

An annual audit will be conducted by an audit review committee in July/August of each year. The audit committee will consist of three members including the Chairman, Treasurer and one member representing the general membership. The purpose is to review all transactions for appropriate supporting documentation including but not limited to:

- All disbursements have complete and accurate supporting documentation
- All bank statements are reconciled on a monthly basis
- All certificates of deposits are properly maintained

- All deposits are fully documented and reflected appropriately in the general ledger
- The receipts and disbursements of the Academy's reflect the intent of the approved budget

10.1.1.8 The Academy's Financial Forms & Procedures

General Requirements for Reimbursement or Payment:

1. All disbursements will be made via check with proper supporting documentation.
2. No expenses shall be reimbursed without appropriate receipts.
3. All submitted receipts should be reviewed prior to submission and marked "okay to pay" or "approved" and signed by the individual requesting reimbursement or payment.
4. Requests for event related reimbursements and payments should be submitted by Event coordinator(s), including reimbursements or payments to volunteers.
5. Requests for reimbursement should be submitted promptly and generally no later than ten days following the receipt of an invoice or incurrence of an expenditure.
6. Whenever possible, payment of sales tax should be avoided through use of the Academy's tax exempt status.
7. All Academy's financial forms, including request for payment and tax-exemption, should be available on the school website via the Academy's web page berthabwilliamsfoundation.org.

10.1.1.9 Procedure for Requesting Reimbursement or Payment:

Reimbursement or payment request shall be made via a **Payment Request Form**. This form is to be used when: a check is needed in advance of a transaction; a volunteer is requesting reimbursement for out-of-pocket expenses; or for direct payment of a vendor or invoice.

1. Request for reimbursement or payment via the Payment Request form requires the following information be provided for all checks:
 - Name of requester or volunteer
 - Purpose of check:
 - Date
 - Name of payee (along with address if check is to be mailed)
 - Method of check delivery (returned to requestor, mailed or other)
 - Expense category (event or purpose)
 - Amount requested
 - Event chairperson sign-off, if applicable
 - Attachment of supporting documentation (appropriate invoices, receipts, contracts, or estimates)
2. Treasurer shall review Payment Request Form and supporting documentation for completion and accuracy and submit to chairperson for approval.

10.1.1.10 Cash Management (Deposits & Cash Boxes)

General:

1. Receipts collected on behalf of the Academy's, regardless of form (check or cash), should be given to the Treasurer for immediate deposit.
2. Whenever possible, receipts should be deposited by the Treasurer on the day they are received or on the following business day.
3. Event receipts collected using a cash box must follow the cash box accounting procedures outlined below.
4. With the exception of the annual Craft Market, all fund-raising events will have a single point of sale and at least two volunteers (preferably a volunteer and Event Chairperson) handling cash intake.
5. With the exception of the annual Craft Market and as a general practice, events limited to school parent/family participation should encourage the use of checks rather than cash.

Cash Box Accounting:

1. **Cash box requests** should be submitted at least three days prior to an event with an indication of the amount to be dispensed and the domination desired.
2. The Treasurer will initiate a **Cash Box Accounting Form** with each cash box disbursement. The form will indicate the starting balance of each cash box. The cash box should be counted by the Event Chair with Treasurer in attendance and form signed-off prior to the start of an event.
3. A Cash Box Accounting form is to be completed at the end of each event day and requires two signatures (an Event Chair and a volunteer or two volunteers) to verify the amount on hand.
4. At the end of an event, the Event Chair and a volunteer must include a completed Cash Box Accounting form with the returned cash box. For multi-day events, a new Cash Box Accounting form will be required for each day of an event. The volunteer and chairperson are to sign the form. The Treasurer will also count the money and sign the form prior to depositing funds.
5. Cash box proceeds/receipts retained overnight for multi-day events should be locked in the main office of the school until the next day. Cash box proceeds/receipts are to be turned in to the Treasurer by the Event Chair or Academy's board member on the final day of an event.
6. Whenever possible, events should have only one proceeds/receipts in-take location. The in-take point of control should always have two people in attendance.
7. Cash boxes are never to be left unattended or taken home by volunteers.
8. Event Chairperson(s) and the Treasurer must coordinate prior to an event to ensure adherence to this recommended best practice.

10.1.2 Audit Requirements

The following paragraphs describe the audit requirements for the BBW Academy.

10.1.2.1 Audit Goals

1. Direct and continue to improve the technical and administrative functions of the Internal Audit Department.

2. Develop an Annual Audit Plan for anticipated audit coverage for the upcoming fiscal year. Present Audit Plan for approval to Board of Board members and Administration.
3. Conduct audits in accordance with the Audit Plan. Audit types will include compliance, operational, financial, efficiency and effectiveness audits.
4. Identify opportunities to improve operation performance and recommend solutions to problems where appropriate.
5. Recommend improvement of management and internal controls designed to safeguard district resources.
6. Perform and report on special reviews as may be requested by the Board of Board members, Superintendent of Schools, Administration, or others (e.g., School Attorney, State Auditor, etc.)
7. Coordinate audit efforts with the external auditors.
8. Provide training to district personnel to promote an understanding of adherence to policies, laws and regulations and application of internal controls to district operations.
9. Stay current with school district operations and audit functions by means of continued professional education.

10.1.2.2 Requirements

Each audit should meet the following minimum standards:

Audit Requirements:

- An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- If the charter school spends \$500,000 or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.
- Regents authorized schools and any school that received Federal Charter School Program (CSP) funds must follow guidance in the Charter School Audit Guide.

All Academy audit will be delivered in accordance with GAGAS requires the auditor to comply with more stringent independence standards, Continuing Professional Education (“CPE”) and peer review requirements, and perform additional procedures beyond those performed in an audit under GAAS. A separate report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Government Auditing Standards (the “Yellow Book” report) is issued to provide school management and those charged with school governance with the results of the additional procedures. Full details of Generally Accepted Government Auditing Standards and the most recent version of GAGAS are available on the Government Accountability Office (“GAO”) website at <http://www.gao.gov/yellowbook>.

10.1.2.3 Independence

Audits performed in accordance with GAGAS require the auditor to comply with additional guidelines governing independence and require documentation of the consideration of any threats to independence. The Governmental Audit Quality Center (GAQC) of the American Institute of Certified Public Accountants (“AICPA”) has prepared a comparison of the differences between the AICPA and the Yellow Book or GAGAS independence rules for non-audit services. This comparison is available on the GAQC website (to GAQC members and nonmembers) at: <http://www.aicpa.org/InterestAreas/ProfessionalEthics/Resources/Tools/DownloadableDocuments/2012MayAIC>.

10.1.2.4 Continuing Professional Education (CPE)

Audits performed in accordance with GAGAS require the auditor to obtain CPE that directly relates to government auditing, the government environment, or the specific and unique environment in which the audited entity operates. Auditors performing work in accordance with GAGAS, including planning, directing, performing audit procedures, or reporting on an audit conducted in accordance with GAGAS, are required to obtain at least 24 hours of CPE every two years that meet the requirements above. Auditors who are involved in any amount of planning, directing, or reporting on GAGAS audits and auditors who are not involved in those activities but charge 20 percent or more of their time annually to GAGAS audits should also obtain at least an additional 56 hours of CPE (for a total of 80 hours of CPE in every 2-year period) that enhances the auditor’s professional proficiency to perform audits. Auditors required to take the total 80 hours of CPE should complete at least 20 hours of CPE in each year of the 2-year period. Auditors hired or initially assigned to GAGAS audits after the beginning of an audit organization’s 2-year CPE period should complete a prorated number of CPE hours.

10.1.2.5 Peer Review

Audit firms performing audits under GAGAS are required to have an external peer review, performed by reviewers independent of the audit organization being reviewed, at least once every 3 years.

10.1.2.6 Initial Statement of Controls

The Initial Statement must address whether the charter school has documented adequate controls and implemented them, when applicable, relating to:

1. preparing and maintaining financial statements and records in accordance with Generally Accepted Accounting Principles (“GAAP”);
2. payroll procedures;
3. accounting for contributions and grants;
4. procedures for the creation and review of interim and annual financial statements, which procedures shall specifically identify the individual(s) who will be responsible for preparing and reviewing such financial statements and ensure that such statements contain valid and reliable data;
5. existence of appropriate internal financial controls and procedures;
6. safeguarding of assets including cash and equipment;
7. compliance with applicable laws and regulations;
8. ensuring that the purchasing process results in the acquisition of necessary goods and services at the best price;
9. following appropriate guidance relating to budget development and administration; and

10. following appropriate guidance relating to a code of ethics and cash management and investments.

The Initial Statement shall be reviewed and ratified by the charter school's Board of Board members prior to its submission.

10.1.3 Accounting Principles

A primary emphasis for defining our accounting principles to ensure conformity and define the account classifications, to be used by the Academy, that provide meaningful financial management information to its users. As part of this emphasis, *Financial Accounting* is written to conform to generally accepted accounting principles (GAAP) a uniform minimum standard of and guidelines for financial accounting and reporting. For LEA's, adherence to GAAP implies that their financial reports contain the same types of financial statements for the same categories and types of funds and account groups. Such conformity will enhance the comparability of LEA financial reporting.

10.1.3.1 Monthly financial information

The monthly financial information will consist of the following:

1. Bank reconciliation for all accounts
2. Federal and state payroll reports
3. Any required state filings for sales tax and other required reports
4. Listing of all checks written during the month
5. Listing of all payables and receivables at the end of the month
6. Monthly and year-to-date expenditure reports
7. Monthly and year-to-date revenue reports
8. Monthly and year-to-date attendance and projected March 31 Average Daily Membership
9. Balance sheet
10. Position control information comparing budgeted positions to allocated and staffed positions
11. Other reports as may be requested from time to time by the school board

10.2 Start Up and three Year Budget

10.2.1 Assumptions

- Lease will maintain the annual dollar amount for 5 years
- Startup costs are inclusive with Year 1 expenses
- 200 enrollees in Year 1 and up to 500 by Year 5
- Teacher salaries will be start at the VDOE median range
- Employees will receive a 3% increase on base salary as a cost of living increase annually

10.2.2 Information Regarding Projected Revenues and Expenditures

Source of Funding	Program ID	Program Description	Type	Student Success	Staff Success	Successful Systems of	Total	
Gen-BBWA	42101	BBWA-Instruction	Staff	\$1,179,180.00	\$0.00	\$0.00	\$1,179,180.00	
			Casual/Hourly	\$50,367.00	\$0.00	\$0.00	\$50,367.00	
			Current Expenses		\$0.00	\$0.00	\$0.00	
			Equipment	\$10,000.00	\$0.00	\$0.00	\$10,000.00	
	42101 total				\$1,318,166.00	\$0.00		\$1,318,166.00
	42102	BBWA-EII	Casual/Hourly	Casual/Hourly	\$0.00	\$0.00	\$0.00	
				42102 total				\$0.00
	42103	BBWA-Instructional Support		Certificated	\$294,795.00	\$0.00	\$0.00	\$294,795.00
				Casual/Hourly	\$15,688.00	\$0.00	\$0.00	\$15,688.00
				42103 total				\$310,483.00
	42104	BBWA-Student Services		Certificated	\$129,710.00	\$0.00	\$0.00	\$129,710.00
				Classified		\$0.00	\$0.00	\$0.00
				Current Expenses	\$0.00	\$0.00	\$0.00	\$0.00
				Equipment	\$0.00	\$0.00	\$0.00	\$0.00
	42104 total				\$129,710.00		\$129,710.00	
	42108	BBWA-Enabling Activities III	Casual/Hourly	Casual/Hourly	\$0.00	\$0.00	\$0.00	
				42108 total				\$0.00
	42109	BBWA-Enabling Activities IV	Current Expenses	Current Expenses	\$0.00	\$0.00	\$0.00	
				42109 total				\$0.00
	42112	BBWA-School Administration		Certificated	\$0.00	\$0.00	\$203,012.00	\$203,012.00
				Classified	\$0.00	\$0.00	\$130,198.00	\$130,198.00
				Current Expenses	\$0.00	\$0.00	\$57,000.00	\$57,000.00
				Equipment	\$0.00	\$0.00	\$2,500.00	\$2,500.00
42112 total							\$392,710.00	
42113	BBWA-School Facility Services		Classified	\$0.00	\$0.00	\$112,017.00	\$112,017.00	
			Casual/Hourly	\$0.00	\$0.00	\$19,760.00	\$19,760.00	

			Current Expenses	\$0.00	\$0.00	\$0.00	\$0.00
		42113 total					\$131,777.00
	Gen-BBWA			\$1,758,359.00			\$1,758,359.00
Source of Funding	PrgmID	Program Description	Type	Student Success	Staff Success	Successful Systems of	Total
Gen-Categ	16807	Museum Learning Blended	Casual/Hourly	\$1,000.00	\$0.00	\$0.00	\$1,000.00
			Current Expenses	\$0.00	\$0.00	\$0.00	\$0.00
		16807 total					\$0.00
	17131	Special Education in Regular Schools	Certificated	\$200.00	\$0.00	\$0.00	\$200.00
			Classified	\$125,000.00	\$0.00	\$0.00	\$125,000.00
		17131 total			\$125,200.00		\$0.00
Gen-Categ							
Federal	18085	NCLB Title III Language Instruction	Casual/Hourly	\$2,000.00	\$0.00	\$0.00	\$0.00
			18085 total				
	19978	BBWA-EII	Equipment	\$75,000.00	\$0.00	\$0.00	\$0.00
			19978 total				
Federal							
Special	37307	Use of School facility	Current Expenses	\$90,000.00	\$0.00	\$0.00	\$90,000.00
			Equipment	\$20,000.00	\$0.00	\$0.00	\$20,000.00
		37307 total					\$0.00
	Special				\$500.00	\$0.00	\$0.00
Grand Total				\$2,197,259.00	\$0.00	\$524,487.00	\$2,721,746.00

10.2.3 Start Up and Three Year Budget

Bertha B. Williams Academy Charter School Budget

Per Pupil Allocation	\$10,068.00
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Planning Year: 2015-2016

Revenue	Enrollment Estimates:	2015-2016	2016-2017	2017-2018
		200	300	400
State Funds		\$2,013,600.00	\$3,020,400.00	\$4,027,200.00
Special Education funding		\$0.00	\$0.00	\$0.00
ESOL Funding		\$0.00	\$0.00	\$0.00
DEA Funding		\$0.00	\$0.00	\$0.00
Federal Charter School Start Up Grant		\$200,000.00	\$200,000.00	\$200,000.00
Foundations and Business Partnerships		\$250,000.00	\$250,000.00	\$250,000.00
Gates Foundation		\$250,000.00	\$250,000.00	\$250,000.00
Ansley Foundation		\$100,000.00	\$100,000.00	\$100,000.00
Walton Foundation		\$250,000.00	\$250,000.00	\$250,000.00
USDOE		\$300,000.00	\$300,000.00	\$300,000.00
Total Revenue		\$3,363,600.00	\$4,370,400.00	\$5,377,200.00
Expenses				
Admin (Exec. Dir, Asst. Dir, Lead Sec, Asst. Sec.)		\$220,000.00	\$220,000.00	\$220,000.00
Teachers		\$679,164.00	\$812,732.00	\$1,403,083.00
ESOL Funding		\$500,000.00	\$700,000.00	\$900,000.00
Teacher assistance		\$150,000.00	\$200,000.00	\$250,000.00
Coaches		\$40,000.00	\$50,000.00	\$55,000.00
Professional Development and training		\$25,000.00	\$18,000.00	\$15,000.00
Learning Materials		\$27,500.00	\$35,000.00	\$44,000.00
IT and				
Telecommunications		\$83,200.00	\$83,200.00	\$83,200.00
Testing and Assessment		\$10,000.00	\$12,000.00	\$15,000.00

Office Supplies and Expenses	\$25,000.00	\$35,000.00	\$45,000.00
Liability Insurance	\$21,500.00	\$21,500.00	\$21,500.00
Extracurricular Activities	\$40,000.00	\$60,000.00	\$75,000.00
Legal and Accounting Services	\$30,000.00	\$30,000.00	\$30,000.00
Building and Classroom Improvements	\$100,000.00	\$50,000.00	\$75,000.00
Marketing	\$20,000.00	\$20,000.00	\$18,000.00
Transportation	tbn	tbn	tbn
Building rental	\$115,000.00	\$115,000.00	\$115,000.00
Utilities	\$60,000.00	\$61,800.00	\$63,654.00
Food services	tbn w norfolk	tbn w norfolk	tbn w norfolk
Custodial staff (2) until fourth year 2% raise	\$40,000.00	\$40,800.00	\$41,616.00
Maintenance and Upkeep	\$15,000.00	\$25,000.00	\$32,000.00
Health Services	\$45,000.00	\$47,500.00	\$50,000.00
Security	\$35,000.00	\$40,000.00	\$45,000.00
Total Expenses	\$2,281,364.00	\$2,677,532.00	\$3,597,053.00

Total Surplus/Deficit	\$182,236.00	\$792,868.00	\$880,147.00
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Notes: Exec. Dir.	75000	Lead Secretary	30000
Asst. Director	65000	Asst.Secretary(2)	2x25000

10.3 Start Up and Three Year Cash Flow Projections

Cost Estimation				
Expenses	Year 0 Costs	Year 1 Costs	Year 2 Costs	Assumptions
Computers	\$65,000.00	\$80,000.00	\$95,000.00	
Research and Planning				
Market Research	\$10,000.00	\$14,500.00	\$18,000.00	
Curriculum Development	\$5,000.00	\$10,000.00	\$10,000.00	
Application Costs	\$2,000.00	\$2,000.00	\$5,000.00	
Consultants (including architects or space planners)	\$8,000.00	\$15,000.00	\$15,000.00	
Staff Recruitment/Hiring	\$5,000.00	\$5,000.00	\$5,000.00	
Board Recruitment and Screening	\$2,000.00	\$10,000.00	\$5,000.00	
Website Development	\$3,000.00	\$3,000.00	\$5,000.00	
Brochures/Information	\$6,000.00	\$8,000.00	\$6,000.00	
Nonprofit Incorporation	\$500.00	\$600.00	\$600.00	
Admissions Lottery	\$350.00	\$350.00	\$350.00	
Other:	\$500.00	\$500.00	\$500.00	
Subtotal	\$42,350.00	\$68,950.00	\$60,450.00	
Instructional Services				
Teacher Salaries and Benefits	\$1,126,100.00	\$1,357,100.00	\$1,539,245.00	
Substitute Salaries and Benefits	\$5,000.00	\$8,000.00	\$10,000.00	
Aide Salaries and Benefits	\$50,000.00	\$79,000.00	\$99,000.00	
Textbooks	\$35,000.00	\$35,000.00	\$35,000.00	
Classroom Supplies	\$20,000.00	\$20,000.00	\$28,000.00	
Classroom Furniture	\$50,000.00	\$60,000.00	\$45,000.00	
Classroom Equipment	\$150,000.00	\$170,000.00	\$200,000.00	
Staff Development	\$10,000.00	\$12,000.00	\$10,000.00	
Travel and Conferences	\$8,000.00	\$8,000.00	\$8,000.00	
Other:	\$0.00	\$0.00	\$0.00	
Subtotal	\$1,454,100.00	\$1,749,100.00	\$1,974,245.00	
Special Education Services				
Special Ed Teachers (Salary and Benefits)	\$175,000.00	\$230,000.00	\$275,000.00	
Special Aides (Salary and Benefits)	\$60,000.00	\$70,000.00	\$80,000.00	
Special Facilities and Equipment				
Curriculum	\$15,000.00	\$20,000.00	\$30,000.00	
Instructional Materials	\$100.00	\$80,000.00	\$75,000.00	
Contracted Services	\$100,000.00	\$150,000.00	\$200,000.00	

Other:				
Subtotal	\$350,100.00	\$550,000.00	\$660,000.00	
Supplemental Instructional Programs and Services				
Athletic Programs	\$20,000.00	\$30,000.00	\$35,000.00	
Arts and Enrichment Programs	\$20,000.00	\$25,000.00	\$30,000.00	
Summer School Programs	\$20,000.00	\$20,000.00	\$30,000.00	
After-School Programs	\$25,000.00	\$30,000.00	\$35,000.00	
Community Service Programs	\$500.00	\$500.00	\$500.00	
English Language Learner Programs	\$25,000.00	\$30,000.00	\$33,000.00	
Music Programs	\$18,000.00	\$20,000.00	\$25,000.00	
Tutoring Programs	\$25,000.00	\$28,000.00	\$30,000.00	
Uniforms	\$0.00	\$0.00	\$0.00	
Other:				
Subtotal	\$45,000.00	\$58,000.00	\$65,000.00	
Library Programs				
Librarian (Salary and Benefits)	\$65,000.00	\$75,000.00	\$75,000.00	
Books and Other Reading Materials	\$200,000.00	\$150,000.00	\$130,000.00	
Furniture				
Computers	\$80,000.00	\$100,000.00	\$120,000.00	
Software	\$25,000.00	\$30,000.00	\$35,000.00	
Audiovisual Equipment	\$30,000.00	\$40,000.00	\$40,000.00	
Other:				
Subtotal	\$400,000.00	\$395,000.00	\$400,000.00	
Student Support Programs and Services				
Nurse (Salary and Benefits)	\$30,000.00	\$30,000.00	\$30,000.00	Parent Volunteer
Health Supplies and Equipment	\$10,000.00	\$12,000.00	\$14,000.00	
Guidance Counselor (Salary and Benefits)	\$45,000.00	\$50,000.00	\$54,000.00	
Community Volunteers	\$0.00	\$0.00	\$0.00	
Other:				
Subtotal	\$85,000.00	\$92,000.00	\$98,000.00	
Facilities				
Rent/Lease/Mortgage	\$100,000.00	\$100,000.00	\$100,000.00	Will negotiate a 5-year contract
Maintenance and Repair	\$40,000.00	\$45,000.00	\$50,000.00	
Utilities	\$40,000.00	\$50,000.00	\$60,000.00	
Phone	\$1,000.00	\$2,000.00	\$2,500.00	
Internet Service	\$10,000.00	\$12,000.00	\$15,000.00	
Fire and Security	\$10,000.00	\$15,000.00	\$15,000.00	
Custodial Services	\$25,000.00	\$28,000.00	\$30,000.00	
Custodial Supplies and Equipment	\$6,000.00	\$7,000.00	\$8,000.00	

Renovation and Repair	\$10,000.00	\$10,000.00	\$10,000.00	
Maintenance	\$20,000.00	\$25,000.00	\$30,000.00	
Waste Disposal	\$700.00	\$800.00	\$850.00	
Other:				
Subtotal	\$262,700.00	\$294,800.00	\$321,350.00	
Transportation and Food Service				
Busing costs	\$30,000.00	\$35,000.00	\$35,000.00	
Bus Driver Salary and Benefits	\$30,000.00	\$32,000.00	\$34,500.00	
Field Trips	\$20,000.00	\$30,000.00	\$35,000.00	
School Breakfast	\$12,000.00	\$15,000.00	\$23,000.00	
School Lunch	\$20,000.00	\$22,000.00	\$30,000.00	
School Snacks	\$15,000.00	\$15,000.00	\$18,000.00	
Cafeteria Supplies and Equipment	\$300.00	\$400.00	\$800.00	
Cafeteria Staff Salaries and Benefits	\$60,000.00	\$75,000.00	\$75,000.00	
Subtotal	\$187,300.00	\$224,400.00	\$251,300.00	
General Administration and Support				
Administrators' Salaries and Benefits	\$275,000.00	\$285,000.00	\$295,000.00	
Office Supplies	\$5,000.00	\$6,000.00	\$9,000.00	
Copy Machine	\$75,000.00	\$75,000.00	\$0.00	
Facsimile Machine	\$60.00	\$60.00	\$75.00	
Mailing Machine	\$75.00	\$0.00	\$75.00	
Printers	\$75.00	\$0.00	\$75.00	
Printing and Postage	\$15,000.00	\$18,000.00	\$20,000.00	
Bookkeeping and Auditing	\$125,000.00	\$125,000.00	\$12,500.00	
Payroll Services	\$25,000.00	\$50,000.00	\$50,000.00	
Banking Fees	\$60.00	\$75.00	\$80.00	
Legal Services	\$100,000.00	\$100,000.00	\$100,000.00	
Liability and Property Insurance	\$25,000.00	\$25,000.00	\$30,000.00	
Director's and Officer's Insurance	\$0.00	\$0.00		
Marketing	\$7,000.00	\$7,000.00	\$7,000.00	
Grant Writing	\$40,000.00	\$55,000.00	\$60,000.00	
Board Meeting Expenses	\$5,000.00	\$6,000.00	\$7,000.00	
Staff Recruitment	\$7,000.00	\$7,000.00	\$7,000.00	
Subtotal	\$704,195.00	\$759,135.00	\$597,805.00	
Total Costs	\$3,530,745.00	\$4,191,385.00	\$4,428,150.00	

10.4 Anticipated Fundraising Contributions

Anticipated fundraising efforts will result in obtaining \$250,000 annually for the five-year period.

10.5 Description of Fundraising Agreement

A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities. In accordance with Section 22.1-212.14 of the *Code of Virginia*, the per pupil funding provided to the charter school shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost. To the extent discussions have been held with the school division, please describe the outcome of those discussions. If there have been no discussions to date, please indicate the reason.

Bertha B. Williams Academy will promote fundraising activities with the community and external agencies by legal contract developed by the Academy attorney. Fundraising is necessary if we're going to build a better society, a better community in the 21st century, we need great schools that are empowering our children to master the Standards of Learning, and also empowering them and enable them to become great thinkers, great problem solvers, and great innovators. The Board of Director have a thorough understanding of funding agreements in accordance with the regulations of the Virginia Department of Education, the local school district and the laws of Virginia.

11.0 MANAGEMENT AND OPERATIONS

11.1 Discussions on Charter School Location

The proposed location for the BBW Academy is directly off a major 4-lane highway with multiple community businesses, restaurants and support organization. It is in the local vicinity of Norfolk State University, Old Dominion University, and Tidewater Community College.

This local is important as we anticipate having students from the universities as volunteers, consultants and interns. This location enables our staff and administrators to work with university level staff to keep abreast of current child development practices that would benefit the school.

11.2 Function, Roles, and Duties of Management Committee

Bertha B. Williams Academy follows the principle of active engagement of all sectors that are part of the school, described as the general membership. General membership is defined as parents of students enrolled in the BBWA, education director, full and part-time teachers, students, and staff. The general membership has voting privileges. Students enrolled in the BBWA are considered non-voting members. The spirit of cooperation and communication among all sectors characterizes the decision-making process, which is, wherever possible, based on a broad consensus. The balance of active engagement, consensual agreements, and clearly defined responsibilities is reflected in the overall governing structure.

The organizational structure is divided into three parts as shown in Figure 11.1:

- First, the ***Governing Board*** constitutes the link between overall Governance and School Management, and is thus at the center of planning, oversight, and assessment.
- Second, a broad-based ***Governance Structure*** involves all segments of the BBWA, Standing Committees, Town Meetings, and an Advisory Board.
- Third, ***School Management*** involves all those elements that are responsible for the day-to-day operation of the school. Governing Board is a decision-making body composed of directly elected individuals belonging to the general membership of the BBWA, plus the school's Education Director (ex officio).



Figure 11.1. Organizational Structure

The **Governing Board** is responsible for overseeing, upholding, maintaining and sustaining the mission and vision of the BBWA in all its aspects. It is guided by the wisdom of all constituencies as represented in overall governance and the regularly scheduled Town Meetings. It will follow the recommendations of the various standing committees and task forces of Governance as fully as possible in determining the best interest of the vision and mission of BBWA.

The Governing Board will create and participate in the School Improvement Team (SIT). The Governing Board reviews periodically the governing principles and by-laws of the BBWA. It will seek advice from the Advisory Board composed of consultants from the larger community.

Governance is achieved through Standing Committees (under the direction of the Governing Board) Town Meetings, and an Advisory Board that assist the Governing Board in maintaining the mission and vision of the BBWA.

Standing Committees are composed of parents of students enrolled in the BBW and, where appropriate, of students, teachers and staff. Each Standing Committee has a liaison from the Governing Board. Standing Committees make recommendations to the Governing Board. They develop strategic objectives, oversee tactics that implement these strategic goals, and assign task forces to prepare or complete specific tasks. The following Standing Committees will be created:

- Curriculum and Assessment Committee
- Finance and Fund-raising Committee
- Volunteer Coordinating Committee
- Admissions and Outreach Committee
- Dispute Resolution Committee

Town Meetings are public meetings regularly scheduled during a school year for the general membership as defined above. Town Meetings are open to the public unless otherwise specified. Guests and Advisory Board members have no voting privileges. Town Meetings are an opportunity for the general membership to generate ideas, improve the mission and vision of the BBWA, address issues and concerns pertinent to the school's educational objectives, hold annual elections for positions on the Governing Board, and approve changes to the school's by-laws.

The Advisory Board provides its expertise, insight and contacts to the BBWA. The Advisory Board consists of at least five individuals who are not members of the general membership and who have expertise, insights or concerns they wish to offer the school. As community members, experts and specialists, Advisory Board members cannot vote on matters before the Governing Board.

The Advisory Board is expected to meet at least once annually with the Education Director and the Governing Board. It will receive regular updates from the Governing Board. Advisory Board members may be contacted individually for help on specific questions or projects.

The chair of the Governing Board or his or her designate will conduct Town Meetings. School Management is responsible for providing a quality education for the students according to the vision and mission of the BBWA. Important to the cooperative spirit of this school, the Education Director, teachers, part-time teachers, librarian/media person, staff and parents conceive of themselves as a team that keeps the education of their students at the center of all deliberations. As a team, they will work closely together. Teacher conferences will be regularly scheduled during each school week.

11.2.1 Role and Responsibilities of Members of the Governing Board

Members of the Governing Board will care passionately about the education of the children in our community, and they will be able to dedicate the time necessary to fulfill the Board's many responsibilities. Constitution and Election: The Governing Board will consist of nine elected members from the general membership, plus the Education Director (ex officio). It consists of the chair of the governing board, the five liaisons of the standing committees, and three at-large positions. At least one elected position will be held by a staff member of BBWA. Elections will take place annually during town meetings.

The founding members will appoint the Governing Board for the first charter school year. Thereafter elections will be held as described in the by-laws attached to this document. All successor Governing board members will be elected by the voting general membership one

year after the date of the opening of BBWA. Voting will take place in the following order: Chair of the Governing Board, the five liaisons for the Standing Committees, and three at-large positions. All members on the Governing Board will serve for three years in staggered terms. There is a limit of two consecutive terms during which a Board member may serve. Following a one-year break from service, former Board members are again eligible to be candidates for re-election to the Governing Board.

After the first full school year, two student representatives will also serve on the Governing Board in an advisory capacity as nonvoting adjuncts for one-year terms. Student representatives are excluded from executive sessions of the Governing Board. Student nominees for the Governing Board must be at least 10 years old, have attended one Town Meeting, display a reasonable understanding of the school's mission and vision and the Governing Board's responsibilities.

In addition, students will be encouraged to create their own institution(s) for representing their views and governing themselves.

The officers of the BBWA Governing Board will include the Chairperson, a Vice Chairperson, Secretary, Treasurer, and Parliamentarian. Except for the Chair, all officers of the Board will be elected by the Governing Board at its first annual meeting to serve for one year. The Board may appoint legal counsel to serve in an advisory, non-voting capacity on the Governing Board. Tasks and responsibilities: The Governing Board will have all powers and authority necessary for the strategic governance and general management of the school. It will have ultimate responsibility for fulfilling the school's mission. The Board will have authority to decide matters related to the operation of the school, including, but not limited to, budgeting, hiring, and operating procedures.

11.2.1.1 Typical Governing Board responsibilities include:

- Assuming fiscal and legal accountability.
- Hiring and evaluation of the education director.
- Creating the School Improvement Team (SIT) and overseeing the School Improvement Plan (SIP).
- Providing overall policy direction and guidance to the education director.
- Attending and publicly posting scheduled meetings.
- Planning and participating in general meetings.
- Participating, as appropriate, on interview teams for candidates for staff positions.
- Understanding and articulating the school's mission.
- Coordinating and facilitating communication between committees where needed.
- Addressing specific member concerns.
- Ensuring broad access to information about the school.
- Ensuring school decisions are reached through a democratic process and that dissenting voices are heard.
- Keeping up with developments (internal, external, financial) affecting the school.
- Publishing its proceedings.
- Reviewing periodically the tasks and number of Standing Committees.

- Reviewing periodically the by-laws of the school's governance structure.
- Building involvement of BBWA community members.
- Forming liaisons with community organizations and other schools within the region of residence.
- Nominating Advisory Board members.

The Board may delegate tasks where appropriate, thus building community involvement and managing their own workload.

Qualifications: Members of the Governing Board must be committed to public education and to the proposition that every child deserves and needs an excellent education. They should be accustomed to working effectively in a mutually respectful team environment, and should possess experience or expertise in a field or discipline related to creating and operating a school or business, including:

- Education or training in academic or corporate environments.
- Community organizing.
- Special education.
- General business, such as project management, hiring, and marketing.
- Finance/accounting.
- Technical fields such as computers, law, building/contracting, or mechanical engineering.
- Knowledge of and involvement in our particular communities.
- Social services, such as social work and clinical psychology.

11.2.1.2 Reports

The governance committee shall:

- Report its actions and recommendations to the Board at the next regular meeting of the Board.
- Report to the Board, at least annually, regarding any proposed changes to the governance charter or the governance guidelines.
- Provide a self-evaluation of the governance committee's functions on an annual basis.

11.2.2 Role and Responsibilities of Standing Committees

The Standing Committees will play a major role in the school's governance. These committees will be the primary authority for all matters relating to their tasks. The Governing Board must consider the specific scope of responsibilities of the respective Standing Committees prior to recommendation and consideration on matters within the purview of each Committee. Standing Committees will not take formal votes during their sessions but will be encouraged to be task-oriented, to reach a consensus or, where differences cannot be resolved, to forward the matter for action by the Governing Board.

Standing Committee members consist of the elected Governing Board liaison and volunteers committing themselves to serve for the duration of one year. The liaisons will call the first meeting of each respective Standing Committees at the beginning of the school year. Each

committee will determine a chair (liaisons are discouraged to assume the role of the chair), who will call all subsequent meetings for the year. Volunteer members for each Standing Committee will attend all meetings; the liaisons will attend as many meetings as possible and necessary.

There will be the following Standing Committees:

- Curriculum and Assessment Committee
- Finance and Fund-raising Committee
- Volunteer Coordinating Committee
- Admissions and Outreach Committee
- Dispute Resolution Committee

The Governing Board will periodically review the tasks of the Standing Committees. It may propose to the general membership new or revised Standing Committees if needed.

11.2.2.1 Curriculum and Assessment Committee

The purpose of the Curriculum and Assessment Committee is to evaluate the school's curriculum on an ongoing basis and to monitor and evaluate the school-wide assessment methods on an ongoing basis.

Among its tasks this Committee will:

- Work closely with the Education Director, teachers, and staff of the school.
- Advise, consult with, and participate in the School Improvement Team (SIT).
- Initiate school-wide curricular events.
- Address questions and concerns from the school community regarding all areas of curriculum and assessment. It is recommended that three classroom teachers (one each from the primary, intermediate, and middle grades), the Education Director, and three parents (one each from the primary, intermediate, and middle grades) participate in this committee on a regular basis. The frequency of meetings is recommended as follows: The committee will meet each nine-week session.

The first meeting will take place during the third week, primarily focusing on current curriculum/assessment issues with time set aside to address issues relating to future nine-week sessions. The second meeting will take place during the sixth week, primarily focusing on current and future curriculum/assessment issues.

11.2.2.2 Volunteer Coordinating Committee

The purpose of the Volunteer Coordinating Committee is to oversee and organize the various volunteer tasks that are central to the spirit and management of the BBWA. Among its tasks the Volunteer Coordinating Committee will:

- Meet prior to the start of a given school year.
- Host three 30-minute volunteer training sessions at the beginning of a school year.
- Meet on a monthly basis throughout the school year.

- Evaluate need for volunteers.
- Train volunteers.
- Find volunteers to fit needs such as transportation, facilities, and food services.
- Resolve volunteer issues.
- Track volunteers meeting their commitments.
- Track parents honoring their commitment.
- Facilitate students volunteering for community services (in conjunction with other Committees as needed).

It is recommended that this Committee will involve teachers and staff from the school, students in good standing, community members and members of the BBWA Alliance. Volunteer Committee meetings will be open to representatives of all community groups working with the school.

11.2.2.3 Finance and Fundraising Committee

The purpose of the Finance and Fund-raising Committee is to oversee the financial health of the school, to assist the Governing Board in making financial decisions, to assure the school continuous fund-raising activities by exploring and researching new fund-raising venues, planning or tasking-out fund-raising events and reminding the general membership of their responsibility toward achieving financial security for the school.

Among its tasks the Finance and Fund-raising Committee will:

- Regularly consult with the school's administrative assistant.
- Meet on a monthly basis throughout the school year.
- Collaborate with Education Director and Treasurer to construct proposed annual budget.
- Coordinate with the BBWA Alliance for organizing annual fund raising events.
- Work with the Volunteer Committee to draw on general membership to assist in organizing fund-raising events.
- Initiate and coordinate grant writing.

11.2.2.4 Admissions and Outreach Committee:

The purpose of the Admissions and Outreach Committee is to help implement the school admission policy, plan and oversee recruitment policies, assure economic, social, and ethnic/racial diversity of the student population, and reach out to everyone in the community interested in the school and its mission. This Committee can recommend to the Governing Board changes to the admission policy if needed. Among its tasks the Admission and Outreach Committee will:

- Meet regularly throughout the school year.
- Consult with education director on questions relative to admission, recruitment, and diversity.
- Assist in formulating and designing the school's admission and recruitment policy.
- Assist in implementation of admission and recruitment policy.

- Create strategies to attract, recruit and retain a diverse student population.
- Periodically review current admission policy and make recommendations to the Governing Board.
- Work closely with the Grievance Committee on complaints about admission practice.
- Reach out to potential new students.
- Reach out to and identify community groups or individuals interested in helping the school.
- Oversee and assure appropriateness of school's public relation efforts and literature.

11.2.2.5 Dispute Resolution Committee

The purpose of the Dispute Resolution Committee is to solve as fairly and equitably as possible issues that relate to concerns of the general membership, as well as complaints that arise from outside the school community. There should be no negative consequences to filing a complaint or request for dispute resolution.

The Dispute Resolution Committee consists of the chair and two volunteer positions, one of which must be filled by a member of the school staff. Any members of the Committee who are subject to a filed complaint must excuse themselves from the deliberations of the Committee.

The Dispute Resolution Committee will accept complaints only after adequate attempts to solve the problem first have been made by the involved parties themselves or, if necessary, by the Education Director. If a complainant believes that his or her concern has not been addressed at these levels, they should then submit a written statement to the Committee.

Written complaints arising from outside the school community or from alleged violations of the Charter School Program will be addressed before a regularly convened Governing Board meeting as quickly as possible. The Committee will make a written reply to the party filing the complaint within two weeks, outlining the intended solution. The Committee will follow up with the complainant after a reasonable time to confirm that the problem has been resolved.

Complaints relating to concerns of the general membership must be presented to the committee in writing. Upon receipt of the complaint, the Committee must meet within two weeks and reply in writing within one week after the meeting. This response will indicate the steps the Committee has or will in the very near future take to solve the problem. After the proposed solution, the Committee will follow up with the complainant after a reasonable time to confirm the problem remains solved.

All written complaints, upon their resolution by either the Committee or the Governing Board will be reported at regular Governing Board meetings, and a summary report of such actions will be provided to the general membership at their Town Meetings as well.

Complaint review should include personal communication with both parties and follow accepted norms of due process. Every effort will be made to maintain the confidentiality of involved parties. The Committee will make every effort to reach solutions acceptable to all

parties, and will at all times attempt to be impartial and considerate of the personal and professional consequences of its decisions. Resolutions proposed by the Committee are non-binding and may be appealed to the Governing Board.

11.2.3 Role and Responsibilities of Members of the Advisory Board

The members of the Advisory Board will make available their experiences and expertise to the benefit of the school and in accordance with the vision and mission of BBWA. Their expertise can relate to the local region and community, to environmental and agricultural issues, to local history and world geography, to the arts, languages and technology, and to questions pertaining to legal and fiscal concerns.

The work of the Advisory Board may involve attending meetings of specific tasks forces, Standing Committees and the Governing Board to provide information or help with various tasks. The Governing Board will nominate Advisory Board members. There is no limit on the number of members serving on the Advisory Board. They serve renewable three-year terms.

11.3 Funding and Delivering Support Services

The management of BBWA contacts various local schools and inquiries concerning contractors and/or subcontractors who provide services to include food, health, custodial, extracurricular activities and security. When we obtain a positive report on the performance and quality of a service provider, we engage in discussion/interviews with them to provide support in concert with our charter school objectives and programs.

Once we have interviewed pertinent providers and confirmed their performance capability, providers are selected and offered a contract. All service providers are managed by the executive director and school principal to ensure performance standards are met.

Services are funded as shown in our 3-year budget in paragraph 10.2.3.

11.4 Partnerships and Contractual relationships

All contractual relationships for services or support are given with a base year and four options years allowing the BBWA to assess performance annually before executing the option year. In this manner we have the opportunity to ensure quality performance and resolve any issues before moving forward. IF, in the event that BBWA determines after reviewing substandard performance with a service provider, BBWA retains the right to refuse the option and find a new provider.

All contractual documents will have a clause outlining interaction or non-interaction with students depending on the type of services provided. All providers will be trained IAW Section 22.1-296.1, of the *Code of Virginia* prior to implementation of their contract on the BBWA standards of conduct and rules and regulations surrounding interaction with students.

Providers will conform to the provisions of Section 22.1-296.1, of the *Code of Virginia*.

11.5 Startup Plan

A proposed start-up plan, identifying tasks, timelines, and responsible individuals is illustrated in Figure 11.5.

WORKPLAN: BBWA STARTUP			Lead	Support	30-May	6-Jun	13-Jun	20-Jun	27-Jun	4-Jul	11-Jul	18-Jul	25-Jul	1-Aug	8-Aug	15-Aug	22-Aug	29-Aug	5-Sep
Student Enrollment & Registration																			
	Set enrollment deadlines and objectives		Principal	Principal	x														
	Refine and print collateral materials for families		COO		x														
	Recruit students					----- ----- ----- ----- ----->													
		Present at churches, child care centers, etc	Principal	Principal			----->												
		Hand out flyers at supermarket	Principal	Principal		x	x	x											
		Canvass neighborhood	Principal	Principal		x	x	x											
		Conduct info sessions	Principal	Principal			x x	x x											
		Identify other advertising vehicles if needed	Principal	Principal				----->											
	Conduct Lottery		Principal	Cathy					x										
	Register students		OM	Cathy						---									
	Input all student info into PowerSchool		OM	Cathy									-----		----->				
HR																			
	Hire Office Manager																		
		Advertise openings	Recruiter		-----	----->													
		Screen and interview candidates	Principal	Principal		-----	----->												
		Check for technical ability if needed	Cathy			----->													
		Conduct reference checks	Principal	Recruiter			----->												
	Hire educators																		
		Select and train site hiring committee	Principal	COO		-----	----->												
		Advertise openings	Recruiter		-----	-----	-----	-----	----->										
		Screen, interview and demo candidates	Principal	Principal		-----	-----	-----	-----	----->									
		Conduct reference checks	Principal	Principal		-----	-----	-----	-----	-----	----->								
	Set compensation		Principal	CFO															
	Send offer letters		Recruiter																

	Conduct orientation		Principal	COO															
Program																			
	Conduct summer training		CAO																
	Identify key areas for coaching		CAO																
Finance																			
	Develop 2005-2006 budget		Financial Analyst																
	Review finance/accounting policies and practices		Financial Analyst																
	Meet with District/COE RE funds flow		A/R Grants Accountant																
Procurement																			
	Secure FFE		Director, Real Estate																
	Order curriculum materials		Principal	CAO															
	Establish contracts with vendors as needed		Principal	CFO															
Facilities																			
	Ensure building is renovated		Developer	Director of Real Estate															
	Negotiate/coordinate daily operations with church		Principal	Director of Real Estate															
Governance																			
	Establish Site Advisory Counsel		Principal	Principal															
	Complete MOU		Principal																

Figure 11.5. BBWA Start-up Timeline

11.6 Organization Chart

As we prepare to initiate the BBW Academy, our initial organization (Figure 11.6) depicts the structure of managing and reporting up to and including the VDOE. Initially, the BBWA will be supported by a Parent-Teachers Association, and as we progress, there may be other committees/organizations that are formed to take an active role in supporting the school. Those organizations will be added and their integration and relationship to the other components of the organization will be addressed at that time.

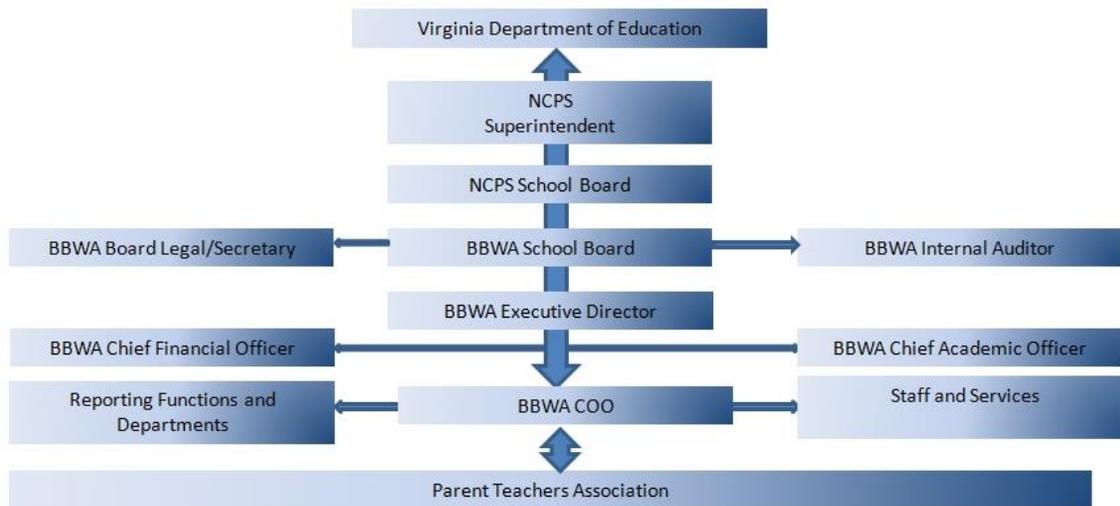


Figure 11.6. The BBW Academy organization reflects out interrelationships with the Norfolk School District and the VDOE.

11.7 Recruiting and Developing School Leadership

The most effective charter schools realize that recruitment and selection is a year-round job that requires creativity and entrepreneurship to make sure that the best candidates are hired.

To improve the recruitment of teachers, it is recommended that charter schools: Plan ahead by projecting hiring needs/developing a staffing plan for the next school year; Post general job announcements for anticipated and known vacancies early in the school year; Define the ideal teacher and competencies needed and develop/update recruitment materials early in the school year; Identify key talent pipeline, sources, and strategies for distribution of school materials; Develop and implement a comprehensive recruitment plan for the next year; Analyze the outcomes and effectiveness of recruitment sources and strategies; and Maintain job announcements, advertising, and recruitment files.

A key aspect of a comprehensive recruitment process (Figure 11.7) is for a school to have a variety of updated clear recruitment materials available for distribution to potential applicants through a variety of sources and strategies. Potential recruitment materials include the following: Job announcement postings; Specific recruitment messages; Recruitment

brochures; Recruitment school profile; and Recruitment webpage with application information and email address. Each of these will be described with examples provided in the appendices. As part of the recruitment materials, potential candidates need to know why they should consider working in a school. For example, TNTP (2012) found that the number one factor that teachers reported attracted them to their school was the philosophy/mission of the school.

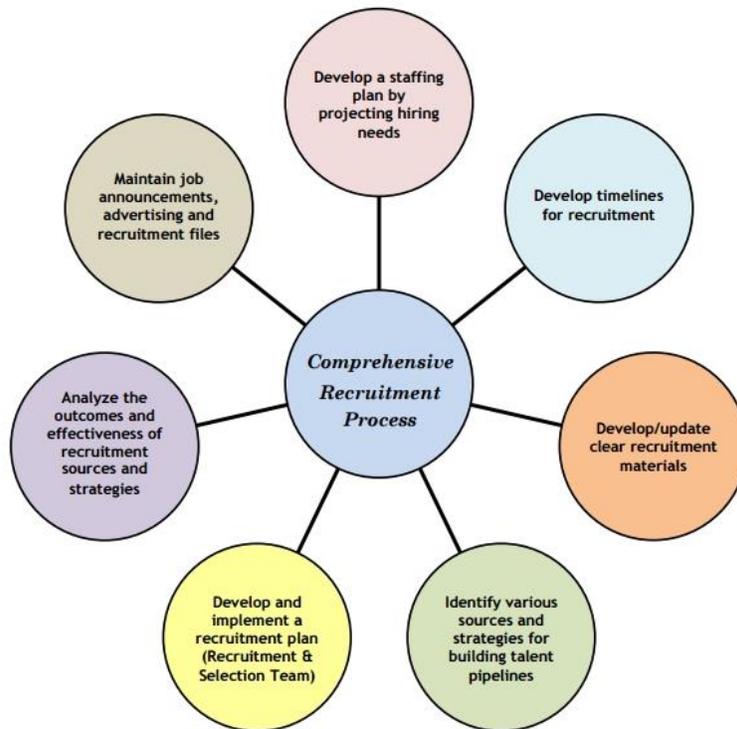


Figure 11.7 Recruiting Process.

Developing Leadership: Values, Character and Leadership.

Inculcating and Imbibing Leadership qualities in Children. All these little things go a long way in bringing out a true ‘leader’ in your child. It is rightly said that “Great leaders are made not born”! These of course can be nurtured.

Inculcating the correct leadership traits and imbibing the same in children requires an exemplary approach by parents and teachers alike. Some of the main virtues and directives in leaders which can be developed at an early stage of life are:

Integrity

Integrity is knowing and doing what is right, even when no one is watching.

Courage

If you see any expressions of courage, or even the slightest hint of courage displayed by your child, notice it, and always praise it.

Appreciation goes a long way in nurturing virtues or well-being and self-esteem in young minds. Again, role play and storytelling are good tools.

Independent and Creative Thinking

Conversations and asking open-ended questions are helpful in encouraging children to start thinking in an innovative manner and present better solutions. After you've received the obvious answer from your child, ask another question. Questions like "Why", "What would have happened if...", "How did you think or feel..." Encourage them to think creatively.

Discipline

Discipline is helping children develop self-control. In this world of instant self-gratification, it is the ability of wait, to think before acting and to understand potential consequences of their actions. Spending time with family and making a concentrated effort to slow down is the first step towards approaching discipline.

Setting and Maintaining Consistent Limits

As children grow up, they integrate these limits into their own self-discipline. For older kids, your job as a parent is also to be there at a consultant level. That means you share your thoughts but don't rescue or take on a child's problem as your own.

The strategy is to give kids the opportunity to make choices, and share a sound reasoning when the consequences are small; (i.e. talking to a friend if they've had a fight), and then let children deal with the consequences of their decisions. Ultimately, this helps a child develop self-discipline.

Belief and Self-Confidence

Inculcating virtues which lead to a higher confidence quotient and development of self and self-confidence help children use their abilities and ideas to a greater degree.

If, for example your child wants to own a Bugatti Veyron, or wants to reach another solar system, do not laugh him off as if it is something unrealistic or beyond him. Encourage them in every step, and do not scoff at their goals.

Encouragement, sincere praise, discussions on the strengths of your child, and positive appreciation of capabilities helps in developing a more confident attitude which says, "I can do it!"

Responsibility

Leadership must start with taking ownership, even if you're caught in the wrong. It also means knowing when you made a mistake, and admitting to your mistakes.

The same can be encouraged in a child. Though it's never easy, teach your child the importance of realizing when he is wrong, and admitting it.

For instance if your child blames someone else, or is unable to admit a wrongdoing or makes excuses; you have an opportunity to let your child know that it's ok to make mistakes and encourage them to assume responsibility.

Planning

Given a large task to do, a child can get easily overwhelmed. However by showing a child how to break it into small chunks, and planning each out, you can build their self-confidence and abilities to take on complex tasks.

12.0 EMPLOYMENT TERMS AND CONDITIONS

12.1 Qualifications of Teachers and Administrators

All charter school teachers must meet the minimum stated teacher requirements as stated by the Virginia Department of Education and those levied by the Norfolk School District. All teachers will have a current Virginia Teaching License.

The BBW Academy adheres to the standards as set forth in the Virginia Standards for the Professional Practice of Teachers (Figure 12.1)

VIRGINIA STANDARDS FOR THE PROFESSIONAL PRACTICE OF TEACHERS

Approved by the
Virginia Board of Education
May 21, 2008

Contributed by the
Division of Teacher Education and Licensure
Virginia Department of Education
201, Blue 2720
Richmond, Virginia 23219-2720



12.2 Professional Development Programs

Training will be held each morning until the first quarter, after which we will develop a re-teach plan, analyze methodologies that is more effective with students. Expert in subject areas will serve as mentors to other teachers.

Teachers will participate in a summer workshop (of at least one week) in which they learn to design integrated curriculum units, utilizing VSC standards and multiple curriculum resources from NCTE, NSTA, NCSS, NCTM and ASCD.

Figure 12.1 Teacher Qualifications

Throughout the school year, teachers will meet daily for one hour in collaborative groups to analyze student work, modify instructional plans and investigate strategies that work for specific groups of learners.

Each teacher designs their own professional development plan to extend their knowledge of specific subject areas, integrated curriculum and differentiating construction.

Every teacher participates in a leadership role (e.g. Science, Technology and Math program content) and attends professional conferences/meeting with the intention of sharing that information with colleagues at BBWA.

Teachers will be:

- Actively engaged teachers in practicing concrete tasks related to teaching, assessment, and observation of learning.
- Collaborative – includes time for teachers to share ideas and practices.
- Learner-centered – draw upon teachers’ questions, inquiry, and experiences.
- Student-centered – build on teachers’ current work with students.
- Relevancy – address problems teachers experience in their classrooms.
- Content-specific – develop teachers’ knowledge and capacity to teach specific subject matter.
- Pedagogy Focused – provide modeling, coaching, and problem-solving around specific areas of practice.
- Structured Time – for planning sufficient amount of time to participate in and process their professional development.

Monitoring

- BBWA will provide Central Office with results of the reading, writing and math science, history and social science assessments.
- BBWA will provide Central Office with results from practice MSA practice tests.
- BBWA teachers will monitor their own unit assessments, analyze data and redesign instruction as appropriate.
- BBWA teachers will collaborate on a monthly basis to map the K-5 curriculum in order to give teachers information about instructional gaps that need to be addressed.

Professional development will be a critical component of the Academy, with a goal of preserving the fidelity of the school's instructional program and creating an adult learning community. An emphasis on strong interpersonal relationships and a sustained focus on teaching and learning will be at the core of the Academy professional development. Professional Development scheduled by the principal will help staff understand how the Professional Learning Communities helps to build a collaborative culture that benefits both staff and students. Instructional staff will have the opportunity to form Professional Learning Communities. Professional Learning Communities are defined as collaborative teams whose members work interdependency to achieve common goals linked to the purpose of learning, with a focus on a commitment to the learning of each student. Professional development would be provided by expert educational consultants.

The principal will measure the professional development plan's success by the faculty and staff's achievement of the academic goals as measured by student assessment, and the advancement of the Academy's non-academic goals. The principal will determine which faculty and staff members need intervention, and will create a remediation plan for each individual as necessary. The Board will also do so in its evaluation of the principal if the principal requires performance improvement. The principal will continue to review and revise professional development goals for each teacher, instructional assistant and non-instructional staff members on an annual basis. Professional development goals and their attainment are incorporated into the annual employee performance evaluation. If a teacher's

or staff member's improvement standards are not attained, the principal will provide weekly mentoring and guidance to help the school employee re-mediate their:

- Vocabulary - Students will use a variety of strategies and opportunities to understand words
- Meaning and to increase vocabulary.
- Fluency - Students will read orally with accuracy and expression at a rate that sounds like speech.
- Comprehension - Students will use a variety of strategies to understand what they read. Students will read, comprehend, interpret, analyze and evaluate informational and literary text.
- Writing - Students will compose effective expressive, informational, and persuasive writing
- Listening - Students will demonstrate effective listening to learn, process and analyze information.
- Speaking - Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

12.3 Evaluation of Staff

The BBW Academy will implement the Uniform Performance Standards for Teachers as found in the Norfolk Public Schools Performance Evaluation System. By maintaining the same standard as public school teachers, we ensure compliance with state regulations and provide our teachers with continuity in evaluations should the time come for a transfer or school closure.

BBWA will adhere to the standards for teacher evaluations as stated on the VDOE website http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml. The evaluations will consist of in-class evaluation by the school district personnel, feedback from students and parents and self-evaluations by the teachers.

These performance standards include those listed in Figure 12.3.

<p>Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>
<p>Performance Standard 2: Instructional Planning <i>The teacher plans using the Virginia Standards of Learning, the school division’s curriculum, effective strategies, resources, and data to meet the needs of all students.</i></p>
<p>Performance Standard 3: Instructional Delivery <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>
<p>Performance Standard 4: Assessment of and for Student Learning <i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p>
<p>Performance Standard 5: Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>
<p>Performance Standard 6: Professionalism <i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p>
<p>Performance Standard 7: Student Academic Progress <i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>

Figure 12.3 Teacher Performance Standards

Examples of the professional development trainings are as follows:

- Professional Learning Community
- Inquiry Learning / Based Teaching Implementation
- Museum Learning Module
- Project Based Learning
- Data Driven Instruction
- Assessments of Learning
- Standards of Learning and Essential Standards- “Unpacking the Curriculum”
- Cultural Responsiveness
- Differentiated Instruction
- RTI (Response to Intervention)
- Classroom Management
- Proper Integration of Technology

12.4 Human Resource Policy

A human resource policy will be developed and provided for all employees upon hiring. This policy is based on Federal and Virginia laws and regulations and mirrors the Norfolk Public Schools human resources program. The HR program will emphasize fairness in all actions and contain an anti-discrimination provision that has a zero tolerance for discrimination based on race, color, sexual orientation, or national origin.

The Policy will contain subject matter material that will include as a minimum the following criteria:

Employment

Recruitment

Selection
Americans with Disabilities Act
Probationary Period for Teachers
Probationary Period for Staff
Resignations
Retirements
Personnel records
Transfers
Reporting Structure

Employment requirements**Compensation****Benefits****Leave****Additional Policies and Regulations****Employee Conduct****Holidays****Employee Evaluations****Disciplinary Actions****12.5 Terms and Conditions of Employment**

All applicants or employees are responsible for providing evidence of required licensure, certification or other qualifications for their positions. Failure to maintain required licensure, certification or other qualifications will constitute a breach of any employment contract or agreement with the Board of Directors that adversely affects the business and operations of the Academy. An applicant may be subject to withdrawal of an employment offer or an employee may be disciplined up to and including termination for failing to maintain licensure, certification or other qualifications. Employees are subject to all conditions of the employment contract or agreement including any special covenants or other conditions imposed by the Board of Directors, state or federal agencies.

The Academy's terms and conditions for employees will be the same as the Public School District contracted.

Conditions of Employment

All applicants or employees are responsible for providing evidence of required licensure, certification or other qualifications for their positions. Failure to maintain required licensure, certification or other qualifications will constitute a breach of any employment contract or agreement with the Board of Directors that adversely affects the business and operations of the Academy. An applicant may be subject to withdrawal of an employment offer or an employee may be disciplined up to and including termination for failing to maintain licensure, certification or other qualifications. Employees are subject to all conditions of the employment contract or agreement including any special covenants or other conditions imposed by the Board of Directors, state or federal agencies.

Licensed Personnel

- a. Licensed personnel will be issued annual probationary contracts until they have met the criteria for a continuing contract. Licensed personnel who have met the criteria for a continuing contract with the Board of Directors will receive a continuing contract their first years of eligibility and will receive employment notification/assignment forms each following school year unless their continuing contracts are otherwise terminated.
- b. Assistant Principals, Principals and Supervisors who require licenses in accordance with Virginia Department of Education Regulations will receive annual probationary contracts until they meet the criteria for a continuing contract in their positions.
- c. All regular school bus drivers will be issued annual written employment agreements/contracts with the Board of Directors in accordance with Virginia Department of Education Regulations.
- d. The Board of Directors may enter into written employment agreements/contracts with other employees when the Board of Directors determines that such an arrangement is beneficial to the School Division.

Other Employees

All other employees will be given an annual employment agreement upon hiring and will receive employment notifications/assignment forms for each year thereafter upon approval of the School Board. Employees with employment agreements or annual assignments do not have a guarantee of employment and remain at-will employees.

Coaching or Extracurricular Sponsorship Contracts

The coaching contract or extracurricular activity sponsorship contract shall be separate and apart from the annual or continuing contract or employment agreement. Termination of the coaching contract or extracurricular activity sponsorship contract shall not constitute cause for the termination of the annual or continuing contract or employment agreement.

Contracts or Employment Notification/Assignment Forms

Contracts or employment notification/assignment forms are approved by the Board of Directors upon the recommendation of the Director. The Board of Directors grants to the Director the authority to offer contracts or employment agreements subject to final approval by the School Board. The Superintendent shall specify in any offer that final approval is required by the School Board.

Background Check Required

The Director shall require that all applicants, whether full-time or part-time, permanent or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment with the School Board. The Director shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such

applicant. As a condition of employment, the Director may require that any employee submit to another background check.

The Director shall require that any applicant who is offered or accepts employment requiring direct contact with students provide written consent and the necessary personal information to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Virginia Department of Social Services. The director shall thereafter request a search of the records of the Virginia Department of Social Services to be conducted for each such applicant. When the applicant has resided in another state within the last five years, the Board of Directors shall require as a condition of employment that such applicant provide written consent and the necessary personal information for the Board of Directors to obtain information from each relevant state as to whether the applicant was the subject of a founded complaint of child abuse or neglect in such state.

The Director shall also require that each applicant or employee, whether full-time or part-time, permanent or temporary, certify that he or she has not been:

- 1) Convicted of a felony, or any offense involving sexual molestation, physical or sexual abuse or rape of a child, or of a crime of moral turpitude; and
- 2) Has not been the subject of a founded case of child abuse and neglect.

Falsification of such certification will constitute grounds for withdrawal of an offer of employment or discipline up to and including termination.

Salaries and Compensation

Salary and compensation will be determined by the Board of Directors in the Compensation Plan or as otherwise determined by the School Board. Regulations governing salaries will be promulgated by the director. No base compensation/salary rate will be paid unless contained in the Compensation Plan developed annually by the Director in accordance with the current operating budget, Board of Directors directives, or written regulations promulgated by the director; or, such compensation is separately submitted to and approved by the School Board.

Exceptions

The director is authorized to provide a salary and/or benefit options which addresses compression, equity and competition for individuals with critical knowledge, skills, and expertise provided the given base salary is within the approved Compensation Plan developed annually, and is in accordance with the current operating budget.

Appropriate written notification of such actions where the base salary is beyond the pay range shall be made by the Director to the School Board.

Legal References:

Code of Virginia # 19.2-389, as amended. Dissemination of Criminal history record information.

Code of Virginia # 19.2-390.1, as amended. Sex offender and Crimes Against Minors Registry; maintenance; access.

Code of Virginia # 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.

Code of Virginia # 22.1-293, as amended. School boards authorized to employ principals and assistant principals; license required; powers and duties.

Code of Virginia # 22.1-294, as amended. Probationary terms of service for principals, assistant principals and supervisors; evaluations; reassigning principal, assistant principal, or supervisor to teaching position.

Code of Virginia # 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia # 22.1-296.4, as amended. Child abuse and neglect data required.

Code of Virginia # 22.1-299, as amended. License required of teachers.

Code of Virginia # 22.1-300, as amended. Tuberculosis certificate.

Code of Virginia # 22.1-302, as amended. Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and regulations.

Code of Virginia # 22.1-303, as amended. Probationary terms of service for teachers.

12.6 Staffing Chart

12.6.1.1 The BBW Academy's Staffing for the First Year

Many factors determine the hiring needs of a public charter school. Some of the factors may include school or grade level expansion affecting student enrollment, new academic programs, changes in student demographics, and attrition. The purpose of a staffing plan is to identify the staff needed to meet the educational needs of the students and the mission and vision of a public charter school. This assists the BBWA in determining the numbers of teachers and other staff needed to ensure the provision of educational programs and services. The process of developing a staffing plan helps us to systematically analyze a variety of data and factors to identify the most relevant needs. BBWA considers the following in projecting hiring needs and developing a staffing plan:

1. Identify anticipated staffing needs;
2. Identify specific competencies needed for anticipated positions; and
3. Summarize staffing needs in a staffing plan.

Our first year staffing plan is demonstrated in Figure 12.3.

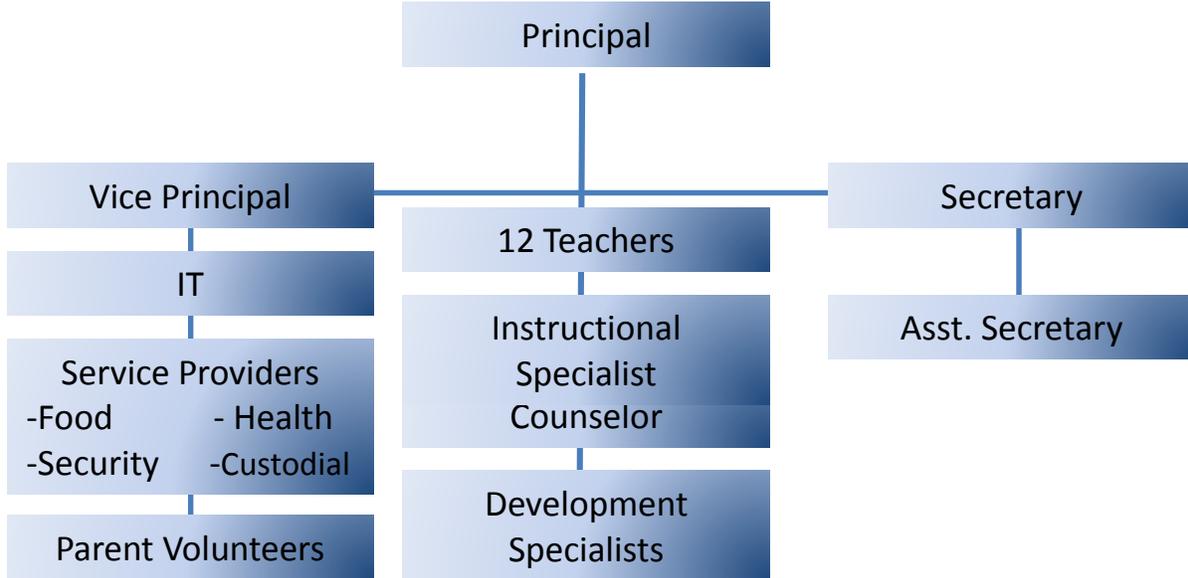


Figure 12.3. Required Staffing. *The staffing needs will be based on enrollment. Currently, BBWA has 199 students anticipated in Year 1. This staffing reflects those numbers.*

12.6.1.2 Staffing Plan

Administration:

- Principal (1)
- Assistant Principal (1)

Basic support units:

- Elementary Guidance Counselor (1)
- Secretary, 12-month,
- Assistant Secretary, 12-month (1)
- Clinic Para/LPN (1)
- Services (as contracted)

Art, Music & Physical Education units are calculated using the student enrollment and number of teaching units along with the number of DOE required weekly minutes per discipline.

Basic instructional staff will be allocated to meet the requirements of the Class Size Law.

As a courtesy, we have provided the resumes of key personnel as Addendum A should your desire to review them.

13.0 LIABILITY AND INSURANCE

13.1 Types of Insurance

BBW Academy will carry the following types of insurance:

- Property
- General Liability
- Staff and Directors' Errors and Omissions
- Worker Compensation and Unemployment

13.2 Justification for Type of Insurance

Property Insurance: to cover losses sustained by any real or personal property of the school from theft, fire, earthquake, vandalism, and so forth.

General Liability Insurance: to protect the school's assets in the event that it is sued or found liable for some debt or wrong

Staff and Directors Errors and Omissions Insurance: to cover the staff and directors from personal liability during their work at the school

Workers Compensation and Unemployment Insurance: payroll-related insurance as required by any applicable state and federal laws.

13.3 Providing Indemnity for the Local School Division

The BBW Academy will enter into an agreement with the Norfolk Public School District that will provide the necessary indemnity required to meet Virginia Tort Law. A clause in the contract may use the following language or other language agreeable to both parties:

"No party shall be responsible for liability incurred as a result of the other party's acts omissions in connection with this Agreement. Any liability incurred in connection with this agreement is subject to the immunities and limitations of the Virginia Tort Claims Law."

14.0 DISCLOSURES

14.1 Management Disclosure of Ownership or Financial Interest

Ownership will provide a completed copy of the ownership financial disclosure form presented here within 15 days of award of the grant.

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL BOARD MEMBER:

Members of boards of board members of the Bertha B. Williams Academy charter school operating under the provisions of this section shall file a disclosure annually with the state

ethics commission, the Norfolk Public School District wherein such charter school is located. The form of the disclosure shall be prescribed by the ethics commission and shall be signed under penalty of perjury. Such form shall be limited to a statement in which members of the board of board members shall disclose any financial interest that they or a member of their immediate families have in any charter school located in the commonwealth or in any other state or with a person doing business with a charter school.” “Immediate family” means the member of the board of board members and his or her spouse and their parents, children, brothers, and sisters. A “person” doing business with a charter school includes corporations, societies, associations, and partnerships. Each member of a board of board members of a charter school shall file a disclosure for the preceding calendar year as follows: (a) within 30 days of becoming a member of the board of board members; (b) by September 1 of each year thereafter that the person is a member of the board; and (c) by September 1 of the year after the person ceases to be a member of the board, except that no member of a board of board members shall be required to file a disclosure for the year in which he ceases to be a member of the board if he served fewer than 30 days in such year. The original disclosure shall be filed with the Norfolk School District. Copies of the disclosure shall be filed with the State Ethics Commission or the clerk for the city or town where the charter school is located. A member of a board of board members must also comply with those requirements, including any additional disclosure requirements. 1. Board member’s name (print): _____

2. Position on board (i.e., chair, treasurer, committee chair, etc.):

_____ Beginning Term:

Term Expires: _____

3. Name of charter school(s): _____

4. Address of charter school(s):

5. Board member’s Home Address:

6. Board member’s Business Address:

7. Daytime phone:

FILING FOR CALENDAR YEAR: 2015 Date Received: _____

8. Email: _____

4. Is Board member an employee of any charter school listed in response to Question 3?

YES ___ NO ___ If the answer is yes, please identify the charter school that employs the Board member:

10. Did you and/or an immediate family member have a financial interest in any charter school located in the Commonwealth of Massachusetts during the previous calendar year?

YES ___ NO ___

If the answer is yes, identify each such charter school below. Charter School Name Charter School Address Name of Board member and/or Immediate Family Member with the Financial Interest Describe the Financial Interest

11. Did you and/or an immediate family member have a financial interest in any charter school located in any other state in the United States during the previous calendar year?

YES ___ NO ___ If the answer is yes, identify each such charter school below. Charter School Name Charter School Address Name of Board member and/or Immediate Family Member with the Financial Interest Describe the Financial Interest

Member with the Financial Interest Describe the Financial Interest

12. During the previous calendar year, did you and/or an immediate family member have a financial interest in, or a financial arrangement with, any individual, business, corporation, union, association, firm, partnership, committee, proprietorship, franchise, holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with any charter school?

YES ___ NO ___ If the answer is yes, describe the financial interest or arrangement below. Charter School Name Charter School Address Name of Board member and/or Immediate Family Member with the Financial Interest Describe the Financial Interest Signed under the penalties of perjury, for the preceding calendar year, 2015

below. Charter School Name Charter School Address Name of Board member and/or Immediate Family Member with the Financial Interest Describe the Financial Interest Signed under the penalties of perjury, for the preceding calendar year, 2015

14.2 Frequency of Disclosures

Disclosures will be provided annually on or before September 1st.

14.3 Ownership or Financial Interest of Applicant of Members of Management Committee

Board members, and members of Committees of the Academy must file a Statement of Financial Interests to fulfill the requirements of the ownership or financial interest. This

financial information must be disclosed on the Statement of Financial Interests. It is unlawful for a board or committee member to knowingly and willfully fail to disclose, or to falsely disclose, any financial interest as required by the laws of the Commonwealth, or to knowingly vote on a decision in violation of the law.

Dr. Williams will retire from the Board when the Charter Application is approved. Dr. Williams will promote the achievement of the academy throughout the Commonwealth by invitation. Dr. Williams, her husband, siblings or family members will not have anything to do with the operation of the Academy.

PART C: Assurances

Assurances in the Code of Virginia: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The public charter school policies and procedures will comply with the federal *Family Educational Rights and Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.
4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*.
5. The applicant has knowledge of and will comply with the *Virginia Conflict of Interest Act*.
6. Transportation will be provided consistent with state law and regulation. ([Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218](#), *Code of Virginia* and the Virginia Board of Education's [Regulation Governing Pupil Transportation](#))
7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. ([Section 22.1-212.12](#), *Code of Virginia*)

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the application is approved by the local school board, the applicant will take all actions necessary to enter into a contract with the local school board not later than nine months prior to the opening date of the public charter school.
2. If the application is approved by a local school board, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.
3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)
4. Facilities information will be provided, including but not limited to:
 - a. Suitable instructional space;
 - b. Provisions for library services;

- c. Provisions for the safe administration and storage of student records and student medications;
 - d. Information regarding compliance with building and fire codes and compliance with the federal *Americans with Disabilities Act* (ADA);
 - e. General information on emergency evacuation plans;
 - f. Information regarding site location and preparation;
 - g. The structure of operation and maintenance services; and
 - h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.
5. The public charter school will comply with all provisions of the Virginia Board of Education's [Regulations Governing Special Education Programs For Children With Disabilities in Virginia](#).
 6. The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Pursuant to the requirements, I hereby certify that to the best of my knowledge the information in this application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Lois S. Williams

Title: Founder

Signature of Authorized Official: _____

Date: 8-25-2015

Part D Certification

Dr. Lois Williams, on behalf of The Bertha B. Williams Academy, certifies that to the best of her knowledge the information in the application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

Lois Williams, Founder

Addendum A Key Personnel Biographical Background

Alfred A. Wallace, III, Commander, USN Ret.

4601 Chippendale Ct.

Virginia Beach, Va. 23455

H: 757-497-2187 C: 757-575-5027

Education:

- 5/08 MA / Government Public Policy
Regent University, Va. Beach, VA.
 - 5/94 MS / Engineering Management
George Washington University, Washington, DC
 - 5/76 BA / Chemistry
University of Guam, Agana, Guam
 - 6/75 Associates Degree / Chemical Engineering
Foothill Junior College, Los Alamos Hills, CA
-

Mrs. Katherine R. Everett, Elementary School Principal, Lynnhaven Elementary

1808 Beauty Way

Virginia Beach, Va. 23456

757-408-7112

Education:

- 1984-1986 Certification and Endorsement in Administration and Supervision of
Instruction K-12, Norfolk State University, Norfolk VA
 - 1984 MA, Early Childhood Education, Norfolk State University, Norfolk VA
 - 1980 BA Cum Laude, Early Childhood Education, Virginia Union University,
Richmond, VA
-

Kenneth E. Golden, Navy Commodore, Ret.

3425 Montgomery Place, Virginia Beach, Va. 23452

H: 757-463-4998 C: 757-581-7499 Email: golden23@cox.net**Education:**

- U.S. Navy Hudson Fellow at Oxford University, Oxford, England, Strategic Studies and
Intelligence Monthly Leader at St. Anthony's College
- M.S. International Relations, U.S. Naval War College, Newport, RH
- M.S. Human Resource Management, Pepperdine University, CA
- B.S. Education/History, University of Virginia

Bertha B. Williams Academy

Dr. Daniel Levine is an Educational Consultant and Writer, editor and publisher of educational materials.

Has served as a public school superintendent in California and Washington for 16 years in three school districts and as a middle school teacher for eight years.

Dr. Levine contributes his extensive experience in leadership, organization, program assessment and accountability, family and community participation, the supervision of large and complex organizations, business and financial management.

Alfred A. Wallace, III, LDO, USN Ret.

Education:

MA, Regent University, Government Public Policy, 5/08

MS, George Washington University, Engineering Management, 5/94

BA, University of Guam, Chemistry, 5/76

AA, Foothill Junior College, Chemical Engineering, 6/75

James E. Wyatt (Colonel, USA Ret.)

Education:

BS Cum Laude, Florida A and M College (FAMC), 1949

MS Purdue University, Industrial Management, 1962

Defense Systems Management College (DSMC), Fort Belvoir, VA, 1973

Lois Stovall-Williams – Author, *Wisdom is Better than Strength*, 2008, Publish America – Currently CEO/COO of Wiltex Incorporated.

2532 Las Corrales Ct.

Virginia Beach, VA 23456-4200

757-721-3547

Education:

Doctor of Philosophy (PhD) Psychology and Higher Education Administration, University of Connecticut, Storrs, CT, June 1980

MA Counseling and Psychology, Loyola College, Baltimore, MD, June 1963

BS Health Sciences, Morgan State University, Baltimore, MD, June 1956

Added Studies at Oxford University Schools of Education and Howard University,
Washington, DC in Africa: Social, Political and Economic Structure

“We are committed to providing a high-quality education foundation to all students.”

IRS Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0240067584
Aug. 26, 2010 LTR 41240 19
64-1802018 000000 00
00013317
0000: TE

BERTHA B WILLIAMS ACADEMY
c/ SONIA BOSWELL
2632 LAS CORRALES CT
VIRGINIA BEACH VA 23456-4200

Employer Identification Number: 54-1802018
Person to Contact: Mrs. Scheerer
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Aug. 17, 2010, request for information regarding your tax exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 2009.

Our records also indicate that you are not a private foundation within the meaning of section 549(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/efile for information regarding filing requirements. Specifically, section 5031(a) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Margie H. Sullivan

Margie H. Sullivan, Oper. Mgr.
Account Management Operations 1

LETTERS /EMAILS OF SUPPORT

United States Senate

WASHINGTON, DC 20510-4606

August 21, 2015

Mr. Stefan Huh
Director, Charter Schools Program
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

Dear Mr. Huh,

I write today in support for the Bertha B. Williams Academy's grant application to the U.S. Department of Education's Charter Schools Program (CSP).

I understand that, through the Bertha B. Williams Foundation, the Academy seeks to provide students from low-income families a high-quality education in order to build the foundation for life-long learning. If funded, I am told that the Academy will build its interdisciplinary curriculum in line with Virginia's Standards of Learning, utilizing museums and other institutions to provide their students an interactive learning experience.

I ask that you give this proposal every appropriate consideration. Should you need any additional information, please contact Sam Louis Taylor at samlouis_taylor@warner.senate.gov or 804-775-2314.

Thank you for your continued service to my constituents.

Sincerely,



MARK R. WARNER
United States Senator

MRW/st



Exempt Organizations Select Check

[Exempt Organizations Select Check Home](#)

Organizations Eligible to Receive Tax-Deductible Charitable Contributions (Pub. 78 data) - Search Results

The following list includes tax-exempt organizations that are eligible to receive tax-deductible charitable contributions. Click on the "Deductibility Status" column for an explanation of limitations on the deductibility of contributions made to different types of tax-exempt organizations.

Results are sorted by EIN. To sort results by another category, click on the icon next to the column heading for that category. Clicking on that icon a second time will reverse the sort order. Click on a column heading for an explanation of information in that column.

1-1 of 1 results

Results Per Page

« Prev | 1-1 | Next »

EIN ▲	Legal Name (Doing Business As) ▲	City ▲	State ▲Country ▲	Deductibility Status ▲
54-1802018	Bertha B Williams Academy	Virginia Bch	VA United States	PC

« Prev | 1-1 | Next »



Date: Monday, July 20, 2015 9:39 AM
From: Barry D Knight <DelBKnight@house.virginia.gov>
To: drlwilliams1@cox.net <drlwilliams1@cox.net>
Subject: RE: BerthabWilliamsacademy

Dr. Williams,

Thank you for thinking of us with this email, and we wish you great luck with your school. With its location being in Norfolk, it would be great to get the City of Norfolk on board and the Norfolk delegation involved. Delegate Knight's cannot do much in the City of Norfolk, but he wishes you a whole lot of luck. The museum looks like a great idea, and I cannot think of a better person for it to be named after.

Regards,

Dustin J. Rinehart
Legislative Aide
Delegate Barry D. Knight
757.426.6387

-----Original Message-----

From: drlwilliams1@cox.net [drlwilliams1@cox.net]
Sent: Monday, July 13, 2015 2:11 PM
To: Barry D Knight
Subject: BerthabWilliamsacademy

The Honorable Barry Knight

[we appreciate your work in the house]

Bertha B. Williams Academy
2532 Las Corrales Court
Virginia Beach, Virginia 23456

July 13, 2015

This letter request your support of a proposed charter school in honor of my mother-in-law, Bertha B. Williams, who completed college in 1926 with honors and was unable to get a job teaching because she was African American. Ms. Williams was successful in raising her two-sons to become eminent scholars in medicine and ethics. Ms. Williams helped many children in her community and church to become academically successful.

The proposed school will feature a Museum Learning Model which is the heart of wisdom for early childhood education. Our interdisciplinary approach will weave the core subjects together do give further meaning and reference to each subject and the role that each discipline plays in our world. The academy will build its interdisciplinary thematic approach curriculum around the SOL's that are mandated by the Commonwealth of Virginia and provided in all of its schools. The school will focus on this core knowledge and essential skills that they may attain mastery on which future learning will be built. We hope to be located in the Norfolk area.

Please check our websites: berthabwilliamsacademy.org and berthabwilliamsfoundation.org.

With your prayers and support we will work effortlessly to ensure that more children and parents, especially those at low socioeconomic levels, can tap into the learning resources of libraries, museums and related institutions to enhance student learning. The Academy will serve elementary students in grades K-5th.

Respectfully,

Dr. Lois S Williams, Founder
Board of Directors

July 14, 2015

Virginia Department of Education
Charter School Committee
P.O. Box 2120
Richmond, VA 23218

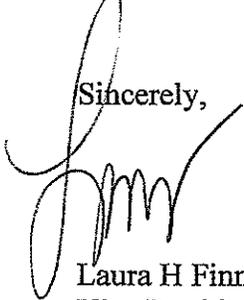
Re: Friends of Bertha B. Williams Corporation

To whom it may concern:

The above referenced client has maintained an account with Branch Banking & Trust Company since December 2013. In this time they have maintained a satisfactory account.

Should you have any questions pertaining to this matter please do not hesitate to contact me.

Sincerely,



Laura H Finn
Vice President
757-563-1647



Date: Friday, July 17, 2015 3:39 PM
From: Senate District05 <district05@senate.virginia.gov>
To: drlwilliams1@cox.net
Subject: Re: BerthaBwilliamsacademy

Dear Dr. Williams,

I hope this correspondence finds you well.

Thank you for contacting me to share your proposal for a charter school in honor of Bertha B. Williams. While I believe that your proposal is a great idea, the approval of a charter school is decided by the Norfolk School Board. I strongly recommend that you reach out to Mr. Rodney Jordan, Chair of the School Board, for guidance and support.

Again, thank you for contacting me. Please let me know if I can be of further assistance.

Sincerely,
Kenny Alexander

On Mon, Jul 13, 2015 at 11:05 AM, <drlwilliams1@cox.net> wrote:
The Honorable Kenneth C. Alexander

Bertha B. Williams Academy
2532 Las Corrales Court
Virginia Beach, Virginia 23456

July 13, 2015

This letter request your support of a proposed charter school in honor of my mother-in-law, Bertha B. Williams, who completed college in 1926 with honors and was unable to get a job teaching because she was African American. Ms. Williams was successful in raising her two-sons to become eminent scholars in medicine and ethics. Ms. Williams helped many children in her community and church to become academically successful.

The proposed school will feature a Museum Learning Model which is the heart of wisdom for early childhood education. Our interdisciplinary approach will weave the core subjects together do give further meaning and reference to each subject and the role that each discipline plays in our world. The academy will build its interdisciplinary thematic approach curriculum around the SOL's that are mandated by the Commonwealth of Virginia and provided in all of its schools. The school will focus on this core knowledge and essential skills that they may attain mastery on which future learning will be built. We hope to be located in the Norfolk area.

Please check our websites: berthabwilliamsacademy.org and berthabwilliamsfoundation.org.

With your prayers and support we will work effortlessly to ensure that more children and parents, especially those at low socioeconomic levels, can tap into the learning resources of libraries, museums and related institutions to enhance student learning. The Academy will serve elementary students in grades K-5th.

Your assistance in supporting our efforts to NCPS Officials would be very much appreciated

Respectfully,

Dr. Lois S Williams, Founder
Board of Directors
757-304-7059

--
*Office of Senator Kenneth C. Alexander
5th Senatorial District
757-223-1333*

TESTS FOR HIGHER STANDARDS

Dr. S. Stuart Flanagan
Box 276
North, VA 23128

Phone: (804) 725-7997 Fax: (804) 725-5541
e-mail: stuflanagan@aol.com
4/5/2015

**DR. LOIS WILLIAMS, FOUNDER
BBWACADEMY
2532 LAS CORRAES COURT
VIRGINIA BEACH 23456-4200**

Dear Dr. Williams:

Thank you for your kind invitation to assist with the assessment development for your proposed school. I would be delighted to work with your chief academic officer to analyze and to assist with providing the following services:

- **Create baseline tests in all subjects grades K-5.**
- **Create quarterly test for grades K-5 in all subjects.**

I look forward to knowing how your development plan progress.

Best Wishes,



Stuart Flanagan

PUBLIC INFORMATION ABOUT OUR SCHOOLS

Virginia tops nation in sending students to cops, courts: Where does your state rank?

Virginia led all states with a rate of almost 16 referrals per 1,000, followed by Delaware and Florida.

In Virginia, where preteens have been arrested for disorderly conduct, referrals raise questions about whether police are too involved in discipline.

Special-needs students were 14 percent of U.S. enrollment, but represented 26 percent of students referred to law enforcement.

African-American students were 16 percent of U.S. enrollment, but represented 27 percent of students referred to law enforcement.

Virginia governor asks how to reverse schools' staggering rate of referrals to cops and courts

Can federal education law be used to curb harsh school discipline?

Grad rates rising, but more kids living in poor neighborhoods

Virginia	
all students 15.8	
black 25.3	
Hispanic 12.1	
White 13.1	
Disabled 33.4	US Dept. of Education/ Center for Public Integrity
	2014 data

At Lafayette-Winona Middle School in Norfolk last year, four out of every 10 students were put on short-term suspension for up to 10 days [2011 /E. Huelte VA Pilot].

Over at Virginia Beach's Princess Anne Middle School, fewer than one in 25 got the boot.

It's a chaotic pattern that plays out across Hampton Roads schools, not only in suspensions, but in expulsions. Year after year, some schools and divisions hand out their harshest punishments at rates in the double digits, while others rarely kick students out for even one day.

At Indian River High, for example, 27 of every 100 students spent some time last year on short-term suspension. Kempsville suspended at a far lower rate: about eight in 100.

Short-term suspensions can last up to 10 days. They're given most often in Hampton Roads middle and high schools for offenses related to behavior, according to disciplinary statistics reviewed by The Virginian-Pilot.

Long-term suspensions, which can last up to a year, are given not only for behavior, but for weapons and offenses against people - such as bullying and fighting - and against staff.

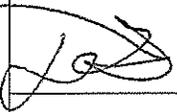
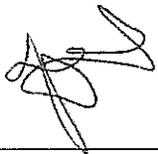
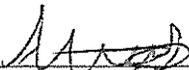
Norfolk's middle and high schools last year had the highest rates of both short- and long-term suspension in Hampton Roads. One school official said a reason might be that the schools suspend instead of expelling students, to keep them in class and learning.

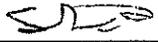
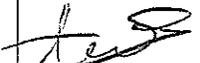
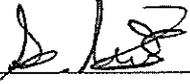
"One of our goals is that our students are staying in school and graduating on time," said Carol Hamlin, a senior coordinator of pupil personnel in Norfolk. "If they're not in school, we can't be sure they're being educated."

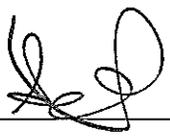
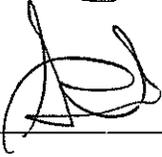
Division spokeswoman Elizabeth Mather said there's no simple answer for why Lafayette-Winona and Norview middle schools had the area's highest short-term suspension rates last year - 42 and 38 percent, respectively.

Signatures of Families Supporting BBWA for Charter School

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
London Douglas	2140 Myrtle Ave	208-1960	Kayonda Douglas	10	5
Kyren Douglas	2140 Myrtle Ave	339-4245	Kayonda Douglas	10	5
LaDawn Griffin	218 Merrimac Ave	506-2112	Charley Griffin	4	Preschool
Jasmine Seals	220 Merrimac Ave	305-5729	Joshua Seals	8	3
Melaine	224 Merrimac Ave	225-2687	Tornae	8	3
Michelle Murphy	232 Merrimac Ave	627-4331	Rashad Murphy	9	3
Cherrel Moore	234 Merrimac Ave	867-2110	Kianoti Murphy	7	3
Breonna Mitchell	238 Merrimac Ave	963-0599	Sherrod Mitchell	8	3
Alexis Warner	240 Merrimac Ave	505-3117	Kimberly Warner	2	Daycare

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	2814 Peterson St	905-9115	Tyson Hines	6	k
	2816 Peterson St	310-446-2110	Shawnee Mitchell	6	k
Rebecca Lozedeo	2816 Peterson St	310-446-2110	Kyren Lozedeo	7	2nd
	2818 Peterson St	754-4406			
Danisha Daniels	2820 Peterson St	770-2116	Saipron Daniels	13	9th
	2826 Peterson St	286-7760	Kash Carter	4	Pre-k
	2826 Peterson St	286-7760	Kash Carter	4	Pre-k
Alice Mason	2838 Peterson St	361-6417	Jordan Mason	4 -	4th
Alexander Mason	2838 Peterson St	836-2048	Jordan Mason	4	4th

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3057 Sandbridge Rd	217-2880	Terrance Muller	18	12
	3057 Sandbridge Rd	226-1966	Sheheem Muller	11	6
	3057 Sandbridge Rd	339-9562	Sheheem Muller	11	6
P. Walls	3057 Sandbridge Rd	771-5166	Percy Walls Jr.	12	6
Andre Mills	3049 Sandbridge Rd	(757) 277-1667	NONE		
	3047 Sandbridge Rd	576-3043	Shawn Stills	10	5
	3034 Sandbridge Road	588-9916	Zeph Miller	6	K
	3034 Sandbridge Rd	201-5585	Zeph Miller	6	K.
	3031 Sandbridge Rd	770-2186	Kareem Burgess	10	4

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3200 Saulbridge Rd	705-1196	Shahil Turner	8	3
	3206 Saulbridge Rd	310-2166	Jacorey Lawrence	8	3
	3208 Saulbridge Rd	662-1965	Jakeel Smith	12	7
	3208 Saulbridge Rd	775-2180	Jakeel Smith	12	7
	3212 Saulbridge Rd	227-3226	Dawson Spencer	8	3
	3220 Saulbridge Rd	803-9961	Cornell Jeffries	7	2
Pete Hammond	3222 Saulbridge Rd	226-1403	Andre Hammond	10	5
Stacy Hammond	3226 Saulbridge Rd	586-1448	Mahé Hammond	8	4
Derryl Logan	3230 Saulbridge Rd	389-9941	Derryl Logan Jr	3	preschool

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Zonyetta	3142 Stonebridge Rd	228-4809			
Keshara Spencer	Shari Jackson 3344 Stonebridge	312-8253	Khalif Spencer	6	K
Shari Jackson	3344 Stonebridge Rd	268-1166	Shatori Jackson	6	1st
Carie Mills	3350 Stonebridge Rd	629-1314	Cassidy Mills	5	K
Reese Hunter	3356 Stonebridge Rd	224-1010	Reese Hunter	10	5th
Kimberly Moseley	215 Merrilee Ave	546-3110	Kevin Moseley	13	8th
Brittany Harris	214 Merrilee Ave	386-1500			
Shervine Stevenson	214 Merrilee Ave	202-5117	Tony Stevenson	6	K
Shavice T. Morris	214 Merrilee Ave	831-8317	Michael Turner Jr	3	Preschool

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Bo	3309 Kimball	389- 6916	Anquan	8	3rd
Bo	3309 Kimball	389-6916	Anquan	8	3rd
D. Davis	708 Wiley Drive	206-5789	Lauren Parks	10	5th
Timothy Ryland	706 Wiley Drive	757-301- 0566	Timothy Ryland jr	6	K
Lamont Hines	732 Wiley Drive	202- 4116	Lisa Hines	4	Pre-k
Ashton Richardson	730 Wiley Drive	757-248- 0580	Shantell Thomas	13	9
Keon Bell	3048 Worcester Ave	202- 0361	Dea Bell	8	3rd
Marissee Bell	3048 Worcester Ave	202-0361	Dea Bell	8	3rd
Jackie Harrison	760 Wiley Drive	916-2284	Ameri Thomas	6	Kindergarten

Current Office

Bertha B. Williams Academy
2532 Las Corrales Court
Virginia Beach, Virginia 23456

Dear Parents & Care Givers,

We are requesting your support for an Elementary Charter School in Norfolk, Virginia, grades K-5th.

Our Museum Learning Model is the heart of wisdom for early childhood education.

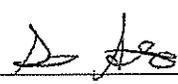
Our interdisciplinary approach will weave the core subjects together to give further meaning and reference to each subject and the role that each discipline plays in our world. The academy will build its interdisciplinary thematic approach curriculum around the SOL's that are mandated by the Commonwealth of Virginia and provided in all of its Schools. The school will focus on this core knowledge and essential skills that will enable students to attain mastery on which future learning will be built.

Please sign this petition as a parent advocate for your child and children in general to achieve high standards of learning that will prepare them to become the best person they can become.

Dr. Lois Williams, Founder – www.berthabwilliamsfoundation.org, drlwilliams1@cox.net,

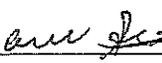
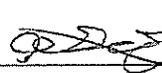
Phone: 757-304-7059

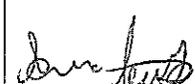
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Jimmie Outlaw	3369 Kimball Terrace	757-945-3594	Zymer Smith	3	preschool
Lenora Williams	3306 Kimball Terrace	757-667-8492	Lokisha Lonyah Donnaetris	17 14 13	12 10 8
Pamela Williams	3369 Kimball Terrace	757-963-2963	Tyler Williams	9	4 th
Angela Harrell	3236 Kimball Terrace	757-256-3341	Conny Harrell Jr	11	5 th
[Signature]	3238 Kimball Terrace	315- 0994	Malik Bass	14	10

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3064 Woodlawn Ave	227-3108	Tamisha Barnes	8	2nd
	3064 Woodlawn Ave	227-3108	Tamisha Barnes	8	2nd
	3064 Woodlawn Ave	227-3108	Tavaris Barnes	5	Pre-k
	3062 Woodlawn Ave	480-2186	Sean Arrington	9	4th
	3058 Woodlawn Ave	202-516-5754	Deandre Scott	12	9th
	3056 Woodlawn Ave	370-1501	Reantre Stillings	7	1st 4th
	3054 Woodlawn Ave	550-2186	Shiheim Backus	10	5th
	3048 Woodlawn Ave	776-5150	Victor Daniels	5	Pre-k
	3048 Woodlawn Ave	776-5150	Victor Daniels	5	Pre-k

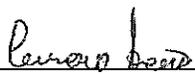
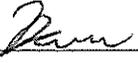
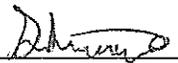
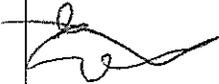
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Kamron Kutace	2250 Majestic Ave	361-2120	Kamron Jr	4	6
Michael Fletcher	2310 Majestic Ave	550-3391	Eriana	8	3
Kris Dettich	2314 Majestic	319-3914	Darnell	8	3
	2318 Majestic	819-4035	Quiana	8	4
Imoni Schutte	2320 Majestic	419-4053	Andre	13	8
Cian Washington	2322 Majestic	277-4407	Caron	7	2
Breon Wray	2326 Majestic	304-610- 4407	Breonna	3	Preschool
Alecia Robinson	2330 Majestic	609-5340	Teon	9	4
Myc Nobles	2330 Majestic	667-8982	Markell	6	1

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Keyona Jones	2347 Majestic	296-5913	Bryson	7	2
Toiya Nicole	2345 Majestic	910-336-9351	Kiara	7	1
Shawn Alexander	2341 Majestic	369-2090	Shawn	10	5
Shawn P.	2341 Majestic	281-5468	Mason	6	2
Carlos Aranda	2331 Majestic	361-0566	Carlos Aranda jr	6	2
Michelle Bishop	2329 Majestic	771-4590	Terrell Bishop	12	8
Terrell Williams	2329 Majestic	289-2023	Terrell Bishop	8	3
Amos Little	2309 Majestic	408-3680	Kelani	8	3
Princess Edwards	2305 Majestic	371-1520	Jamie	11	7

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Keya Velestine	2210 Majestic	770-1598	Tori	7	2
Shane Thornton	2226 Majestic	308-1800	Michaela Thornton	12	7
Yasmin Prins	2230 Majestic	277-5931	Teeva	10	5
Ebone McGadden	2234 Majestic	286-3103	Bresha Davis	13	9
	2234 Majestic	503-2617	Lacey	8	3
	2240 Majestic	571-5070	Dontae	10	5
	2242 Majestic	719-0122	Gary Scott jr	10	4
	2242 Majestic	719-0122	Diamond	10	4
	2242 Majestic	308-2160	Reguel	8	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Ebony White	217 Grandy Ave	716-0423	Brebra	7	2
	219 Grandy Ave	228-1520	Justina	7	2
	223 Grandy Ave	804-218-3040	Brest	7	2
	239 Grandy Ave	586-2121	Caleb	7	3
Aaron Patrick	247 Grandy Ave	314-4422	Precious	6	1
	212 Grandy Ave	202-5772	Quintina	4	Pre-k
Deondra Wiggins	247 Grandy Ave	304-2160	Akuaad	4	Pre-k
Robert Holmes	247 Grandy Ave	222-5082	Robert Holmes jr	4	k
	257 Grandy Ave	676-1078	Naomi	8	3

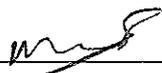
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Eli Erving	261 Grandy	330-2004	Eli Erving jr	12	8
Adrien Syles	266 Grandy	671-2150	Ariell Syles	9	1
Jessica	263 Grandy	963-2756	Jannin	8	3
Chris Pothos	267 Grandy	480-5958	Syquan	8	3
Izabella	269 Grandy	319-1815	Briel	10	5
Jessica	2824 Sloop Ave	618-1057	Jaysean	11	6
Raven Holtoman	2819 Sloop Ave	543-1964	Kyree	3	Pre-k
Damon Minor	2819 Sloop Ave	281-2495	Kyree	3	Pre-k
Deon Hinton	2830 Sloop Ave	365-2317	Destina	7	2

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	2549 Counsell/Rd	603-2850	Riley	8	3
Letta Liles	2856 Thayer  St	667-1179	Shertli	8	3
	2850 Thayer	314-1986	Jamal	7	2
Remond 	2846 Thayer	584-1940	Ronco	12	8
	2844 Thayer	220-5022	Tiyante	10	5
	2844 Thayer	803-2170	Darmental	8	3
	2844 Thayer	640-2950	Kyren	7	2
	2844 Thayer	309-2120	Anthony	11	5
	2844 Thayer	391-8604	Thomas	6	1

23509

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Frank	1521 Willowwood	366-1901	Aljay	4	Preschool
Brian M.	1527 Willowwood	596-7170	Jamarc	7	3
Mitchell	1529 Willowwood	286-2057	Destin	7	3
John	1500 Willowwood	550-3602	Christian	6	<u>1</u>
Shanna King	1530 Willowwood	286-1010	Bramon	4	Pre-K
John	1517 Willowwood	306-1920	Marcus	9	4
John	1519 Willowwood	505-2204	Marcus	9	4
John	1523 Willowwood	770-1961	Phillip	13	8
John	1505 Willowwood	522-1317	King	8	3

zip 2309

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	1720 Alsece Ave	256-3570	Jaylen	5	K
	1722 Alsece	307-8704	Kamari	8	3
	1722 Alsece	760-2710	Kamari	8	3
	1722 Alsece Ave	202-9611	Eric	13	8
	1730 Alsece	585-9150	Tyron	9	4
	1717 Alsece	317-2250	Kevin	7	2
	1736 Alsece	380-2000	Deangelo	4	K
	1742 Alsece Ave	817-8482	Darryl	10	5
Stephon B	1750 Alsece	813-2140	Troy	4	Pre-K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Simone	1752 Alvord Ave	206-1985	Deasia	7	2
JJ	1752 Alvord Ave	206-1985	Deasia	7	2
Fajana	1711 Alvord	313-2039	Keonice	6	1
Marquise	1713 Alvord Ave	309-5876	Kevin	7	2
Mark	1713 Alvord	586-1928	Trey	7	3
Deed	1713 Alvord	301-2086	Tyree	7	3
Gene	1723 Alvord	769-3556	Tameka	9	4
WZ	1727 Alvord	544-2685	Justin	12	7
MJ	1729 Alvord	823-7592	Keonisha	6	1

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Don	1740 Alvace	258-3596	Bebit	12	8
Don	1251 Alvace	480-3597	Derrick	5	K
Alvace	1757 Alvace	856-4732	Lernont	10	4
	1759 Alvace	569-2476	Roslyn	9	4
	1763 Alvace	569-2476	Sierra	11	6
	1765 Alvace	905-3251	Kayle	8	3
Kelley Field's	1779 Alvace	396-6526	Juan	4	Pre-K
DeLorean Field's	1783 Alvace	985-2685	Richard	7	3
	1783 Alvace	985-2685	Richard	7	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Kenya	1330 Marshall Ave	596-8556	Kenya	7	2
Kenya	1330 Marshall Ave	693-8168	Kenya	7	2
Omeri Henson	1330 Marshall Ave	692-5522	Keshonda	7	2
Brenda Scott	1336 Marshall Ave	942-8633	Ashley	3	Preschool
Gene Jones	1340 Marshall Ave	569-4616	Nicole	7	3
Amber	1342 Marshall Ave	492-3824	Amber	11	6
Dominic	1344 Marshall Ave	564-3894	Dominic	12	7
Tamara Bell	1346 Marshall Ave	761-6529	Brandy	8	3
Anthony	1350 Marshall Ave	467-6159	Anthony	8	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Isaac Thayer	1354 Marshall	566-4941	Robert	7	2
Isaac Thayer	1362 Marshall	461-6148	Shaina	9	4
Carmichael Wright	1362 Marshall	267-6791	Shaina	9	4
Leandra	1364 Marshall Ave	592-6404	Deon	4	Pre-k
Isidore	1368 Marshall	664-6142	Donovique	5	Pre-k
Isidore	1368 Marshall	549-2884	Donovique	5	Pre-k
Barbara Cutter	1376 Marshall	604-6154	Brendon	8	3
Barbara Cutter	1376 Marshall	563-5850	Brendon	8	3
Jan Barnes	1376 Marshall	437-5208	Tremon	12	8

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
<i>[Signature]</i>	4222 Greedy St	564-4525	Suzelisa	11	6
D. Price	4222 Greedy	867-4408	Seniesha	11	6
<i>[Signature]</i>	4210 Greedy	457-2104	Shawn	6	1
<i>[Signature]</i>	4214 Greedy	768-4584	Michael	5	k
<i>[Signature]</i>	4216 Greedy	561-2485	Shante	8	3
Kindred	4208 Greedy	242-4850	Simone	6	1
Christian Johnson	4208 Greedy	505-2422	Keyshia	8	3
Casby Johnson	4237 Greedy	458-9624	Sarah	5	Pre-K
Tolu Rogers	4235 Greedy	717-6844	Avery	7	1

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
James Burr	4237 Granby	564-3794	Kris	8	2
Kennel Price	4229 Granby	490-8906	Chry	8	2
Kelly Owers	4225 Granby	518-2401	Ashley	12	6
Terrell Douglas	4227 Granby	803-4952	Tanika	7	1
J	4223 Granby	302-0461	Terrion	8	3
J	4202 Granby	485-8164	Abbie	10	5
J	4209 Granby	897-5764	Alice	9	4
J	226 Brambleton	624-6195	Jalisa	5	K
J	226 Brambleton	624-6195	Jalisa	5	K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Brittany Porter	230 Brambleton	467-9495	Deandre	7	2
Lanora Britt	230 Franklin	228-1520	Karen	6	1
	236 Brambleton	317-2186	Alexis	13	8
Stacy West	2506 Princess Anne	229-0469	Brittney	9	4
	2805 Princess Anne	207-3778	Brittney	9	4
Gabriel Thomas	2712 Princess Anne	706-2156	Michelle	7	2
	2818 Princess Anne	770-1905	Dekira	8	3
	2818 Princess Anne	770-1905	Dekira	8	3
Corey Simms	2822 Princess Anne	770-1905	Michael	7	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3320 Forbes St	374-2110	Mona	9	3
	3326 Forbes St	208-3916	Antoinette	10	5
Keelaw J.	3326 Forbes St	225-4022	Denise	7	2
Kyrie J.	3326 Forbes St	663-2005	Andrina	5	K
Carneshia Abwater	3309 Forbes St	514-2660	Jertesia	9	4
	3309 Forbes St	776-6063	Kayla	8	3
	3305 Forbes St	407-2051	Angel	7	2
Shantrek Brown	3311 Forbes St	470-6263	Kemia	11	6
Shake Brown	3313 Forbes St	381-1043	Breana	6	2

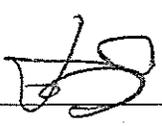
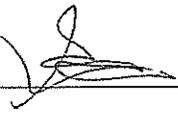
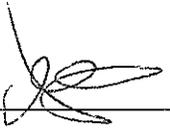
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Conrad Terry	3319 Fork H	403-5990	Ava	7	2
Cecil Porter	3319 Forkes	580-5043	Shakara	7	2
Ally	3317 Fork	576-2020	Kourtney	6	2
Lamont Dennis	3317 Forkes	302-1904	Tasdiya	8	3
Jonathan Shora	3319 Fork	563-2610	Alyssa	5	k
King	3310 Forkes	286-2336	Kiera	5	k
Tony Smith	3319 Forkes	804-2614	Lectell	4	Pre-k
Tory Smith	3310 Forkes	613-1087	Adrian	6	1
Kama Zarden	3319 Forkes	483-6577	Shunna	4	Pre-k

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
James	3321 Forbes	261-276	De'Anna	7	2
James	3323 Forbes	274-4421	Jave	10	5
Richard Hudson	3325 Forbes	403-1986	Shayla	6	<u>1</u>
Carter Hudson	3325 Forbes	403-1596	Tiffany	8	3
Ernest White	3331 Forbes	227-7106	Tiana	9	4
Seamus Sooker	3335 Forbes	380-1623	Sheniqua	5	K
Jeremiah White	3339 Forbes	380-1623	Sheniqua	5	K
James	3333 Forbes	619-2180	Trevon	7	2
Cory White	3333 Forbes	619-2180	James Britain	4	K

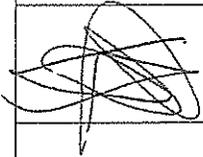
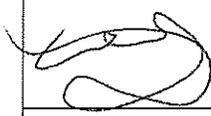
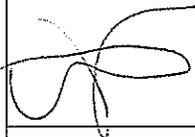
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Michelle Thomas	2900 Stanhmore Ave	773-3610	Lanika	8	3
Darlene Thomas	2920 Stanhmore Ave	201-2160	Jasmine	6	1
Zanique Taylor	2918 Stanhmore	276-3030	Jasha	6	1
	2920 Stanhmore	235-1604	Tia	8	3
April Belin	2916 Stanhmore	202-9867	Licia	6	1
Tyshere Belton	2914 Stanhmore	376-4261	Monet	4	Pre-K
Shirley Belin	2912 Stanhmore	297-3108	Cedric	7	2
Jerome Belin	2912 Stanhmore	436-4821	Antonia	10	4
Linda Belin	2908 Stanhmore	409-0936	Ariel	3	Pre-K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	211 East End	607-2146	Kiara	7	2
Sidney Potter	213 East End	777-0412	Crystal	8	3
O'neal Ryland	213 East End	610-4449	Crystal	8	3
Shereka Ryland	221 East End	301-5011	Tasha	11	6
Ariquel Williams	227 East End	706-2188	Akala	8	4
Dy'Shonda Askew	229 East End	449-0332	Brianni	3	Pre-K
	229 East End	449-0332	Chanel	8	3
Alphonso Allen	233 East End	402-5130	Taguana	4	Pre-K
	233 East End	402-5130	Taguana	4	Pre-K

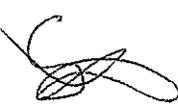
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Debbie Johnson	2936 Chick St	771-2017	Tiana	8	3
T.era Johnson	2938 Chick St	408-4613	Jewel	6	1
Felicity Parker	2940 Chick St	339-2026	Richard	8	3
Lawrence Smith	2940 Chick St	864-299-8117	Latina	7	2
Jeff Cuffee	2944 Chick St	339-6129	Janel	7	2
Andre Williams	2948 Chick St	817-6224	Phillip	9	4
Erma Williams	2952 Chick St	315-0869	Kentrell	12	8
Erma Williams	2955 Chick St	502-2613	Ernie jr	8	3
Erma Williams	2954 Chick St	706-4296	Ivory	8	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3360 Victoria Ave	339-4642	Jaquita	7	2
Roz Owens	3364 Victoria Ave	876-2186	Queen	16	11
	3368 Victoria Ave	402-2114	Charles	9	4
	3370 Victoria	376-5158	Erica	8	2
	3313 Victoria Ave	589-2161	Isaiah	7	2
	3313 Victoria	589-2167	Isaiah	7	2
	3319 Victoria	461-2218	Raven	7	2
Stewart Easley	3323 Victoria	301-5180	Tepla	6	1
	3312 Victoria	308-1010	Devin	7	2

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Deevon Bolton	3209 Victoria	268-9473	Liyah	7	2
Christy Hope	3211 Victoria	581-5823	Tamara	8	3
	3211 Victoria	392-6516	Junior	6	K
Kyle Carter	3213 Victoria	605-6168	Daniel	6	1
	3215 Victoria	319-6210	Tertiana	13	9
Loidy Spencer	3215 Victoria	252-2463	Ad Hadijah	7	2
	3221 Victoria	728-4216	Emanuel	11	6
	3225 Victoria	776-1236	Michelle	8	3
Walter Andrew	3225 Victoria	776-1236	Michelle	8	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	3227 Victoria	308-1967	Victor	17	11
Christine Pope	3224 Victoria	277-2140	Reynard	6	2
Stacy Fuller	7229 Victoria	209-5160	DeShayla	8	3
Derrick W.	3229 Victoria	576-2469	Rashawn	4	Pre-K
Monica Ricks	3233 Victoria	402-2420	Kiana	9	4
	3239 Victoria	706-5122	Jasmin	5	K
Charlotte Nixon	3239 Victoria	706-5122	Jasmin	5	K
	3247 Victoria	723-5120	Anastasia	7	2
	3255 Victoria	550-4225	Rick	11	6

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Tilly Johnson	3423 Starhope	276-2180	Michelle Melissa	7	2
Tamra Johnson	3427 Starhope	703-2910	Destanna	8	3
Tameka Johnson	3427 Starhope	903-5862	Dion	5	K
William Johnson	3427 Starhope	703-5862	Dion	5	K
Oitavio Lyles	3473 Starhope	224-2421	Jasmine	4	Pre-K
Wynter Stallings	3433 Starhope	224-2421	Jasmine	4	Pre-K
Tim Young	3441 Starhope	502-2010	Kathleen	6	2
R	3445 Starhope	331-5968	Monique	8	3
Bernice Davis	3445 3445 Starhope	331-5968	Monique	8	3

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
April Thornton	3310 Starhope	208-6100	Tishawna	4	Pre-K
Cameron Thornton	3310 Starhope	242-3162	Tishawna	4	Pre-K
Tiana Thornton	3310 Starhope	208-9955	Shantayla	4	Pre-K
Shelise Thornton	3310 Starhope	208-9955	Precious	10	4
	3310 Starhope	208-9955	Jerde	7	1
Brandon Robinson	3314 Starhope	327-1012	Sunny	11	6
Kyle Whitaker	3322 Starhope	486-1228	Jeremiah	7	2
Cameron Whitaker	3324 Starhope	523-0823	Tehira	6	1
	3324 Starhope	523-0823	Chyna	9	4

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Frederick Bishop	3326 Starhope	286-2110	Alexandra	6	1
Casey	7326 Starhope	284-2160	Alexandra	6	1
Casey	3248 Starhope	709-3150	Erica	5	k
Kathleen Corder	3340 Starhope	516-0328	Brian	9	4
Melik Valentine	3342 Starhope	317-4286	Kathleen	8	3
Brenda Sinnott	3342 Starhope	317-4286	Chris	4	Pre-k
Jenny Matthews	3348 Starhope	471-2023	Chanel	8	3
Ovelly Matthews	3344 Starhope	823-8464	Ashley	6	1
Jenny	7350 Starhope	441-2813	Jai	3	Pre-k

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Latasha	244 Merrimac	286-2170			
Ebony Parker	244 Merrimac	339-2166			
Crysdia Howard	244 Merrimac	407-3112			
Ashlee Sykes	244 Merrimac	602-8957	Eric Sykes	8	3rd
Willie Rhodes	244 Merrimac	311-5080			
Tyree Artis	244 Merrimac	280-7959			
Ashly Wilkerson	309 Park Ave	389-2156			
Lea Jackson	252 Merrimac	202-5104			
Erin Jones	258 Merrimac	338-6669			

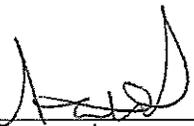
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Jarell Bullock	260 Merrimac	375-2170	Cory Bullock	10	6th
Lena Baum	267 Merrimac	205-5886	Darson Green	13	9
Tarita B.	265 Merrimac	286-2120	Nya Burnett	6	K
Ronisha Thomas	263 Merrimac	776-1988	Ronell Thomas	6	K
Raven Wray	261 Merrimac	205-1768	Malcolm Carter jr	2	Daycare
Imara Johnson	257 Merrimac	663-1010	Tamara Johnson	8	4th
Theresa Lee	257 Merrimac	663-1010			
Michelle Wilkins	251 Merrimac	589-5170			
Dyce Brown	249 Merrimac	366-4901	Micole Brown	6	1st

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Kayla Brightwell	3222 Stonebridge Rd	227-7606	Kobe Brightwell	10	5
Valerie Brandy	3238 Stonebridge Rd	351-2807	Sean Brandy	15	10
Tanyla Walker	3240 Stonebridge Rd	627-4816	Jaguar Walker	8	3
Angelica Johnson	3244 Stonebridge Rd	304-5992	Kimberly Johnson	12	6
Cassida Wright	3246 Stonebridge Rd	561-1558	Tevin Wright	10	5
Tennisha Shaw	3248 Stonebridge Rd	204-522	Angela Shaw	8	4
Yndia Pittman	3318 Stonebridge Rd	803-6927	Omar Pittman	8	3
Crystal Rodgers	7322 Stonebridge Rd	446-6422	Devon Rodgers	4	Pre-kind
Kierra Lewis	3340 Stonebridge Rd	540-586-2494	Sha Lewis	2	Pre-K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
John	3046 Woodland Ave	319-6253	Tylisha Newson	11	6th
Anthony	3046 Woodland Ave	770-0916	Tylisha Newson	11	6th
John	3040 Woodland Ave	470-7273	Terrida Simmons	8	3rd
John	3038 Woodland Ave	277-1926	Sarah Herman	6	Pre-K
John	3028 Woodland Ave	729-7710	Tishon Smith	10	5th
John	3026 Woodland Ave	305-2120	Deziree Coffee	13	9th
John	3026 Woodland Ave	305-2120	Deziree Coffee	13	9th
John	3026 Woodland Ave	832-4769	Michael Sutton	7	1st
John	3018 Woodland Ave	604-2180	Keyshawn Stewart	11	6th

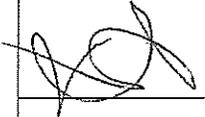
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
L. B...	3016 Woodland Avenue	301-0106	Larry Butts jr	16	11th
[Signature]	3016 Woodland Ave	306-2230	Larry Butts jr	16	11th
[Signature]	3010 Woodland Avenue	363-2110	Courtney Applegate	9	4th
[Signature]	2806 Peterson St	466-3146	Lanisha Steples	4	Preschool
[Signature]	2810 Peterson St	766-0598	Ty Washington	11	6th
[Signature]	2812 Peterson St	961-3140	Tahira Spruill	8	4th
[Signature]	2812 Peterson St	961-3140	Tahira Spruill	8	4th
[Signature]	2812 Peterson St	961-3140	Shontae Spruill	10	5th
[Signature]	2812 Peterson St	961-3140	Kenn Spruill	14	10th

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Jessica Meyersland	247 Merrimack	228-1908	Curtis	8	3
Kenneth Stevens	245 Merrimack	208-1320	Jacoby	8	3
Felicia Husrell	245 Merrimack	576-1502	Eric Husrell	4	k
Victoria Thompson	241 Merrimack	296-1148	Rashan	5	k
Tiffany Gooden	279 Merrimack	301-4093	Kenneth Goodman	9	4
Kivi Cooper	277 Merrimack	228-1406	Dominique Cooper	15	10
Juan Montgomery	235 Merrimack	501-2160	Juan Montgomery JR	2	Pre-school
Danielle King	231 Merrimack Ave	339-2120	Jarvis Jones Jr	6	K
Juan Jones	231 Merrimack Ave	339-2120	Jarvis Jones JR	6	K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Wayne Cooper	3356 Starhope	256-2142	Troy	14	10
Tamika Wynn	3360 Starhope	330-2667	Tanisha	9	4
	3360 Starhope	330-2667	Tanisha	9	4
	3363 Starhope	442-3019	Brittany	8	3
Amel Potts	3361 Starhope	523-4429	Brandon	7	2
	3361 Starhope	523-4429	Brandon	7	2
Zamirah (Beulah)	3357 Starhope	312-1514	Jazmine	5	K
Richard Currihan	3357 Starhope	312-1514	Jazmine	5	K
Kepler Currihan	3349 Starhope	419-3083	Donovan	5	K

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Kymani Pace	3137 Starhope	286-7122	Latrell	4	Pre-K
David White	3137 Starhope	286-7122	Latrell	4	Pre-K
Amani Pickett	3141 Starhope	332-4923	Trinity	5	K
Jeff	3143 Starhope	863-4212	Keonte	8	3
David Campbell	3143 Starhope	863-4212	Keonte	8	3
Ed	3147 Starhope	222-3986	Ashira	9	4
Mark	3147 Starhope	470-1962	Jeff	7	2
Wad	3147 Starhope	470-1962	Kia	6	1
David	3147 Starhope	337-4809	Purnis	8	3

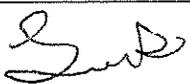
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Tonya Andrews	3151 Stanhope	716-1256	Kevin	10	4
Keisha Andrews	3155 Stanhope	330-2248	Mathewany	7	2
Lernont Andrews	3155 Stanhope	730-2248	Myasia	3	Pre-K
Peter West	3157 Stanhope	229-3703	Cierre	10	5
Ray	3159 Stanhope	581-5805	Jaine	6	1
Michael B.	3159 Stanhope	581-5805	Dominic	11	6
AS	3163 Stanhope	226-1227	Adrien	7	2
Tia West	3163 Stanhope	226-1227	Adrien	7	2
CS	3165 Stanhope	309-6270	Benjamin	9	4

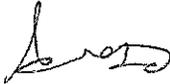
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	246 Lew Ave	586-2436	Jacob	8	3
	246 Lew Ave	586-2436	Malcolm	7	2
	246 Lew Ave	586-2436	Malcolm	7	2
	250 Lew Ave	381-2120	Melody	11	6
Zyena B.	253 Lew	523-9681	Shannon	6	1
Antique B.	251 Lew	343-1067	Brittney	7	2
	247 Lew	523-8160	Brittney	7	2
Montrell Hicks	243 Lew Ave	407-7741	Shirley	8	3
	243 Lew Ave	407-7741	Shirley	8	3

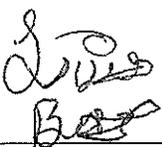
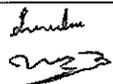
Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Dartrell Brown	230 Lew Ave		Arika	3	Preschool
Jorian Brown	234 Lew Ave		Latia	3	Preschool
Ricky Carpenter	233 Lew		Leah	9	4
Mary Jones	231 Lew		Heiress	6	1
Rama Brown	231 Lew		Brenden	2	Preschool
Cesly	227 Lew		Katrina	8	3
Larodrick Dean	229 Lew		Katrina	8	3
Larodrick Dean	225 Lew		Scamuel	6	1
Henry	223 Lew		Sean	7	2

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Xavier Minton	223 Lew	326-3617	Ashley	5	K
Kiah Minton	223 Lens	326-3617	Ashley	5	K
Tyrik Redman	217 Lew	228-5410	Dominique	8	3
David Abulo	215 Lew	372-5960	Isaac	5	K
Jason Wash	213 Lew	593-0623	Charles	6	1
David	213 Lew	593-0623	Ali	9	4
David	209 Lew Ave	215-3186	Monique	7	2
David	209 Lew Ave	215-3186	Monique	7	2
David	205 Lew Ave	770-6210	Mason	7	2

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
<i>MD</i>	2932 Westminster Ave	208-1167	Martel Peterson	7	1st
<i>Martel Peterson</i>	2932 Westminster Avenue	208-1167	Martel Peterson	7	1st
<i>Vive Simon</i>	2930 Westminster Ave	757-295- 1530			
<i>Piva Simon</i>	2930 Westminster Ave	757-295- 1530			
<i>Leah</i>	2930 Westminster Ave	757-295- 1530	Karon Rashed	11	6th
<i>LS</i>	2926 Westminster Ave	301-2428	Seren Lewis	6	K
<i>AS</i>	2922 Westminster Ave	851-1609	Jerome Boidea	3	preschool
<i>JS</i>	2920 Westminster Avenue	331-1818	Kwenzel Simpson	10	6th
<i>Leah</i>	2918 Westminster Avenue	770-2119	Sean Price jr	15	10th

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
	666 Wiley Drive	757-216-6609	Jimmy Brown jr	8	3rd
	664 Wiley Drive	331-1520	Jacoby Jones	7	1st
	662 Wiley Drive		Jaquan Smith	10	5th
	660 Wiley Drive	541-4186	Deika Mitchell	11	6th
Thomas Thorpe	658 Wiley Drive	305-2152	Tera Thorpe	13	9th
	656 Wiley Dr.	201-1108	Stephen Lassiter	6	Kindergarten
	2920 Norchester Avenue	627-7168	Samuel Whitaker	8	3rd
	2920 Norchester Avenue	627-7168	Danielle Beale	9	4th
	2920 Norchester Avenue	627-7168	Winter Beale	8	3rd

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Deondra Langron	2946 Westminster Avenue	955-7845			
Unique Patton	2942 Westminster Avenue	902-2168	Derricka Patton	6	k
	2940 Westminster Avenue	902-2168	Derricka Patton	6	k
	2940 Westminster Avenue	550-1318	Keonna Madison	3	preschool
	2940 Westminster Avenue	627-7748	Keonna Madison	3	preschool
	2940 Westminster Avenue	627-7748	Kardene Madison	10	5th
	2940 Westminster Avenue	627-7748	Robert Madison	4	Pre k
	2940 Westminster Avenue	627-7748	Shawntel Johnson	13	8th
	2940 Westminster Avenue	627-7748	Shawntel Johnson	13	8th

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Dee Davis	668 Wiley Drive	366-7740	Derrick Davis	7	K
Heiress Holmes	667 Wiley Drive	227-1319	Quante Holmes	10	4th
Tanya Nixon	3324 Kimbell Terrace	770-1663	Tai'von Nixon	4	Pre-K
	3322 Kimbell Terrace	215-3005	Denise Spence	14	9th
	3318 Kimbell Terrace	622-2408	Kiera Best	4	Preschool
	704 Bullentine Blvd	831-6110	Kalin Scott	13	8th
	702 Bullentine Boulevard	757-201538	Johnell Scott	11	6th
	702 Bullentine Boulevard	222-3996	Kalin Scott	13	8th
	Boulevard 2968 VA Beach Blvd	207-1468	Vincent Ballard	15	10th

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Avril Smith	229 Merriam Merriam	277-2110			
Mary Wanda 301 Dwy Bennett	227 Merriam	301-4100 ●			
Arica Case	221 Merriam	803-7957			
D.L.	209 Merriam	208-1738			
Allison A.	200 Merriam	406-246			
KEOSHA PRICE	209 Merriam	305-222-1410			
Dana Taylor	201 Merriam	305-678-1987			
[Signature]	139 Merriam	682-9040			
		803-1957			

Dennis & Kaitlin
 Parents & Grand Parents who
 shared supervision for children

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Kurt Kurt	1950 Corpsman Ave	602-2196			
		816-0422			
Victoria C.	1801 Corpsman				
Kalin Reed	1803 Corpsman	580-5951			
Nancy Williams	1807 Corpsman	361-9701			
	1809 Corpsman	220-3012			
Wesley Jones					
Russ Hill	1809 Corpsman	823-0446			
PJ & Leslie Thomas	1821 Corpsman Ave	317-8617			
Tiffany Johnson	1823 Corpsman	228-5522			
	1825 Corpsman	617-2003			
Tonika S.					

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Brittany Stephenson	1827 Corpsman				
Linda Jones	1829 Corpsman				
	1829 Corpsman				
Laticia Edmonds	1701 Corpsman				
JOIV BAIKS	1707 Corpsman				
 Caswell	1709 Corpsman				
Adon Bida	1711 Corpsman				
	1718 Corpsman				
Genea Felton	1719 Corpsman				

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
George Dewell	1714 Corpsen				
Renee Porter	1723 Corpsen				
Lectrice Porter	1723 Corpsen				
Amber Anderson	1729 Corpsen				
De'Asia Wilson	1729 Corpsen				
Alycia Hines	1737 Corpsen				
Akore Copeland	1737 Corpsen				
Charmene Williams	1741 Corpsen				
Keshe Jones	1747 Corpsen				

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Shame Cunning	961 Roberts Rd.				
Deborah Riddick	963 Roberts Rd				
Theresa Hudson	967 Roberts Rd				
Jessie Jessie	969 Roberts Rd				
Sherrita Randy	971 Roberts Rd				
Yasmine Jenkins	971 Roberts Rd				
Ivory Jenkins	208 Monrovia Dr				
Troy Jenkins	210 Monrovia Dr				
Darnell Jenkins	210 Monrovia Dr				

Name	Address	Phone#	Child (Children) Name(s)	Age(s)	Grade(s)
Dorothy Etheridge	654 Wiley Drive				
Etta Etheridge	654 Wiley Dr.				
Janet Etheridge	654 Wiley Dr.				
Janice Furner	220 Monrovia				
Jean Lowe	226 Monrovia				
Enrique Cintora	228 Monrovia				
Lakisha Eley	270 Monrovia				
Cristal Smiley	232 Monrovia				
Julia Haskins	232 Monrovia				