Baystate Academy Charter Public School
PROPOSED CHARTER SCHOOL
FOR SPRINGFIELD, MASSACHUSETTS

Charter Application
Submitted to the Commonwealth of Massachusetts
Department of Elementary and Secondary Education

November 7, 2011
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Commonwealth Charter Applicant Information Sheet

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

Name of Proposed Charter School: Baystate Academy Charter Public School

School Address (if known): ____________________________________________________________

School Location (City/Town REQUIRED): Springfield

Primary Contact Person: Peter Blain

Address: 140 High St., 1st floor

City: Springfield State: MA Zip: 01105

Daytime Tel: (413) 794-1671 Fax: (413) 794-1891

Email: peter.blain@baystatehealth.org

1. The proposed school will open in the fall of school year: ☐ 2012-2013 ☒ 2013-2014

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>6, 7</td>
<td>160</td>
</tr>
<tr>
<td>Second Year</td>
<td>6, 7, 8</td>
<td>240</td>
</tr>
<tr>
<td>Third Year</td>
<td>6 - 9</td>
<td>320</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>6 - 10</td>
<td>400</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>6 - 11</td>
<td>480</td>
</tr>
</tbody>
</table>

2. Grade span at full enrollment: 6 - 12

3. Total student enrollment when fully expanded: 560

4. Age at entry for kindergarten, if applicable: ____________________________

5. Will this school be a regional charter school? ☐ Yes ☒ No

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

__________________________________________  ____________________________
__________________________________________  ____________________________  I
__________________________________________  ____________________________
__________________________________________  ____________________________

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: 153,060. The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a
population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

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

- Agawam
- Ludlow
- Longmeadow
- West Springfield
- Wilbraham
- Chicopee
- East Longmeadow

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? X Yes ☐ No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2011-12 applications? X Yes ☐ No

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

10. Is the applicant group/board of trustees intending to create a network of schools? ☐ Yes X No

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

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? ☐ Yes X No
Proposed Charter School Name: Baystate Academy Charter Public School

Proposed School Location (City/Town): Springfield

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

Signature of Authorized Person _______________________________ Date 7/25/11

(Please label the copy that has original signatures.)

Print/Type Name Peter Blain

Address Baystate Springfield Educational Partnership, 140 High St., Springfield, MA 01105

Daytime Phone 413-794-1671 Fax 413-794-1891
STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Baystate Academy Charter Public School (name of school) to be located at Springfield, Massachusetts is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

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

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

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

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

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

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

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

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

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

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

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

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

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

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).

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

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

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

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

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

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

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

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

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

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

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

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

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

___________________________________  ___________________
Signature                                                      Date

___________________________________
Affiliation
STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

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

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

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

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

___________________________________  ___________________
Signature                                                      Date

___________________________________
Affiliation
Executive Summary

Baystate Academy Charter Public School (“Baystate Academy”) is a proposed college preparatory school in Springfield that will provide challenging academic standards and educational opportunities rooted in the health sciences to Springfield students in grades 6-12. Through intensive partnerships with Baystate Health, Springfield Technical Community College and Expeditionary Learning, Baystate Academy will prepare students to enter the world of higher education and health careers with scientific and technical knowledge, ethics, integrity and compassion.

The school’s lower division grades (6-8) will emphasize academic and scholarly skill development in order to prepare students for the upper division’s rigorous STEM focused high school curriculum. The school’s educational program will prepare students for success in post-secondary education and professional success, whether in medical careers or other fields. The school’s curriculum, which will emphasize project based learning and learning expeditions connected to the field of health sciences, will allow students to make deep connections and confront real-world challenges in and out of the classroom.

Baystate Academy has formed partnering with organizations that have proven best practices in educational programming, curriculum, and assessment including Expeditionary Learning Schools, the Achievement Network, and Springfield Technical Community College. The intent is to house Baystate Academy on the grounds of our partner college, Springfield Technical Community College (STCC). The co-location and agreements with STCC will allow students to take college courses and receive associated credits. All students will be required to take non remedial college courses in English, math, and science at STCC during their 12th grade year as part of the school’s core requirements. Additionally, the school will implement Project Lead the Way’s biomedical sciences curricula as part of the school’s upper division Biomedical Sciences Program.

Baystate Academy has the support of the Springfield parents, students, community leaders, and public education officials. This support is demonstrated through several years of active involvement and participation in the Baystate-Springfield Educational Partnership (BSEP), a Baystate Health established and funded school partnership program. The program currently serves over 500 Springfield K-12 students annually, offering experiences including school-year and summer STEM academic enrichment, health competency development, health career development, job shadowing, mentoring, internships, and paid employment.

Baystate Academy founding group has the capacity to make the school a success. The founding group is comprised of Springfield leaders who have been integral to the success of the BSEP. The founding team’s membership includes a range of professionals with expertise in the fields of health, education, and business. The founding group, which will build on BSEP’s strong connection to Baystate Health, share several core beliefs about education. The group believes that there is a serious need for a health sciences focused charter school in the city of Springfield, offering students a high-expectations college preparatory education. The school, they argue, must draw from proven best practices of excellent charter and district schools, offering students a system of highly structured supports so that they can access the school’s challenging curriculum. All members believe that the school must intentionally teach and develop the core character values associated with the health care field, such as compassion and collaboration. The founding group is committed to ensuring that all students are successful, including diverse learners, special education students, and students with limited or no English speaking skills. It is this collective vision that has brought together the design team and guided the work thus far and the development of this application for a Commonwealth charter.
Public Statement

Baystate Academy Charter School, spanning grades 6-12, is where students become leaders of their own academic achievement and career pathway experiences. Students will surpass the “college-ready” standard for graduating high school by completing credits for their college freshman year by taking English, math, and science classes at Springfield Technical Community College in 12th grade. Expeditionary Learning will provide significant support in the design and subsequent implementation of the school, particularly in the areas of instructional practice and establishing an exemplary learning community.
I. Charter School Mission, Vision, and Description of the Community to be served

A. Mission Statement:

Baystate Academy Charter Public School is a college preparatory school that provides challenging academic standards in professional health career settings in order to prepare 6-12th grade students in Springfield to be inspired leaders in the 21st century workforce.

B. Vision Statement

Looking forward seven years after its opening, Baystate Academy Charter Public School (BACPS) will have graduated its first high school class, sending 100% of graduates on to college with the academic skills, scholarly habits, and character traits necessary to succeed in college and beyond. As an integrated middle-high school partnered with a hospital (Baystate Health), BACPS will offer students a relevant, project-based curriculum rooted in the health sciences. BACPS will be a school where solving for a variable will also provide data on health and wellbeing. It will be a school where writing a report can impact the public health of the community. It will be a school where communication and problem-solving skills will not just be part of life, but seen as a tool to sustain life. It short, it will be a school where the original three R’s (reading [w]riting, and [a]rithmetic) will partner with the other three R’s (rigor, relevance, and relationships). Through the partnership of academic foundations and extended context for learning, BACPS will also intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.

While the founding board aims to support students in their aspirations to pursue health care careers, our core belief centers on the understanding that this preparation is essential for success in college and translates to most fields, particularly those in STEM related fields. Not only does this approach diversify the opportunities for the students, it diversifies it in areas anticipated to have job expansion in the future. Therefore, while BACPS will be a health science school, the skills and content will be equally useful to students who become interested in a different field.

BACPS will be part of a network of Expeditionary Learning (EL) schools, comprised of 165 schools nationally serving over 45,000 students. As the proven provider, Expeditionary Learning has played, and will continue to play, a significant role in the design process, particularly in the areas of instructional practices, curriculum design, culture building, and the school’s hiring process for school leaders. BACPS has also established significant partnerships with Springfield Technical Community College (STCC), the Achievement Network (A-Net), Springfield Renaissance Expeditionary Learning School, and Codman Academy Charter Public School.

BACPS will enroll 80 students in each grade for a total of 560 students. The school will open in the Fall of 2013 with a 6th and 7th grade class. The school will add one grade per year until it reaches capacity. By FY 2014 the charter school will be self-financed, having enrolled sixth, seventh, and eighth, grade students, for a total of 240 students.

C. Description of the Communities to Be Served

Student population and the needs of the population: BACPS will serve the community of Springfield, Massachusetts. Springfield (pop. 153,170) is racially and ethnically diverse, with a population that is 51.9% Caucasian, 34.5% Hispanic, 21.6% African-American and 2% Asian. The city is plagued by low rates of educational attainment, significant poverty, and high levels of unemployment. Consequently, students in Springfield come to school with significant needs. The city’s child poverty rate is the sixth highest in the country with 44.6% of children under 18 living below the federal poverty level as compared to 12.4% for Massachusetts. The city has an overall poverty rate of 27.4% and has eight census tracts designated by the USDA as food deserts. Unemployment rates are high and conditions have been exacerbated by the recession; in May 2011 the city’s unemployment rate was 11.7% compared to 9.1% for Hampden County and 7.4% for the state. Among Springfield adults age 25 or over, only 17% have
attained a Bachelor’s degree compared to nearly 38% of adults in the state.\(^5\) The vast majority of students in the Springfield public schools are non-white (85%) and low-income (82.4% qualify for free and reduced lunch). Nearly 23% of students are special education and 13% are limited English proficient. Springfield has one the state’s lowest performing school systems as measured by Massachusetts Comprehensive Assessment System data; an overwhelming majority of 8\(^{th}\) grade students in the Springfield public school system are not proficient in math and nearly 50% of students are not proficient in English language arts.\(^6\)

**Reason for the selection of Springfield:** It has long been recognized by community leaders that there is a strong need for a college preparatory school that is STEM focused and health science oriented in Springfield. Currently, there is no such option. The healthcare sector is critical to the greater Springfield economy, responsible for 16% of all jobs and 19% of annual payroll.\(^7\) The demand for health care professionals is expected to increase nearly 17% statewide by 2016, in spite of the recession. This growth is driven by the state’s efforts to expand healthcare coverage and improve health care access, as well as the need to provide medical care for an aging population. Professional healthcare jobs represent almost 32% of all projected net new nonfarm wage and salary jobs in our region.\(^8\) The problem is that many Springfield citizens lack the educational credentials (specifically a college degree) to apply for the hundreds of well-paying health sector positions made available each year. This under-preparation, particularly in STEM related fields, helps explain why underrepresented minorities comprise only 8% of doctors nationally.\(^9\) As a result, healthcare recruiters in Springfield consistently look out of the city to meet this demand.\(^10\) In addition to addressing issues of social equity, a diverse healthcare workforce that is representative of the community can provide more effective medical care, reducing language and cultural barriers for providers serving low-income communities.

**Addressing the need, value of the school, founder’s ability serve, enhancing options through innovation, why a commonwealth charter:** Community leaders in Springfield supported the genesis of the Baystate Academy over eight years ago when Joseph Burke, former Superintendent of Springfield School, Mark Tolosky, CEO and President of Baystate Health System, and John Davis (founding group member) of the Irene A. and George E. Davis Foundation, met to discuss the linked problem of poor education and health careers as described above. The outcome of the meetings was a specific request from Dr. Burke for Baystate Health to form a business partnership with the schools, resulting in the creation of the Baystate Health Springfield Educational Partnership.

Since 2005, the Baystate Health Springfield Educational Partnership (BSEP) has employed the resources of Baystate Health and its diverse and knowledgeable staff to offer an educational program designed to provide students better access to health care career pathways. The program currently serves over 500 Springfield K-12 students annually, offering school-year and summer STEM academic enrichment, health competency development, health care development, job shadowing, mentoring, internships, and paid employment. As result of the BSEP program, 170 students are receiving paid internships and 75 students have been hired by the medical center. What the program has not done as effectively is create the necessary educational pipeline to support all students in reaching their dream of attending college for a health career or any other career requiring post-secondary education. While we can point to numerous success stories, we can also identify scores of students who lacked the necessary educational foundation. A larger description of BSEP activities can be found in Attachment P (page 137).

The founding group proposes establishing Baystate Academy Charter Public School to address this specific need, providing students in grades 6-12 a rigorous education rooted in the health sciences. BACPS will operate separately from the BSEP program, which will continue to offer internship experiences to district students. The founding group believes that the autonomies that come with being a Commonwealth Charter are critical to accomplishing the goal of preparing students for college and potential health career pathways. The essential autonomies, including flexibility in curriculum design, graduation requirements, use of staff time, budgeting, and governance will allow BACPS to offer a significantly expanded school day and year (compared to the district calendars), intensive remediation
activities, off campus learning investigations, and extended programming to include health career internships. As part of the school’s unique partnership with Baystate Health, students will benefit from access to first rate medical technology, a network of health career professionals, and connections to community organizations. The school’s proposed Board of Trustees (BoT), comprised of local leaders with experience in education, health, and business, positions the school to have a significant impact on the educational outcomes of Springfield students.

**Parental support:** Through its relationship with students and their families, BSEP has established that parents are seeking opportunities that will prepare students for health care careers. For its current programs with the Springfield Public Schools, BSEP information sessions have seen over 340 students and 254 parents/guardians attend over the past two years seeking additional information. Even more importantly, surveys recently sent to parents of current middle and high school students involved in BSEP reveal a strong demand for a college preparatory, health science school in Springfield. Of 52 total responses, 51 parents indicated that they would enroll their child in a middle/high school with a health science theme and college preparatory curriculum. This feedback from parents combined with the waiting lists that exist at other charter schools available to Springfield students demonstrates sufficient parental demand for the proposed school. It also demonstrates satisfaction with BSEP’s current programs and the successes students have found through participation.

**II. How will the school demonstrate academic success?**

**A. Educational Philosophy**

**Core beliefs:** BACPS will offer a rigorous education that prepares students for success in post-secondary education, a necessity for most careers in the health sciences. The school’s curriculum, which will emphasize project-based learning expeditions connected to healthcare and health sciences, will allow students to make deep connections and confront real-world challenges in and out of the classroom.

The founding group strongly believes that the school’s curriculum and program must meet the needs of all students including special education, limited English proficient, low-income, minority, and other at-risk student populations as listed in the school’s Recruitment and Retention Plan (See Attachment C, page 66). This process starts with the basic tenet that more needs to be expected of students, faculty and schools in order to ensure students are successful. While the school will define success in terms of variety of benchmarks, two are especially important: 1) All 9th graders, except those in first year of school, will enter at grade level, based on 8th grade math and ELA MCAS assessment data. 2) Every 12th grade graduate will be ready to begin a four year college program without remediation as measured by combined scores of at least 1500 on SAT exams and successful completion of non-remedial college course at STCC.

To achieve these twin goals, the school will implement intensive remediation activities in Grades 6-10, so that students can students can move beyond the knowledge of core concepts in each subject area (testing-based curriculum) and demonstrate mastery of that knowledge through practical application. For our school, the knowledge will be applied toward the dynamic and growing field of health science and health care practices. The process of turning this belief into practice rests on the implementation of several core values. These are:

- **Relevance, rigor, and relationship:** The original three R’s (reading [w]riting, and [a]rithmetic) are the foundation for the three R’s that make learning dynamic. The school’s program is grounded in these three R’s:
  - **Relevance:** Students learn essential skills and concepts through deep learning experiences based on real-world case studies. Case studies are tied to the field of health sciences to the extent possible. Over the course of the program, students apply their learning in the context of a hospital, use first-rate medical technology, and work alongside medical professionals as health career interns. The school’s project-based curriculum draws on the effective practices of Project Lead the Way and top Expeditionary Learning Schools.
Rigor: Baystate Academy has high expectations for its students and staff. All students take a STEM focused curriculum. Every 12th grade student completes non-remedial college courses as part of the core requirements. All students take the PSAT & SAT, in addition to the MCAS exams. Every 8th, 10th and 12th grade student presents a passage portfolio of their best work to a faculty panel to make the case for promotion/graduation. The expectation is that every student will succeed at the school and in college.

Relationships: Relationships matter. A school that values safety, risk taking, honesty, and intellectual curiosity must build and nurture strong relationships, amongst staff, students, parents, and the community. The school community is seen as a large family that supports students as they grow as leaders and scholars. Community meeting, multi-grade crews, student led-conferences, service learning day, and internships intentionally foster strong relationships within our school community and between our school and the local community.

- The middle school transition to high school is critical. Recognizing that many of our students will come to the school behind grade level, the school implements an intensive remediation approach in the lower grades that include establishing the necessary structures (daily Acceleration periods), programs (Saturday skills tutorial), and approach to curriculum, instruction, and assessment (standards-based curriculum, performance based assessment, A-Net interim assessments). Promotion standards are based on a student’s mastery of performance standards (Learning Targets) ensuring that students enter the 9th grade with the skills and academic foundation necessary for success.

- Personal character and habits are as much a part of college readiness as academic preparation. The school’s curriculum and program will develop the following four overarching traits in each student: teamwork/collaboration, empathy/compassion, responsibility, and wellness. These traits inform cross-disciplinary Habits of Scholarship (HOS) that are particular to the school’s upper and lower division. Teachers provide explicit instruction around HOS which are evaluated and reported separately (but in a manner similar to) academic standards.

- We measure achievement to meet our goals, both academic and non-academic. As one of our founding members often states, “In God we trust, for everything else there is data.” Data is used at every level of the school from evaluations for student learning to annual performance evaluations of the school’s Executive Director. We partner with organizations with proven best practices to ensure that we build a school data culture that drives continuous self-improvement.

Educational philosophy alignment, integration, and implementation: Based on its core beliefs and values, members of the founding group researched and explored several educational support organizations with whom to work on opening the school. The members visited schools, spoke with representatives from several models, and read extensively about the practices and outcomes of these organizations. The result of the process is a relationship with Expeditionary Learning. The founding group’s educational philosophy, curricular vision, and programmatic goals are deeply tied to the EL approach to learning based on the organization’s Core Practice Benchmarks (see Attachment A. Proven Provider Information Sheet, page 56). In addition, EL’s collaborative work with the school data support organization Achievement Network and their extensive experience with internship models, several specific with health care industry partners, made the partnership an even stronger match. The founding group has participated in presentations on the EL organization and instructional practices led by Mark Conrad, Northeast Regional Director, and has visited established EL schools.

Expeditionary Learning Schools has recently been the focus of two external studies measuring the model’s impact on student achievement. Research findings included:

- Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts and math, and for both years of middle school English/language arts.
- These statistically significant positive effects predict that, on average, enrollment in an EL school would have lifted 19% of non-EL students into the proficient category.
In mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

BACPS will draw from the experience and expertise of its community partners to provide extensive opportunities for advancement beyond the confines of a traditional high school curriculum. The intent is to house the school on the grounds of our partner college, Springfield Technical Community College (STTC). The co-location and agreements with STCC will allow students to take English, math, and science college courses as part of their graduation requirements. To meet this goal, the curriculum will be mapped backwards from those freshman level college courses and progress towards them will be measured every step on the way. All core courses will be aligned with the Massachusetts Curricular Frameworks and associated Common Core standards; curricula and associated assessments will be developed based on the frameworks using grade level standards. The school’s curriculum will draw from Project Lead the Way’s established biomedical sciences curriculum, Baystate Springfield Educational Partnership’s current after-school curriculum, as well as proven curricula from other high performing EL schools. The critical importance of this work has led the founding board to structure a plan to hire an experienced Principal a year in advance of opening (see School Governance, Roles and Responsibilities).

The school’s curriculum will emphasize depth over breadth, offering students the opportunity to explore content through a myriad of real-world learning expeditions utilizing Baystate Medical’s premier facilities and technology. Health sciences will be infused into the school’s curriculum so that in one day an 11th grade student might explore pharmacology in Biology, discuss pathological themes in All Quiet on the Western Front in English, and investigate the health impacts of public welfare and social insurance during the 1930’s and 1940’s in history. While skill building happens through deep learning investigations, the school will also provide daily acceleration periods for remediation and support as well as a Saturday literacy and numeracy tutoring program. Electives, intensives, and internships will offer students specialized experiences in the health sciences.

Literacy is a critical component of college-readiness. The school’s inter-disciplinary approach to literacy will ensure that students are explicitly taught reading and writing skills in all classes and that teachers use common language across subject areas. English classes will prioritize the teaching of grade specific reading and writing strategies. All teachers will evaluate writing using the 6+1 trait based writing approach. The curriculum will emphasize rigorous and relevant fiction and non-fiction readings. The school will build a culture of reading by setting aside designated silent sustained reading time during English classes and crew, offering a Book-Club elective, and having students promote student friendly books during community meeting.

BACPS will integrate first-rate technology deeply into the school’s curriculum, instructional philosophy, and assessment practices to ensure that students have the 21st century skills to be successful in college and in the medical field. All classes will have access to laptops and the school will aim for a 1:1 student to laptop ratio, drawing on the success of Baystate Medical’s nurse laptop program. All science classrooms will be equipped with state of the art laboratory and medical equipment (e.g. spectrometers, patient simulation, etc.).

**Educational philosophy and diverse learners:** The objective to meet the diverse needs of individual students will drive practice, whether those needs are based in language acquisition, special education, or diverse interests that stimulate engagement in academics. Based on the demographics of the Springfield public school system, Baystate Academy expects that roughly 24% of its student population will be classified as special education and 13% as English language learners. The design team believes it is imperative that all students are able to thrive in the school’s educational program, including special education students, English language learners, low-income students, and other at-risk populations as defined in the attached Recruitment and Retention Plan. The school has partnered with schools and organizations that have a record of success serving these student populations. The EL model, with its
emphasis on project-based learning, student voice, and alternative forms of assessment, has been nationally recognized as powerful approach for educating students with special needs and English language learners. Data collected from the 165 school network shows that special education students perform especially well in EL schools, surpassing almost every subgroup on math and reading/ELA assessments. Data in the BACPS’s Northeast region is even stronger.

EL schools compared to district averages (2 year average 2008 and 2009)

BACPS will benefit from its partnership with Codman Academy Charter Public School (CACPS), an EL school in Boston where 27% of students are classified as special education, a significantly higher percentage than other all other area charter schools, the district average, or state average. CACPS has committed to working with BACPS over the course of the school start-up period to ensure that curriculum and school structures support special education students. The school is in the process of forming a similarly robust partnership with King Middle School, an EL school which is located in the most ethnically diverse neighborhood in Maine and serves a high percentage of ELL students. Members of the founding group will participate in a site visit at King Middle School on December 5th and BACPS intends on drawing from the school’s best practices to support students with limited English proficiency. Additional data for CACPS Academy, King Middle School, and other partner schools can be found in the Proven Provider Sheet.

The school has established a partnership with the Achievement Network, which has a record of success working with schools that disproportionately serve at-risk student populations. See the Assessment System section for further details. The school is also exploring the possibility contracting with Tutors for All, a proven provider of tutoring services in Boston area charter and district schools. Tutors for All contracts with schools serving a high percentage of at-risk students; additional information and evidence of success can be found at: http://www.tutorsforall.org/.

B. Curriculum and Instruction

Curriculum identification, development & improvement, alignment to MCF: The BACPS curriculum will be based on the following principles:

- All aspects of the curriculum, including learning expeditions, are built around performance standards in the Massachusetts Curriculum Framework (MCF)
- The curriculum will have a STEM (science, technology, engineering, and math) focus throughout the grade span; health sciences will be deeply integrated into core subjects through case-studies and intensives and electives will provide students with specialized health science courses
- The school will take an interdisciplinary approach to literacy; reading and writing skills will be taught in all courses
- Skill building happens through deep learning investigations; in anticipation of a significant skills deficit, the school’s lower division will provide students with additional focus on foundational skills and concepts prior to and during investigations
- The school’s partnerships with Baystate Health and STTC will offer students innovative and authentic learning experiences in and out of the classroom
● The school will use a three-tiered Response to Intervention (RTI) approach to support our students, providing daily opportunities for remediation, support, services, and acceleration

BACPS will draw from multiple resources to build its curricula. As part of the national network of EL schools, BACPS will have access to models created by other schools and to the extensive bank of resources available through EL Commons, the network’s online portal for sharing best practices and curriculum/lesson planning tool. Through its partnership with Baystate Health, BACPS faculty will also be able to draw on the expertise of medical professionals and educators in developing health science themed curricula. Additionally, BACPS will incorporate some of the STEM curricula developed by Project Lead the Way.12

The school’s curriculum will be built directly from the Massachusetts Curriculum Frameworks. Curricula for the school’s first year of operation will be developed by the school’s founding Principal, with support from an on-site EL consultant (known as a school designer). Additionally, the Achievement Network will support in ensuring that the ELA and math curricula are aligned with MCF for grades 6-8. As faculty is hired, teachers will take on an increasingly important role in developing curricula, under the direct supervision of the school’s Principal. BACPS will create and document learning expedition plans, assessment tools, and daily lesson plans using on-line planning tools found in EL Commons. This will archive teachers’ work, documenting what is taught each year and creating a library of curriculum and lesson plans for revision and use in future years.

Much of the curriculum and instruction in science and history/social studies will be organized around learning expeditions. Authentic opportunities to apply English and math skills will be embedded within learning expeditions, though discrete literacy, language arts and mathematical skills will also be taught outside of expeditions. Learning expeditions are challenging, interdisciplinary, real-world investigations. Expeditions are made up of multiple case studies that ground the learning in concrete and often local subtopics, in a method that is similar to that used in medical training. Learning expeditions will anchor the curriculum in meaningful work while providing a coherent framework through which essential standards will be taught (National Clearinghouse for Comprehensive School Reform, 2004; Udall, Mednick, 2000; Ulichy, 2000; Academy for Education Development, 1995). Expeditions at BACPS will often address issues aligned with the school’s health careers mission, as well as other compelling topics in areas such as social justice, equity, current and past societal and global issues. Learning expeditions enable students to study something that is specific and concrete, and then to compare what they are studying to other events to determine patterns and make generalizations that go beyond the specific context of their primary study. By design, all learning expeditions build literacy skills by requiring written reflections and authentic reading with a focus on informational texts. An important goal in all expeditions is to have students collaborate with outside experts, engaging in research methods authentic to that field, and produce professional quality work that they present back to those experts and/or broader interested communities. This ongoing relationship with experts, and the commitment to present work to an informed audience, motivates quality work and attention to professional behavior and deadlines. At BACPS, students will have access to experts from the health care and scientific community, including laboratory researchers, doctors, nurses, technicians and college professors. Together, the Principal and EL school designer will ensure that all expeditions align with the Content Map, thereby aligning with the MCF and early college readiness requirements. The Principal and EL school designer will also ensure that learning expeditions are interdisciplinary, active, and useful to the community.

Curriculum evaluation and revision process, responsibility, and decision-making: BACPS will have structures in place for teachers and administrators to review the quality of the curricula, including protocols for critiquing learning expeditions, conducting classroom observations, reviewing student portfolios, and analyzing student achievement data. These multiple measures will be used to determine how effectively the curriculum is meeting the needs of students, addressing MCF standards and the school’s nonacademic goals, and providing opportunities for both academic enrichment and remediation.
When areas of weakness in foundational standards and sub-skills are identified, the curriculum will be realigned to target them. Additional information can be found in Assessment System.

**Curriculum Outline: Content & Skills:** The school’s founding group has established a framework for the curriculum that will be fully developed by the school’s Principal and EL school designer during the school’s planning year. The course sequence, core subject area outlines for each grade, and sample case studies are included below.

**Lower School Outline-Grades 6-8:** The school’s lower division curriculum features experiential learning opportunities grounded in the health sciences and intensive remediation and skill development. Expeditions feature cross-disciplinary applications; in 6th grade science students use a case study of Springfield’s Connecticut River as they learn about the water cycle, water quality, and ecological and health impacts while in World Geography they explore topographic features and study the way in which water influences human development and migration patterns. Students have daily Acceleration periods, providing targeted Tier 2 and Tier 3 remediation and support in accordance with the RTI approach described in Instruction. All students receive one-on-one literacy and numeracy tutoring during Saturday Academy. Every Friday afternoon, students embark on multiple-hour learning experiences during Extended Learning Time (EET); EET includes investigations related to core class expeditions (e.g. a 6th grade trip to Connecticut River Watershed Council), as well as thematic days related to the school’s mission (College Visit Day, Public Health Day, Medical Career/Internship Training Day). Electives offer students an array of enrichment activities and students engage in physical activity four days a week through competitive sports or PE/Wellness classes.

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<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>Math Six</td>
<td>Math Seven</td>
<td>Algebra I</td>
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<tr>
<td><strong>Science</strong></td>
<td>Earth Science and Physical Science</td>
<td>Life Science</td>
<td>Integrated Science I</td>
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<tr>
<td><strong>ELA</strong></td>
<td>ELA Six</td>
<td>ELA Seven</td>
<td>ELA Eight</td>
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<tr>
<td><strong>Social Studies/History</strong></td>
<td>World Geography</td>
<td>Ancient and Classical Civilizations</td>
<td>World History I</td>
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<tr>
<td><strong>Acceleration block</strong></td>
<td>Remediation and Support</td>
<td>Remediation and Support</td>
<td>Remediation and Support</td>
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<td><strong>Crew</strong></td>
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<td><strong>Extended</strong></td>
<td>Core expeditions</td>
<td>Core expeditions</td>
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<tr>
<td><strong>Expedition Time</strong></td>
<td>College Day, Public Health Day, Medical Career Day</td>
<td>College Day, Public Health Day, Medical Career Day</td>
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**Science** courses will teach students how to understand and interpret the world using scientific explanations and methodologies. The school’s course sequence will emphasize the scientific method of inquiry, and will blend content, offering students a rigorous and coherent progression focused on preparation for the advanced high school curriculum. Students will grapple with the importance and methods of obtaining direct and indirect evidence to support current thinking. They will recognize that new technologies and observations change our explanations about how things in the natural world behave. Much of the science content will be taught through grade specific learning expeditions.

**English Language Arts** will teach students to be capable writers, analytical readers, attentive listeners, and fluent speakers of English. Classes will provide explicit instruction in reading and writing so that students learn the writing process and reading process. The content that students will be exposed to will be aligned with the topics under investigation in their expeditions, enabling students to receive a “double
dose” of literacy by being exposed to thematically linked text in more than one class. Students will read a variety of texts, with an emphasis on non-fiction informational texts, to ensure that student can confidently read, interpret, and discuss a wide range of grade-level material. Class content will build on the knowledge, language, and experience of students so that the work is relevant and fosters a love of reading and writing. Teachers will ask students to complete a range of written assignments, including arguments, informative, narrative, fiction, poetry, reflections and scripts, to ensure that students can write effectively for different purposes. Students will learn and use the 6+1 trait writing analytical model and all written assignments will be evaluated using a common rubric based on this model.

**Math** courses will teach the essential concepts, procedures, and conceptual framework so that students learn to think like mathematicians. Concepts will build on prior knowledge allowing students to engage with increasingly difficult content. As the school expects students to arrive with a significant math skills deficit, the lower school curriculum will provide sufficient remediation around numeracy skills to catch students up to grade level. In each grade, students will apply concepts through short and long term investigations that foster curiosity and interest in math. Assignments will emphasize frequent practice as a way to build understanding and students will be asked to demonstrate this understanding in addition finding the right answer. BACPS will use *Connected Math Program 2* (CMP 2, see http://prod2.phschool.com/cmp2/) as the basis for its lower school mathematics curriculum, but will supplement it with additional opportunities to gain fluency with basic mathematical skills, and to use math during learning expeditions.

**History/Social Studies** will immerse students in world geography and history, promoting a rich understanding that will allow students to reinterpret their world as they learn to think like historians. In each class, teachers will provide explicit instruction in research, writing, note taking, organization, presentation, and group work. The lower division’s curriculum will emphasize the importance of considering multiple perspectives and supporting thinking with evidence. Much of the history content will be taught through grade specific learning expeditions.

Descriptions regarding other components of the school’s program including *Acceleration periods, Physical Education/Wellness, Intensives, Crew, and Saturday Academy* can be found in the school characteristics section of the report.

**Grade 6**

**Earth and Physical Science:** Students investigate geological materials’ properties and methods of origin and begin to recognize the processes that drive natural events. Students learn about the interacting nature of the earth’s four major systems: the geosphere, hydrosphere, atmosphere, and biosphere. They focus on the place of the earth in the solar system and changes in the earth’s composition and topography over time.

**English 6:** Students learn the reading process, writing process, vocabulary development, English language conventions, and oral communication skills. Students build skills and habits associated with being effective readers, writers, and researchers.

**Math 6:** Students learn the foundational skills to learn the basics of algebra and geometry in grade 7. Students focus on four critical areas: (1) ratio and rate; (2) division of fractions and understanding the system of rational numbers, including negative numbers; (3) using variables in mathematical expressions and equations; and (4) developing a beginning understanding of statistics.

**World Geography:** Students learn the physical properties of location (and the associated geography skills), exploring the ways in which humans interact with the environment to create a sense of place. The course introduces students to topics such as migration patterns, movement of goods and ideas, economic and political structures, ecological impact and resource availability, the role of religion in societies, war and conflict, and technological development.
### Sample case study topics

<table>
<thead>
<tr>
<th>Primary Subject Focus Area</th>
<th>Example Skills and Content</th>
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<tbody>
<tr>
<td><strong>Water Quality and the Connecticut River</strong> - Geographic and historical review of the role of potable water in human development followed by a project on Springfield’s use and management of the Connecticut River.</td>
<td>Science structures of the earth (S) determining water quality (S) importance of water quality (S) how people interact with the environment to create a sense of place (WG) settlement/migration patterns and water availability (WG)</td>
</tr>
<tr>
<td><strong>Flu Epidemics: SARS, Avian flu, Swine flu etc.</strong> - As travel patterns increased through human history interactions of many types (e.g., economic, political) occurred between populations. Health interactions also occurred through diet and diseases. The case study examines epidemics and how they move throughout the world.</td>
<td>World Geography evolution and biodiversity (S) geography features of the world (WG) migration patterns (WG) global communication/public health (WG) rate and ratio (M) statistics (M) informational text (ELA)</td>
</tr>
</tbody>
</table>

### Grade Seven

**Life Science:** Students learn about life science, emphasizing comparative anatomy and surveys of the basic life processes. They learn about the cellular composition of living organisms, including human beings. Students also examine the hierarchical organization of multicellular organisms and the roles and relationships that organisms occupy in an ecosystem. They develop the understanding of the human body systems and organs. They also examine biology at the macroscopic level, focusing on the interactions that occur within ecosystems and using mathematics to calculate rates of growth, derive averages and ranges, and represent data graphically to describe and interpret ecological concepts.

**English 7:** Students learn appropriate techniques for oral and written persuasion, recognizing and using arguments for or against a topic. They learn to determine the meaning of unfamiliar words using their Latin or Greek roots.

**Math 7:** Students focus on (1) proportional relations; (2) operations with rational numbers using linear equations; (3) solving area and circumference problems for two and three dimensional figures; and (4) drawing inferences about populations based on data sets. Students expand their understanding of algebra and geometry as they formulate and solve linear equations, use functions to describe quantitative relationships, and analyze two and three dimensional figures to find distance, angle, similarity and congruence.

**Ancient and Classical Civilizations:** Students discover how major agricultural, technological, social, and economic changes contributed to the growth and formation of ancient civilizations. The course features a learning expedition modeled on King Middle School’s Life in Ancient Greece expedition, in which students examine daily life in Ancient Greece and its influence on our modern political system and culture. Students learn about the social, economic, and political characteristics and structure of ancient Greece and conduct a research project. Students read from an abridged version of *The Odyssey* and engage in interdisciplinary investigations.

### Sample case study topic

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<thead>
<tr>
<th>Primary Subject Focus Area</th>
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<tbody>
<tr>
<td><strong>Cancer is out of control cell growth that ends up having an almost parasitic relationship with the host body. Is it a parasite? Why and why not?</strong> Specific case studies revolve around actual lung cancer cases with thoracic surgeon.</td>
<td>Science Characteristics of living things (S) Structure and function of cells (S) Systems in living things(S) Anatomy and physiology (S) Calculating growth rates (M) Informational text (ELA)</td>
</tr>
<tr>
<td><strong>Medical and other scientific discoveries in Ancient Greece</strong></td>
<td>History Informational and classic fiction text (ELA) Greek roots of language (ELA)</td>
</tr>
</tbody>
</table>
Grade Eight

Integrated Sciences I: Students explore the connections between the physical and life sciences. Lab inquiry and techniques are emphasized. Students are exposed to concrete, physical-world experiences to help them develop concepts associated with motion, mass, volume, and energy. As they learn to make accurate measurements using a variety of instruments, their experiments become more quantitative and their physical models more precise. Students collect data by using laboratory procedures, and make sense of graphical and other abstract representations essential to scientific understanding. Students participate in an expedition focused on differential diagnosis.

English: Students build their foundational reading and writing skills as they explore the concepts of culture, identity, and human nature through a mix of historical and contemporary works such as William Golding’s Lord of the Flies and Junot Diaz’s Drown. Some of the key standards students work on are: relating a literary work to information about its setting, relating a literary work to artifacts, artistic creations, or historical sites of the period of its setting; and analyzing and evaluating similar themes across a variety of selections, distinguishing theme from topic. Using informational texts, they work with both primary and secondary sources.

Algebra I: This course formalizes and extends the mathematics that students learned in the lower school. Students focus on four critical areas: (1) deepening students understanding of linear and exponential relationships; (2) analyzing, solving and using quadratic functions, (3) applying the laws of exponents to square and cube roots, and (4) applying linear models to data.

World History I: Students focus on the important technological, political, and intellectual contributions of western and non-western civilizations from the fall of Rome to the Enlightenment. Students use a variety of written and visual historical sources to explore the underlying religious, economic, political, and social structures of the major civilizations and political entities. In their studies, students gain an understanding of the internal and external forces that shaped the expansion and decline of major civilizations. Students also explore the origin and impact of European colonial expansion.

<table>
<thead>
<tr>
<th>Sample Case Study Topics</th>
<th>Primary Subject Focus Area</th>
<th>Example Skills and Content</th>
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</thead>
<tbody>
<tr>
<td>Differential Diagnosis - Students are presented with the case of a middle school student with sinus congestion, a cough and a fever. From this familiar and common scenario, an interdisciplinary unit occurs. Students take a patient history, perform a simulated physical exam, and outline testing protocols.</td>
<td>Science</td>
<td>Properties of materials and matter (S) States of matter, kinetic molecular theory and thermochemistry (S) Calculating mass and volume (M) Interviewing (ELA) Note taking (ELA)</td>
</tr>
<tr>
<td>Magic and medicine - medical science during the Medieval period</td>
<td>World History I</td>
<td>Reading informational texts (ELA)</td>
</tr>
</tbody>
</table>

Upper School Outline-Grades 9-12: Eighth grade graduates of BACPS will enter 9th grade with the academic skills to succeed in a rigorous curriculum that emphasizes deep learning investigations and STEM-centered academics.13 Health sciences will be integrated throughout the curriculum: in 9th grade World History students discover the field of public health through an analysis of HIV/AIDS in post-apartheid South Africa while in 10th grade students in Chemistry and Human Body Systems explore reproductive health and issues of teen pregnancy in Springfield. Students in 11th grade English read from the Immortal Life of Henrietta Lacks, discussing the connections between ethics, race, and medicine in the context of stem cell research while 12th grade students in Public Health complete a population health analysis of health disparities and inequities across Springfield neighborhoods. All students will be enrolled in Spanish and many will complete the Spanish Medical Interpreter exam during their 4th year. 12th grade students will take non-remedial English, science, and math courses at Springfield Technical Community College. Daily Acceleration periods will allow specific students to receive targeted Tier 2 and Tier 3 remediation while others pursue individual study. Ninth and tenth grades will continue in the skills tutorial program during Saturday Academy while 11th and 12th grade students complete internships.
alongside Baystate Health professionals. Extended Learning Time (EET) each Friday afternoon will provide flexible, multiple hour periods for core class investigations as well as thematic days such as College Day and Public Health Day. Electives will offer a mix of enrichment opportunities, college preparation courses, and specialized health science courses. Students participate in the Wellness/PE program four afternoons a week; 10th-12th grade students have the option of participating in an individualized fitness program in partnership with STCC.

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<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td></td>
<td>Geometry</td>
<td>Algebra 2/Trigonometry/Mathematics III</td>
<td>Trigonometry/Pre-Calculus</td>
<td>Calculus (STCC)</td>
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<tr>
<td>Science</td>
<td>Integrated Science II</td>
<td>Chemistry and Human Body Systems</td>
<td>Biology and Medical Interventions</td>
<td>AP Biology STCC Anatomy &amp; Physiology STCC Physics</td>
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<tr>
<td>ELA</td>
<td>English 9</td>
<td>English 10</td>
<td>Literature and Pathology</td>
<td>College English (STCC)</td>
</tr>
<tr>
<td>Social Studies/History</td>
<td>World History</td>
<td>US History I</td>
<td>US History II</td>
<td>Public Health</td>
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<tr>
<td>Secondary Language</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish/Medical Terminology</td>
<td>Spanish/Medical Terminology</td>
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<tr>
<td>Acceleration</td>
<td>Remediation, Support, and Individual Study</td>
<td>Remediation, Support, and Individual Study</td>
<td>Remediation, Support, and Individual Study</td>
<td>Remediation, Support, and Individual Study</td>
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<tr>
<td>Electives</td>
<td>Art Music Reading Club Nutrition and Health</td>
<td>Art Music Reading Club Nutrition and Health</td>
<td>SAT Prep College Prep</td>
<td>College Class Art Music Reading Club Nutrition and Health</td>
</tr>
<tr>
<td>Extended Expedition Time</td>
<td>Core expeditions College Day Public Health Day</td>
<td>Core expeditions College Day Public Health Day</td>
<td>Core expeditions College Prep Day Public Health Day</td>
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<td>Wellness/PE</td>
<td>Competitive Sports or PE/Wellness Course</td>
<td>Competitive Sports or PE Independent Program</td>
<td>Competitive Sports or PE Independent Program</td>
<td>Competitive Sports or PE Independent Program</td>
</tr>
</tbody>
</table>

**Science:** The school’s science sequence will ensure that students graduate with the scientific skills and knowledge necessary to study STEM related fields in college and to pursue careers in biomedical sciences if they so choose. To this end, all students will follow a three year sequence of required science classes, culminating in students taking Anatomy & Physiology and Physics at STCC or AP Biology. Project Lead the Way’s Biomedical Sciences Program (BMS) will be embedded within the school’s science curriculum. BMS courses explore human medicine, bioinformatics, cell biology, genetics, disease and other biomedical topics through relevant problem-solving activities. Much of the science content will be taught through grade specific learning expeditions.

**English:** The school’s English curriculum will prepare students to complete a non-remedial English course at STCC during their senior year. The curriculum will develop students as confident readers, effective writers, complex thinkers, and articulate speakers by building a foundation of essential skills in preparation for college level work. Students will read from rigorous literary works as well as complex, informational texts. Students will learn to write effectively for different purposes, including argument response papers and creative writing. Students will learn research skills and habits, completing long term research projects culminating in written reports. Students will learn how to independently use the revision process to improve their work and provide and receive effective feedback through peer revision. Classes will teach students how to engage in scholarly debate and students will become increasingly comfortable
participating in (and ultimately) leading classroom discussions. To ensure that all students are successful, a significant literacy remediation program will be provided to students in grades 9-10 during the Saturday Academy tutorial, in addition to remediation activities occurring during the flow of the normal school day.

**Math:** The school’s sequence of mathematics courses will prepare students to complete a Calculus course at STCC during their senior year. Students will build on the foundation gained in the lower school to successfully complete the course sequence which starts with Algebra II in 9th grade. To ensure that all students are successful, a significant math remediation program will be provided to students during the Saturday Academy tutorial, in addition to remediation activities occurring during the flow of the normal school day.

**History:** The school’s upper division history curriculum will hone students’ research, writing, and oral skills, preparing them for college level work as social scientists. The curriculum will combine EL’s best practices with Baystate’s health science approach, exposing students to the fields of health policy and public health. Much of the history content will be taught through grade specific learning expeditions.

Descriptions regarding other components of the school’s program including *Acceleration periods, Physical Education/Wellness, Intensives, Crew, and Saturday Academy* can be found in the school characteristics section of the report.

**Grade Nine**

**Integrated Science II:** This course builds the basics concepts of physics and chemistry, including principles of biomedical sciences. Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Students determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course lays the scientific foundation for subsequent courses.

**English 9:** Students focus on expository writing skills including organization, developing a thesis, using supporting evidence, and proper MLA citation. Students also build creative writing skills by writing their own stories. As students develop as independent readers and writers, they are asked to analyze increasingly complex texts that require them to make connections and explore themes. Students also analyze and respond to informational texts, with a focus on health science material.

**Geometry:** This course formalizes and extends the students’ geometric experiences from the lower school. Students will explore more complex geometric situations and deepen their explanations of geometric relationships, using formal mathematical arguments.

**World History II:** This course focuses on resistance movements across the world. Organized around the theme of understanding of how history is recorded, students start learning the history of colonialism in the Americas before moving to the Haitian Revolution and South African apartheid. Students begin to develop experience in public health through a case study examining HIV/AIDS in post-apartheid South Africa. As part of the case study, students examine public health paradigms relating to education, health policy, and environmental health.

<table>
<thead>
<tr>
<th>Sample Case Study Topics</th>
<th>Primary Subject Focus Area</th>
<th>Example Skills and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes - the function of the endocrine system,</td>
<td>Integrated Science II</td>
<td>Human body chemistry (S)</td>
</tr>
<tr>
<td>the role of insulin, treatment including diet and exercise,</td>
<td></td>
<td>The physics of exercise (S)</td>
</tr>
<tr>
<td>public health implications</td>
<td></td>
<td>Heredity (S)</td>
</tr>
<tr>
<td>HIV/AIDS in post-apartheid South Africa</td>
<td>World History II</td>
<td>Public health paradigms (WH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading informational texts (ELA)</td>
</tr>
</tbody>
</table>

Course outlines and sample case studies for Grades 10-12, including a description of the school’s proposal for requiring all 12th grade students to take non-remedial college courses, can be found in Attachment H. Curriculum (p. 81).
Non Academic Goals for Students

Habits of Character: The founding group believes that character and life habits are essential to being successful in college and beyond. BACPS has established four over-arching habits of character that students will develop over the course of the 6-12 grade span. Working with founding group member, Kevin Hinchey, MD, the habits of character below were identified to align with national standards in the health care industry. While they are an essential component of good medical practice, they are equally invaluable for success in college and the workplace.

- **Teamwork/Collaboration** – In health care, as in many professions, teamwork is essential to practice. Whether it is a team of doctors performing surgery or a non-profit management team developing an advocacy toolkit, a strong team utilizes the skills of each member to create a final product that is far greater in value than the sum of its parts. It is essential that students develop the skills and habits associated with being effective team players, learning and appreciating the many roles, functions, and dynamics of a team.

- **Empathy/Compassion** – Good patient care requires empathy and compassion. Empathy not only allows us to connect to people and our environment, it also enhances understanding of the world around us. BACPS students will, through the school’s curriculum and programs, engage in their local community with an orientation towards issues that impact them and their family. Over time, students will make connections between personal, community, and global issues, cultivating empathy on an increasingly larger scale.

- **Responsibility** – A clear sense of duty is essential to being successful at school and at work. Responsibility, particularly in health care, encompasses ethical and moral principles that guide one’s sense of duty when faced with difficult and ambiguous decisions. The school’s culture will create clear structures of responsibility and expectations (a form of responsibility). Over time, students will develop a sense of responsibility that will extend well beyond the confines of the school.

- **Wellness** - The phrase “sound body/sound mind” encompasses a complex relationship between physical and emotional well-being. Wellness involves a connection between health, self-confidence and self-awareness that BACPS will embed in its culture by fostering healthy habits around eating, exercise, and medical care. As part of this approach the school will make healthy food available to all students, provide regular health education programs through electives and ELT, require all students to participate in physical activity at least four times/week, and conduct annual health screenings. Specific Wellness LT’s will be developed for wellness/PE classes and competitive sports teams.

These habits will be developed through a variety of school structures, rituals, traditions, and ceremonies described in School Characteristics.

Habits of Scholarship: As a subset of the school’s Habits of Character, the school has established cross disciplinary habits of scholarship (HOS) for each division that will act as ‘supporting LT’s,’ making explicit the discrete age-appropriate habits that need to be cultivated in order to develop larger habits of character. Teachers provide instruction and support around HOS targets just as they do academic learning targets, especially in the lower division of the school. Based on effective practices of EL network schools such as Casco Bay (Portland, ME), HOS standards will be assessed and reported separately from academic performance standards in order to provide an accurate picture of student academic achievement. Student proficiency for each HOS learning target is measurable and progress will be disseminated to students and families using the same structure as academic progress. HOS standards will minimally affect student academic grades (weighted at 1/5 of total grade) as EL research suggests that effective instruction around HOS’s, coupled with quality assessment practices, has a larger impact on increasing student achievement and developing strong scholarly habits. HOS standards will be evaluated using the 4 point performance system described in Performance Standards. Students who do not demonstrate proficiency on an assignment, but earn a HOS score of 3 or 4, are eligible for additional support and time to meet the standard.
### Lower Division LT’s

1. I can come to class on-time, prepared, and ready to learn (R)
2. I am open to trying new things and challenging myself (R)
3. I use class time effectively (R)
4. I contribute positively to the class (T)

### Upper Division LT’s

1. I can come to class on-time, prepared, and ready to learn. (R)
2. I learn from feedback, using it to identify areas of strength and weakness in order to take action to make improvements. (R, T)
3. I provide helpful and respectful feedback to others. (R, T, E)
4. I use appropriate resources to solve problems. (R)
5. I meet deadlines and established criteria. (R)

### Instruction-Instructional Pedagogy:

BACPS believes that the key to supporting high standards of achievement is for teachers to design and deliver lessons that engage all students in productive work. To this end, teachers will use active pedagogy, meaning that they will:

- design lessons that create purpose and build curiosity for students
- maintain a focus on instruction by developing and practicing routines and common instructional practices (such as Do Nows, agenda and LT review, and HOS check-ins) that maximize student responsibility for creating a productive learning environment
- intentionally and explicitly build students’ background knowledge
- use models and samples of student work to show students what meeting the learning target looks like
- help students represent their thinking using graphic organizers, journals, concept maps, etc., and use public forms of documentation (e.g., anchor charts) to display student understanding
- incorporate technology to support and enhance instruction as appropriate
- ask students to reflect on their learning and debrief their experiences
- regularly check for understanding of all students and remediate gaps in learning immediately
- provide structured opportunities for students to receive critique and to revise their work

BACPS will incorporate instructional methods that are used throughout the network of high performing EL schools. To quote from EL’s Core Practices:

> Expeditionary Learning classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. (p.23)

What this means is that BACPS classes will be structured and safe so that students feel comfortable taking risks, asking questions, and openly reflecting on their learning. Student voice will be seen as an integral component of the class and students will participate in frequent self-assessment of their learning. Teachers will often assign classroom roles to ensure order and responsibility, especially in the middle school grades. Likewise, roles during group work will be clearly delineated to facilitate collaboration and teamwork.

Lesson planning will begin with naming clear learning targets which articulate specific learning goals in student-friendly language (see Assessment for more information on learning targets). Lessons will be carefully designed based on the teachers’ knowledge of her/his students in order to support all students to make progress. Teachers will employ strategies that spark student curiosity and engagement and include multiple opportunities for teachers and students to track understanding. Teachers will use various lesson formats, include the workshop model, discovery-based lessons, and protocol-based lessons, as well as technology-based lessons, lectures, videos, labs and games as appropriate to the topic. A complete the school’s plans for workshop model lessons, discovery-based lessons, and protocol-based lessons can be found in the Attachment H (p.8).

### Instruction and Diverse Learners:

At BACPS, differentiation will be adopted as a philosophical belief and an instructional approach through which teachers proactively plan to meet students’ varied needs.
based upon ongoing assessment. Each classroom will build a culture that honors diverse needs and holds all students accountable to the same long-term learning targets. BACPS will use a three-tiered Response to Intervention (RTI) approach to supporting our students. This means that teachers will determine student needs through the use of assessment strategies, and will use flexible groupings of students and design respectful tasks that allow for different approaches to the same goals (RTI Tier 1). All students will work towards the same long-term learning targets, but teachers will provide multiple pathways for meeting the learning targets based on student needs. Teachers will use instructional practices that ensure that all students are thinking and participating (e.g. providing texts for different reading levels, designing tasks based on different learning styles). Teaching materials will to be selected so that students read high-quality literature, assume multiple perspectives, and develop empathy.

Multiple assessment measures (i.e. formative, summative, standardized and observational assessments) will be used at the beginning of and throughout the school year to identify students who need additional support. Based on this data, students with additional academic needs can begin to receive Tier 2 or Tier 3 supports any time during the year, which will take place during the daily Acceleration period. Tier 2 will include more targeted support through small group and one-on-one remediation instruction, re-teaching strategies, and additional application and practice to support skill mastery. Tier 3 includes more intensive interventions generally provided in a one-on-one setting by a special education or ELL teacher. During Acceleration, some students will attend large group structured study halls while others will visit specific teachers for one-on-one tutoring or small group instruction. As the school’s workshop and expeditions are designed to facilitate learning experiences across a range of skill levels, all tiers will take place in the classroom, where possible, to provide all students with equal access to the curriculum (see Special Student Populations and Student Services). It is the school’s policy to avoid pulling students out of core class periods.

Teacher Training, Support, and Professional Development: BACPS will create a collaborative learning environment not only for students, but also for staff, where continuous cycles of aligned observations, feedback, data analysis and coaching are the norm. BACPS will have an “open-door policy” in which teachers routinely observe and provide frequent, targeted and structured feedback to one another through the use of protocols. Along with daily co-planning time, every other Friday, all staff will have an additional three hours to develop curriculum, analyze student data, and participate in on-site professional development.

BACPS will partner with EL to ensure that teachers receive high quality, targeted professional development throughout the year. At the start of every academic year, the school’s leadership team will work with their designated EL school designer to develop a work plan for the year. The work plan will be developed based on an analysis of student performance data that indicates priority areas for improvement (See Attachment A). Within the work plan will be learning targets for teachers, supporting structures and actions of the leadership team, support that will be provided by EL, and the data that will be used to measure success. The EL school designer will be on site approximately three times per month. The support provided, as described in the work plan, may include facilitating inquiry-based study groups, teacher coaching cycles, support for curriculum development, learning walks to provide descriptive feedback, and whole faculty and small group trainings. Teachers will also be afforded the opportunity to attend off site EL professional development institutes on a variety of critical practices, including developing assessments, proficiency-based grading, differentiating instruction, content area instruction, and creating learning expeditions. Throughout the year, the principal and teachers, sometimes joined by the EL school designer, will conduct informal walk-throughs to determine if teachers are making progress towards the goals outlined in the work plan, and if additional resources are needed to support student achievement and developing educators. These walk-throughs will be aimed at examining school-wide trends and determining needs, rather than the practice of individual teachers.

Other resources for professional development, in addition to EL, include the school’s partnerships with Achievement Network and the Baystate Health. The Achievement Network will work with school leaders
to establish a cyclical structure for reviewing and acting on interim assessment (see Assessment for more details). The school’s partnership with Baystate Health will provide resources for training teachers in topics in health sciences, helping to build a curriculum that infuses the school’s mission into learning in deep and meaningful ways. BACPS will offer externships for teachers, involve a teacher observing a health care professional for one-day at the medical center. After, the teacher and health professional meet for an hour to brainstorm and plan lessons and activities for units based on a designated theme or topic.

Teacher Evaluations: At BACPS, we believe that teachers’ work, like that of students, improves through being part of a collaborative and collegial school culture that values frequent, specific feedback. Teachers will be evaluated formally twice a year by the principal, who will use an evaluation tool that names specific criteria for teacher performance aligned with the school’s mission and the EL model. The evaluation will prioritize student achievement and growth (as reflected by internal and external assessment data) and will include measurement tools that encompass the school’s expanded vision of student achievement (See Attachment A). School leaders will align observations, feedback, data analysis, and coaching with evaluation tools to support teacher growth and provide assessment for learning. School leaders will identify opportunities for leadership linked to proficiency on teacher evaluation tools. Teachers will participate in their own evaluation process through structures such as self-assessment, goal setting, and the creation of portfolios that demonstrate their growth and achievement (for more information, including the process for addressing the needs of teachers who are not proficient, see Human Resources).

C. Performance, promotion and graduation standards

Performance Standards: To create performance standards for each course, BACPS will organize the MCF into long term learning targets that represent the essential things all students must know and be able to do to complete a course. Course Learning Target’s (LT’s) will be rigorous, specific, and measurable, providing all stakeholders with a clear statement about the intended learning. They will be written in student friendly language, based on grade level. Each course will have roughly 7-12 major LT’s per semester. Teachers will break down the major LT’s into a series of supporting learning targets that name the discrete learning that has to happen for students to reach the performance standards. Example course LT’s and supporting LT’s for selected 6th grade courses can be found below.

Learning targets are broken into three types based on the cognitive process that is demanded of students.

<table>
<thead>
<tr>
<th>Target Type</th>
<th>Explanation</th>
<th>Sample Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Knowledge, facts, concepts to be learned outright or retrieved using reference materials</td>
<td>Explain, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Thinking proficiencies—using knowledge to solve a problem, make a decision, plan, etc.</td>
<td>Analyze, compare/contrast, synthesize, classify, infer, evaluate</td>
</tr>
<tr>
<td>Skills</td>
<td>Behavioral demonstrations where the do is what is important, using knowledge and reason to perform skillfully</td>
<td>Observe, listen, perform, do, conduct, read, speak, assemble, operate, use, demonstrate, measure, model, collect, dramatize</td>
</tr>
</tbody>
</table>

Using a four-point proficiency based scale, teachers will then assess students on their mastery of the supporting learning targets. For each major assessment, teachers will develop rubrics (often with student input) that make clear the criteria that a student will have to meet in order to receive a 1, 2, 3 or 4.

Assessment of students on the major LT’s will depend on their mastery of the supporting learning targets. Grades on major LT’s will also be on a four point standards-based assessment system. These numbers translate into the following, when applied to the grade that a student receives credit for a course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Does not meet</td>
<td>A student’s work has not met the majority of the LT’s assessed.</td>
</tr>
<tr>
<td>2=Approaches</td>
<td>A student’s work has met a majority of the LT’s assessed, but the student’s work has not one or more LT’s. This is not a passing grade.</td>
</tr>
<tr>
<td>3=Meets</td>
<td>A student’s work has met (earned a 3) on each and every one of the LT’s assessed up to that point. This does not mean that a student has to pass each and every assessment. It does mean that a student has to pass at least one assessment (and sometimes more) of each and every LT.</td>
</tr>
</tbody>
</table>
At the end of a semester, this grade and above earns course credit.

4=Exceeds
A student’s work has consistently and/or lately exceeded the standard in each and every course LT assessed up to that point.

We will convert standards-based grading into summative letter grades for the purposes of creating transcripts that are clear to colleges.

**Example Performance Standard and supporting Learning Targets (LT) for 6th Grade**

<table>
<thead>
<tr>
<th>6th Grade ELA Standard (from MCF for ELA, Language Standards 6-12, Conventions of Standard English)</th>
<th>Major LT</th>
<th>Supporting LT’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
<td>I can use correct grammar and usage when writing and speaking.</td>
<td>a. I can use the pronouns in the proper case (subjective, objective, possessive) b. I can use intensive pronouns correctly (myself, ourselves) c. I can identify inappropriate use of pronoun number and person d. I can revise vague pronouns (without clear antecedents) e. I can revise my own and others' writing for standard English f. I can revise for fragments and run-ons g. I can use coordinating conjunctions in compound sentences h. I can maintain consistent verb tense in a paragraph i. I can use adverbs to describe verbs, adjectives and other adverbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6th Grade Math Standard (from MCF for Math, grade 6, Ration and Proportional Relationships)</th>
<th>Major LT</th>
<th>Supporting LT’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand ratio concepts and use ratio reasoning to solve problems.</td>
<td>I can explain ratios and ratio relationships</td>
<td>a. I can use ratio language to describe a ratio relationship between two quantities. b. I can explain the concept of a unit rate a/b associated with a ratio a:b. c. I can use rate language in the context of a ratio relationship. d. I can use ratio and rate reasoning to solve real world and mathematical problems. e. I can solve problems that relate the mass of an object to its volume.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6th Grade Science Standard Life Science (Biology) from MCF for Science and Technology/Engineering, Life Sciences grades 6-8)</th>
<th>Major LT</th>
<th>Supporting LT’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.</td>
<td>I am familiar with organisms from each kingdom and can classify organisms by kingdom.</td>
<td>a. I can explain the classification system b. I can identify the characteristics of organisms that are used for classification c. I can identify the kingdoms that are used to classify organisms d. I can name examples of organisms from each kingdom.</td>
</tr>
</tbody>
</table>
**Habits of Scholarship Standards**

Baystate Academy will establish cross-disciplinary habits of scholarship (HOS) standards for each school division. A complete description of HOS standards can be found in the Application section II B Curriculum and Instruction. Baystate students will receive a distinct HOS grade in each course, using the same 1-4 proficiency based grading scale. A student with a HOS grade of at least a “3” cannot fail to get credit for a course. At the end of the term, a student with a HOS grade of 3 or 4 who has not met the standards will receive an incomplete, and will be granted additional support and time to meet the remaining standards.

**Promotion Standards:** As a college preparatory school, Baystate Academy will have rigorous promotion standards based on a student’s demonstrated mastery of each core subject matter. Students will view promotion as something to be earned through commitment and practice and students will be supported in this process by teachers, crew leaders, and tutors.

- Students will need to earn a minimum of a 3 (representing meets expectations) on at least 100% of course specific major LT’s in order to receive credit.
- Students will need to earn credit in each core course in order to be promoted to the next grade level.
- Students who do not receive credit in 1-2 core courses will be eligible for summer credit recovery options.
- Students who do not receive credit in more than 2 core courses will repeat the grade level. The school will implement a repeating students program aimed at ensuring that 100% of repeating students advance the following year. As part of the program, each student will be assigned an academic coach whom they will meet with weekly to review progress and develop action plans for success. Academic coaches will meet with students during Acceleration periods.
- In 8th, 10th, and 12th grade, students will need to demonstrate proficiency on passage portfolios. See the assessment section for further information.

**Exit and Graduation Standards:** Exit standards for 8th and 12th grade will be established for each core subject area based on MCF’s College and Career Readiness Anchor Standards, Standards for Mathematical Practice, and the school’s 8th and 12th grade performance standards, reflecting the essential skills that are expected of 8th and 12th grade graduates in each subject area. Exit standards will also include cross-disciplinary HOS standards discussed in the previous section. A student who has successfully met all graduation requirements and completed MCAS requirements will have met these exit standards.

In keeping with the school’s mission, 8th and 12th grade students will also need to meet the following graduation standards:

| Lower Division Graduation Standards | • 6 semesters of math, science, English Language Arts, and history credit  
| | • 6 weeks of Intensive credit  
| | • 12 elective credits (2 elective classes/semester)  
| | • 6 semesters Crew credit  
| | • 6 semesters PE/Wellness course or athletics credit  
| | • 6 semesters Saturday Academy (Skills Tutorial) credit  
| | • 2 years required summer programming  
| | • Proficiency on 8th Grade Passage Portfolio |

| Upper Division Graduation Standards | • 6 semesters of math, science, English Language Arts, and history credit  
| | • 2 semesters of non-remedial English, Math, and Science credits at STCC  
| | • 2 semesters of Public Health credit  
| | • 8 semesters of Spanish credit  
| | • 8 weeks of Intensives  
| | • 16 elective credits (2 elective classes/semester)  
| | • 8 semesters Crew credit  
| | • 8 semesters PE/Wellness course or athletics credit  
| | • 4 semesters Saturday Academy: Skills Tutorial |
D. Assessment System

Assessment Approach and Philosophy: Baystate Academy’s approach to assessment is based on the following core principles:

1. Assessment is used to inform instruction and to engage, support and hold students accountable for rigorous learning.
2. Learning Targets (LTs) inform the school’s formative and summative assessment practices and provide structure for the communication of progress to all stakeholders.
3. Academic performance assessment measures student proficiency of specific LT’s. HOS’s are assessed separately from academic assessment.
4. Teachers assess student learning on a daily basis through formative assessment practices.
5. Students have multiple ways in which to demonstrate proficiency of LT’s; a mixed assessment approach that includes traditional exams, project-based assessments, and Passage Portfolios ensures that all students can demonstrate proficiency.
6. Students have ongoing opportunities to demonstrate proficiency; students who are not proficient are provided with additional instruction and support until they can demonstrate proficiency.
7. Students are engaged in the assessment of their own learning and support in the learning of their peers.
8. Teachers use high quality assessments of learning. Summative assessments measure student progress towards specific targets.
9. Teachers use ongoing interim assessment data to modify curriculum and tailor instruction according to the Plan->Do->Study->Act sequence.
10. Outside expertise can be helpful in building a strong assessment system that efficiently uses staff time and school resources.

Collection, Use, and Oversight of Assessment Data: Reporting Performance, Linking Assessment Data to Curriculum, Instruction, Changes, and Staff Development: The school’s assessment program will be overseen by the Principal who will track progress towards academic and non-academic goals. The Principal will review interim assessment data as well as results of summative assessments, with a particular emphasis on MCAS and SAT data. The Principal will work with the EL school designer and Achievement Network coach to develop the school’s assessment approach, create mid-year action plans based on interim assessment data, and adjust the curriculum as necessary. Teachers will meet with the Principal and EL school designer to review student-level assessment data throughout the year and discuss modifications to curriculum and instruction. Teachers will also review assessment data in grade-level and department teams. Each year the Principal will conduct an annual review of the academic program, drawing on assessment data and indicators of academic and non-academic performance (pertaining specifically to Habits of Character). The Principal will use this data to analyze growth over time (with a particular emphasis on looking at median growth student percentiles on external exams) in order to evaluate program effectiveness and make necessary adjustments. Teacher annual performance evaluations will be based, in part, on performance results of summative assessments. The Executive Director will oversee the Principal’s management of the annual review process and will use results during the Principal’s annual performance review. In the fall, the Executive Director will present results from this review to the Board of Trustees. The Board will use assessment data when conducting its performance evaluation of the school’s Executive Director. Data from the review will also appear in reports to the charter school office, including the school’s Annual Report.

Students and families will receive interim assessment reports through the mail and during conferences with crew leaders. Progress reports indicating student performance in each class will be mailed home at
the mid-point of each semester and report cards will be mailed home at the conclusion of each semester. Report cards and progress reports will use the four point assessment scale described above. Students and parents will be able to access student grades at any point during the year over the Internet.

**Standardized Assessment:** The school will use a variety of high quality external assessments for both formative and summative purposes.

**Formative Assessment & the Achievement Network**

Baystate Academy will partner with the Achievement Network to implement an effective interim assessment system for grades 6-8 in math and ELA and, in the process, build an organizational culture of data that informs assessment practices throughout the school. The Achievement Network is a proven provider of assessment services to over 168 schools serving over 45,000 students, including many of the state’s top performing charter schools. Research suggests that the Achievement Network’s work has significantly improved student achievement at network schools. The Achievement Network will provide Baystate Academy with tools and coaching to build school capacity around data use and to ensure that the math and ELA lower division curriculum is aligned with the MCF standards.

While achievement Network assessments can cross between summative and formative types of assessment, they will be primarily used as assessments for learning, engaging teachers in the data cycle in order to improve student learning prior to MCAS exams. As part of the contract, 6-8th grade students will take interim assessments in math and ELA four times each year that are aligned to state standards. Within 48 hours of each test, teachers and school leaders will receive a comprehensive report, allowing for grade-level, class-level, and student-level analysis. The school’s Achievement Network coach will work with the school’s Principal to identify areas of weakness and establish an action plan with specific goals prior to the next round of assessments. Data will also be shared with students and families through the mail and crew leader conferences. Teachers will provide targeted support to students based on test results and modify curriculum and instruction as necessary. Achievement Network interim assessment data will also allow school leaders to evaluate gains/losses over time. The Achievement Network also connects Baystate Academy to a network of high performing data-oriented schools which share best practices. The school has recently entered into a contractual agreement with the Achievement Network (See Attachment M, page 123).

**Summative Assessments**

**Massachusetts Comprehensive Assessment System (MCAS)**

All students will take Massachusetts Comprehensive Assessment System exams and be required to meet state performance standards for high school graduation. Students will complete Massachusetts Comprehensive Assessment exams according to the following schedule:

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Math, ELA Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Math, ELA Reading Comprehension, ELA Composition</td>
</tr>
<tr>
<td>Grade 8:</td>
<td>Math, ELA Reading Comprehension, Science and Technology/Engineering</td>
</tr>
<tr>
<td>Grade 10:</td>
<td>Math, ELA Reading Comprehension, ELA Composition, Physics</td>
</tr>
</tbody>
</table>

Students must pass the high school test in English Language Arts and Mathematics in order to receive a diploma.

**PSAT/SAT**

In order to prepare students for the competitive college admissions process, and to ensure that they have the necessary skills to be successful in college, the school will require all 10th grade students to take the PSAT exam and 11th grade students to take the SAT exam. Students with low scores on the PSAT exam will be enrolled in the school’s SAT Prep course, offered by either Princeton Review or Kaplan during the school’s elective period. A description of how MCAS and SAT data is used can be found in the Faithfulness to Charter section.
Internal Assessments

Formative Assessments: Formative assessments, or assessments for learning, will be used daily to improve student understanding and instruction. Formative assessments will vary in structure; teachers will employ a wide range of assessment methods such as Do Now’s, strategic questions, cold calls, whiteboard response, mini-quizzes, LT trackers, exit tickets, as well as interim assessments.

Key principles guiding the school’s approach to formative assessments include:

- Teachers communicate the learning targets and criteria for success at the start of each lesson and revisit the target throughout the lesson
- Teachers focus on one skill, concept, or strategy at a time
- Exemplary examples of work are provided; modeling is used for many processes (such as peer review)
- Students articulate targets, actively work towards them and measure their progress
- Teachers monitor student progress and understanding of the target throughout the lesson
- Teachers include strategic questions in their lessons that promote critical thinking and extend understanding
- Verbal and written feedback is provided capturing what the student is doing well and what needs to be improved
- All assignments are graded and assessed according to detailed four point rubrics; teachers create rubrics with students by looking at samples of student work
- Students are provided structured opportunities for practice and revision to build understanding and move towards proficiency
- Students engage in the ongoing assessment of their learning through debriefs, self-assessment sheets, the revision process, portfolios, and student-led conferences

Interim assessments for the school’s upper division will be developed by the school’s Principal during the school’s first two years of operation. As part of the this process, the Principal will work with the school’s Achievement Network coach to evaluate the strength of available external assessment tools that are geared around predictors of college success (e.g. SAT, AP exams). If it is determined that available tools are insufficient or ineffective, the school will internally develop interim assessments, drawing on the approach and frameworks established for Achievement Network assessments in the lower division.

Interim assessments for lower division history and science courses will be developed by the school’s Principal during the planning year in collaboration with the Achievement Network coach using a similar process. The Principal will make adjustments to these assessments after the school’s first year of operation and in each subsequent year. Interim assessment data will be compiled and analyzed by each teacher to improve their practice. Students who are not making sufficient progress will be provided additional support. The Principal will review interim assessment data to identify teachers that need additional support. Interim assessment data will be shared with students and families, but not necessarily graded.

Summative Assessments: Higher stakes assessments of learning will be used to provide students with summative feedback connected to long term learning targets. Teachers will use summative assessments, such as unit and semester final exams, to determine progress towards Learning Targets. Teachers will select assessments based on the learning target being assessed:

<table>
<thead>
<tr>
<th>Type of LT</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Mastery</td>
<td>Short response, extended written response, personal communication</td>
</tr>
<tr>
<td>Skills</td>
<td>Performance assessment</td>
</tr>
<tr>
<td>Reasoning Proficiency</td>
<td>Short response, extended written response, performance assessment, personal communication</td>
</tr>
<tr>
<td>Ability to Create Products</td>
<td>Extended written response (for written products), performance assessment</td>
</tr>
</tbody>
</table>
**Student Engaged Assessment Practices:** Student engaged assessment is a central component of Expeditionary Learning schools. Student engaged assessment asks students to critically examine their learning using specific protocols. In each case, students evaluate their mastery of learning targets, identifying areas of weakness and strength. Student engaged assessment practices increase student and family buy-in, making students active participants in their learning. Baystate Academy will ask students to engage in the assessment of their learning through student-led conferences and passage portfolios.

**Student-Led Family Conferences:** All students will participate in student-led family conferences two times a year. Unlike traditional conferences in which the teacher acts as the facilitator, student-led conferences empower students to lead their family and crew leader in a twenty-thirty minute discussion of their progress to date. During conferences, students use examples of their work (e.g. tests, writing samples, etc.) and accompanied rubrics from each class to discuss their understanding of learning targets, reflect on their growth, and establish future plans. Teachers help prepare students several weeks prior to conferences; multi-step samples of work are chosen from working folders that demonstrate proficiency and speak to growth over time. Students complete a self-evaluation template for each piece of work. In crew, students practice with their peers prior to the conference date. Crew leaders, acting as liaison between teachers and parents, are engaged in ongoing conversations with teachers related to academic progress. Additionally, crew leaders formally meet with core subject teachers prior to conferences. Research has shown that student-led conferences increase student responsibility for their learning and promote critical thinking and verbal communication skills.

**Passage Portfolios:** The school will aim for each student to become a critical and reflective thinker with a deep understanding of their subject matter. Drawing from best practices of EL network schools, the school will implement a robust portfolio process. As part of their core requirements, students will assemble a portfolio of their best work in each core class and present their work to a panel of teachers, family, and their peers during their 8th grade year, 10th grade year, and 12th grade year to make a case for their promotion.

In each core class, students create working folders to organize important work and track progress towards LT’s. Students use these folders when preparing for student-led conferences, as described above. During the 8th, 10th, and 12th grade, students also develop portfolios in each class, which include exemplary pieces of work that demonstrate learning target mastery and progress over time. An important component of portfolios is the written reflections that accompany each piece of work, describing the process the student went about in creating the work and the ways in which the work demonstrates their progress and LT mastery.

Portfolio presentations provide an opportunity for students in grades 8, 10, and 12 to summarize their progress and growth to a panel using evidence from their portfolios. Panels are comprised of faculty, family members, and students. Towards the end of the year, each student delivers a prepared presentation for each core subject. As part of the presentation, the student shares specific examples of strong work and explains the ways in which the work demonstrates mastery of the chosen LT’s. The student also shares evidence that illustrates growth over time, such as past revisions. After each subject area presentation, panelists ask questions, requiring students to make clarifications, clear up points of confusions, and apply their knowledge to other situations. The panelists then evaluate the presentation according to 4 point rubrics that measure student performance on each subject area presentation in terms habits of scholarship, delivery, content, organization, and the student’s response to questions. Students must score on overall grade of 3 for each presentation to be eligible for promotion. Students who have a 3 or higher for HOS, but earn below a 3 overall are eligible for an additional attempt after further revisions. Successfully meeting portfolio and presentation requirements is necessary to move on to the following grade. A sample portfolio rubric from the Springfield Renaissance School (Springfield, MA) is in Attachment N Page 124.

**Measuring Student Progress towards Non-Academic Goals:** The school will measure and report habits of scholarship (HOS) using the same methods as academic standards. See the Curriculum section and in the Performance Standards section for further information.
The school will benefit from its partnership with Baystate Health, allowing for complete tracking of student baseline health data (BMI, blood pressure, diabetes screening, height/weight measurements etc.). The school will conduct a review process to ensure that students are making adequate progress in terms of these health indicators over the course of the program. Data from health assessments, including an overview of growth over time, will be shared with students and parents each year through the mail.

E. School Characteristics

School Calendar, Schedule, and Organization: Baystate Academy will offer an extended school day, week, and year in order to offer students an outstanding college preparatory education rooted in the health sciences. Baystate Academy’s extended schedule is built to promote the following:

1. Student Skill Development and Remediation: Based on demographics of Springfield, MA, Baystate Academy assumes that a significant percentage of students will enter with significant skill deficits and education gaps. A traditional 6.5 hour, 180 day school day will not provide enough time to provide essential remediation in order for students to be prepared for college and careers in the health sciences. The school’s proposed schedule will provide skill development for all students during the flow of the week during Acceleration periods, on Saturdays during Tutorial, and during the summer program.

2. Authentic Learning Experiences: Baystate Academy believes in the importance of authentic experiential learning experiences. Students will have opportunities to apply their knowledge to real world issues in order to make connections, engage with their community, and build 21st century skills necessary for success in college and health science careers. The school’s schedule will enable this, providing multiple hour extended expedition time (EET) every Friday afternoon in addition to time for intensives two weeks during the year, electives during the flow of the week, and internships on Saturdays.

3. Teacher Professional Development: The school can only offer students an excellent education if it invests heavily in staff professional development and establishes structures that promote growth, reflection, and collaboration. The school’s proposed schedule will provide 3 days of PD during the fall and spring semester and 8 days during the summer semester (teacher PD on Mondays and Fridays when students receive external programming). Additionally, staff have 3 hours of common planning/meeting time every other week (on Friday mornings) and daily planning periods.

Extended School Day

The school will extend the day for all students. The day will start at 8am and end at 4pm, with optional after school programs running until 6pm, except every other Friday in which students will arrive at 1:00pm to allow for staff meetings and common planning time in the morning.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intended Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceleration Block:</td>
<td>A growth in student academic and study skills for all students and designated time for Tier 2 and Tier 3 interventions. Ensures that students are not pulled from core classes.</td>
</tr>
<tr>
<td>Wellness/PE:</td>
<td>Increased personal fitness, resulting in reduced risk of obesity, heart disease, hypertension, development of cognitive concepts about fitness and motor skills that support healthy lifestyles and increased self-esteem and positive relationships.</td>
</tr>
<tr>
<td>Extended Expedition Time (EET):</td>
<td>Students make progress on academic and character goals and develop internship training experience.</td>
</tr>
</tbody>
</table>
project based experiences for core classes, train for internships during Health Career Day, visit a local college on College Day, and participate in a public health project on Public Health Day.

Note: See School Culture below for a complete description of Crew.

**Saturday Academy**

*BACPS will extend the school week for all students, offering a half-day Saturday Academy through the majority of the year. Saturday Academy will run from 9:00am-1:00pm.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intended Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutorial:</strong> Saturday Academy provides students in grades 6-10 with personalized literacy and numeracy tutoring to address anticipated skill deficits. 9th and 10th grade students with advanced academic skills will have SAT prep tutorial sessions.</td>
<td>Students see increased growth in literacy and numeracy skills, providing the foundation necessary to access a rigorous, college preparatory curriculum. Improved student MCAS and SAT scores.</td>
</tr>
<tr>
<td><strong>Internships:</strong> All 11th and 12th grade students participate in health career internships. The school has established a partnership with Baystate Medical and is exploring partnerships with other health care organization (see the partnership section below for further information).</td>
<td>Students build a relationship to the habits affiliated with the workplace. BACPS habits of scholarship and character will be put into practice, evaluated, feedback to the student. Translation of these skills between school and work environment is challenging and the intended outcome of program is to support student in a structured program.</td>
</tr>
</tbody>
</table>

**Extended School Year**

*BACPS will provide an 182 day school year and a summer program to provide students the opportunity the time to both remediate and accelerate their programs of study. It also provides time for structured programs engaged in the community and/or community issues.*

| Intensives: For the last 5 days of the fall and spring semesters, our students will take an intensive course allowing credit recovery in one subject area or enrichment elective credit for students in good academic standing. Credit recovery intensives utilize student data on interim and authentic assessments to allow extra time and differentiated instruction on standards students did not master. The enrichment intensives will be based on student interests, and utilize outside partners to augment instruction. Many enrichment intensives will be centered around the school’s health sciences theme such as cytogenetics or immunology. Others will offer students’ opportunities to explore subjects not part of the usual curriculum such as graphic arts, theatre, and spoken word. | Intensives will lead to a smaller number of students who do not earn promotion, increased retention, and higher graduation rates. Students will also graduate with additional enrichment experience. Intensives provide students and teachers the opportunity to engage in learning in which they are more interested, which increases retention of both students and teachers and helps build relationships between them. |
| Summer program will consist of five weeks of programming design to meet specific student needs as assessed at the end of the year. Students will attend classes Tuesday thru Thursday focused on areas where students need support or are prepared to | Summer program designed to not only provide additional time for students to reach learning targets, it also situates students to advance more quickly at the start of each year by limiting the gap between spring and fall |
extend their skills. Mondays and Fridays are scheduled for community–based events and special programs. Teachers will be provided time on Monday or Friday for professional development.

Program also provides opportunities for specialized programs to support areas like language acquisition, presentation skills, and technology in a different learning environment.

**Proposed Annual Calendar-Semester Design (See Attachment , page 77)**

**Sample Daily Schedule**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI FULL</th>
<th>FRI 1/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:58</td>
<td>CORE 1</td>
<td>CORE 1</td>
<td>CORE 1</td>
<td>CORE 1</td>
<td>CORE 1</td>
</tr>
<tr>
<td>9:02-9:58</td>
<td>CORE 2</td>
<td>CORE 2</td>
<td>CORE 2</td>
<td>CORE 2</td>
<td>CORE 2</td>
</tr>
<tr>
<td>10:02-10:43</td>
<td>Spanish (9-12), Accel. (6-8)</td>
<td>Spanish (9-12), Accel. (6-8)</td>
<td>Community Mtg</td>
<td>Spanish (9-12), Accel. (6-8)</td>
<td>PD</td>
</tr>
<tr>
<td>10:47-11:43</td>
<td>Crew/Lunch</td>
<td>Crew/Lunch</td>
<td>Crew/Lunch</td>
<td>Lunch (30 min)</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:47-12:43</td>
<td>CORE 3</td>
<td>CORE 3</td>
<td>CORE 3</td>
<td>CORE 3</td>
<td>EET</td>
</tr>
<tr>
<td>12:47-1:43</td>
<td>CORE 4</td>
<td>CORE 4</td>
<td>CORE 4</td>
<td>CORE 4</td>
<td></td>
</tr>
<tr>
<td>1:47-2:28</td>
<td>Acceleration</td>
<td>Acceleration</td>
<td>Acceleration</td>
<td>Acceleration</td>
<td></td>
</tr>
<tr>
<td>2:32-3:13</td>
<td>Elective A</td>
<td>Elective B</td>
<td>Elective A</td>
<td>Elective B</td>
<td></td>
</tr>
<tr>
<td>3:17-4:00</td>
<td>PE Wellness</td>
<td>PE Wellness</td>
<td>PE Wellness</td>
<td>PE Wellness</td>
<td></td>
</tr>
<tr>
<td>4:15-6:00</td>
<td>HW Help (after-school)</td>
<td>HW Help (after-school)</td>
<td>HW Help (after-school)</td>
<td>HW Help (after-school)</td>
<td></td>
</tr>
</tbody>
</table>

**External Programs and School Partnerships:** The school has established partnerships to offer students a broad array of opportunities that will help prepare them for success in college and the workplace. A complete description of each partnership and the associated activities can be found in the Governance section of the report.

**Grade Levels Students Will be Admitted to the School:** Initially, students will be admitted in grades 6 and 7. The school will then add an additional 6th grade cohort each year. The school will offer admission entry points based on seat availability in grades 6-10.

**Diverse Learners and Student Groupings:** The founding group is well aware of the tension between grouping students homogeneously versus heterogeneously and is intent on establishing procedures that promote success for all students, including diverse learners, special education students, and students with limited or no English speaking skills. The founding group is committed to heterogeneous classrooms with
teachers providing differentiated instruction, as it believes that this approach best supports the needs of all learners. This approach also removes stigma associated with ‘lower skilled classes’ and ensures that students are not assigned to a ‘lower track’ based on assessment results.

The school’s founding group also acknowledges the need for targeted intervention for students who are struggling academically and acceleration opportunities for students who are above grade level in academic skills. Daily Acceleration periods provide time for Tier 2 and Tier 3 student interventions and Saturday Academy’s Tutorial provides math and literacy remediation. Both are described above and in the Instruction section. In order to support students who learn at different speeds, teachers will use flexible groupings of students and design respectful tasks that allow for different approaches to the same goals. Students will work towards the same long-term learning targets, but teachers will provide multiple pathways for meeting the learning targets based on student needs (e.g. tiering lessons).

Student support services will include a student support team (SST) that meets weekly to discuss referrals and build the necessary supports for students in need. The SST will be comprised of the Student Services Coordinator, Dean of Students, the principal, representative general and special education teachers, and contract services when needed. As part of the Crew program, each student will be assigned a multi-grade peer support group and faculty leader (crew leader); crew leaders will meet individually with students throughout the year and meet with students and their families during progress conferences. The school will benefit from its anchor partnership with Baystate Medical, which will provide a range of health services to students, including counseling services. A complete description of the school’s plans for special student populations, including student services, can be found in the Application section I F Special Student Populations and Student Services.

**Typical Day in the Life of a Student and Teacher**

_Tynisha Williams, 11th Grade Student_

Tynisha has always had a passion for the health sciences. When she was a little kid, her mother recalls her dreaming of being a doctor, playing endlessly with her toy stethoscope and blood pressure cuff. Today, as an 11th grade student at Baystate Academy, Tynisha is on a path to making that dream a reality. On a typical day, Tynisha arrives at school at 7:30 so that she can grab a quick bite before her first class, Trigonometry/Pre-Calculus. After math, Tynisha heads over to the science lab for her Biology & Medical Interventions class taught by Mr. Hernandez, one of her favorite teachers. The class is in the middle of an investigation of the human cardiovascular system and Tynisha is excited for the extended expedition trip this Friday, in which students will visit Baystate Medical to present on cardiovascular health issues in Springfield to a group of doctors and community activists. She then heads to her Spanish class, where they have started learning medical terminology in preparation for the Spanish Medical Interpreter exam next year. After class, Tynisha heads to her 30 minute lunch period in the cafeteria. During lunch, her friend Josie shares details about her new lab tech internship placement at Baystate Medical. This reminds her, she needs to head to the office to get her new monthly bus pass so she can get to her internship site this Saturday! After lunch, Tynisha joins her crew where she is seen as an important leader and role model, especially for the younger students. Today, the crew is engaged in an ‘academic check-in protocol’. Listening to a 9th grade crew member who is struggling in math, Tynisha offers some words of wisdom and offers to help her with a problem set after school. Before she realizes it, crew is over and it’s time for her Literature and Pathology class, where she’s reading _Tuesdays With Morrie_, and then US History II, which is analyzing the Great Society’s influence on public health. After class, Tynisha heads to the library to crank on some homework, as part of the school’s Acceleration block. She appreciates the relative independence of these periods compared to when she was in the school’s lower division. As she wraps up a section of her lab report on circulatory pathways, Tynisha can't help but fret about her next class: an SAT prep elective course offered by Princeton Review in partnership with the school. Ah, why can’t it be a Tuesday, in which she would have music. Arguably her least favorite course, Tynisha decided to take SAT Prep to improve her scores, because her results on last year’s PSAT were not quite good enough to land her a spot at her dream university, MIT. After SAT prep (which she admits is working), Tynisha heads to the Springfield Technical Community College weight/fitness facility for personal fitness, which satisfies her PE/Wellness requirement. At first it was strange to work out at a college
gym, but she’s pretty used to it now. Besides, she knows that she’ll soon be taking several college classes here next year as part of her senior requirements. After gym, she heads back to campus to grab a healthy snack from the cafeteria and meet her younger crew member to help out with math. After an hour of tutoring, Tynisha calls it a day and catches the bus home in time for dinner.

Mr. Hernandez, 11th Grade Science Teacher
It's 6:30am and Mr. Hernandez is on his way to Baystate Academy, coffee in hand. While his first section of Biology & Medical Intervention isn’t until 8:00am, Mr. Hernandez prefers to arrive early to prepare for class and make copies. At 7:30, he heads from his desk in the teacher office room to set up the classroom and write the learning targets and agenda on the board. Almost all of his students arrive on time for the silent Do-Now; a few arrive late, but each has a note from the main office so they are permitted to silently enter. After the Do-Now, Mr. Hernandez outlines the plan for the day and the associated learning targets. The class is currently covering the cardiovascular system and this class is devoted to circulatory pathways. Next week, the class will begin their dissection of fetal pigs, which always makes an impression. At 8:58, he dismisses the class and prepares for the next group of students to arrive by 9:02. This class tends to be a bit more talkative and prone to off task behavior, so Mr. Hernandez has to be a bit more vigilant when it comes to classroom management, taking extra time to make expectations explicit and quickly follow up with positive feedback (and consequences when necessary) using the school’s behavior management system. At 9:58, after students have completed the exit ticket, a mini-assessment in which students identify the different components of the pulmonary and systemic circuit, class is dismissed and Mr. Hernandez heads back to the teacher’s office for a 75 minute period he uses for planning, grading, and lunch. At 11:30, he reviews the day’s crew curriculum, developed and sent out each week by the Principal. (As a veteran teacher, he was asked to be a crew leader this year, something he is enjoying quite a bit because of the opportunities to develop strong relationships with students) This week is an academic check in. Overall, his kids are doing well; only one is really struggling. Print outs of each student’s grades in hand, Mr. Hernandez heads over to his crew session. Today he will facilitate a group conversation on the academic progress of each crew member and tomorrow, students will engage in self-assessment and goal setting prior to individual meetings with him. After crew, he teaches two more sections of science, before his core teaching is done. At 1:45, he runs an Acceleration period for several students who are struggling in his class; these students come to him instead of going to the independent work period in the library. He then has a good chunk of prep time, which he uses to prepare for Friday’s extended expedition to Baystate Medical and next week’s dissection. Today he is not holding office hours after school (he holds them on Tuesday and Thursday), so heads home at 4:00, once the school day is over, to finish his work.

School Culture: Our school culture is grounded in Baystate’s Habits of Character (fully described in the Application section II B Curriculum), and our students, staff, and administration will strive to embody those traits. The school will actively develop these character traits through the following structures, rituals, traditions, and ceremonies:

Start of the School Year
• Developing Staff Cultural Competency: Prior to our inaugural year, all new staff members will take part in a one-day mini-expedition designed by the leadership team and students. It will include a student-led community tour as well as a community walk where we knock on doors, stop in local businesses, and to introduce ourselves to the community members.
• Defining the Habits of Character: During the first week of school, students will work with their Crew to define the 4 habits in their own words, create applied examples of what the trait looks like as it is ‘lived’ by the community, and develop rubrics to measure each trait.
• Co-Creating the Code of Conduct: Together with Crew leaders students will create a Code of Conduct based on the 4 Habits of Character that they will sign as a pact to live up to as a member of the Baystate community.
• Freshmen Orientation Retreat: When Baystate students enter the upper school, in grade 9, they will attend a 3-day retreat with freshmen teachers and older student leaders to welcome newly enrolled students, build an understanding of upper school expectations and character traits, develop
relationships, set community goals, engage in team building activities, and read and discuss stories of ordinary individuals who make extraordinary contributions, particularly in the field of health sciences.

**Throughout the School Year**

- **Crew**: An essential component of EL schools, crew provides students with a stable peer support group and advisor (“crew leader”) throughout their school career. Crew is a structured and safe space for students to check in about their academic progress and discuss age-appropriate issues ranging from sexual health to financial literacy. The content of crew sessions will be informed by a detailed crew curriculum that emphasizes development of the school's character traits including team-work, group and individual goal setting, community building, service projects, and living healthy. The crew curriculum will include an Intention process, modeled on Codman Academy’s intention building curriculum. The process asks students to engage in deep introspection as they develop a character intention for the year. Intentions are shared with the entire community and students revisit them throughout the year. Students further explore their strengths and weaknesses as a learner as they prepare for student-led conferences during crew (see the Assessment section for more information). Crews also engage in ‘crew-duty’ once a week throughout the course of the year, helping set up and break down lunch. Each year, crews partner with the local community on a service project as part of Crew Service Day. Crews choose the partner and develop the project leading up to the day of service. An important outcome of crew is the strong relationships that are built amongst students of different ages (reducing feelings of social isolation that many students experience), amongst students and staff (ensuring that all students feel they have an adult ally and role model at the school), and between the school and families (providing parents with a single point of contact for any matter concerning the school and their child).

- **Community Meeting**: Once a week, the whole school community will come together for a meeting to celebrate school and personal achievements, identify areas for growth, and engage in culture building activities. Students will develop their leadership skills as Community Meeting leaders, planning, preparing, and leading the school’s community meeting program.

- **Reinforcing the Habits of Character**: The four Habits of Character will be consistently modeled by all adults and reinforced in Crew and every classroom. Students will receive a Crew grade based on their growth in each area. Students and staff members will set and continually revisit their intentions based on ongoing feedback from the community. Each Crew will be responsible for artistically representing the Habits of Character in their classroom, and choosing representatives to create school murals, quotes, or displays of the Habits in the hallways.

- **Exemplary Student Work**: Displaying important student products in classrooms, hallways, and showcases to reinforce high expectations.

- **Student Leadership**: Leadership and organization of Crew and Community Meetings will be modeled by adults and gradually transferred over to students to lead on a rotating basis, so that all students develop leadership skills and improve self-esteem.

- **Developing Staff Cultural Competency**: Staff social events will be planned in the community and staff members will attend community action meetings related to their crew’s service learning projects.

- **Classes**: As part of the school’s curriculum and instructional philosophy, class activities emphasize collaboration and teamwork. Teachers engage in modeling and role play activities to demonstrate examples of effective collaboration and group work, especially in lower division classes. Students contribute to the learning of their peers and use critique and peer review protocols to improve their learning. Students also learn about global communities throughout the world and the struggle for human rights in history, explore their own identity in relationship to the world in English, and consider the ethical dimensions of science in courses such as Public Health. In classes, students cultivate the knowledge necessary to make morally responsible decisions, particularly in the health sciences.
• **Extended Expedition Time & Internships:** Extended expedition time every other Friday offers students the opportunity to gain out of the class experiences that broaden their sense of community (e.g. visiting a local elementary school), foster leadership (e.g. giving a public health presentation to a community based organization), and build the experiential foundation necessary (e.g. health career internships) to build responsibility.

**End of the School Year**

• **Celebration of Learning:** Parents, staff and community partners will attend this annual ceremony to celebrate students’ learning. The ceremony will commence with students presenting their final expedition products and will be followed by time in which student meet and greet adults with their display table exhibitions chronicling their efforts, accomplishments, and reflections.

• **Passage Portfolio Presentations:** At the end of the 8th, 10th, and 12th grade school years, students will present their Passage Portfolios to committees of staff, community members, and parents to show they met the grade level performance standards for their courses.

**Student Behavior and School Discipline:** In order to build a healthy and safe school culture, Baystate Academy’s approach to student behavior will be overseen by the Dean of Students who will foster the following core beliefs, many of which are espoused by top charter schools nationally:

• **Sweat the Small Stuff:** Baystate Academy teachers and staff will sweat the small stuff such as uniform code, electronics, hallway etiquette, and use of respectful language. By focusing its attention on behavior infractions at the bottom of the intensity-scale, the school believes this will generally avoid escalation to higher level issues. What this means, for example, is that teachers at Baystate will react quickly and decisively to disrespectful language between students rather than allowing such behavior to escalate to a physical level. The school’s focus on ‘the small stuff’ will extend throughout. The Broken Window Theory applies; an act of ‘minor’ vandalism, for example, will yield a quick response and larger community conversation will follow.

• **Consistency & Transparency:** Strong communities aim for fairness and work together to achieve common goals. Students and staff need to know what is expected of them and the associated rewards and consequences for meeting/not-meeting these expectations. Students of all ages thrive when school norms are transparent and consistent. Similarly, staff morale is improved when everyone is on the same page, working together to support positive decision making. The entire school staff will annually commit to Non Negotiable around student behavior to ensure transparency and consistency.

• **Positivity Rules:** Behavior management systems should emphasize, recognize, and reward positive choices. Teachers set a positive tone in class by recognizing and encouraging positive decisions as school leaders do throughout the school building. Staff frequently call parents to relay positive information about their child. The school will establish structures, such as a HOS Honor Roll, Habits of Character Shout-Outs at Community Meeting, and semester rewards associated with high behavior points, to formally recognize positive behavior. As students’ progress through the grade span, the school expects older students to internalize school norms, rely less on tangible rewards, and engage in positive role modeling for younger students.

• **Parents as Allies:** Parents are essential allies in supporting our students to make good decisions. Parents needs to have a strong understanding of the school’s approach to behavior, the rational for school’s policies, and how they can work with the school to support in their child’s growth. To that end, the school will hold a student and parent orientation in which the behavior system is fully explained. Parents receive phone calls when behavioral ‘warning signs’ emerge so that they can be proactively engaged in problem solving. Meetings regarding student behavior are communicated in advance to parents so that they can attend. Parents receive ongoing communication so they are in the ‘loop’ and can support the school with home based behavior interventions.

The school will implement a system to track student behavior, hold students accountable to school norms, and reward positive behavior. The founding group is in the process of reviewing a variety of established incentive systems at charter schools, such as Excel Academy (merit/demerit system) and Codman.
Academy (kudos/deltas Citizenship system). A system will be formally selected after the school hires its principal.

The school will make necessary adjustments to the discipline system for special education students, based on their specific needs as evident in a child’s Individualized Education Plan (IEP). The school will follow all state and federal laws regarding the discipline of students with special needs. All special education students will receive a manifestation hearing in accordance with state and federal regulations prior to an expulsion hearing being scheduled. Special education students who have been suspended out of school for 10 or more days in a school year will receive a manifestation hearing prior to further suspension hearings. In accordance with a student’s IEP, the school will provide behavioral supports and modifications for special education students with the goal of avoiding disciplinary action.

**Family and Parental Involvement & Satisfaction:** At Baystate Academy, families will be seen as essential partners in their child’s education. The school will establish a strong relationship with parents from the outset, by having an intake/welcome meeting with the family of every accepted student. Part of the intake welcome will be a home visit prior to the start of school for all new students. Parents, like students, will receive a detailed orientation reviewing the school’s academic program, behavior system. Parents will also learn how to utilize online tools to support in their child; all parents will be provided access to the school’s internal website, which will include links to a report of student grades, academic progress, behavior report, and homework report. Crew Leaders, the primary point of contact between the school and family, will call home at least one time/month to discuss student progress. Parents will be expected to attend at least two annual student-led progress conferences with their child and his/her crew leader. The school will distribute report cards at the conclusion of each semester and provide 2 additional progress reports. The school will host at least one student-led Public Health showcase for parents and the local community each year. The school’s Executive Director will ask parents to complete an annual survey evaluating the school’s curriculum, programs, communication, and their child’s progress at the school. The Principal and Executive Director will review results during the summer and make necessary adjustments. Results, and the school’s response, will be reviewed by the school’s Board of Trustees as part of the annual review process in the fall. The Board will also analyze results over a multiple year periods to assess growth over time. Results from the survey will appear in the school’s Annual Report. All parents will be invited to participate in the school’s Parent Council and the Board of Trustees will include at least one parent representative, elected by the Parent Council.

**F. Special Student Populations and Student Services**

**Access to the General Education Curriculum:** BACPS is committed to providing an outstanding education for all students, including students with disabilities and students with limited English proficiency. BACPS will not discriminate against any students in the admissions process. The school will engage in specific recruitment strategies to ensure that the applicant group is representative of the district; BACPS anticipates a student population comprised of 24% special education students and 13% English language learners (see Enrollment and Recruitment for further details).

BACPS will provide students with a free and appropriate public education (FAPE) placing students in the least restrictive environment, using inclusion to the extent possible. The school’s EL project-based curriculum, small classes, and extensive student support services will benefit all students, particularly special student populations. An important part of EL Active Pedagogy is teacher understanding and support of different student learning styles. By providing student with opportunities within each learning expedition to learn differently - repetition, reasoning, hands on activities, working with others, and expressing their own thoughts - they are required to adapt their learning, an essential skill for success in college, careers, and work. Teachers will also differentiate the instruction to meet students where they are. Differentiation is modifying content, process, and/or product according to student interest, readiness, and learning style. For example, a teacher might provide different reading sources on the content area based on student reading proficiency. Our teachers will use information from a variety of sources to differentiate instruction (knowledge from relationships, regular checks for understanding, and results from formative
assessment summative assessments). It is important that differentiation is done ethically and respectfully, so all teachers will adhere to the following guidelines: give students different work, not more of the same; support all students including students that need a greater challenge; provide opportunities for all students to support each other, not just advanced students supporting struggling learners; use multiple reasons to group students, based on frequent assessment to ensure there is no stagnant grouping; and make all activities equally engaging. Finally, when students are having difficulty, our Response to Intervention (RTI) tiered systems of support and interventions will allow us to create multiple strategies that best fit student needs.

RTI at BACPS will consist of three tiers of support. Tier 1 consists of high quality classroom instruction using research-based programs and instructional methods, as described in Instruction. Tier 2, will be made available to students who do not respond successfully to Tier 1 efforts. These students will receive research-based interventions designed and employed to supplement, enhance and support Tier 1. Services will be delivered as small group and individualized instruction during daily Acceleration periods, Saturday Academy, and during after-school office hours. Tier 3 interventions are for a small group of learners who still do not make sufficient progress. These students will work with BACP’s special education teachers, inclusions associates, and specialists more frequently (a minimum of 30 minutes per day, four days per week) to ensure that they make progress.

ELL Students: Identifying, Assessing, and Serving: BACPS will identify students who come from homes where English is not the primary language to determine English proficiency using the assessment instruments such as LAS-R/W and LAS Oral. If it is determined a student is in need of ELL services, then we will provide those services. All ELL students who have not been granted a waiver will be placed in sheltered English immersion classrooms. BACPS will provide ELL students with content instruction in SEI classrooms and ESL/ELD instruction that is based on the English Language Proficiency Benchmarks and Outcomes.

ELL students will receive appropriate content and language instruction in the regular classroom based on the recommendations of the school’s ELL-certified, highly qualified Student Services Coordinator (SSC). Classroom teachers will receive professional development to provide sheltered content instruction and will complete all four categories of SEI training (i.e. Second Language Learning and Teaching; Sheltering Content Instruction; Assessment of Speaking and Listening; and Teaching Reading and Writing to LEP Students).

Our classroom-based instructional program will incorporate sheltered instruction teaching strategies. These practices will be supported by EL’s expertise in active pedagogy. Some of these instructional strategies include but are not limited to: vocabulary and language development, guided interaction, metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and the use of modeling, graphic organizers, and visuals (Expeditionary Learning Core Practices #9: Developing Effective Lessons). These strategies will not only be used with ELL students, but are “best practice” for all students. Students will be encouraged, supported, and respected by staff and other students through the intentional building of school culture and fostering of character (see Curriculum and School Characteristics). Students will feel safe to take risks, and therefore acquire the English language more quickly than in a school without a strong focus on a safe and respectful environment. Additionally, the EL model ensures that ELL students will be given multiple opportunities to demonstrate their mastery of LT’s. Students will not be assessed solely on paper and pencil tasks, but in ways that allow them to best show what they have mastered. See Assessment for further details.

ELL students will also receive the services of a licensed ESL/ELD instructor for pull-out or push-in support in English language development. The frequency and duration of pull-out or push-in services will be determined based on each child’s English language proficiency level, but all ELL students will receive ESL/ELD direct instruction based on the student’s level of English proficiency. Our instructional program will be one of English instruction with home language support. We will strive to recruit teachers, other staff and parent volunteers who speak the home language of our ELL students (primarily Spanish) to
interact with all students. BACPS will also offer additional tutoring opportunities for ELL students during Acceleration periods and Saturday Academy, including opportunities for ELL students to preview vocabulary for the following day’s lessons. All ELL students will be provided an Individualized Language Plan that tracks their gains and competency in their home language and English (Espinosa, 2010). In early years, the school will employ at least one teacher with MA licensure in both their subject/content area and English as a Second Language. We will help subsidize the cost for other teachers to become dual certified and will bring in outside specialists for professional development as needed. Both the ELL program and the progress of individual ELL students will be evaluated on a yearly basis. ELL students will be evaluated annually using the MELA-O and MEPA to assess English language development and growth. We will continually invest parents in their children’s education by engaging in parent outreach, establishing an ELL parent advisory committee, and asking parents to participate in an annual survey of the program. See the end of the section for further information on staffing.

**Special Education Students: Identifying, Assessing, and Serving:** BACPS will comply with all state and federal laws and regulations concerning students with disabilities. Recognizing that the student population will include a variety of learners, we will use our RTI as a model to ensure that we identify and meet the needs of all students. The school will offer a full continuum of services based on the needs of its students and associated Individual Education Plans (IEPs) and 504 plans; services will be provided by qualified school based staff and/or approved contractors, as determined by the school’s SSC (Special Education, administrator certification), in coordination with the principal.

When students who have been identified in the past as requiring special education services are admitted to the school, all pursuant records will be collected and the student will receive special services as dictated by the previous IEP. A Team Committee comprised of the SSC, the student’s general education teachers, special education teachers, crew leader, parent, and the student (with limited exceptions, students will be involved in developing their own IEP goals and will present on their learning progress at the annual review) will meet on an annual basis to re-write the IEP, set goals, assess progress and discuss accommodations for the general education classroom. On-going assessments and teacher observations will be used to determine best placement, but the goal will always be to place the student in the least restrictive environment possible. Our Family Handbook will outline the process for families to request evaluations and if a parent or guardian requests an evaluation, the SSC will send a consent form home within five days. The SSC will also follow up with the parent to ensure that the school is assessing all areas of concern. After the evaluations are completed, the Team, including the parent/guardian and classroom teachers, will meet to review the results and determine if the student has a disability and is eligible for special education services. All assessments and eligibility determinations will be completed as mandated by state and federal law and by appropriate personnel.

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

A highly qualified special education teacher will provide services for students who require more intensive services outside of the general education classroom. Additionally, related services such as counseling, Speech and Language, and PT/OT will also be available for those students who need such services. Both special and general education teachers will use resources like the TAM Technology Fan from the Council of Exceptional Children or TechMatrix to brainstorm appropriate assistive technology for individual students.
Special education teachers will be responsible for a caseload of students by grade level; they will track IEP progress, oversee and plan the annual review process and communicate with classroom teachers on a regular basis about IEP goals, student’s accommodations, and 504 Accommodation plans. The SSC will oversee and assess the implementation of special education services in the school. Special education teachers and the SSC will be highly qualified and certified and licensed by the state. The school may hire inclusions associates to further support special education teachers and their students in differentiated classrooms. As additional related service providers are hired (Speech and Language Pathologist, social worker, etc.), they will be appropriately licensed by the state and provide all services in the least restrictive environment possible and appropriate for students who need them.

The staff will stay apprised of all individual students' needs in biweekly meetings and will strive to be proactive using RTI in addressing concerns before students are referred for special education evaluations. Grade-level team teachers will make adjustments in their classrooms for each individual student based on those weekly meetings and assess the impact of those adjustments together to determine the next course of action. When teacher actions fail to address the problem adequately, a meeting will be scheduled to discuss possible next steps including testing the student to determine if he or she is eligible for special education. Teachers will be trained in RTI and will receive other professional development related to working with students with disabilities on an as-needed basis. Additionally, through our partnership with EL, our teachers will be able to take advantage of their professional development opportunities, such as Effective Differentiation in EL classrooms, Differentiation for Exceptional Abilities, and Using Data to Inform Teaching and Learning. The special education program will be evaluated on an annual basis by the SSC and Principal through parent surveys and by reviewing student achievement toward benchmarks, as well as their IEP goals. Additionally, we will establish a Special Education Parent Advisory Council, whose members will work closely with the SSC on developing workshops related to students with disabilities, as well as evaluating the special education program.

5 Year Staffing Levels: BACPS will hire a team of highly qualified and licensed educators to support special education students and English learners including special education teachers, ESL/ELL teachers, paraprofessionals, and inclusions associates. In Year 1, the Principal will assume responsibility for both programs, with the support of the school’s licensed ESL/ELL instructor and certified special education teacher. In Year 2, the school will hire a highly qualified individual to oversee both programs. The school’s hiring sequence of special education and ESL/ELL teachers will be based on student enrollment information. The school expects to hire a full time special education teacher in Year 1, a part-time ELL/ESL teacher, and two full-time inclusion associates. BACPS will contract for speech and language pathologists, occupational and physical therapists, and a licensed clinical social worker, as needed. A five-year projected staffing plan for both programs can be found in Management, Human Resources.

Salary information can be found in School Finances.

Nutritional Program and Free and Reduced Lunch: As a school whose mission is deeply rooted in health, BACPS will offer students an expansive nutrition and wellness program. BACPS will provide healthy school meals (breakfast and lunch), annual tracking of student’s baseline health data, a linked physical education program, and services to connect students and families to comprehensive healthcare. The school will draw from CACPS’s expertise in designing a healthy school lunch program. BACPS will participate in the federal free and reduced breakfast/lunch program and will comply with all regulations. We will contract with a local food vendor to provide these meals. The Office Manager will process all free and reduced lunch applications that are completed by families. The Office Manager will also work closely with the Nutrition, Health, and Safety division of the DESE to ensure compliance with the processing of applications, as well as other components of the food program such as the Wellness Plan.

Support Services for Students and Families: BACPS will contract out with school psychologists, occupational therapists, physical therapists, and speech/language therapists to provide services to students as determined by their IEPs. Whenever possible, contracted services will be done with an individual who speaks the students' home language, especially if the student is identified as having a disability as well as...
being an English Language Learner. Additionally, BACPS will hire a part-time nurse (for the first two years of existence; expanding to full time by year 3) who will oversee all state mandated screenings as well as monitoring student immunization records and health needs.

**III. How will the school demonstrate organizational viability?**

**A. Enrollment and Recruitment**

**Enrollment, rational for school size, and growth strategy:** BACPS will open in the fall of 2013 with 160 students in 6th and 7th grade (80 in each). Each year an additional 6th grade class will begin until total enrollment of 560 students is reached in year 6. The high school will begin in year 3 when the initial 7th grade reaches 9th grade. The school’s approach of adding just one grade per year ensures that the school can consistently add high quality staff until full enrollment is reached. The grade size of 80 was determined by the founding group to ensure that the students and faculty have the time and teacher to student ratio conducive to forming relationships and engage in a challenging and labor intensive curriculum. It also allows the school to hire one core subject teacher per subject/grade. Similarly, the small school size (240 in lower division, 320 in upper division) will promote a sense of shared responsibility and inclusiveness. Beyond each initial 6th grade class, students may enter the school through 10th grade based on available seats each year. The school will not have entry points in the 11th or 12th grade as the founding group believes that 11th and 12th grade transfer students would not have the academic and scholarly skills necessary (nor the school’s cultural and character foundation) to be successful in the program. BACPS will fill out available the 6th grade and available space in grades 7-10 in accordance with MGL c. 71, § 89 and 603 CMR 1.00. Our enrollment table below assumes 5% attrition.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
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<td>7</td>
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<td>11</td>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Target Enrollment Forms</td>
<td>300</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>120</td>
</tr>
<tr>
<td>Waitlist</td>
<td>140</td>
<td>182</td>
<td>220</td>
<td>254</td>
<td>288</td>
</tr>
<tr>
<td>Lottery Acceptance</td>
<td>160</td>
<td>88</td>
<td>92</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Students Advancing from Previous Year</td>
<td>0</td>
<td>152</td>
<td>228</td>
<td>304</td>
<td>384</td>
</tr>
<tr>
<td>Total Students Enrolled</td>
<td>160</td>
<td>240</td>
<td>320</td>
<td>400</td>
<td>480</td>
</tr>
</tbody>
</table>

**Enrollment, recruitment, and parental support:** Through its programs, the Baystate Springfield Educational Partnership works with parents and guardians to outline a plan into health care careers. Typically, this plan builds from the required educational pipeline to those careers. Our recruitment and enrollment strategy will focus on a similar vision for a student starting in sixth grade at the BACPS. We will show the families how the curriculum, culture and standards for the school will provide their child with the skills and foundations to make the transition to post-secondary education. The chance to demonstrate a clear connection between career pathways and educational pipelines to those careers distinguishes BACPS as a unique and valued educational opportunity. We will also emphasize the core preparation the program will offer to lead into other careers if the student so desires. Our outreach to parents through a survey received 52 responses; all but one indicated they would have enrolled in the school y if it were currently available.

**Ensuring a broad cross-section of students, adequate enrollment, and full accessibility:** As outlined in the Recruitment and Retention plan in the appendix, BACPS will use a wide array of methods to recruit
a broad cross-section of prospective students that is representative of the district overall, including special education and ELL students and students with families that may be less informed about options. The school will recruit students through Spanish speaking media outlets, community centers, neighborhood health centers, and city services. See recruitment and retention plan (See Attachment C, page 66) for specifics details. BACPS will also host a series of informational sessions during the enrollment period with Spanish-speaking school representatives in attendance. Starting in December of 2012, in alignment with Springfield Public School’s school choice process, BACPS will open up its enrollment cycle through mass dissemination of enrollment forms to district students, available in both English and Spanish. BACPS will accept enrollment forms up to its lottery date in March. As outlined in the previous enrollment chart, the school has clear targets for a number of enrollment forms to be collected over the course of a large enrollment period. This is designed to ensure adequate enrollment and allow for full accessibility of the school for all eligible students.

Baystate Academy Charter Public School affords equal opportunity of enrollment to all students without regard to race, color, national origin, religious creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement (M.G.L. c. 71, § 89(l); 603 CMR 1.06(1)). BACPS will provide a full continuum of services for special education and ELL students and this information will be shared with prospective students and their families. The school’s building will be fully accessible (see Facilities).

**Application, enrollment, and public lottery process:** To apply for enrollment to BACPS, a student and parent/guardian must submit an Enrollment form. BACPS requires that the student be a resident of Massachusetts and that a complete enrollment form be signed by parent/guardian and received prior to the established deadline in order to be considered eligible. Receipt of the enrollment form will be confirmed in writing via US Mail. Forms will be accepted until the established deadline which will be advertised on the school’s website and on all mailings at least 30 days prior to the deadline date. Information sessions offered during the enrollment period are available to provide students and parent(s) or guardian more information about the school and to ask questions.

After each enrollment cycle (as determined by the established deadline), the number of spaces available by grade level is determined up through the 10th grade. If there are more applications than the number of the seats available, the students will be enrolled by a lottery open to the public. At least one week prior to the lottery, the day, time and location of the lottery will advertised on the school’s web site. A disinterested party will be identified for drawing names at random for each grade with available slots. With the exception of the first lottery, three lists will be created from all of the enrollment forms: (1) Siblings of students who are already in attendance at the school in the year of application, (2) Springfield residents, and (3) all other applicants. The first year will have only the latter two lists. In accordance with regulations, siblings are given priority followed by Springfield residents. From the three enrollment lists developed for the lottery will come three waiting-lists of students drawn after available slots have been filled. The waiting lists will be identically categorized. Students on the waiting list from previous enrollment cycle will be given priority. Each student on the waiting list will be informed in writing of their position on the waiting list prior to each enrollment cycle, after each lottery and during the summer. If a slot becomes available, it may be offered to the student at the top of the waiting list. Following the lottery, students must complete all required documents confirming eligibility before they are considered enrolled. If additional slots become available, the school will start with the first student on the waiting list.

**B. Capacity**

**How the founding group came together and why it is united behind BACPS:** The founding group members share several core beliefs about education. Firstly, the group believes that there is a serious need for a health science focused charter school in the city of Springfield, offering students a high-expectations college preparatory education. The group determined that while the design around health science brings
depth and relevance to the instruction, it is educational attainment that is the foundation for career advancement. It is their belief that all students can and will meet the high expectations outlined by the school, in particular the goal that all 6th grade students will be at grade level by the 9th grade. The school, they argue, must draw from proven best practices of excellent charter and district schools, offering students a system of highly structured supports so that they can access the school’s challenging curriculum. The partnership with the Expeditionary Learning Schools network will be essential in this endeavor. All members believe that the school must intentionally teach and develop the core character values associated with the health care field, as defined by the school’s Habits of Character (see Curriculum and Instruction). It is this collective vision that has brought together the design team and guided the work thus far. A statement of commitment and resume for each founding group member is attached.

**How often the founding group meets, the planning and writing process:** The founding group has been meeting twice a month at Springfield Technical Community College, a school partner. At each meeting the group has been addressing one or two significant questions that have broad impact on many areas of the school’s development and the application process. Examples of the types of questions include resolving the relationship between the health science theme and the goal of college readiness, staffing allocations and hiring framework for the school’s Principal, general decision-making practices, and commitment to student grouping design. The group also decided to change the startup sequence for the school from a 6th and 9th grade to a 6th and 7th grade as it believes that this approach will lead to a more effective hiring and staffing process. The application writing process continued as these decisions were made. The application was posted on Google Docs and available to all members for reading and comments, which informed subsequent revisions. The writing is being supported by the founding board and Expeditionary Learning and coordinated by Peter Blain, who is the primary author.

**Experience and qualifications of the founding group and proposed Board of Trustees:** Baystate Academy Charter Public School’s founding group includes Springfield leaders who have been integral to the success of the Baystate Springfield Educational Partnership (BSEP). The founding team’s membership includes a range of professionals with expertise in the fields of health, education, and business. Below is a list of the founding group members, their affiliation and title, role in the planning process as a founding group member, and specific area of expertise.

<table>
<thead>
<tr>
<th>Member</th>
<th>Position, Role in Planning Process</th>
<th>Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel Arce, MSW</td>
<td>Springfield College, Assistant Professor and Adjunct Professor, School of Social Work, Founding member Holyoke Community Charter School, MLK Charter School of Excellence; Provides strong voice and experience in advocating for students and families on issues of ELL and support services</td>
<td>Parent and Family Engagement</td>
</tr>
<tr>
<td>Peter Blain, M.Ed.</td>
<td>Baystate Springfield Educational Partnership, Manager; Founding manager of BSEP supported by Baystate Medical Center; Prospectus and application coordinator and primary author</td>
<td>Extended Learning Time, Health Care Career Pathways</td>
</tr>
<tr>
<td>David Cates, Ph.D.</td>
<td>Baystate Health, Director of Behavioral Health; Provides guidance on how behavioral health needs of students can impact educational attainment. Extensive experience with high risk student populations.</td>
<td>Student Support Services</td>
</tr>
<tr>
<td>Joshua Class</td>
<td>2nd Year Medical Student, Springfield Public School and BSEP Alumni; Provides invaluable input into school operations and programming from a student perspective</td>
<td>Educational Pipeline Students Needs</td>
</tr>
<tr>
<td>John Davis</td>
<td>Davis Foundation, Trustee; Local community leaders who was impetus for development of BSEP and a strong advocate for education at all levels.</td>
<td>Management and Finance</td>
</tr>
<tr>
<td>Kevin Hinchey, M.D.</td>
<td>Baystate Medical Center, Director of Medical Residency; Informs science education and facilitates access to health care learning opportunities. Math teacher prior to career in medicine.</td>
<td>Medical Education</td>
</tr>
<tr>
<td>Marjorie Hurst, J.D., M.Ed.</td>
<td><strong>Point of View</strong>, Editor; Ensures that the diversity and cultural competency needs of Springfield students are addressed. Also a</td>
<td>Governance</td>
</tr>
<tr>
<td>Member</td>
<td>Position, Role in Planning Process</td>
<td>Area of Expertise</td>
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</tr>
<tr>
<td>Willette Johnson, M.Ed, CAGS</td>
<td>Former Area Improvement Officer, Springfield Public Schools; Ensures continuity of educational improvement plans with Springfield Public Schools</td>
<td>Special Populations</td>
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<tr>
<td>Stephen Mahoney, Ed.D.</td>
<td>Springfield Renaissance School, Principal; Provides valuable start-up prospective and model programming for proposed school. Renaissance is an EL 6-12 school.</td>
<td>School Leadership</td>
</tr>
<tr>
<td>Frank Robinson, Ph.D.</td>
<td>Partners for a Healthier Community, Inc., Executive Director; Loaned executive from Baystate Health to lead a community health non-profit agency in Springfield. Extensive background in building community coalitions.</td>
<td>Public Health, Organizational Management</td>
</tr>
<tr>
<td>Ira Rubenzahl, Ph.D.</td>
<td>Springfield Technical Community College, President; Supports integrated programming with current BSEP and will look to support proposed chart school through joint activities and co-location</td>
<td>Higher Education, Facilities</td>
</tr>
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All members of the founding group are proposed board members, except Peter Blain who is proposed to be Interim Executive Director. The founding group has identified areas for continued board development as it transitions into a board of trustees. Members of the founding group have been tasked with identifying and recommending future board members with expertise in special education and finance.

School leadership will need to be hired, and a schedule and fiscal arrangement for hiring has been developed by the founding group. An experienced school principal will be identified and hired a year prior to the opening of the school to allow for extensive planning and preparation. Among many tasks and decisions, the hiring of the principal is the single most critical decision the founding board will make in the first year. The instructional leader will set the tone for the school through the hiring and establishing staff arrangements, developing and implementing the curriculum, and through culture building. Criteria and qualifications for the Principal position can be found in the School Governance, Section 2.

**Proposed Interim Executive Director:** Peter Blain is serving in the role of the Interim Executive Director position through the prospectus and application phase. If school is approved, he will partner as an in-kind contribution from Baystate Health with the principal during the pre-opening year. In this role as Interim Executive Director, he will not transition to the board of trustees. A permanent Executive Director will be hired in the summer of 2013. This sequence of hiring reflects the founding group’s belief that the responsibility for high level instruction is paramount and should remain at the forefront of activity well before the school is open. Hiring teachers, building curriculum, and developing the school structures are critical steps to making the first year an academic success. The hiring sequence also reflects the budgetary pragmatism of utilizing Baystate Health’s support during the startup phase.

**C. School Governance**

**Governance Structure**

**Organizational Chart and Narrative:** The Executive Director will report to the Board of Trustees. Operations staff report to the Executive Director. The Principal is the school’s instructional leader and will report to the Executive Director. All teaching staff and student support and services staff report to the Principal, except for college counselor who reports to the Executive Director.
**School Partners:** BACPS has established the following core partnerships to enhance the school’s educational program. Letters of support (Attachment G, page 77) and contractual agreements (Attachment M, page 123) document our school partnerships.

- **Baystate Health:** The school’s founding partner, Baystate Health will offer financial support to the school during the initial start-up phase and through the first five years of operation. Upper division students will complete health career internships at Baystate Health and lower division students will receive internship shadow experiences on Health Career Days. The partnership will provide students’ access to the organization’s advanced medical technology and network of health professionals through off campus expeditions (see School Structures) and the capstone Public Health course (see 12th grade curriculum in Attachment H). Baystate Health will not be involved in governance of the school, but three members (David Cates, Kevyn Hinchey, and Frank Robinson) of the organization are on the proposed Board of Trustees. Contact information for Baystate Health: Peter Blain, Baystate Springfield Educational Partnership, 140 High Street, Springfield, MA 01105. 413-794-1671, peter.blain@baystatehealth.org

- **Springfield Technical Community College (STCC):** The school intends to house its primary building on the grounds of STCC, a founding partner. As part of the co-location agreement, all students will take non-remedial college classes in English, math, and science during their 12th grade year (see 12th grade curriculum in Attachment H). BACPS students will also use STTC fitness facilities for the school’s Wellness/PE program (see School Characteristics). STTC will not be involved in governance of the school, but Ira Rubenzahl is President and on the proposed Board of Trustees. Contact information for STCC: Ira Rubenzahl, President, Springfield Technical Community College, Garvey Hall, Springfield, MA 01102. 413-755-4044, irubenzahl@stcc.edu

- **Expeditionary Learning Schools (EL):** The school has entered into a contractual relationship with EL to provide school support, particularly around instruction, curriculum design, culture building, and hiring the school’s Principal. EL has partnered with the school during the application phase and will
continue to support the school throughout start-up, implementation, and beyond. The school has been assigned an experienced school designer, Emily Lichtenstein, that will remain with the school indefinitely. EL will not be involved in the governance of the school. Contact information: Mark Conrad, Regional Director and Director of Education Leadership, 7 North Pleasant Street, Suite 3, Amherst, MA 01002. 413-253-7707, mconrad@elschools.org

- **Achievement Network:** The school has entered into a contractual relationship with the Achievement Network (A-Net) to provide school support services, particularly in the areas of interim assessment for grades 6-8 and building a school culture around effective data use (see *Assessment*). A-Net has supported the school during the application process and will continue to work with the school throughout start-up, implementation, and beyond. Contact information: Ashley Martin, Executive Director, Western MA, 225 Friend Street, Suite 704, Boston, MA 02113. 617-939-0008, amartin@achievementnetwork.org

The school is exploring a potential partnership with Tutors for All, a reputable provider of skills tutoring services for charter and district middle and high schools in Massachusetts, and the Princeton Review or Kaplan to provide instructors and the curriculum for the school’s 11th grade SAT Prep elective course. Additionally, the school will receive support from the Springfield Renaissance Expeditionary Learning School and Codman Academy Charter Public School, particularly around expedition design and implementation.

**Roles and Responsibilities**

**Consistency with public accountability and charter school law:** The BACPS Board of Trustees holds the charter and is responsible for the successful operation of the school. This includes:

- Setting and monitoring the mission, vision and goals of the school
- Overseeing the fiscal health of the school
- Hiring, evaluating, and supporting the school’s Executive Director
- Ensuring the school meets public accountability expectations and is faithful to the terms of its charter
- Ensuring school compliance with all state and federal laws
- Promoting the school in the local and broader community

The Board will adhere to the Commonwealth’s charter school law and public accountability expectations as public agents authorized by the state to supervise and oversee the school. The BACPS Board of Trustees understands they are considered public employers for purposes of tort liability under M.G.L. c. 258. To meet these responsibilities, the board will elect officers consisting of a President, Vice-President, Treasurer and Secretary. Standing committees will be established including, but not limited to Student Achievement, Finance, Personnel, Accountability, and Development and Fundraising. While responsibility for daily management rests with the school leadership, overall governance is the responsibility of the board as depicted in the organizational chart.

**Consistency with the school’s mission and program:** The proposed BACPS Board of Trustees is committed to supporting, maintaining and upholding the school’s mission and vision. The constitution of the BoT includes leaders and advocates in the fields of health, education, and business. Each proposed Board member was selected specifically based on their commitment and specific area of expertise that aligns the school’s mission and vision. See *Capacity* and *Statement of Commitments* for evidence.

**Criteria and process to be used to choose the school’s leader:** In year one, the Board will conduct a nation-wide search to hire a principal with the experience and qualities desired to achieve the school’s mission. The Board will receive support and expertise from the school’s EL school designer during this process. Subsequent searches for a principal will also involve a nation-wide search and be conducted by the Executive Director. The major criteria used in the hiring process include: (a) education and experience in curricula development and implementation, (b) experience in the instructional practices of experiential and project-based learning (c) experience in delivering and/or promoting teacher professional development, (d) experience in student assessment and accountability, (e) a record of effective school leadership experience in an educational organization serving a high percentage of low-income, minority,
special education, and ELL students. The Board has developed a preliminary overview of essential functions and required qualifications to support in the hiring process which is available in the Attachment I, page 84. Peter Blain is serving in the role of the Interim Executive Director position through the prospectus, application, and start-up phase as described in the Capacity section of the report. A permanent Executive Director will be hired in the summer of 2013. The Board of Trustees will conduct a nationwide search to hire an Executive Director with the experience and qualities desired to achieve the school’s mission once it is up and running. The major criteria used in the hiring process include: (a) education and experience in school administration, (b) experience in nonprofit financial management, (c) experience in operations and program management, and (d) significant experience working in an urban, low-income educational organization.

Criteria and process to be used to evaluate the school’s leader: The BACPS Board of Trustees will conduct an annual performance review of the Executive Director. The Board will set annual objectives in the following areas: Student achievement, school governance and management, financial stability, student recruitment and retention, community relations, and parent engagement. Objectives will be aligned with the school’s accountability plan and other strategic planning documents. The Executive Director will be evaluated for his/her performance relative to each objective.

Role distinctions: The Board of Trustees shall recruit, select, appoint, evaluate, and/or remove the school’s Executive Director, who shall be responsible for carrying out operations and financial leadership of BACPS, in accordance with the policies established by the Board of Trustees. The BACPS Board of Trustees and the school administration will have well-delineated policies related to decision making for curriculum, personnel decisions, budget allocation, and vendor selection (i.e., contracts over $5,000). The Board will set policies to establish and maintain the direction and structure of the school, assign authority to the school’s Executive Director, and establish a system of oversight and controls to ensure effective governance and management. The Board will not exercise managerial powers over the day-to-day operations of the school.

Ex-officio members of the BACPS Board of Trustees: The Executive Director will be an ex-officio, non-voting member of the Board.

Job description for the board of trustees’ chairperson and plan for succession: The President establishes the meeting’s agenda and ensures members have timely and ready access to all the information they need, in advance of Board and Committee meetings, to ensure effective meetings. The President is the chief liaison to the Executive Director, acting as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws. In addition the President leads the meetings and ensures the board follows appropriate parliamentary procedures. The founding board will have one-third of its members with a three-year term limit, 1/3 of its members with a two-year term limit, and 1/3 of its members with a one-year term limit. The President and Vice President will both have an initial three-year term, with the Vice President succeeding to the Presidency after the former's two consecutive terms in office. As the original board members retire, replacement board members serve three-year terms. Consequently, the succeeding President and immediate past President will serve throughout this transition. The staggered board terms and prescribed succession will maintain a level of continuity, institutional memory, and expertise.

Policy Development

Bylaws: A draft of proposed by-laws for the school are in Attachment E, page 72.

Decision-making process: The founding group has established a decision making process consisting of two parts. A policy, decision, or practice is proposed to the board by another board member. The proposal is reviewed, analyzed and discussed. If consensus on a resolution can be reached, the proposal is accepted or denied depending on consensus. In a case where consensus cannot be reached, the by-laws outline a decision making process that relies on a majority vote (50% + 1). The founding group has already adopted this decision making practice, and employed it when deciding to contract with Expeditionary
Learning (EL); the proposal to contract with EL was raised, a presentation was made by representatives of EL, the proposal was scrutinized, and at the close of discussion, consensus was reached to move forward.

**Involvement of school staff, parents, and the larger community:** Primarily through the use of survey tools, the Board will seek input from school staff, parents, and the larger community in the process of setting policy. The context and medium for the surveys will vary depending on the target group. School intranet can be used for school staff and students; the school website, e-mail, phone surveys, and traditional paper surveys can be used for parents and community members. The Board may also ask the Executive Director to convene faculty working groups to present findings at Board meetings. In certain circumstances, input from parents will need to be collected during home visits. All survey tools will be in Spanish and English, and home visits will be conducted by school representatives with bilingual capacity. Board meetings are open to the public and parents, staff, and community members are encouraged to attend. Parents, staff, and community members may formally raise issues at Board meetings by submitting a written request to the Board’s Chair.

**Legal counsel and an independent auditor:** The BoT will retain legal counsel and an independent auditor before the school opens. A member of the founding group has already contacted a local accounting firm with charter school experience; similar experience will be sought when selecting legal counsel. Currently, legal and financial counsel is available in-kind from Baystate Health.

**Board Development**

**Orientation of new board members:** An orientation process will be developed to welcome and educate new members, under the leadership of the President or Vice-President of the Board. All new Trustees will go through an extensive introduction so they are familiar with the school’s mission, vision, and programs. An orientation manual will be developed; the manual will include the charter and the Charter School Administrative and Governance Guide as well as relevant school-based documents (e.g. Student-Family Handbook) and educational resources. A checklist will ensure all relevant areas of the manual are covered in the orientation. In addition, a system will be set up regarding length of service on the board to assure both stability and renewal of commitment. The process will include appropriate disclosure of conflicts of interest.

**Board evaluation and development:** The Board will have an annual retreat to analyze data from the previous academic year, assess current and emerging needs, and develop strategic action plans for continued improvement. Goals for school stability, student achievement, and school leadership will be set annually, based on the school’s accountability plan and internally developed strategic planning documents. Evaluation of performance relative to these goals is the starting point for the board’s own evaluation. As part of this process, each Board member will be surveyed to assess and evaluate existing policies based on success of school stability, student achievement and school leadership. Out of this work, the Board will rework or develop new policies to help the school operate more effectively and identify emerging issues of critical importance. The President of the Board will be responsible for all evaluation processes and reporting back to the Board, and the development of subsequent action plans if needed. Ongoing professional development is a key organizational value at BACPS and this extends to members of the board. The Board will receive quarterly educational trainings at meetings and/or through online resources in areas such as: understanding the role of policy and the policy-making process; governance and strategic planning; academic standards and assessment; curriculum, and parent/community engagement.

**Recruitment, selection, and development plans for board members:** Identified board members will be vetted via interviews and a selection process established by the founding board. Given the range of responsibilities involved in the governance of the school, the following criteria will be used to identify an effective board:

- Expertise to support the broad range of required functions (e.g., accounting/finance, education, medical field, law, facilities, etc.)
- Leadership within the broader community of Springfield
- Belief in the school’s mission, vision, and educational philosophy
• Commitment to education and the success of all students
• Diverse and representative membership

**BACPS does not plan to build a network of schools or enter into a school management contract**

**D. Management**

In determining the school’s organizational structure and decision making processes, the school’s founding group replicated the practices of high performing charter schools across the state. An exception to this is the school’s plan of having the Board hire the Principal directly, prior to hiring a permanent Executive Director. The school’s rational for this decision has been discussed in *Capacity*. The plan for how the school will make key organizational decisions about curriculum, instruction, student achievement, fiscal planning, and operations is discussed in *Governance*.

**Roles and Responsibilities**

**Interim Executive Director**: The leader of our school in its start-up phase, reporting to the Board of Trustees. The individual’s primary responsibility is to support the early start-up activities of BACPS and support in the selection and hiring of the Principal. See *Capacity* for more information on the school’s Interim Executive Director.

**Executive Director**: The school’s chief executive, responsible for implementing the mission and vision of the school as articulated in the school’s charter and by Board of Trustees. The Executive Director fosters an innovative, futures-focused culture based on a commitment to continuous improvement. The Executive Director is responsible for school operations including direct supervision and oversight of the Principal and school operations staff, personnel and human resources management, fiscal oversight and drafting the school’s annual budget, governmental and community relations, partnership development and dissemination, compliance with state and federal laws, facilities management including safety programs and emergency procedures, resource development, fundraising, and transportation. The Executive Director is focused on the school’s overall performance relative to goals and benchmarks articulated in the school’s Accountability Plan and strategic planning documents. As discussed in *Assessment*, the school’s Executive Director will oversee the Principal’s implementation of the annual review process, which is focused on the success of the academic program. The Executive Director will conduct a similar process assessing the school’s organizational effectiveness and faithfulness to terms of its charter. Based on the results of review processes, the Executive Director collaboratively develops and implements school improvement plans to increase student achievement and success of the school.

**Principal**: The school’s instructional leader, responsible for planning, implementing, and evaluating the school’s academic and student support program. The Principal will report to the Executive Director. The Principal understands and clearly articulates the links between curriculum, assessment and pedagogy and demonstrates skills to promote identify and evaluate the quality of classroom practice in concert with the Dean of Students, Administrative Coordinator, and Student Services Coordinator. The Principal will oversee the educational program of BACPS; responsibilities include curriculum design, implementation and alignment with MCF, and oversight of the assessment program and school-wide instructional practices. The Principal supervises and supports administrative and instructional staff, conducting routine observations, regular meetings, and annual performance evaluations for all his/her direct reports. The Principal will design and implement the school’s professional development plan, in close collaboration with the school’s EL school designer and A-Net coach. The Principal will oversee the school’s student support programs and extracurricular activities with direct responsibility falling to the Administrative Coordinator. The Principal will promote the school’s college bound culture of high standards and expectations for all students and staff, overseeing the discipline program, with the Dean of Students assuming responsibility for day to day management of the program. The Principal is responsible for establishing and sustaining positive relationships with families, establishing structures to ensure parents/guardians are effective partners in their child’s education. During the first year, the Principal will
assume direct responsibility for special education and ELL programming due to the anticipated size of this population. In the second year, the Principal will oversee both programs, with the Student Services Coordinator assuming management responsibility.

**Dean of Students:** The Dean of Students reports to the Principal and is responsible for culture-building and overseeing the school’s disciplinary programs and intervention strategies. The Dean of Students designs and facilitates student, faculty, and parental engagement programs in support of school culture. The Dean of Students designs and implements the school’s code of conduct, holding staff and students accountable to these expectations. The Dean of Students plays an essential role in supporting teachers in executing effective classroom management strategies and utilizing school-wide behavior management tools. The Dean of Students also works closely with parents and school-based staff in designing targeted interventions to support students who are struggling with behavioral issues. The Dean of Students is responsible for the school’s suspension and expulsion processes and ensures compliance with state and federal regulations, particularly in the area of disciplinary requirements related to special education.

**Student Services Coordinator:** The Student Services Coordinator is responsible for oversight of the school’s special education and ELL programs. The Coordinator will ensure the school complies with full inclusion for English language learners (ELL students), from the required part of the enrollment process through follow up as needed to clarify information. The Coordinator will be the main contact for services contracted out with school psychologists, occupational therapists, physical therapists, and speech/language therapists to ensure all IEPs are fulfilled. The Coordinator will work to ensure BACPS complies with all state and federal laws and regulations concerning students with disabilities.

**Administrative Coordinator:** The school’s Administrative Coordinator is responsible for overseeing administrative responsibilities related to the school’s academic and student support programs. They report directly to the Principal. Responsibilities include class scheduling, substitute coordination and class coverage, and coordination of Extended Expedition Time and off-campus learning opportunities. The Administrative Coordinator manages the school’s electives program, wellness/athletics program, Internship program, Saturday Academy, data collection process, technology program, and summer semester. The Administrative Coordinator also assumes responsibilities for the school’s enrollment and recruitment activates. The Administrative Coordinator is a Tuesday-Saturday position to allow for full oversight of Saturday Academy by school-based personnel.

**Role Distinctions**

**Student Achievement:** Assessment practices are the responsibility of the Principal; the Administrative Coordinator supports in managing the school’s data collection systems. The Executive Director will oversee the Principal’s implementation of the assessment program and annual review process.

**Personnel:** The Principal is responsible for hiring, evaluating, and firing teaching and instructional, student support, and student services staff. The Executive Director is responsible for hiring, evaluating, and firing the Principal (except during the planning year), and operations staff, including the school’s College Counselor.

**Financial Management:** The Executive Director is responsible for financial management and collaborates with the Board to develop the school’s annual budget. Each year, the Principal submits budgeting requests to the ED based on departmental feedback. The school’s Business Manager supports the Executive Director in preparing budgets and processing invoices and payroll. Annual budgets require Board approval.

**Operations:** The Principal oversees operations pertaining to academic and student support programs (e.g. scheduling) while the ED oversees other operations (e.g. business office functions, site visits, etc.) The Administrative Coordinator, Office Manager, and Business Manager provide significant support in operations responsibilities specific to their function.

**Policy Development and Implementation:** The school is not opening in 2012.
**Educational Leadership:** The school’s proposed annual review processes for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school are described in the *Assessment* and *Governance* sections of the report. See *Governance* for a description the qualifications and attributes of the Executive Director and Principal, including specific hiring criteria, and *Roles and Responsibilities* for job functions.

**Human Resources**

**Staffing Chart and Narrative:** The school’s staffing plan is built around projected enrollment figures in the *Enrollment and Recruitment* section. The school’s plan to hire a Dean of Students in Year 1 reflects the school’s strong belief in the importance of culture building. The school will hire four core teachers for each grade enrolled; teachers will teach four class sections per/day. The school’s special education and ELL staffing plan, which includes a Student Services Coordinator, special education teachers, ELL teachers, and inclusion associates, is based on an assumption that 23% of students will be classified as special education and 13% as English language learners. While the school will hire qualified special education and ELL teachers in Year 1, the Principal will assume responsibility for oversight of the ELL and special education programs until Year 2 when the school hires a qualified and experienced Student Services Coordinator. The school will also hire inclusion associates in Year 1 to provide support in differentiated classrooms and during Acceleration periods. The school will hire part-time auxiliary staff to augment Wellness/PE and electives teachers. The school’s Dean of Students will supervise the Saturday Academy program in Year 1 with responsibility shifting to the Administrative Coordinator in Year 2; all additional Saturday tutoring and coordinator positions will be filled through the school’s Tutorial contract.

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Staff recruitment, advancement, and retention: Staff will be recruited through education publications, the school and EL web sites, common job boards (on-line and otherwise), and through appropriate job fairs. BACPS will also recruit directly through schools of education in the Springfield area and throughout Massachusetts. A standard for assessing qualified candidates will be established by the Principal used at all stages of hiring process. BACPS will aim to retain a high percentage of teachers each year by providing a fair compensation strategy and positive school climate which supports personal growth and development. Clear career ladders will be developed as the school grows to provide different opportunities for professional growth. BACPS will have a significant professional development program including, but not limited to, opportunities available through EL and Achievement Network. BACPS will also be developing joint professional development with schools from the local district as discussed in Faithfulness to Charter.

Working conditions and compensation packages: Through its discussion, the founding group recognized that one of its most critical decisions will be the selection of the Principal as the instructional leader of the school. The Principal will have the critical role of hiring highly qualified and motivated staff. Given the extended day and year, BACPS has allocated a base salary of roughly $55,000 per teacher. There will be some differentiation in starting salaries depending on years of experience and subjects/areas taught (e.g., ELL, SPED and chemistry are examples of difficult areas in which to find qualified teachers). In addition, many teachers are attracted by smaller class sizes, sense of community of a smaller school, and the innovation inherent in the curriculum design.

Determination of base salaries and increases, evaluation process: Salary increases will be framed by a budget allocation approved by the board (3%). Using that allocation, the Principal will evaluate teachers and determine annual increases in salary. The Principal will established a well articulated and communicated rubric for evaluation, including, but not limited to student achievement data, feedback (surveys) from students and parents, classroom observations, colleague input, and input from the teacher being evaluated. The Executive Director will evaluate the Principal and operations staff using a similar process. See the Instruction section for further information on teacher evaluations and the Governance section for a description of the Principal evaluation process.

Plans for professional development activities: The school’s plans for professional development are discussed in the following sections of the report: Instruction, School Characteristics, and Dissemination.

Qualifications and attributes of an ideal teacher: As the instructional leader of the school, the Principal will create specific job descriptions for each teaching position that will include the following criteria:

- A demonstrable commitment to the mission of moving students to (and beyond) grade level as measured by external and internal assessments
- At least three years of experience, with at least part of that time in an urban school district.
- Ability to work in heterogeneous groupings and implement differentiated instruction
- Experience in building standards-based curriculum using project-based methods (specific EL experience preferred).

Teaching program of typical teacher: Teachers will be responsible for teaching four course sections per day. Teachers will also have additional responsibilities that could include crew duty, running Acceleration periods, teaching an elective period twice/week, dismissal duty, and additional coverage responsibilities. Teachers will be expected to hold office-hours after school at least two times per week. Teachers will be expected to arrive on site by 8:00AM and remain on campus until the end of the day (4:00pm).

E. Facilities and Student Transportation

Site Selection Process and Description of Needs: One of the earliest discussions that founding group members were engaged in centered around the numerous opportunities available if a secondary school were located on the college campus. The concept of establishing a partnership and co-location agreement remains a critical characteristic of Baystate Academy. While a specific site has not yet been secured, several locations on campus have been identified as potential sites for the school.
To obtain a site of the STCC campus, the board of trustees will need to go through a proposal process with the Commonwealth of Massachusetts, as they are the owners of the property. The proposal would include an outline for a long term lease, seeking the best possible agreement for the school. Rates for campus space compare quite favorably to rates available in the retail market. Commercial rates in the city vary from $12 - $18 per square foot. Space on the campus of STCC would be around $7. This rate will allow the school to affordably acquire space ahead of immediate need.

One potential site has two floors (21,000 square feet) connected by stairs and an elevator with a large open space on the first floor capable of serving as a multipurpose room. While the site does not have enough space for the entire 6-12 school, the adjacent building, which houses the Schools of Health and Nursing, does have additional room (over 70,000 square feet) into which we can grow and meet our ultimate space demands. Most importantly, this site meets our mission and vision for integrating the school onto the campus of STCC, allowing for an efficient implementation of the partnership activities described in the application. Beyond the buildings for the school, STCC has a gymnasium (100 yards from building), fitness facilities, and open fields for recreational activities.

### Projected Facility Needs

<table>
<thead>
<tr>
<th>Year</th>
<th>Pupils</th>
<th>Total Sq. Ft.</th>
<th># Classrooms</th>
<th># Offices</th>
<th>Common areas: Sq. feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>160</td>
<td>15,000</td>
<td>8</td>
<td>3</td>
<td>8,000</td>
</tr>
<tr>
<td>Year 2</td>
<td>240</td>
<td>22,600</td>
<td>14</td>
<td>4</td>
<td>10,600</td>
</tr>
<tr>
<td>Year 3</td>
<td>320</td>
<td>30,400</td>
<td>18</td>
<td>5</td>
<td>15,000</td>
</tr>
<tr>
<td>Year 4</td>
<td>400</td>
<td>40,600</td>
<td>23</td>
<td>6</td>
<td>21,000</td>
</tr>
<tr>
<td>Year 5</td>
<td>480</td>
<td>58,000</td>
<td>27</td>
<td>7</td>
<td>35,000</td>
</tr>
</tbody>
</table>

**Proposed Budget and Financing Plan:** The proposed site is an accessible building and is currently used for educational purposes. It would require minor renovations and installation of instructional technology. A preliminary review of those costs and the projected lease agreement would keep facility costs well within budget constraints. The most significant renovation costs would occur in year three when occupation of the adjacent building begins. Allocation for these costs in the first two years makes this transition fiscally possible.

**Transportation for All Students:** Baystate Academy Charter Public School will work with the district to provide transportation services afforded to them under the Springfield Public Schools’ transportation practices. Those students requiring access to modified modes of transportation as outlined by their educational plans will also be provided these by the district. The Executive Director will be responsible for transportation at the charter school and will serve as liaison between families, district services and other transportation arrangements provided to ensure full access and safe access to the school. Transportation practices and costs will be evaluated annually after coordination with the district. Parent representatives will be involved with the review of transportation practices.

**F. School Finances**

**Fiscal Management**

**Structure and Process, Fiscal Controls and Financial Management Policies:** The fiscal management for the school will be the ultimate responsibility of the Board of Trustees. The annual budget and the five year plan will be developed in conjunction with the Executive Director, and the Board will delegate operational and daily management of the school’s finances to him/her. The Board’s Finance Committee will include members with expertise in budget development and finance. The Treasurer is the custodian of school accounting and financial records and shall Chair the Finance Committee; the Treasurer will report to the Board on budget and revenue expenditures at each Board meeting. Annually, the Executive Director in conjunction with the Finance Committee will develop a budget for the next fiscal year to
provide for adequate cash flow and revenue surpluses. The aim of the surpluses is to protect the school against any unexpected changes in the financial environment of the school. The plan will also include a predetermined set of expense reductions that can be implemented during a school year. The budget will be presented to the full Board for approval. The Finance Committee will review financial statements on a monthly basis and the full BOT will review quarterly statements, which validate a spending plan/budget with adequate monthly cash flow and end of the year positive net assets. The Finance Committee will ensure that an independent audit is conducted annually. The school’s financial policies will follow all laws and regulations and will be based on the Massachusetts Charter School Recommended Fiscal Policies and Procedures Guide. During the pre-operational year, the Interim Executive Director will develop a policies and procedures manual that will cover financial management, processes of budgeting and reporting, transaction approval, purchasing, accounting, issuing checks, employees’ expenses, payroll and benefits, and inventory management. The manual will be vetted by Baystate Health accountants, reviewed by the Finance Committee, and approved by the Board.

**Track finances in daily business operations in order to maintain needed cash flow:**

*Accounting System:* BACPS will employ a vetted accounting program to maintain its financial system. The Business Manager will be responsible for processing payroll and accounts payable. As part of the technology infrastructure, BACPS will purchase access to secure off site servers and file back-up services. The Finance Committee will review the system annually. All records and reports will be consistent with Governmental Accounting Standards Board (GASB)

*Accounts Payable and Receivable:* The responsibility for payments will be divided between two parties, and for amounts in excess of $5000, three parties will be involved. The Executive Director will approve payment of all invoices, purchase orders, etc. The Business Manager will then prepare all payments, but will not have authority over school’s accounts. The Executive Director will sign payments. Accounts payable in excess of $5,000 will require the second signature of the Treasurer of the board or designated member. Payments will be issued only when within the approved budget and with the approval of the ED. All payments will be recorded in school’s accounting system independent of bank records. Receipt of funds will be managed by the Business Manager. Received funds will be recorded in the school’s accounting system and copies will be maintained on file. The name, date received, address, amount, and type of receipt will be included in the school’s records. BACPS will maintain copies of deposit slip, checks, and receipt of each deposit. The accounts payable and receivable recorded in the school’s accounting system will be reconciled against bank statements each month, and a report will be sent to the Executive Director and Finance Committee.

*Cash flow Management Plan:* The Interim Executive Director has begun to meet with financial staff from Baystate Health to outline a cash-flow management plan. The Executive Director is responsible for the development of a plan, implementation of monitoring structures and reporting of cash flow. The plan will include monthly targets and a review process conducted by the Executive Director and Business Manager to ensure that that revenue and expenditures are in line with the annual budget, maintaining a positive cash flow, and to the extent possible, a cash reserve each month. During the first year, the board treasurer will join a majority of these meetings.

**Operating Budget and Narrative:**

The school’s operating budget can be found in Section A of the Attachment D, page 69.

**Major Assumptions:** All major assumptions for revenue and expenditures are outlined below.

1. Per pupil tuition of $10,135 is estimated based on FY12 tuition projections for Springfield listed in Appendix B of Application handbook. The FY12 facilities component of the charter school per pupil formula is $893, which brings the total per pupil revenue to $11,028. The facility allocation is listed separately in line 11 under Operating Revenues.

2. Student Enrollment is assumed to be at 160 students in year one and adding 80 sixth grade students each additional year until full enrollment in FY19. We plan to fill seats left vacant by attrition with
students on the waiting list through tenth grade. We will not fill vacant seats in 11th or 12th grade. We will reach full capacity of 560 students in FY19.

3. Facility size was estimated by assuming a need of approximately 95 square feet per student. Available facility sizes are not exact to needs so number may go up or down by 5 square feet. Number grows to over 100 as the high school classes begin, reaching 120 square feet per student in FY18.

4. Cost per square foot is estimated at $7 based on consultation with the administration at STCC. This does not include renovation costs, which are budgeted separately.

5. Staff FTE aligns with the hiring plan for the five year charter term included in the governance and management section.
   a. Administrative professional positions include one (1) FTE Principal in FY13 (preoperational year). Positions added in each fiscal year include: one (1) FTE Executive Director, one (1) Office Manager, and one (1) Dean of Students in FY14.
   b. Administrative Support will be provided at .2 FTE as in-kind from Baystate Health during the preoperational year. Administrative Support is one (1) FTE in FY14.
   c. Instructional/Teachers require (12.5) FTE positions in FY14. In addition a special education teacher (1.0) FTE and an ELL teacher (0.5) FTE will provide instruction in FY14. We anticipate adding four (4) more core content teachers in FY15 and one (1) Special Education teacher, an additional six (6) core content teachers in FY15 and additional special education instruction at half-time (0.5) FTE. The ELL position will expand to full-time (1.0) FTE in FY15.
   d. Instructional/Professional reflects Inclusion Associates anticipated to support instruction based on Springfield Public Schools student demographics as (2) FTE in FY4, one (3) FTE in FY15.
   e. Instructional Support assumes one (1) FTE for a tutoring/enrichment/acceleration coordinator in FY15.
   f. The budget assumes a 3% cost of living increase for all staff each year.

Operating Revenues: An outline of all operating revenues is provided below.

1. Tuition is based on a per pupil allocation of $10,135 with 160 students enrolled in year one and 80 added in each subsequent year. The per pupil allocation for facility is included in line 11 as “other.”
2. State Grants – No Revenue Assumed
3. Federal Grants – The recent and growing attention to health science and STEM education provide significant opportunity obtain grants totaling $100,000 for materials, professional development, instructional support, equipment. Anticipate an increase of $50,000 per year until $200,000 in FY16.
4. Private Grant - Fundraising revenue assumed at $50,000 for pre-operational year with a target of an additional $50,000 each year until a target number of $200,000 in FY16.
5. Nutrition Funding – State and Federal – we anticipate that 75% of our students will receive free breakfast and lunch at a reimbursement rate of $2.82 per meal and 6% of our students will receive reduced breakfast and lunch at a reimbursement rate of $2.42 per meal. Nutrition funding = Reimbursement rate x Student population eligible x meals per day (2) x days per year (185).
6. Program Fees are not included
7. Contributions, in-kind or in-cash – During the pre-operational year, the school will receive in-kind donations of the interim Executive Director, office space and services, and office supplies. Baystate will also provide financial support to hire the Principal one year in advance. An in-cash donation of $150,000 will continue following the pre-operational year. In kind donations in FY14 and FY15 include support of equipment, out of school time staff and programming, professional development, recruitment support, and fundraising.
8. Investment income is not assumed revenue in the budget.
9. Transportation will be provided by the local school district.
10. Other: Facility Allocation at $893 per pupil multiplied by the anticipated enrollment each year provides estimated revenue for facility revenue.
Operating Expenditures. An outline of all operating expenditures is provided below.

1. Administration
   a. Principal ($75,000) will be hired for a pre-operational year. Executive Director ($82,000), Principal ($77,250), Office Manager ($45,000) and Dean of Students ($60,000) in FY14. In FY15, Student Support Services (1.0) FTE and Administrative Coordinator (.5) FTE. Business Manager (.5) FTE will begin in FY16 and Administrative Coordinator will shift to (1.0) FTE.
   b. Clerical support in FY13 with .2 FTE of $8,000 (provided in-kind), Position begins at 1.0 FTE in FY14.
   c. Accounting and Audit fees assumed at $18,000 each year.
   d. Legal services assumed conservatively at $10,000 each year starting in FY14. Some counsel available in-kind.
   e. Payroll may be contracted out to a payroll company. As an option, it will cost $5,000 per year based on experience of other charter schools.
   f. Other Professional Services assumes $5,000 in FY13 and $15,000 per year for FY14-FY16. These will be consultants services related to design and development of management systems from financial to student management (enrollment, scheduling, communications, etc.) to a web site.
   g. Information Management and Technology budgeted at $8,000 in FY13 and $12,000, $15,000, and $20,000 in FY14, FY15, and FY16. The school is planning to tie into the IT infrastructure (phones and computer network) of Springfield Technical Community College and these funds will facilitate this process and anticipate expansion each year. It will pay for main office computer.
   h. Office Supplies and Materials starts at $200 in FY13. In-kind supplies are available. Starting in FY14, budgeted for $15,000 understanding the demand on copy machines. Expands to $25,000 by FY 16.
   i. Professional Development for Administration and the Board will be provided by Expeditionary Learning for both the principal and the board during FY13 and continuing into the operational years. Achievement Network will also work with principal on creating assessment system and related professional development. These costs are $15,000 in FY13 and $12,000 over FY14, FY15, and FY16. Other elements of contracts with providers in instructional professional development.
   j. Dues, licenses, and subscriptions are budget for $3,000 per year beginning in FY14.
   k. Fundraising will be $600 FY13 supplemented by support from Baystate Health Government and Public Relations Department. Increase to $1500 in FY14 and up to $3000 by FY16
   l. Recruitment and Advertising is $20,000, which is essential to staff and student recruitment in FY13. The budget will decrease to $12,000 by FY16 when needs are reduced.
   m. Travel expense for Staff/Board will cover ongoing school visits for board and new principal. $1500 in FY13 and remaining at that level through FY16.
   n. Bank Charges are not anticipated as we do not plan to take out any loan, although it is a possibility in first six months of FY14 to manage cash flow.

2. Instructional Services
   a. Salaries – Teachers: Assumes an average salary of $55,000. Cost of living increases of 3% in subsequent years.
   b. Salaries – Other – Inclusion Associates ($35,000) with two positions (2.0) FTE in FY14 and four (4.0) FTE by FY16.
   c. Salaries-Support/Clerical assumes one (1) FTE ($30,000) starting in FY15.
   d. Contracted services budgeted at $5000 per year starting in FY14. Services include support for intensives and acceleration.
   e. Instructional Technology includes computers and projectors for classrooms and related software. Begins with $45,000 in FY13. Grows to $65,000 in FY16.
f. Instructional Supplies and materials begin in FY13 at $5000 and jump to $55000 in FY14. Allocation of $110,000 by FY16. Includes allocation for any specific special education needs.

g. Testing and Assessment costs estimated at $75,000 in FY14 and growing to $110,000 in FY16 based on growth and anticipated special needs assessments.

h. Professional Development (PD) covers parts of contract with Expeditionary Learning and Achievement Network. It also accounts for costs associated with externships and planned professional development during the school year. FY13 Starts at $30,000 and increase to $50,000 per year through FY16.

i. Staff Stipends in addition to base salary will cover the cost of Saturday Academies. Summer program built into annual salary contract.

3. Other Student Services
   a. Salaries – reflects a part time nurse moving to full-time nurse by FY16 at $59,410.

   b. Health Services contracts for Speech/Language or OT at a rate of $80 per hour. Other services as needed.

   c. Student Transportation provided by the district.

   d. Food Services estimated to assume a net zero expenditure.

   e. Athletic Services starts at $1500 and grows significantly to $10,000 by FY16. Fitness and wellness habits part of mission.

4. Operations and Maintenance of Plant
   a. Salaries for maintenance staff start at $35,000 in FY14 and increase to two workers by FY16.

   b. Utilities built into lease.

   c. Maintenance of buildings and grounds assumed at $15,000 in FY14 and sustain through FY16.

   d. Rental/Lease of Facility reflects growth in required square footage.

   e. Renovations budgeted for $50,000 FY14 for minor changes and installation of technology infrastructure. Increases in FY16 to $100,000 when school expands into adjacent space.

   f. Capital Equipment procured to keep building clean and safe budgeted at $2000 per year.

E. Fixed Charges
   a. Payroll taxes calculated at 7.5%.

   b. Fringe Benefits calculated at 25%. A significant portion is related to health care, which is changing rapidly. 25% consistent with current employer budgeting practices.

   c. Insurance reflects estimated costs for Workman’s Compensation, General Liability, and Directors and Operators insurance for the Board based upon current costs for charter schools of similar size.

F. Community Services
   a. Dissemination activities critical to school integration into community, particularly partnering with local district. Budget begins at $5,000 in FY14 and increases to $11,000 in FY16.

   b. Civic activities are central to school mission and vision. Budget begins at $7500 in FY14 and increases to $15,000 in FY 16.

G. Contingency Fund - Calculated at 3%

<table>
<thead>
<tr>
<th>Financial Forecast – Pre-Operational And First Three Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>REVENUE</td>
</tr>
<tr>
<td>EXPENSES</td>
</tr>
<tr>
<td>Surplus/(Deficit)</td>
</tr>
</tbody>
</table>

The founding group anticipates raising additional funds, beyond tuition, facilities allocation and nutrition reimbursement. The Executive Director will lead all fundraising activities. Federal grant funding either as an applicant or subcontractor will be pursued. Potential sources include STEM education through the National Science Foundation, National Institutes of Health, ad the Department of Education. ELL and
special education federal funding will also be actively pursued, as well as mentoring and parent engagement opportunities. The founding board has relationships with local foundations and corporations to facilitate potential grant opportunities. Institutional contributions in the forms of in-kind and cash to support out-of-school-time programs, support services, parent engagement, operations and professional development will be secured. Please see letter of support from Mark Tolosky, President/CEO of Baystate Health demonstrating significant support for the BACPS.

At this time, the school only foresees the possible need for short-term financing during the first six months of FY14 as the school bridges cash flow issues between assumed expenses and tuition reimbursement. The FY14 budget will outline these needs in May of 2013 and the board will act as necessary.

G. Action Plan (See Attachment Q, page 138)

IV. How will the school demonstrate that it is faithful to the terms of its charter?

Process for Developing Accountability Plan and Evaluating School Progress: The founding group is well aware of the additional accountability requirements that come with being an autonomous charter school and it is committed to establishing ambitious (but achievable) goals and providing transparent data about school progress in meeting these goals.

The school’s Accountability Plan (AP) will inform the school’s development, provide important benchmarks, and allow for clear evaluations of school progress in terms of the school’s faithfulness to terms of the charter, student academic performance, and organizational viability.

The school’s Accountability Plan will outline the data that will be collected and evaluated to prove effectiveness. Each summer, the school will submit an Annual Report to the Charter School Office (CSO) evaluating progress towards each measure in the AP. Additionally, the CSO will conduct annual site visits evaluating school progress on the AP. Every five years, the CSO will conduct a lengthy renewal inspection to determine whether the school’s charter should be renewed for a subsequent five-year term. If a charter is renewed, the school will develop a new Accountability Plan for approval by the CSO.

The school’s School Accountability Committee will assume responsibility for the school’s Accountability Plan and will implement a development process over the course of the first year to ensure that the Plan is clear, useful, and ambitious. The School Accountability Committee (“SAC”) is built as a tripartite relationship including: (1) members of Baystate Academy Charter Public School Board, (2) Executive Director and Principal (“School Leaders”), and (3) Expeditionary Learning and expert consultation by the Achievement Net. The Chairperson of the SAC will be an experienced member of the BOT and will have data expertise and experience in school accountability systems. This balanced relationship of internal and external stakeholders will ground BACPS’s student-centered performance-based approach and set up a very productive division of responsibility between the BOT and its staff.

In the fall (during Semester 1), the SAC will collect baseline student data pertaining to academic performance (based on internal and external assessments), scholarly habit performance, student indicators (attendance rates, behavior system reports and disciplinary rates, wellness data, etc.), and other indicators of organizational effectiveness (financials, climate surveys, parent and faculty feedback, etc.). As important year-end data will not yet be available (such as data related to MCAS exams, student promotion, retention, disciplinary rates, staff retention, financials, annual parent and faculty surveys etc.) the SAC will examine reliable interim predictors (e.g. Achievement Network interim assessments, disciplinary records, etc.) An AP faculty working group will be convened in January tasked with providing valuable input on what should be included in the school’s Accountability Plan based on the CSO template and the data collected by the SAC. Using this feedback, the Executive Director will draft an AP that is aligned with the school’s mission and state requirements. The draft will be reviewed and
modified by the SAC before submission to the full Board in February for approval. The school will submit the AP to the CSO by March 1, 2014. The CSO may request additional revisions prior to granting approval. All revisions to the AP will require approval by the school’s Board. The school expects to have an approved Plan in place by June 1, 2014.

School leaders are the central and critical players in the implementation and management of a performance-based evaluation process, in building external accountability relationships, and in reconciling the performance expectations of DESE, community partners, students and their parents, and the public. The school’s Executive Director will be responsible for reporting progress towards Accountability Plan measures each year to the SAC. The Executive Director will benefit from working closely with the Principal and Achievement Network coach and EL School Designer in evaluating data for accountability purposes. The SAC will monitor the collection of data throughout each school year to ensure that the appropriate measurements and performance improvement mechanisms are in place, in support of the Accountability Plan. The Executive Director will assume responsibility for writing the school’s Annual Report which will be reviewed and modified by the SAC prior to being submitted to the full Board for approval. The school will submit an Annual Report to the CSO by August 1 of each year.

The school’s BOT is committed to an internal accountability system tied to student-level performance as the foundation for school compliance and school improvement. To this end, the BOT may develop additional internal accountability measures to supplement the school’s Accountability Plan, using the process described above. Internal measures, and progress towards meeting them, would be made available to the public in the Annual Report or online.

**Example Accountability Plan Goals:** The school’s founding group has selected the following example accountability plan measures that align with the school’s mission and CSO template requirements. These measures are an outgrowth of the founding group’s internally developed student and school performance benchmarks which can be found in Attachment O, page 134. The examples below include a mix of required measures and internally developed measures.

### I. THE SCHOOL IS FAITHFUL TO THE TERMS OF ITS CHARTER.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, Vision, and Educational Philosophy</td>
<td>The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).</td>
<td>100% of graduating students will graduate college ready, as defined by SAT scores of 1500 or above, completed graduation requirements, completed college credit, and, if applicable, Accuplacer results. 100% of students complete professional work experiences with Baystate Medical or other health science partner organizations. At least 85% of alumni are enrolled in or have graduated from 4 year colleges.</td>
</tr>
</tbody>
</table>

### II. THE SCHOOL’S ACADEMIC PROGRAM IS A SUCCESS.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS - PERFORMANCE</td>
<td>Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.</td>
<td>All 9th graders, except those in first year of school, will enter at grade level, based on 8th grade math and ELA MCAS assessment data. 10th grade MCAS results will meet or exceed state averages for all subjects tested (year 5)</td>
</tr>
<tr>
<td>AYP</td>
<td>The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</td>
<td>Each year, the school makes AYP in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.</td>
</tr>
</tbody>
</table>

### III. THE SCHOOL IS A Viable ORGANIZATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OBJECTIVE</th>
<th>MEASURE</th>
</tr>
</thead>
</table>
**Solvency and stability**
The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

**Family engagement**
Families and students are satisfied with the school’s program. 80% of parents will complete annual parent satisfaction survey measuring satisfaction with the academic program, extra-curricular and summer program, school communication, and school safety. 90% will rate that they are satisfied or very satisfied with the school overall.

**Enrollment**
The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations. At least 95% of students who are enrolled on October 1 of each year will re-enroll and be in attendance of October 1 of the subsequent year, exclusive of those students who move out of the city of Springfield or graduate.

**Narrative:** One of the key indicators of success is to the extent to which students are deeply engaged in learning experiences connected to the school’s mission. Site visitors observe that the majority of classes feature project based learning experiences. The school’s health science theme is deeply integrated into lessons of at least one core class per grade and partially integrated for the majority of classes observed. All classes feature a clear agenda and associated LT’s. Students are well versed in class routines and protocols and teachers are quick to respond and redirect students to avoid disruptions and keep the focus on learning. Students are consistently on-task and engaged in classroom activities. They are active participants in class discussions, positive contributors during structured group work activities, and contribute to the learning of their peers through peer review protocols. Teachers hold all students to high expectations with their actions and words and teachers regularly check for understanding to ensure that all students are successful.

Site visitors also observe that students embody the school’s Habits of Character. Students take **Responsibility** for their learning: The site team observes students and teachers referring to Learning Targets and Habits of Scholarship consistently in class, academic progress is discussed in crew using the same common language, and students are quick to assist the visitors in logging on to the internet to view their progress. When discussing their performance, students openly share their weaknesses and strengths in each subject area, use specific examples of work to highlight progress, and can articulate clear plans for improvement. Also online, site visitors see impressive portfolio work that addresses relevant issues and requires applied learning across disciplines. **Collaboration** is evident across the school; site visitors observe students engaging in productive group work in classes, camaraderie is evident in crew, and students participate in respectful and friendly team-based competition during the Wellness/sports period. A sense of shared responsibility is prevalent; hallways are clean, orderly, and feature exemplary examples of student work, site visitors see crews setting up for lunch, and older students are modeling positive behavior and leadership during community meeting. **Empathy and compassion** is evident in the supportive relationships that older crew members have with younger members. During lunch, students are eager to discuss how the school’s academics and program connect to community issues and students indicate an interest in using their education to improve the world.

**Dissemination:** The design of the founding group and subsequently, the BOT, is intentional in its effort to create opportunities for structural and relational linkages between BACPS and the Springfield Public School district. Currently, the founding group is comprised of Springfield Public School champions - a current principal, a former school administrator, and a former school committee member. The founding group has adopted strategies and approaches for collaboration in areas of professional development, shared curriculum strategies (e.g., common use of curriculum “Connected Mathematics”), and teaching methods. The school’s dissemination strategy will include:
• **Demonstration Days:** Baystate Academy will host multiple Demonstration Days each year, modeled on the approach of the Springfield Renaissance Expeditionary Learning School (district school). The school will make substantial effort to attract staff from the district to participate in a full day of programming to learn more about Baystate Academy’s educational philosophy and see programs in action. Demonstration Days will include the school’s community meeting, classroom observations, and faculty and student panels. Likewise, BACPS staff will participate whenever possible in professional development opportunities at other schools.

• **School Partnerships:** BACPS and the Springfield Renaissance will share best practices that are readily implemented in either school setting. Our goal is to share teaching methods and curriculum (particular around public health expeditions) in order to mutually improve. BACPS will also join the already existing Springfield Public Schools’ Achievement Network, made up of its middle schools, for joint professional development and curriculum development.

• **Expedition Nights:** BACPS will host biannual Expedition Nights open to the public to showcase high-quality student work that demonstrates proficiency on state standards.

• **WeBACPS training:** BACPS teacher training programs may be broadcasted to other area schools and educators through weBACPSsting. Use of this technology creates a collaborative district team and supportive timeframe for professional development. These modules may also be recorded for future district training purposes.

• **Website:** BACPS will support and regularly update its website informing community members of schedules, activities, training opportunities, educational programs and links. Student work and example expeditions will also be included.

• **Open Door Policy:** BACPS will allow for frequent opportunities for Springfield and other educators to observe instruction and other elements of the academic program at BACPS.

• **Health Career Platforms:** The relationship between BACPS, and Springfield Technical Community College (STCC) and Baystate Health will build on, and produce new, platforms for connecting students to health science careers and health care organizations. These platforms have been traditionally operated as out-of-school time events open to all students. It is very likely that events and programs developed by STCC, Baystate Health, and Baystate Academy can serve to integrate students from Springfield Public Schools and other Springfield charter schools that share similar ambitions.
V. REQUIRED ATTACHMENTS – FINAL APPLICATION

Attachment A: Proven Provider Information Sheet

This form is required for applicants applying as proven providers in districts that have performed on the Massachusetts Comprehensive Assessment System (MCAS) in the lowest 10 percent statewide for two consecutive previous years and where the 9 percent net school spending cap has been or is expected to be raised. Applicants, or a provider with which the applicant group proposes to contract, must meet the definition and qualifications of proven provider as outlined in 603 CMR 1.00.

Definition Designation
Please check the category of proven provider that best reflects the applicant group:

Category 1:
- Two or more persons who had primary or significant responsibility serving, for at least five years, in a leadership role in a public school or similar program that has a record of academic success and organizational viability.

Category 2:
- A non-profit education management organization, in operation for at least five years, that has a record of academic success and organizational viability; or
- A non-profit charter management organization, in operation for at least five years, that has a record of academic success and organizational viability.

Category 3:
- The board of trustees of an existing charter school that has a record of academic success and organizational viability.

Category 4:
If the applicant proposes to contract with a proven provider with a record of academic success and organizational viability, check one of the following:
- An education management organization;
- A charter management organization; or
- A school support organization.

Name of Person(s) or Organization: Expeditionary Learning Schools (EL)

Primary Contact Person: Mark Conrad, Regional Director (NE Region)

Address: 7 North Pleasant Street, Suite 3A

City: Amherst State: MA Zip: 01002

Daytime Tel: (413)-253-7707 Fax: 413-253-7708

Email: mconrad@elschools.org
Qualifications to Achieve Proven Provider Status

All proven provider applicants must submit evidence satisfactory to the Commissioner that demonstrates that the proven provider has significant management or leadership experience with a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter. For applicants with a current or previous relationship to a Massachusetts public school, the Department will conduct an analysis of available student achievement and demographic data. All other proven provider applicants must submit comparable student achievement and demographic data. For applicants with a current or previous relationship to a Massachusetts charter school, the Commissioner may consider all information related to such school’s performance, including evaluations in connection with each renewal of its charter.

The criteria listed below define the basis on which proven provider status will be assessed. All applicable criteria must be addressed in alignment with at least one category chosen above.

Category 1 ONLY:

A. Describe in detail, the individuals' roles and responsibilities at the successful school(s) or program(s). Please attach resumes and any additional documents that provide evidence to support the individual’s roles and responsibilities at the successful school(s) or program(s). Include evidence to link the proposed proven provider’s roles and responsibilities to the success of the school or program. Information may include resumes of individuals or documentation to support organizational success.

N/A

Categories 2, 3, and 4:

A. Provide evidence of the qualifications of the proposed proven provider, including the proposed proven provider’s roles and responsibilities in the successful school(s) or program(s) or the school support organization’s role in successful schools or programs. Include evidence to link the proposed proven provider’s roles and responsibilities to the success of the school or program. Information may include resumes of individuals or documentation to support organizational success.

Baystate Academy will establish a deep partnership with Expeditionary Learning Schools (see Attachment M. Contract). EL is entering its 18th year of operation. It is a national network of schools, a framework for engaged teaching and learning, and a partner for whole school development. EL works with over 165 schools at all levels, including both public school districts and charter schools, pre-K through 12, and in all settings - urban, rural and suburban. Schools that have implemented the EL model have outperformed district averages on state exams in math and reading/ELA. In schools where there is the opportunity for a deep level of implementation, such as new charter schools like Baystate Academy, have seen even stronger results.

EL is currently supporting Baystate Academy in the planning and development process. Prior to and during the prospectus-writing phase of its work, the founding group worked closely with Mark Conrad, EL’s Northeast Regional Director, to establish a deep and long lasting partnership. Baystate Academy has recently been assigned a permanent school designer, a testament to the strong relationship the school design team has forged with the network. Should the charter application be approved, EL will continue to work closely with founders, and eventually with the school leaders and faculty, to foster full implementation of the EL school reform design.

EL’s support to the school will include the work of a team of EL school designers who will spend approximately 20 days annually at the school. During the school’s planning year, the EL school designers will work with the school’s founders to assist in hiring the school leader and faculty and then in
fully developing the school’s academic program. Once the school opens, the school designers will provide coaching and professional development to teachers and administrators. In addition to direct on-site support through the EL school designers, teachers and administrators will also attend off-site EL institutes and workshops, and the school will send a delegation of teachers and school leaders to the annual EL National Conference. Finally, as part of the EL network of schools, Baystate will have access to a group of colleagues who will provide advice, support, shared resources and mentorship to the school.

EL’s work with Baystate will be anchored by a cycle of goal setting, data collection, reflection and improvement. Before the start of each school year, the school designers will work with school leaders to develop an EL work plan that addresses school wide goals. During the year, as the work progresses, EL school designers and school personnel will assess the effectiveness of efforts to move towards those goals. At the end of each year, the school designers will conduct an evaluation that assesses the level of EL implementation.

All Categories (1, 2, 3, and 4):

A.
- If the applicant is claiming proven provider status based upon a management or leadership role at a Massachusetts public school, the Department will conduct an analysis of available student achievement and demographic data relevant to the specific school and time period for which the proposed proven provider was responsible.
- If the applicant is claiming proven provider status based upon a management or leadership role at a private/parochial school, out-of-state public school, or similar program, they shall submit data to the Department demonstrating success in student academic performance and evidence of academic program success, including but not limited to:
  1. proficiency or student achievement levels on assessments equivalent to the Massachusetts comprehensive assessment system for all students and for targeted subgroups as defined in M.G.L. c.71, s.89(i)(3) which are similar to statewide averages in English language arts and Mathematics for all students in Massachusetts in comparable grades, over no less than a three-year period for cohorts of students;
  2. attendance, retention, and attrition data; and
  3. graduation and dropout data, if applicable.

Nationally, students in Expeditionary Learning network schools have outperformed their district peers on both English Language Arts and mathematics statewide exams.

<table>
<thead>
<tr>
<th>EL schools compared to district averages (2 year average 2008 and 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/ELA</strong></td>
</tr>
<tr>
<td><strong>Black</strong></td>
</tr>
<tr>
<td><strong>Hisp.</strong></td>
</tr>
<tr>
<td><strong>FRL</strong></td>
</tr>
<tr>
<td><strong>SPED</strong></td>
</tr>
<tr>
<td><strong>ELL</strong></td>
</tr>
<tr>
<td><strong>Total Schools</strong></td>
</tr>
</tbody>
</table>
Most importantly, EL schools with a deep partnership, as measured by annual implementation reviews and length of partnership, perform significantly better than district peers.

EL is committed to collecting third party research on the impact of our work. Three recent studies—two in New York and one national—further substantiate our internal data with statistically significant findings showing evidence of EL impact on student achievement:

**Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY**

Type: Quasi-experimental matched comparison group design  
Location: Rochester, NY  
Date: September 2010  
Author: UMass Donahue Institute

Summary: In a recent study of EL schools in Rochester, NY, researchers compared the academic achievement performance of EL elementary and middle school students in Rochester, NY to matched comparison students in non-EL Rochester schools over two academic years. Researchers found two important findings:

Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts and math, and for both years of middle school English/language arts. These statistically significant positive effects predict that, on average, enrollment...
in an EL school would have lifted 19% of non-EL students into the proficient category.

**Study 2: The relationship between Expeditionary Learning participation and academic growth**

**Type:** Quasi-experimental study  
**Location:** National  
**Date:** August 2010  
**Author:** Mountain Measurement, Inc.

**Summary:** In a national study of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

**Study 3: Analysis of Expeditionary Learning on the achievement gap.**

**Type:** Quasi-experimental matched comparison group design  
**Location:** New York, NY and Rochester NY  
**Date:** July 2011  
**Author:** UMASS Donahue Institute

**Summary:** In a 2011 study, researchers examined the progress that EL schools in New York made between 2006 and 2010 toward closing achievement gaps for specific populations: Hispanic, African-American, special education students, English language learners, and those eligible for free or reduced price lunch. These gaps were measured in terms of effect size for ELA and mathematics. Representing achievement gaps as effect sizes created a benchmark against which EL and comparison school effect sizes could be measured. Researchers documented two important findings:

- Results provide strong evidence that EL schools are closing achievement gaps for these populations in Rochester and NYC. Residual effect sizes are large and consistent in ELA in all three schools and in math in two of the schools.
- Effect sizes suggest that the EL schools in this study are substantially closing achievement gaps for low income students, English language learners, and African American and Hispanic students. In many cases, the achievement gap was completely closed.

EL currently partners with the following nine Massachusetts public schools:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years of partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma Del Mar Charter School</td>
<td>1</td>
</tr>
<tr>
<td>Christa McAuliffe Charter Public School</td>
<td>10</td>
</tr>
<tr>
<td>Codman Academy Charter Public School</td>
<td>10</td>
</tr>
<tr>
<td>Conservatory Lab Charter School</td>
<td>3</td>
</tr>
<tr>
<td>Duggan Middle School</td>
<td>8</td>
</tr>
<tr>
<td>Four Rivers Charter Public School</td>
<td>10</td>
</tr>
<tr>
<td>Springfield Renaissance School</td>
<td>6</td>
</tr>
</tbody>
</table>
Of these schools, three stand out as sharing demographic, geographic, and mission-related similarities with the proposed school: Springfield Renaissance School, Four Rivers Charter School and Codman Academy Public Charter School.

Springfield Renaissance School and Codman Academy Public Charter School are two of 17 high-performing EL schools currently serving as EL mentor schools. This cadre of schools serves as anchors of growth and strong student performance across the EL network. EL collaborates with these schools to codify best practices and create materials that will help schools across the EL network implement the EL model more effectively, leading to improved student achievement. Schools are chosen to be EL mentor schools because they exhibit several ideal features within the EL framework. Specifically, mentor schools are places where:

- Exemplary implementation of EL’s student-centered practices is visible throughout the school;
- Students outperform their districts on state exams and also demonstrate high levels of engagement, motivation and character;
- Strong instructional leadership is in place throughout the staff;
- The school culture supports continuous learning and high achievement; and
- Students regularly produce high quality work products, which are shared with external audiences.

While not designated an EL mentor school, Four Rivers Charter Public School is another high performing Massachusetts school that implements the EL model with fidelity. Springfield Renaissance, Codman Academy, and Four Rivers Charter Public School embody the breadth and quality of student-centered learning approaches that EL hopes all of its schools will implement.

DEMOGRAPHICS
Codman Academy is a public charter school located in Dorchester, Massachusetts. It was founded by and partners with a health care center. It serves students in grades 9-12 with 99% students of color and 68% qualifying for free or reduced-price lunch. Codman was founded as an EL school and opened in the Fall of 2001. 100% of Codman students are accepted to two- or four-year colleges and universities (6 graduating classes to date). Codman reports that 71% of alumni graduated from college or are currently enrolled in higher education with balance working.

Springfield Renaissance is a member of the Springfield Public Schools in Springfield, Massachusetts. It serves middle and high school students in grades 6-12 with 76% students of color and 62% qualifying for free or reduced-price lunch. The school opened as an EL school in the Fall of 2006. 100% of Springfield Renaissance students are accepted to four-year colleges and universities (2 graduating classes to date).

Four Rivers Public Charter School is a public charter school located in Greenfield, Massachusetts. It meets the criteria for rural locale by the National Center for Education Statistics. It serves students in grades 7-12 with 24% qualifying for free or reduced-price lunch. Four Rivers was founded as an EL school and opened in the Fall of 2003. Between 82 and 92% of Four Rivers students are accepted to two- or four-year colleges and universities (4 graduating classes to date).

ACHIEVEMENT and GROWTH
Since SY2009, the Massachusetts DOE has provided school and district growth reports for 10th grade that display information on how much academic progress students made, as measured by MCAS, in relation to their academic peers (students with a similar MCAS test result history). The Student Growth
Percentile (SGP) shows the value that a school provides to its students in a given year.

Four Rivers Public Charter School is the only EL high school in SY2009 for which the state reports SGP. Charter schools are considered their own school district in Massachusetts. For purposes of this document, Four Rivers is compared to Greenfield Public School. As seen in the charts below, Four Rivers exhibited higher achievement and growth on the grade 10 ELA MCAS compared to the district of Greenfield.

SY2010 was the first year for which 10th grade growth data was available for Springfield Renaissance. In 2010, Springfield Renaissance was the highest achieving school on the grade 10 ELA and Math MCAS compared to other schools in the Springfield Public Schools with a 10th grade. In addition, Springfield Renaissance was the highest growing school in the district on ELA and Math. In SY2010, Four Rivers Charter continues to exceed its host district in both achievement and growth.

The SY2011 achievement and growth results for 10th graders at Springfield Renaissance on ELA were significantly higher. Student achievement in grade 10 English was excellent, with 93% of the students Proficient or Advanced. In addition, student growth in 10th grade English was extraordinarily high (Median SGP: 87). Renaissance’s Math achievement and growth results in 2011 were also the strongest in the district (68% proficient or advanced; Median SGP: 73).

In SY2011 there were 283 districts serving grade 10 in the state of Massachusetts. If Springfield Renaissance were a district, its ELA SPG of 87 in SY2011 in Grade 10 would tie it for second in the state. Renaissance’s combined SGP of 160 in Grade 10 would tie it for fifth highest SGP, placing it in the top 2% of any school district serving grade 10 in the state of Massachusetts, The other school district is Codman Academy, another EL school in the state Massachusetts!

SY2011 is the first year for which growth data were reported for Codman Academy Charter Public School; sample size too small in prior years. Codman’s Math SGP of 82 in SY2011 ties it for 7th among districts serving grade 10 in the state and its ELA SGP of 78 ties it for thirteenth in the state. For purposes of this document, Codman Academy is compared to Boston Public Schools, the school district that serves the same neighborhoods where Codman students reside (Dorchester, Mattapan, and Roxbury).

Student achievement at Four Rivers in grade 10 English was outstanding, with 100% of the students Proficient or Advanced. In addition, student growth in 10th grade English was high (Median SGP: 79). Four River’s Math achievement and growth results in SY2011 were also stronger than the district (97% proficient or advanced; Median SGP: 63). Four River’s combined SGP of 142 on the grade 10 MCAS in SY2011 places it 20th, or in the top 7% of districts serving grade 10 in the state of Massachusetts.

On average, these high achieving students at Springfield Renaissance, Codman Academy, and Four Rivers grew more than academic peers statewide from 2010 to 2011.

The comparison group in the growth model is always the students’ academic peers: students with similar MCAS test score histories, not their demographic peers. As a result, the composition of the student bodies at Renaissance and Codman (majority FRL and nonwhite students) further validate the strong achievement and growth results at each school.

B.

- If the applicant is claiming proven provider status based upon a management or leadership role at a Massachusetts public school, the Department will conduct an analysis of available student
demographic data relevant to the specific school and time period for which the proposed proven provider was responsible to provide evidence that the applicant served or is serving a student population similar to the population to be served by the proposed charter.

- If the applicant is claiming proven provider status based upon a management or leadership role at a private/parochial school, out-of-state public school, or similar program, they shall submit evidence that the school(s) or program(s) for which the proposed proven provider was responsible served or is serving a student population similar to the population to be served by the proposed charter.

The EL network serves a range of urban, rural, and suburban district and charter schools across the country; the majority of EL schools are district schools in urban areas. Over 50% of student in ELS schools are enlisted in the free and reduced priced lunch program, 14% are classified as special education students, and 10% are classified as ELL. Additional network demographic information can be found below.

**Expeditionary Learning Schools Network Demographics**
Source: [http://elschools.org/](http://elschools.org/)

![Pie charts showing demographic data for diverse grades and locales.](image)
C. All applicants must provide evidence of the organizational viability of the school(s) or program(s) for which the proven provider was responsible. This should include, but not be limited to, effective governance, organizational management, financial management, and compliance with applicable laws and regulations.

While EL is not responsible for the organizational viability of network schools, it does provide significant levels of support and training related to effective governance and organizational management. The school designers assigned to Baystate Academy will working with the founding group and the founding administration to develop a strong and effective organizational framework.
Attachment C: Draft Recruitment and Retention Plan

Name of School: Baystate Academy Charter Public School  Date: 11/7/11

I. Recruitment Plan

A. Describe the school’s general recruitment activities, i.e. those intended to reach all students.

<table>
<thead>
<tr>
<th>General Recruitment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>List recruitment activities undertaken each year which apply to all students.</td>
</tr>
<tr>
<td>Advertisement in the Springfield Republican newspaper and Masslive.com.</td>
</tr>
<tr>
<td>Optional information sessions at a minimum of five community centers around the city and at Baystate Medical Center.</td>
</tr>
<tr>
<td>Mailing to all families of 5th grade students in the district in Spanish and English.</td>
</tr>
</tbody>
</table>

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

A. Special education students
B. Limited English-proficient students
C. Students eligible for free lunch
D. Students eligible for reduced price lunch
E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
F. Students at risk of dropping out of school
G. Students who have dropped out of school
H. Other subgroups of students who should be targeted to eliminate the achievement gap

<table>
<thead>
<tr>
<th>Recruitment Plan – Goals and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>List goals and strategies for recruitment activities for each demographic group.</td>
</tr>
</tbody>
</table>

| Demographic Group: | Goal: 23% of applications will be special education students. |
|--------------------| Strategies: Work with supplemental services providers in the district to disseminate information about the school; include information about school’s special education program in all promotional materials; discuss school’s special education program at all school information sessions. |
| A. Special education students | |

| Demographic Group: | Goal: 13% of applicants will be limited English-proficient students |
|--------------------| Strategies: Air public service announcements on Spanish radio stations (1270 AM, WSPR) and public ad in El Pueblo Latino (free Spanish language) |
| B. Limited English-proficient students | |
weekly); school promotional materials in Spanish distributed to network of community centers including New North Citizen Council and YMCA of Greater Springfield; include information about the school’s programs for limited English-proficient students in all promotional materials; discuss school’s program for limited English-proficient students at all school informational sessions, include Spanish speaking school representatives at all information sessions; translate all home communication materials into Spanish; offer a Spanish version of the school’s website

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th></th>
</tr>
</thead>
</table>
| C. Students eligible for free lunch | **Goal**: 76% of applicants will be eligible for free lunch.  
**Strategies**: Engage in targeted recruitment activities at community centers serving low-income families, including three neighborhood health centers in the North End, South End, and Mason Square; Engage in targeted recruitment activities at Springfield district school’s serving an especially high number of low-income students |

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th></th>
</tr>
</thead>
</table>
| D. Students eligible for reduced price lunch | **Goal**: 6% of applicants will be eligible for reduce price lunch.  
**Strategies**: Engage in targeted recruitment activities at community centers serving low-income families, including three neighborhood health centers in the North End, South End, and Mason Square; Engage in targeted recruitment activities at Springfield district school’s serving an especially high number of low-income students |

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th></th>
</tr>
</thead>
</table>
| E. Students who are sub-proficient | **Goal**: MCAS scores of school’s accepted students will be similar to the district averages  
**Strategies**: Include information on the school’s extensive remediation programs in all promotional materials; discuss school’s remediation programs at all information sessions; engage in targeted recruitment at district schools serving a high percentage of sub-proficient students |

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th></th>
</tr>
</thead>
</table>
| F. Students at risk of dropping out of school | **Goal**: Support students resulting in extremely low rates of drop-out  
**Strategies**: Include information on school’s extensive student support structures in all promotional materials; discuss school’s student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations |

<table>
<thead>
<tr>
<th>Demographic Group:</th>
<th></th>
</tr>
</thead>
</table>
| G. Students who have dropped out of school | **Goal**: High school applications (if seats are available) include students who have dropped out of school  
**Strategies**: Work with community based organizations to encourage students who have dropped out of school to apply to the school |

<table>
<thead>
<tr>
<th>Demographic Group(s):</th>
<th></th>
</tr>
</thead>
</table>
|  | **Goal**: 50% of students recruited for Baystate Academy will be male students of color.  
**Strategies**: Distribute school information through |
H. Other subgroups of students who should be targeted to eliminate the achievement gap

multiple mentoring programs that work with young males such as Big Brother/Big Sister of Hampden County and Black Men of Greater Springfield; Distribute school information through the 5A Athletic program, the Springfield Parks athletic and after school programs, and through church youth groups.

II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan may include activities that address the needs of all students in the school, but must be designed to impact the target groups identified above.

<table>
<thead>
<tr>
<th>Overall Student Retention Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual goal for student retention (percentage):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> Move 6th grade students who are sub-proficient in Math and ELA as measured by the MCAS exam to grade level by Grade 9</td>
</tr>
<tr>
<td>Strategies include the standards-based curriculum, achievement network interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school</td>
</tr>
</tbody>
</table>

| **Goal:** Ensure that 90% of low-income, special education, and ELL students entering the 6th grade graduate on-time |
| Strategies include achievement network interim assessments, Acceleration periods, Saturday Academy skills tutorial program, summer school, ELL program including qualified teachers supervised by experienced coordinator, special education program including qualified teachers supervised by experienced coordinator, inclusion associates in differentiated classrooms, paraprofessionals, pull-out from electives and intensives as necessary |

| **Goal:** Retain all students identified at-risk of dropping out of school and encourage students who have dropped out to re-enroll. |
| Strategies: Utilize school’s intensive support structures including crew, home visits, the student support team; connect with community based organizations that work with drop-outs, provide mentors for students at-risk of dropping out; engage in targeted interventions with students who have dropped out |

| **Goal:** 90% of black, male students entering the 6th grade graduate on-time |
| Strategies: Utilize school’s intensive support structures including crew, home visits, the student support team; connect with community based organizations that work with black male youth; providing male mentors to students at risk of not earning promotion |
Attachment D: Operating Budget

Pg1
Attachment D: Operating Budget
BYLAWS OF THE BAYSTATE ACADEMY CHARTER PUBLIC SCHOOL

ARTICLE I
The School

NAME: Baystate Academy Charter Public School (a/k/a Baystate Academy)

LOCATION: The principal location of the Baystate Academy has yet to be determined. The Board of Trustees will locate the school in Springfield, Massachusetts in compliance with 603 C.M.R. 1.11(i)(e).

SCHOOL SEAL: The Trustees may adopt and alter the seal of the School.

FISCAL YEAR: The fiscal year of the school begins on July 1 each year and ends on June 30 of the following year.

ARTICLE II
Purpose

The Baystate Health Academy is organized under the provisions of Massachusetts General Laws, Chapter 71, Section 89 to be an independent school offering Springfield students Grades 6-12 a rigorous college preparatory education.

ARTICLE II
Board of Trustees

SECTION 1: The Board of Trustees ("the Board") of the Baystate Academy Charter Public School holds the charter granted by the Commonwealth of Massachusetts.

SECTION 2: Board shall consist of at least six (6) Trustees and no more than twelve (12) Trustees. All Trustees shall have identical rights and responsibilities.

SECTION 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board. The Board of Trustees may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition.

SECTION 3: The Board of Trustees shall form an outreach and engagement committee to present a slate of potential Trustees for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

SECTION 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term is defined as having served on the Board upon the passage of three (3) consecutive annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. Trustees shall take office at the first board meeting following the annual meeting at which their appointment is
announced. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective. The initial Board of Trustees will be divided into three groups with one-third of the Trustees receiving an initial one year term, one-third receiving an initial two year term, and the remaining one third receiving a three year term. The length of the initial term shall be determined by lottery. Trustees may serve two successive terms after which they must wait at least one year from the end of their last term before returning to the Board of Trustees.

**SECTION 5:** Any vacancy occurring in the Board of Trustees during the calendar year that would bring the total number of Trustees below the minimum number (6) would be filled through the recommendation of the Board outreach and engagement committee and subsequent affirmative vote of the majority of the seated Trustees. A Trustee elected to fill the vacancy in this manner shall be elected for the unexpired term of his/her predecessor in office.

**SECTION 6:** A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

**SECTION 7:** The Board may remove any Trustee with or without cause by two-thirds (2/3) vote of the entire Board of Trustees at any regular or special meeting of the Board, provided that a notice, which may include a statement of the reason or reasons, shall have been sent by registered mail to the Trustee proposed for removal at least fourteen (14) days before any final action is taken by the Board. The notice shall specify the time when, and the place where, the Board is to take action on the removal. The Trustee proposed for removal shall be given an opportunity to be heard and the matter considered by the Board at the time and place cited in the notice.

**SECTION 8:** Members of the Board of Trustees:

(a) Do not receive payment of honoraria, excepting reimbursement for expenses incurred in performance of their duties on the Board of Trustees in accordance with school policies.

(b) Are bound by the Code of Conduct, Conflict of Interest and Confidentiality policies of the Baystate Academy Charter School.

(c) Shall have no direct or indirect financial interest in the assets of the school. A Trustee who individually or as part of a for-profit or non-profit business enterprise is involved in a business transactions of the school will disclose this relationship and shall not participate in any vote taken with respect to such transactions. All Trustees will sign the school conflict of interest statement annually in accordance with M.G.L. Chapter 71, Section 89(u).

(d) Are considered special state employees in accordance with M.G.L. Chapter 71, Section 89(c).

**SECTION 9:** The Board of Trustees:

(a) Shall determine general school policies, in compliance with state and federal law.

(b) Shall manage the financial affairs of the school and approve the annual budget.

(c) Shall file a disclosure annually in accordance with M.G.L. Chapter 71 Section 89(u)

(d) Shall be considered a public employer for the purposes of tort liability (M.G.L. Chapter 258) and for collective bargaining purposes (M.G.L. Chapter 150E)

**ARTICLE III**

**Officers of the Board of Trustees**

**SECTION 1:** There shall be four (4) Officers of the Board: A President, a Vice-President, a Secretary, and a Treasurer.
SECTION 2: The Board outreach and engagement committee shall present a slate of nominees for Officers to the Board of Trustees. The nominated Officers shall be drawn from among the members of the Board of Trustees. The election of Officers shall be held at the annual meeting of the Board.

SECTION 3: The newly elected Officers shall take office at the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assumes the office. A Trustee may serve more than one (1) term in the same office, but not more than two (2) consecutive terms in the same office. After serving two successive terms an Officer must wait at least one year from the end of their last term before returning to the same office. Officers can be presented to the Board as a candidate to serve consecutive terms for another office other than the one they previously held on the Board of Trustees.

SECTION 4: The President is the Chair of the Board of Trustees and will call to order the Board and executive committee meetings. In the absence of the President the Vice-President will call to order Board and executive committee meetings.

SECTION 5: The Secretary of the Board of Trustees will keep the minutes of the Board and Executive Committee meetings in accordance with M.G.L. Chapter 30A, Sections 18-25 and is the custodian of school records, papers, seal, and documents.

SECTION 6: The Treasurer is the custodian of school accounting and financial records and shall report to the Trustees on budget revenue and expenditures at each Board meeting and Annual meeting. The Treasurer is an ex-officio member of the school finance committee.

SECTION 7: In the event that the office of the President becomes vacant, the Vice-President shall become Chair for the unexpired portion of the term. In the event that the office of Vice-President or Secretary or Treasurer becomes vacant, the President will appoint interim Trustees to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE IV
Meetings

SECTION 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year or at any other time that the Board shall designate. There shall be at least five (5) other regular meetings of the Board held each year. The Board of Trustees shall set a schedule of meetings for the upcoming year at each Annual Meeting with at least one meeting occurring in each quarter of the fiscal year. Notice shall be given to each Trustee fourteen (14) days prior to the date of every regular meeting of the Board and the Annual meetings.

SECTION 2: Special meetings and executive committee meetings of the Board of Trustees shall be called by the President. The majority of the Board filing a written request for such a meeting with the President and stating the objective, date, and hour therefore, due notice having been given each Trustee five (5) calendar days prior to the meeting.

SECTION 3: One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees, except where otherwise required by these Bylaws.

SECTION 4: All actions by the Board require a majority vote of a quorum of seated trustees, except where otherwise required by these Bylaws.

SECTION 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings and support materials shall be circulated to all Trustees, and public notice be given of the date, time and location of all meetings in accordance with the law pertaining to the open meetings of governmental bodies in accordance with M.G.L. Chapter 30A, Sections 18-25.
SECTION 6: Voting by Trustees by proxy or telephone shall not be permitted.

ARTICLE V
Staff

The Board of Trustees shall recruit, select, appoint, evaluate, and/or remove the school’s Principal, who shall be responsible for carrying out strategic and instructional leadership of the Baystate Academy Charter Public School in accordance with the policies established by the Board of Trustees. The Principal shall also serve as the school “Head of School” and the Board is prohibited from exercising managerial powers over the day-to-day operations of the school.

The Board of Trustees shall recruit, select, appoint, evaluate, and/or remove the school’s Executive Director, who shall be responsible for carrying out operations and financial leadership of the Baystate Academy Charter Public School in accordance with the policies established by the Board of Trustees. The Executive Director is an ex-officio member of the board and shall also serve as the school “Chief Executive Officer.” The Board is prohibited from exercising managerial powers over the day-to-day operations of the school.

ARTICLE VI
Other Committees and Task Forces

Section 1: The President shall appoint committees or task forces of the Board, except the executive committee that is comprised of the Officers of the Board. Committees may be composed of Trustees or community members, or both but will be chaired by a Trustee. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing outreach and engagement committee to recruit and screen candidates for appointment to the Board. This committee shall be composed of five (5) persons recommended by the President and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: There shall also be standing Assessment and Accountability, Finance and Development, Compliance, Personnel, and Governance. Committees appointed by the President. Each committee shall elect it’s own chair.

ARTICLE VII
Rules of Order


ARTICLE XIII
Personal Liability

The Baystate Academy Charter Public School Board of Trustees shall indemnify its Trustees, employees, and volunteers to the fullest extent permitted by the law of the state of Massachusetts.
ARTICLE IX
Non-Discrimination

The Baystate Academy Charter School Board of Trustees will not discriminate against potential members on the basis of race, color, national origin, creed, ancestry, ethnicity, age, gender identity, religion, martial status, sexual orientation, or non-disqualifying handicap or mental condition in accordance with M.G.L. Chapter 71, Section 89(f).

ARTICLE X
Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Trustees then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Trustee at least thirty (30) days prior to the meeting at which the amendment is to be considered. Substantive modifications to a Board’s bylaws require an amendment to the school’s charter and shall be submitted to the Commissioner of Education for approval, as described in 603 CMR 1.11 and Appendix 9, Charter Amendments - Technical Advisory 03-3.
### Attachment F: 2013-2014 School Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2013</strong></td>
<td></td>
</tr>
<tr>
<td>8/26 &amp; 27</td>
<td>Full school meetings/ preparation</td>
</tr>
<tr>
<td>8/28</td>
<td>FIRST DAY OF SCHOOL</td>
</tr>
<tr>
<td>9/2</td>
<td>Labor Day – no school</td>
</tr>
<tr>
<td>9/7, 9/14, 9/21</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>9/28, 10/5, 10/12</td>
<td>Columbus Day – no school</td>
</tr>
<tr>
<td>10/14</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>10/19, 10/26</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>10/30</td>
<td>Marks mid-semester</td>
</tr>
<tr>
<td>11/1</td>
<td>Teacher Workshop Day</td>
</tr>
<tr>
<td>11/2</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>11/4</td>
<td>Mid semester reports and grades due</td>
</tr>
<tr>
<td>11/9</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>11/11</td>
<td>Veteran’s Day – no school</td>
</tr>
<tr>
<td>11/16, 11/23</td>
<td>Saturday School – no school</td>
</tr>
<tr>
<td>11/27</td>
<td>Half day</td>
</tr>
<tr>
<td>11/28 &amp; 29</td>
<td>Thanksgiving break – no school</td>
</tr>
<tr>
<td>12/7, 12/14</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>12/23 - 1/5/14</td>
<td>Holiday break</td>
</tr>
<tr>
<td>1/12 - 1/17</td>
<td>Intensive week</td>
</tr>
<tr>
<td>1/16/2014</td>
<td>End of Fall Semester</td>
</tr>
<tr>
<td>1/17</td>
<td>Teacher Workshop Day</td>
</tr>
<tr>
<td>1/20</td>
<td>MLK Jr. Day – no school</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>Spring Semester begins</td>
</tr>
<tr>
<td>1/25</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>1/28</td>
<td>Fall semester reports and grades due</td>
</tr>
<tr>
<td>2/8, 2/15</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>2/17 – 2/21</td>
<td>Winter recess</td>
</tr>
<tr>
<td>3/29</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>3/28</td>
<td>Marks mid-semester</td>
</tr>
<tr>
<td>3/31</td>
<td>Teacher workshop day</td>
</tr>
<tr>
<td>4/2</td>
<td>Mid semester reports and grades due</td>
</tr>
<tr>
<td>4/5, 4/12</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>4/21 – 4/25</td>
<td>Spring recess</td>
</tr>
<tr>
<td>5/3, 5/10, 5/17, 5/24</td>
<td>Saturday School – Half Day</td>
</tr>
<tr>
<td>5/25</td>
<td>Memorial Day – no school</td>
</tr>
<tr>
<td>6/16 - 6/20</td>
<td>Intensive week</td>
</tr>
<tr>
<td>6/19/2014</td>
<td>End of Spring semester</td>
</tr>
<tr>
<td>6/23</td>
<td>Final grade and reports due</td>
</tr>
<tr>
<td>7/7/2014</td>
<td>Summer Semester begins</td>
</tr>
<tr>
<td>8/8/2014</td>
<td>End of Summer Semester</td>
</tr>
</tbody>
</table>

**Fall and Spring Semester total student days** | 182 days and 28 half day Saturdays

**Summer Semester total days** | 25
Attachment G: Letters of Support

Baystate Health

Mark R. Tolosky, J.D., FACHE
President & Chief Executive Officer

280 Chestnut Street  Springfield, MA 01199  Tel: 413-794-5891

November 1, 2011

Peter Blain
Interim Executive Director
Baystate Academy Charter School
140 High Street
Springfield, MA 01105

Dear Peter:

For the past four years Baystate Health has made substantial, annual investment in the future of Springfield’s children through the Baystate Springfield Educational Partnership Program (BSEP). We strive to support and develop students from disadvantaged backgrounds so that they are academically prepared to enter college and obtain a degree that results in employment in the medical and allied health professions. The proposed Baystate Academy Charter School is a natural and logical extension of this work.

It is in recognition of the limitations on our current partnership and the criticality of improving academic outcomes for urban youth that we fully endorse the establishment of the Baystate Academy Charter School. The mission of the Baystate Academy Charter School is consistent with Baystate Health’s community benefits and workforce development goals and we support your agenda of providing a robust academic program within a rich health sciences context.

Across the organization, our health care workforce is currently involved in providing a myriad of supports to Springfield students of all ages. Baystate school volunteers repeatedly say that becoming a student mentor or tutor was a transformative experience, not only for the students involved but for Baystate Health as a whole. Baystate is ready and willing to deepen its commitment of employee volunteerism to support Baystate Academy Charter School’s Out of School Time activities (e.g., after-school health career clubs); to integrate school expeditions (e.g., comprehensive exploration of public health issues) within health care facility and community settings, using case study methods developed by our BSEP program; and offering short courses for summer study.
Peter Blain  
Baystate Academy Charter School  
Page 2

We have addressed a variety of the professional, development needs of our workforce by working collaboratively with local colleges and universities; collaboratively building curriculum units that integrate academic preparation and real world work issues. We are committed to extending this same collaboration to the Baystate Academy Charter School, its faculty and students through externships and professional development opportunities. We will support the development of the school’s culture and help to build it as a true “learning community.”

We will provide substantial support toward the accomplishment of the Baystate Academy Charter School’s goal of 100 percent of students graduating high school, college ready. Through summer institutes we will continue to offer educational internships with hands on exposure, experience and mentoring, assisting students to discover and achieve their health career goals. We will sponsor these opportunities, for up to 60 of your students annually, expecting to inspire and empower them to attend college and successfully pursue health careers.

Baystate Health is a 21st CLCC grantee through the Department of Elementary and Secondary Education and we will share our experience in leveraging resources to assist you in building a high performing school.

We recognize that the “Founding Team” and the proposed school is an emerging free-standing, nonprofit entity and there is not a precise statement of need at this point in time. Although the feasibility and practicality of specific partnership opportunities need further analysis, Baystate Health is open to exploring the many ways our organization can support the Baystate Academy Charter School.

Baystate Health is a major driver of economic activity, community development and revitalization in the city of Springfield and as such we look forward to a long-term partnership as one of your anchor institutions and as a key community partner.

Sincerely,

[Signature]

Mark R. Tolosky, J.D., FACHE  
President & CEO  
Baystate Health
November 6, 2011

To Whom It May Concern:

The Springfield Technical Community College is pleased to be a partner of the Baystate Academy Charter Public School. It has been an objective of mine for many years to have a public school on campus. Providing students from Baystate Academy Charter Public School with early access to college courses is a vital practice in overcoming the need for remediation.

Under our current programs, each student will be able to take one college level course per semester free of tuition and fees. The range of courses under this program allow the student to delve into specific topics of interest to them while earning college credits and learning habits of study that will assist the transition to college. Beyond the benefit of college courses and credit, the charter school would have the ability to utilize many of the college’s advanced facilities, including our remarkable patient simulation center in the Schools of Health and Nursing.

It is also an objective of STCC to have our college students serve as mentors and tutors for the students in the charter school. This situation provides extensive programmatic opportunities for both institutions.

I look forward to the opening of the Baystate Academy Charter Public School in the fall of 2013.

Sincerely,

[Signature]

Ira Rubenzahl
President, Springfield Technical Community College
Attachment H: Description of Curriculum (grades 10-12)

Grade Ten

English 10: Students consider their role in society, covering topics such as rights, responsibilities, social change, and activism. Informational texts are emphasized. Students also read from the works of ancient and modern philosophers, including Socrates, Plato, Aristotle, Rousseau, Locke, and Mill, as well as relevant literary works such as *Bodega Dreams* by Ernesto Quinonez.

Chemistry and Human Body Systems: Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and play the roles of biomedical professionals to solve medical mysteries.

Algebra II: Students build on their work with linear, quadratic and exponential functions to learn about logarithmic, polynomial, rational, and radical functions. Students relate arithmetic of rational expressions to the arithmetic of rational numbers, work with trigonometric functions, and relate data display and summary statistics to probability distributions.

US History I: This course explores the colonial era through the civil war through the lens of how power manifests itself. Students read from Howard Zinn’s *A People’s History of the United States*, and draw from primary sources. Students further develop experience in public health through historical case studies that examine societal responses to human need, such as the mutual aid movement.

Sample Case studies:

<table>
<thead>
<tr>
<th>Case Study Topic</th>
<th>Primary Subject Focus Area</th>
<th>Skills and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduction - reproductive health, teenage pregnancy and parenting</td>
<td>Integrated Science II</td>
<td></td>
</tr>
<tr>
<td>Gun violence and the right to bear arms - the role of weapons in colonial history; the history of Springfield as a major armament center.</td>
<td>US History II</td>
<td>Reading informational texts (ELA)</td>
</tr>
</tbody>
</table>

Grade Eleven

Biology and Medical Interventions: Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Literature and Pathology: Students explore pathology and mental health through a literary lens. Students read a variety of works that cover pathological themes including *Oryx and Crake, All Quiet on the Western Front* (which will be taught in conjunction with History), *One Flew Over the Cuckoo’s Nest*, and *Tuesdays with Morrie*. Students use the revision process, collaboration, and peer review to effectively navigate and respond to difficult subject matter. In this process, students develop a strong understanding of their strengths and weaknesses as readers and writers.

Precalculus: Precalculus combines the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus and strengthens students’ conceptual understanding of problems.
and mathematical reasoning in solving problems. Students extend their work with complex numbers, logarithms and exponential functions, and perform operations with vectors.

**US History II:** Students consider issues of equity, as it relates to civil rights, labor movements, and US foreign policy. This course covers the period from Reconstruction through today, using *A People's History of the United States* and other sources as a primary text. Students learn about the field of health policy through a historical analysis of domestic health policy issues in the last half-century. Topics include health and industrialization/urbanization from the 1850’s-1880’s, charity, philanthropy and the settlement movement in the late 1880’s, public welfare and social insurance during the 1930’s and 1940’s, Great Society challenges, reform efforts and War on Poverty of the 1960’s, era of accountability in the 1970’s, new federalism and the dismantling of federal programs during the 1980’s, and current challenges and opportunities (1990’s through today). Students gain a framework for understanding health equity and human rights, focusing particularly on how social conditions influence health and health inequalities.

**Sample Case studies:**

<table>
<thead>
<tr>
<th>Case Study Topic</th>
<th>Primary Subject Focus Area</th>
<th>Skills and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma - the science and public health issues related to asthma, its connection to the Industrial Revolution and Environmental Justice.</td>
<td>Integrated Science II</td>
<td>Forms of energy (Sc)</td>
</tr>
<tr>
<td>Henrietta Lacks - the connections between ethics, race and medicine in the context of stem cell research.</td>
<td>US History II</td>
<td>Reading informational texts <em>The Immortal Life of Henrietta Lacks</em> (ELA)</td>
</tr>
</tbody>
</table>

**Grade Twelve**

In 12th grade, students will take the following sequence of non-remedial courses at Springfield Technical Community College for English, math, and science:

**English:** Students take Honors English Composition (or the non-Honors section) in Semester 1 and College English in Semester 2.

- **STCC Honors English Composition:** This honors-level Composition 1 course parallels the standard description for a section of English Composition and is taken in lieu of the standard course. The objective of this course is to improve the student's ability to communicate effectively in writing. Areas covered include an introduction of basic writing patterns, effective construction of paragraphs and essays, and preparation of the documented research paper. In addition, students are required to submit work that is representative of honors-level coursework. To that end, more time is dedicated to developing argumentation and research skills. Two documented research papers are assigned. All work for the course will be kept in a portfolio; at the end of the semester, students will submit a portfolio review essay, critiquing their progress. Some students may take the standard English Composition in lieu of the Honors course.

- **STCC College English:** This course is a continuation of English Composition 1 with specific emphases on developing critical thinking skills; analyzing and interpreting college-level texts; utilizing primary and secondary research sources; and continuing development of effective writing methodologies and skills.
Math: Students take Precalculus in Semester 1 and Calculus in Semester 2. Advanced students may take Calculus in Semester 1 and an advanced math course in semester 2.
  ● STCC Course – First year Algebra II
  ● STCC Calculus: Topics include straight line, conic sections, inequalities, functions and graphs, including trigonometric, exponential and logarithmic functions; limits and continuity; differentiation of algebraic and transcendental functions; maxima/minima theory; related rates; differentials. Computer based labs are an integral part of the course.

Science: Students will select a freshman level biology, chemistry or physics class at STCC from a large menu of courses\textsuperscript{21}. Additionally, students will take a capstone Biomedical Science course in Biomedical Innovation at Baystate Academy.
  ● Biomedical Intervention (Baystate) : Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from Baystate Medical or another partner. Throughout the course, students will be expected to present their work to an audience of STEM professionals. The final project will count towards the student’s Graduation Portfolio.

History: All students will take a Public Health year long course at Baystate Academy.
  ● Public Health (Baystate): Students study the science and art of preventing disease and promoting health in society through education, research, prevention, and treatment. Students analyze major public health cases to further their understanding of the field. Students build on their work in the preceding grades, conducting a comparative analysis of HIV/AIDS in South Africa and the United States. For their capstone project, students explore health equity through a population health analysis of health disparities and inequities across Springfield neighborhoods compared to state and national data. Categories for the project will include environmental justice, food security, health education and communication, health behavior change, and reducing health inequities. Students will learn to use Geographic Information System (GIS) technology to map or display data.
Attachment I: Job Description for Principal

The Principal is the educational/instructional leader of the school. The individual will be responsible for implementing the school’s Mission and Vision as well as maintain a culture of high academic achievement. The individual must demonstrate a strong commitment to academic excellence and personal growth of every student, have successful experience with English language learners, special education and low-income student populations, staff professional development, supervision and instructional improvement, preparing students to be college-ready, and in-depth knowledge of project-based curriculum development and elementary/secondary program design. The BAPCS Principal will spend the majority of their time on instruction and direct supervision of the staff, faculty, administration, and in support of the strategic goals of the organization.

Instructional Leadership
- The instructional leader, setting the tone and culture of the school.
- Displays a high level of understanding of the conditions that promote quality teaching and learning, and articulates an informed and cohesive philosophy of learning and teaching.
- Develops programs that support and enhance student achievement and success.
- Develops a strong culture of student leadership and decision-making.
- Understands and clearly articulates the links between curriculum, assessment and pedagogy and demonstrates skills to promote identify and evaluate the quality of classroom practice in concert with the Executive Director and the administrative team.
- Understands how best to develop systems to support student learning, development and behavior.
- Fosters an innovative, futures-focused culture based on a commitment to continuous improvement.
- Collaboratively develops and implements a school improvement plan that supports increased student achievement and success.
- Provides constructive and professional feedback, coaching and mentoring to members of the school staff.
- Demonstrates knowledge of and provides direction and support for the accomplishments of instructional, curricular, and program requirements.
- Ensures for professional growth and development, attainment of the schools instructional goals, implementation of curriculum and effective use of all staff-based and facility-based resources.

Climate/Culture:
- Models and promotes respect for the diversity of student backgrounds, experiences, developmental needs and learning approaches.
- Creates a safe and productive learning environment, including establishing guides for proper student conduct.
- Celebrates student and staff achievement through a range of highly visible strategies and uses a range of influence strategies that engage all staff in the school’s programs and policies.
- Encourages parent participation and active contributions within the school from other stakeholders.

Operations:
- Supervises the day-to-day operations of the school.
- Monitors the needs a of the school program(s) and solves problems quickly.
- Approves and participates in a variety of pupil activities, such as Student Council and special day events.
- Develops and implements effective management structures, strategies, and procedures.
- Supervises a staff of administrators, teachers, and support staff.
Education/Experience:
- Master’s Degree is strongly preferred. Appropriate specialization such as education, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required. School leadership experience required. Bilingual Spanish/English preferred.

Licensure/Qualifying Standards:
- A current valid Massachusetts Principal License
Attachment J: Job Description for Executive Director

The Executive Director is responsible for providing strong, decisive, energetic leadership to all levels of the school, and is charged with overall organizational operation and leadership within the boundaries established by the board of directors. The individual is the primary link between the school and BOT, reports to the BOT. The Executive Director serves as a non-voting member of the BOT and ensures BOT initiatives are implemented and acted upon.

The Executive Director is expected to align the internal and external school initiatives with the BACPS’s strategic vision and ensure that the strategic plan is implemented accordingly. The Executive Director is a facilitative leader who communicates in a positive tone to BACPS staff and the external Springfield community, a clear vision of achieving excellence and pursues that excellence in a manner consistent with the goals/objectives of BACPS.

DUTIES AND RESPONSIBILITIES

Fidelity with Mission and Vision

- Implements the vision and mission for the school through direct reports
- Implements the strategic plan in conjunction with the BOT and the Principal; reports strategic plan status to the BOT
- Serves as primary spokesperson for BACPS to raise awareness of school programs, to support student recognition and opportunities outside the classroom, and to foster connections with colleges and universities
- Serves as primary public relations spokesperson for the school; communicates regarding BACPS programs to the community, the state and the nation
- Builds beneficial relationships in support of the BACPS vision and mission with the business community, higher education, and community partners

Oversight of school compliance

- Directly supervises the Principal and school’s non-academic supervisors (e.g. operations/administrative support staff)
- Oversees community and government relations, including compliance with all state and federal laws
- Oversees compliance with policies, procedures and regulations for the charter contract, DESE granting authorities
- In conjunction with the Principal, participates in the BACPS accountability initiatives and assists as necessary with the preparation and submission of required reports to the BOT concerning achievement of school mission and objectives

Oversight of fiscal and management operations

- In conjunction with the Principal, oversees the financial and business health of BACPS; directs the equitable distribution of academic and non-academic educational resources
- Directs the budget planning and management process with the Principal and other members of the school leadership team and facilitates the budget approval process with the BOT
- Manages all school subcontractors
- Personnel and human resource management
- Oversees facilities management, safety programs, and emergency procedures
- Implements the fund development program by creating partnerships and networking inside/outside the immediate Springfield community
• Aids fund development at a high level by cultivating and supporting key strategic relationships and advancement work

_Fosters a positive and cooperative team atmosphere through clear, high expectations for all staff_  
• Fosters a climate of innovation and excellence through a positive school culture with an appropriate distinction of implementation and continuous improvement across BACPS programs  
• Fosters communication and collaboration among faculty, staff, parents, volunteers and students to support school goals; encourages participation from all stakeholders in school programs and activities  
• As part of the communications pathways, supports the principals with the resolution of any problems that might arise among teachers, students and parents  
• Leverages parent/volunteer engagement in a strategic way for the benefit of the school

_Ensures the implementation of the academic standards and benchmarks, curriculum and assessments_  
• Understands and clearly articulates the links between curriculum, assessment and pedagogy and demonstrates skills to promote identify and evaluate the quality of classroom practice  
• In collaboration with the Principal, implements high-leverage strategies that align curriculum, teaching and learning, assessment and reporting.  
• In collaboration with the Principal, oversees the effective use of data to monitor and evaluate student progress and lead instructional/curricular improvement Collaboratively develops and implements a school improvement plan that supports increased student achievement and success.  
• Ensures for professional growth and development, attainment of the schools instructional goals, implementation of curriculum and effective use of all staff-based and facility-based resources

**REPORTING STRUCTURE**  
The Executive Director of Education will report directly to the Board of Directors.

**QUALIFICATIONS**  
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE**  
• Master’s degree in education and/or business administration required  
• Principal/administrator license preferred  
• Administrative experience in a school setting required;  
• Experience and knowledge of budget preparation in alignment with strategic priorities  
• Knowledge of current research, best practices and trends in K-12 education, including the importance of developing technologies  
• Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach  
• Demonstrated ability to build relationships with a variety of populations.
Attachment K: Founding Board Members Statements of Commitment

STATEMENT OF COMMITMENT

Name: Miguel Arce  Proposed Position: Founding Board Member

I have been a social worker for the last thirty seven years. During that period of time, I have been involved in a wide variety of functions with diverse populations in numerous settings. A common thread in my work has been my commitment to the economically disadvantaged community. As a founding member of Baystate Academy Charter School, there are personal characteristics, education and civic achievements which would further the mission, viability and achievements of the proposed charter school.

I have had a chance to become revitalize by the founding group members of Baystate Academy Charter School. The founding members group is seeking to offer excellent choices to children in our community. To realize that vision, capable community activist and educators have come together and have created a viable, vital educational proposal. We have met frequently and I have had a chance to be part of an “unapologetic commitment to quality education” in Springfield, Massachusetts. By creating a new high quality school, the founding members are formulating policies which have an enticing promise in creating an innovative learning environment. Charter schools demonstrate that high standards and a strong commitment to accountability can get results for those students traditionally most underserved by the public school system. Commitment to accountability for excellence is our hallmark.

As an Assistant Professor of Social Work, this voluntary community service activity is consistent with the Springfield College community engagement commitment. Springfield College and Springfield College School of Social Work is committed to addressing key community challenges, such as education. In fact, Springfield College is a MACC 2011 Community Partnership Finalist. The College is celebrates a humanics philosophy. It starts with Humanics, the age-old Greek ideal of the balanced individual. We believe, as did the ancient Greeks, that a person’s emotional, intellectual and physical lives are interconnected. The Humanics philosophy calls for the education of the whole person—in spirit, mind, and body—for leadership in service to humanity.

I am deeply commitment to the democratic process. Education is the mechanism for the promotion of involvement and participation in the democratic process. Further, education can directly challenge the particularly devastating effect of poverty especially for inner city communities of color. As a founding member, I will bring understanding of macro practice to have a positive impact the community through the promotion of the democratic process and education.

STATEMENT OF COMMITMENT

Name: Peter Blain  Proposed Position: Founding Group

From my experiences in residential foster care in Chicago to my work with the Baystate Springfield Educational Partnership, I have been involved with the positive development of young people. It is both my vocation and my passion. During the last six years, I have been working with Springfield Public School students to achieve their dreams of a college education and a career in health care. The creation of the Baystate Academy Charter Public School is a critical resource for these students, and I am committed to making it a reality.

My commitment stems from my belief that effective education is foundational to the health of both communities and individuals. As the son of two teachers, I was raised to believe that education was the
most important element for leading a fulfilling life replete with opportunity and choice. Having been
provide many opportunities for my own education, I have chosen a professional career that promotes
those same opportunities for others. Preparation for college and a career in health care represents a
tremendous opportunity for the students. Even if the student discovers an interest in a different field, the
preparation provided by this charter school will serve them well. It is for these reasons I will work
diligently to make this school a success.

Moving from the prospectus to the application phase of this process has intensified my commitment to
opening the Baystate Academy Charter Public School. Watching the founding group come together in
extraordinary ways as the amount of time and effort required increased creates a sense of energy and
excitement that is contagious. Particularly in the last week, as the group attempted to work through the
devastation of an early snowstorm that left almost everyone in the group without power, water or heat for
at least five days, the commitment to the school remained.

STATEMENT OF COMMITMENT

Name: David Cates

Proposed Position: Founding Board Member

To build a school that assures 100% of students reach proficiency in core academic areas, students must
not only have access to well-prepared teachers and state-of-the-art instructional techniques, but they must
also have an environment that minimizes emotional, behavioral and psychological barriers to learning.
Such an environment must be sensitive to students’ developmental and emotional needs, minimize
intimidation and bullying, address mental health problems, and assist students to manage conflicts in
ways that promote their cognitive and social development. As a clinical psychologist specializing in work
with children and families, and as Director of Behavioral Health at Baystate Health, I am committed to
bringing my perspective and expertise to the Baystate Academy Charter School Founding Team to help
build such an environment.

Of particular relevance to my role as a Founding Team member of the Baystate Academy Charter School
is my experience as Clinical Supervisor and Manager of the Child Partial Hospitalization and Day School
Programs at Baystate Medical Center. During this time I led an initiative to implement a clinical care
model that ensured all patients/students were treated with respect, disruptive behavior was handled
sensitively and skillfully, and all children experienced success. Essential to this effort were two key
concepts: the importance of building positive relationships between staff and patients/students and the
need for flexibility in meeting students’ needs. This initiative led to a significant reduction in the use of
restraint and seclusion in the Partial Hospital and Day School Programs and was recognized with a
Baystate Health President’s Quality Award Nomination. Ensuring that children and adolescents, indeed
people of all ages, are treated with dignity and respect, even while limits are set and rules enforced, has
been a driving force and a common thread throughout my clinical and administrative career, and a
perspective that I believe will contribute to the success of the Baystate Academy Charter School
Founding Team.

STATEMENT OF COMMITMENT

Name: Joshua Class

Proposed Position: Founding Board Member

I honored to serve as one the board members of the charter school. As a Springfield native that
has gone through the public schools, graduated with my Bachelors of Science from a local college
(American International College), and then went on to attend Howard University College of Medicine, I feel it is my duty to give back to the Springfield community which has given me so much to me.

Having a passion for education and leadership I took a year off from my studies to pursue teaching as a high school Science Teacher for Rodger L. Putnam Vocational High School. There I learned how much students appreciate role models who can relate to them living in their own community. I have witnessed how much students can achieve when they have the right support cast around them. I have also seen what happens when the school system fails. Looking back at my life as a student if it were not for some great teachers and mentors along the way who pushed me, I’m not sure I would be where I am today. This is why I want to make it a priority to see that every student has the right support system that would allow each one the opportunity to reach his or her goals no matter how grand this goal might seem. Serving on the board will also allow me to be a positive role model to the students. Knowing the struggles that many of the students of Springfield face in today’s world, I will be able to relate to them seeing that I went through the some of the same adversity, and will be able to offer my real life experience and leadership to help guide them through their journey. I look forward to this groundbreaking event in the near future.

STATEMENT OF COMMITMENT

Name: John Davis

Proposed Position: Founding Board Member

I am very happy to be part of the Founding Team for the Baystate Academy Charter School. I will bring to this work a very basic set of assumptions and experiences about what it takes to create a successful Charter School. I have been part of the Commonwealth’s journey toward developing effective and high performing Charter Schools for about 10 years. I will bring to the Founding Team process the same honesty and testing of ideas that I have offered Frank and Peter in the planning process that has preceded this prospectus. My refrain during the planning sessions, based on my experiences with Charter Schools across this state, was “all children can learn and that is it what this school is going to do.

I will be a “standard bearer” for the mission and purpose of the Founding Team. I imagine that the mission and purpose will go something like this.

STATEMENT OF COMMITMENT

Name: Kevin T. Hinchey, MD, FACP

Proposed Position: Founding Board Member

November 4, 2011

As a former high school educator and presently the Program Director for the Internal Medicine Residency and more recently selected as interim Dean for the Western Campus Tufts University School of Medicine at Baystate Medical Center, I have had the unique opportunity of being involved in education on multi-levels in various forums.

I share a passion and commitment as a founding member to serve the community and the education of our children. The founding members have collaborated and devoted themselves to put forth an innovative educational proposal. I believe it is not only our responsibility but our duty to provide quality, high level education for students. It will be through the vision and vitality of these future young people to make great things happen.
I am committed to Baystate Academy Charter School proposal and I am proud and honored to be part of this founding board.

**STATEMENT OF COMMITMENT**

**Name:** Marjorie Hurst  
**Proposed Position:** Founding Board Member

As a former high school and college teacher and 12-year member of the Springfield school committee, and as a practicing attorney and editor of *An African American Point of View* community newspaper, I value education and believe it is the single most important factor in a child's attainment of future success and a fulfilling life. I also believe that parents/guardians should have access to a variety of quality choices for their child's education.

I am positive that Baystate Academy Charter Public School will present one such quality choice. It is designed to offer students a middle through high school education that focuses on professional health care careers, while also preparing students to be successful in any post secondary career they may pursue, through a combination of high expectations, academic rigor with an emphasis on STEM, experiential learning opportunities, meaningful exposure to health care professionals, parental involvement and continuous personalized interactions with their peers, instructors and other adults.

November 4, 2011

**STATEMENT OF COMMITMENT**

**Name:** Willette Johnson  
**Proposed Position:** Founding Board Member

I am excited about serving as a Founding Member of a new charter school. I have worked in public education for many years, retiring from the Springfield Public Schools in Springfield, MA after 37 years of service. My work responsibilities began as a classroom English teacher. After fifteen years in the classroom, I moved into an administrative position, serving in a variety of leadership capacities for over twenty two years prior to my retirement. I have had extensive leadership training, and I believe my commitment to education, my dedication to the calling of “teacher”, and my skill in leading others to reach their full potential has made a difference in the lives of hundreds of former students and adults under my tutelage.

Most recently, I have worked as an Educational Consultant for the Massachusetts Department of Elementary and Secondary Education. While working as a vendor, I have served on a variety of school review teams, visiting districts and schools throughout the Commonwealth (suburban, urban, and rural). The focus has been on assisting them in their improvement efforts. I have acquired first-hand knowledge of how districts and schools need to plan and organize to ensure 21st century success for all of their students. I have become extremely familiar with what schools and students must do to meet all academic requirements, including the common core standards, to eventually pursue higher education and the road to becoming productive citizens.

I believe that all students should have access to a quality education taught by highly qualified teachers and monitored by knowledgeable, skilled administrators. I also believe that I am well prepared to effectively serve as a Founding Member of a charter school whose focus will be on meeting the educational and foundational needs of students who attend the school.
STATEMENT OF COMMITMENT

Name: Stephen R. Mahoney, Ed.D    Proposed Position: Founding Board Member

Please consider this email as my formal statement of commitment to the Baystate Academy Public Charter School. As a Springfield resident, a parent of 3 boys, a public school principal, and a concerned citizen I believe this new charter school can become a key piece to rebuilding the quality of public education in our city. I hope that my professional experience can provide the school direction and support from the ground up. As principal of the Springfield Renaissance School I look forward to collaborating and partnering with BayState Academy's leadership and its entire school community.

Si, se puede!

STATEMENT OF COMMITMENT

Name: Frank Robinson PhD    Proposed Position: Founding Board Member

As stated in the Prospectus, my academic trajectory was set in eighth grade when I was placed in an experimental program and was required to complete a set of courses that I now know are predictors of future academic achievement – (1) Advanced English Language Arts and Foreign Language program and (2) “Mathematics Preparation for Algebra” setting the stage if Intermediate and Advanced Algebra and other high-level math course over the next four years in high school.

Participation in the preparation of this full application for a Commonwealth Charter, further underscores the challenge facing SPS students – that too few SPS high school graduates are ready for college or careers. And, too few graduate from high school, particularly students of color with Latinos leading on this indicator grater than 50% drop out or as high as 70% Latino males drop out. Again, I reiterate, this challenge is an adult problem, a failure of vision and belief that all children can learn and succeed. Students with basically the same demographic profile in high quality and high performance Charters Schools, located in the Commonwealth and across the nation, routinely graduate college-ready for high school and go on to graduate from college. It’s not unusual to see data reporting of over 90% HS graduation and over 90% of HS graduates are admitted to college.

I am committed to developing the Baystate Academy Charter Public School as a national best practice model, which boasts about its high quality and high performance results, with 100% HS graduation and 100% of HS graduates are admitted to college. This application reflects an overall commitment to assuring all students succeed beginning with strong middle school achievement as a foundation. These students will rise to 9th grade prepared and eager for a rigorous academic and college preparatory program. The founding board believes the “you get what you design for” and we have a powerful design for leveraging school, community, and business resources and for delivering proven evidenced-based programs at all levels and across programs to our desired outcome, in other words, for earning our bragging rights.

STATEMENT OF COMMITMENT

Name: Ira Rubenzahl, Ph.D.    Proposed Position: Founding Board Member

As President of STCC, I am committed to what goes on outside of the historic gates as I am to what goes on inside. The future of STCC is inextricably linked to the neighborhoods beyond the fence, and the
broad community served by the college.

The neighborhood surrounding the college is among the poorest in the city and I have explored many different ways the school can help revitalize the area and create opportunities for those who live here. STCC is a public institution with finite resources, and consequently we are limited in what it can do as a single and freestanding body. The proposed partnership between STCC and the Baystate Academy Charter School is a unique opportunity to leverage other civic and business groups to provide a college and career pathway for some of the Springfield’s most vulnerable communities and children. While STCC can’t be the leader in neighborhood revitalization, we can certainly help reform the education system, a task that is in the best interest of both STCC and the city.

I think it is very important for all Springfield children to have access to higher education. STCC and other higher education institutions should be for the many, not the few. Too many low income and students of color arrive at STCC unprepared for higher education. It is for this reason that I am committed to building a seamless transition for Baystate Academy Charter School students to STCC, admitting them as fully qualified students in credit granting freshman courses. STCC will work to support Baystate Academy Charter School students and reinforce their experiences and messages about the importance of post-secondary education.
Attachment L: Founding Board Members Resumés

Miguel L. Arce, 26 Belvidere Avenue, Holyoke, Massachusetts 01040
(413) 536-6215, marce@spfld.edu

Education
June 1974 University of Texas at El Paso, Bachelor of Arts in Sociology
August 1976 San Jose State University, Master of Social Work
Summer/Fall University of Texas at El Paso, Graduate Studies in Education 1977

Certificates
1996 Licensed Certified Social Worker
1991 Certificate of Executive Development, Springfield College
1985 Certificate of Management, Our Lady of the Elms College
1981 Certificate of Paralegal Studies, Queens College (24 semester hours)

Academic Appointments
1987-Present Adjunct Professor, Elms College, Social Work Department
2002-2004, 2007, 2010 Adjunct Professor, Holyoke Community College, Division of Social Sciences
Summers 2003 and 2004 Adjunct Professor, Smith College, School for Social Work
Fall 2008 Adjunct Professor, University of Connecticut, Social Work
2003-Present Assistant Professor and Adjunct Professor, Springfield College, School of Social Work

Professional Experience
11/99 to 9/01 Assistant Director Holyoke Health Center, Inc.
5/98 to 11/99 Holyoke Area Director Department of Mental Retardation
1/91 to 5/99 Project Director El Instituto de la Familia, Inc./NNCC.
4/89 to 12/90 Regional Director Executive Office of Human Services
3/83 to 3/89 Executive Director Nueva Esperanza, Inc.
7/82 to 3/83 Local Coordinator Neighborhood Reinvestment Corporation
1/82 to 6/82 School Counselor Holyoke Public Schools
2/80 to 12/81 T/TA Specialist Community Service Society of NYC
2/78 to 2/80 Group Home Social Worker St. Joseph Children’s Services
8/77 to 1/78 Teacher Corps Intern Teacher Corps, University of Texas
8/76 to 7/77 LDP Fellow Leadership Development Program

Consultant Work
2008 Board Training, Caring Health Center
2008 Training Outreach Workers, Franklin County Home Care Corporation
2004 Market Study on Elm Street buildings, Westfield CDC, Inc.
2004 Preparation of Training Application, Latino Chamber of Commerce, Inc.
2004 Preparation of a dozen federal, state, local applications, PRCC, Inc.
2004 CDC Application Preparation, New North Citizens’ Council, Inc.
2003 Board Workshop on Community Organizing, Nuestras Raices, Inc.
2003  Development Assistance Application, MBL Housing and Development
2003  Market Study on the “Go West” Building (co-writer), Valley CDC, Inc.
2002  Project Clerk, YWCA, MBL Housing and Development, Inc.
2002  Market Study on Moltenbrey Building, Rural Development, Inc.
2002  Investigative Report (co-writer), HAP, Inc.
2002  Strategic Board Workshop, Springfield Southwest CHC, Inc.
2002  Initial start up HOLA/Iniciativa in Holyoke, Massachusetts
2002  Implementation workplan and workshop, Nuestras Raices, Inc.
2002  Planning workshop, Partners for a Healthier Community, Inc.
2002  Strategic Planning, Solutions Community Development Corporation, Inc.
2001  Administrative Support, Nueva Esperanza, Inc.
    Eight other similar consultant jobs

Civic Activities

2010  Founding member  Carlos Vega Fund for Social Justice
2009  Board member  MLK Family Services
2008  Advisory Board  Salvation Army, Holyoke, MA.
2008  Board Member  CARE Center
2007  Board Member  Friends of MLKCSE
2007  Board Member  MLK Charter School for Excellence
2005  Advisory Board  Mercy Housing
2004  Advisory Board  Holyoke Visiting Nurses Ethics Committee
2003  President  Enlace de Familias, Inc.
2001  Founding Member  Holyoke Community Charter School
1998  President  Holyoke Health Center, Inc.
1999  Board Member  Valley Opportunity Council, Inc.
1992  Board Member  Open Pantry Community Services, Inc.
1991  Interim President  Brightwood Riverview Health Clinic
1989  Treasurer  Center for Community Education
1989  Trustee  Community 2000
1989  Board Member  Providence Ministry for the Needy
1989  Campaign Manager  Committee to Elect Diosdado Lopez
1988  Board Member  River Valley Counseling Center
1988  Steering Committee  Working Together for Holyoke
1988  Board Member  Community Development Finance Agency
1987  Steering Committee  Committee to Elect Orlando Isaza
1987  Advisory Council  EOHS W. MA. Hispanic Affairs
1986  Board Member  Crossroads Life Center
1986  Board Member  PIC of Hampden County
1985  Corporator  Community Savings Bank
1985  Founding Member  Citizens for a Quality Environment
1985  Campaign Manager  Committee to Elect Betty Lichtenstein
1985  Board Member  Gandara Mental Health Center
    ~20 other similar community boards

Awards

~95
1998  “Community Champion” Latino Scholarship Fund, Inc.
1998  “Miguel Arce Day” Proclamation, City of Holyoke
1996  Recognition of Service Massachusetts Families for Kids
1994  Certificate of Appreciation Congressman John Olver
1994  Official Citation Massachusetts State Senate
1994  “Miguel Arce Day” Proclamation, City of Holyoke
1988  Commitment to Holyoke Second Annual Hispanic Heritage Week
1988  “Miguel Arce Day” Proclamation, City of Holyoke
1986  Commonwealth Award Community Development Finance Corp.

~Six other similar awards

**Scholarship**

- YMCA Blue Print for Building Strong Communities Workbook: Constructing the Framework through Community Development, Spring 2006 (with Dr. P. DeCoteau)
- Pre-School Oral Health Task Force; *Preliminary Finds of Qualitative Analysis* (with James Canning); June 23, 2007
- How to Build a Comprehensive Pre-School Oral Health Program, June 2008 in conjunction with James Canning, Frank Robinson, Jessica Collins and Joan Lowbridge.

**Presentations**

- YMCA Nation Urban Symposium “The role of the YMCA in Community Development” with P. DeCoteau, sp 2006
- Women’s Fund “Measuring Success: Capacity Building for Impact” with K. Kroll
- Pre-School Oral Health Task Force; *Preliminary Findings of Qualitative Analysis* (with James Canning); June 23, 2007
- Massachusetts Department of Social Services (Springfield Office); *Latino Heritage Celebration*; November 9, 2007
- Massachusetts Department of Social Services; *Building Bridges, Unity and Strategy equal change with our Families and within our Communities*; November 19, 2007
- Western New England College 26th Regional Social Work Conference; *Resiliency of Families Living in Poverty* (with Walter Mullin); May 14, 2008
- Panelist at the conference entitled *A Conversation with Dr. Angelo McClain, Commissioner of the Massachusetts Department of Social Services* reflecting on “Strengthening current partnership that is improving services to children and families in Western Massachusetts.”
- Massachusetts Department of Social Services; *Building Bridges, Unity and Strategy equal change with our Families and within our Communities*; November 19, 2007
- Western New England College 26th Regional Social Work Conference; *Resiliency of Families Living in Poverty* (with Walter Mullin); May 14, 2008
- Pathways to Success thru Outreach, Baystate Health Center, April 17, 2009
- Western New England College 27th Regional Social Work Conference; *Resilient factors in Neighborhoods with High Rates of Poverty* (with Walter Mullin and Maureen Holland); May 13, 2009

**Miscellaneous**
1989 to 1990    Contributing Editor, *Transcript Telegram*

1985    Congressional Testimony, Hearings before the Subcommittee on Housing and Community Development of the Committee on Banking, Finance, and Urban Affairs, House of Representatives, Ninety-ninth Congress, First Session on H.R. 1 (A bill to amend and extend certain laws relating to housing and other purposes), Part 3, March 7, 11, 12, 1985, Serial No. 99-9, p. 1821.
Peter Blain, M.Ed.

163 Kendall Street
Granby, MA  01033
413-467-2248
cell 413-687-3192
peter.blain@comcast.net

EDUCATION:

University of Massachusetts  
Amherst, MA  
Master’s, Educational Policy, Research and Administration  
1998

Combined policy studies with independent studies on participatory education and course in the Center for International Education.

Northwestern University  
Evanston, IL  
Bachelor of Arts, History  
1989

Concentration in post –WWII American history. Senior project on the War on Poverty programs of the Johnson administration.

EXPERIENCE:

Baystate Health , Inc.  
Springfield, MA  
Built and manage the Baystate Springfield Educational Partnership, an educational program for over 400 students in Springfield interested in careers in health care.  
Supervise seven employees and several contract instructors. Coordinate multi-agency partnership, including integrated program with Springfield Public Schools. Develop and instruct courses on academic foundations and career development.  
2004- present

Partners for a Healthier Community  
Springfield, MA  
Coordinated youth programs for a capacity building organization. Trained youth workers and organization of effective youth development practices. As a subcontractor of the Springfield Public Schools, coordinated a $1.4 million Safe Schools/Healthy Students federal grant.  
1999- 2004

Community Service Learning Center, Inc.  
Springfield, MA  
Served as Program Coordinator and Executive Director over course of tenure at small non-profit organization (2 staff). Provided technical assistance to youth serving organization on program development related to community service learning and youth engagement. Organized several youth boards for local organizations and founded a branch of the Boys and Girls Club and a chapter of the YouthBuild program. Oversaw merger with Partners for a Healthier Community.  
1996-1999

University of Massachusetts  
Amherst, MA  
As a graduate assistant, coordinated a relatively new Community Service Program designed to support faculty in implementing outreach projects into the Amherst community.  
1995-1996

Access 2000 Chicago Partnership  
Chicago, IL  
Executed a series of after school and summer programs in math, science, engineering and technology (before STEM was a hot topic) in conjunction with a partnership that included universities and museums throughout the Chicago area.  
1993-1994
Maryville Academy
Served as an Assistant Family Teacher in a residential foster care home. Developed a curriculum and program for young adults transitioning out of their status as a ward of the state.

Des Plaines, IL
1992 - 1993

RELATED TRAINING AND ACTIVITIES:
- Executive Leadership Program for Educators (ExEL) at Harvard University
- Interactive Institute for Social Change- Facilitative Leadership program
- Introduction to Systems Dynamics – Massachusetts Institute for Technology (on-line course)
- Member of the National Consortium for Health Science Education
- Experience with Smart Boards and Classroom Response Systems
- Moodle on-line course management software
- Granby Athletic Association - Youth Coach – soccer (9 years) and basketball (3 years)
- Belchertown Lacrosse Association – coach (2 years)
Curriculum Vitae

DAVID S. CATES, PH.D.

Address
Baystate Medical Center
759 Chestnut Street, S5630
Springfield, MA 01199
Telephone: (413) 794-8308
David.Cates@baystatehealth.org

Education
Ph.D. University of Kansas, Lawrence, Kansas, 1991
Clinical Psychology

M.A. University of Kansas, Lawrence, Kansas, 1988
Clinical Psychology

B.A. Brown University, Providence, Rhode Island, 1984
Psychology

Internship and Postdoctoral Training
1991 to 1992 Postdoctoral Fellow in Clinical Child Psychology, Department of Psychiatry and Langley Porter Psychiatric Institute, University of California, San Francisco.

1990 to 1991 Clinical Psychology Intern, Neuropsychiatric Institute, UCLA School of Medicine, Los Angeles, California.

Licensure
1993 to Present Psychologist, Massachusetts License #6520.

Employment
2008 to Present Director, Behavioral Health, Baystate Health, Springfield, MA. Responsible for strategic and operational oversight of the Behavioral Health Service Line at Baystate Medical Center, including inpatient, outpatient, partial hospital, and consultation-liaison services. Baystate Medical Center is a 659-bed academic, research, and teaching hospital that serves as the western campus of Tufts University School of Medicine. In addition to operations at Baystate Medical Center, responsibilities include strategic planning and operational support for behavioral health services at Baystate’s two community hospitals (Baystate Franklin Medical Center and Baystate Mary Lane Hospital). Areas of responsibility include 132 FTE’s and budget of $13 million.

1994 to Present Private Practice, Longmeadow, MA. Specializing in work with deaf and hard of hearing children and adults, including supervision of community providers.
2005 to 2008 **Program Manager**, Child and Adolescent Partial Hospital Program, Day School Program and Central Intake, Department of Behavioral Health, Baystate Medical Center, Springfield, MA. Responsible for clinical and administrative management of the Child and Adolescent Partial Hospital Program, Day School Program, and Behavioral Health’s Central Intake service. Provided leadership in all areas of human resource management, clinical supervision, budget management, performance improvement, marketing, business development, and strategic planning. Areas of responsibility included 33 FTE’s and budget of $2.1 million.

2000 to 2005 **Clinical Supervisor**, Child and Adolescent Partial Hospital and Day School Programs, Department of Behavioral Health, Baystate Medical Center, Springfield, MA.

1994 to 2005 **Consultant**, Willie Ross School for the Deaf, Longmeadow, MA.

1992 to 2000 **Staff Psychologist**, Psychiatric Youth Emergency Service, Child and Adolescent Partial Hospital Program, Day School Program, and Child Behavioral Health Outpatient Clinic, Department of Behavioral Health, Baystate Medical Center, Springfield, MA.

**Academic Appointments**

1996 to Present **Assistant Professor**, Department of Psychiatry, Tufts University School of Medicine, Boston, MA.

1992 to 1996 **Clinical Instructor**, Department of Psychiatry, Tufts University School of Medicine, Boston, MA.

**Teaching Experience**

1994 to Present **Faculty Member**, Tufts University School of Medicine - Third Year Medical Student Clerkship at Baystate Medical Center, Springfield, MA. Child Psychiatry Problem-Based Learning Unit (1998 to present); Group Psychotherapy (1994 to 2005).

1999 to 2007 **Coordinator and Preceptor**, Child Psychology Postdoctoral Fellowship and Practicum, Baystate Medical Center, Springfield, MA.

1992 to 1999 **Clinical Supervisor**, Child Psychology Postdoctoral Fellowship and Practicum, Baystate Medical Center, Springfield, MA.

1992 **Clinical Supervisor**, Clinical Psychology Practicum and Postdoctoral Fellowship, Department of Psychiatry and Langley Porter Psychiatric Institute, University of California, San Francisco.

1988 to 1989 **Assistant Instructor**, Department of Psychology, University of Kansas, Lawrence, Kansas. Complete responsibility for Introductory Psychology course.
1986 to 1987 **Graduate Teaching Assistant**, Department of Psychology, University of Kansas, Lawrence, Kansas.

1986 to 1987 **Sign Language Instructor**, University of Kansas. Designed and taught two-semester course on American Sign Language and psychosocial issues pertaining to hearing loss and Deaf culture for graduate students in clinical psychology.

**Awards and Honors**

President’s Quality Award Nominee, Baystate Health, 2007 (for performance improvement project reducing the use of restraint and seclusion in the Child Partial Hospital Program).

David Schulman Award for Excellence in Clinical Psychology, University of Kansas, April, 1989.

Vigliano Scholarship Award, University of Kansas, April, 1988.


National Institute of Mental Health Research Service Award Fellowship, Spring, 1987.

Harold Schlosberg Memorial Prize for outstanding male senior in psychology, Brown University, May, 1984.

Graduated with honors, magna cum laude, Brown University, 1984.

**Professional Societies**

American Psychological Association
Massachusetts Association of Behavioral Health Systems
National Association of Psychiatric Health Systems (NAPHS)
NAPHS Committee on Behavioral Health Services within General Healthcare Systems
Joshua Class
Joshuaclass@gmail.com
413-949-2710 cell phone 413-237-0275
98 Fort Pleasant Ave
Springfield, MA 01108

EDUCATION

Bachelor of Science in Interdepartmental Science (*Cum Laude*), American International College, Springfield, MA, 2009.
GPA 3.48

Howard University College of Medicine, MD Program expected graduation date May 2014

Experience

**Research Assistant** 05/31/11 - Current
I am currently working on a Research Project under the leadership of my mentor to answer the question of the contribution of defensive medicine to patients overall health care costs in hospital medicine. As a research assistant I helped to create the manuscript approved by International Review Board, aided in the creation of the surveys, gathered the data from the physicians, and helped to process the data.

**Class President** 08/10 - 5/11
I served as class president during my freshmen year to serve my classmates. As president we helped reform some curriculum changes to improve learning, raised over $2,000 dollars, and helped implement the 1st ever Step 1 prep course for freshmen students provided by Kaplan.

**High School Biology Teacher (Springfield Public Schools)** 01/10-6/10
I was responsible for teaching high school science to the allied health department 10th through 12th graders at Putnam High School.

**Baystate Medical Center** 10/05 – 12/09
My duties are caring for patient’s needs, and checking vitals signs, inserting Foley catheters, checking blood glucose levels, aiding patients with activities of daily living, keeping track of daily input & outputs, personal hygiene needs, and monitoring suicidal patients. I am certified in CPR, and have participated in full resuscitation of patients.

**Baystate Springfield Educational Partnership** 06/07 - Current
I volunteer for this program provided to the community, and it gives me the opportunity to teach high school students science course work to prepare them for jobs in the allied health field.

**Tutor For Chemistry Department** 01/09 - 05/09
In this role, I tutored students in General, Organic, and Biological chemistry, an introductory course required for all nursing majors.

**Redstone Rehabilitation Center** 10/03 - 10/05
My duties included taking care of the residents that lived in the rehabilitation center. These duties included activities of daily living, daily range of motion activities, and maintaining a safe environment.

**North End Community Center** 06/05 - 08/07
My duties were to maintain the safety of children between 10-13 years of age. I was also responsible for providing outdoor and indoor activities for the children to participate in. I was also responsible for any first aid treatment, and had to be CPR certified.
Multicultural Services 06/04 - 10/05
My duties included working with team members to provide supervised activities where mentally or physically challenged individuals could participate in.

Awards

Biographical Sketch

John Davis
Former Chairman of the Board and Chief Executive Officer of American Saw & Manufacturing Company, East Longmeadow, Massachusetts
Senior Trustee, Irene E. and George A. Davis Foundation

For John Davis, success has been measured, in almost equal parts, in the realm of business, philanthropy, family and community service. If nothing else, John Davis’ career is a testimony to the value of a life in balance.

In the world of business, Davis has made his mark as the third generation of the same family to lead American Saw & Mfg. Company, known worldwide for its leadership within the band saw and hand tool industry.

Founded in Springfield, Massachusetts in 1915 by two Swedish immigrants and a local entrepreneur, the company’s early success afforded owners the opportunity to hire John’s grandfather, George Davis, as its first salesman. Eventually, George Davis, described by John Davis as a “big thinker,” bought the company and, thus, the Davis family business was born.

John’s father, James Davis, made his mark at the company in the mid 1960s, when American Saw & Mfg. Company began to develop a reputation for innovation in its manufacturing processes. This commitment to innovation revolutionized the industry and transformed American Saw & Mfg. Company into a dominant force and market leader with sales approaching $100 million annually.

John Davis took to heart his father’s business philosophy that “people make the company,” and built upon it. After graduating with a degree in Finance from Nichols College in Massachusetts he embarked on a career at the company that would see him elected president by 1987. His first job was as a sales associate with territory that covered Connecticut and western Massachusetts where his job was to interact with the people in the field who helped make American Saw & Mfg. Company an industry leader. He did that and more.

Heeding the advice of his father to trust in the spirit of innovation possessed by the company’s employees, Davis continued the tradition of using in-house ingenuity to improve the product and grow the company. At the time of the company’s sale in 2003, Davis, along with his brother Steve, had built American Saw & Mfg. Company into a business with $200 million in annual sales.

For Davis, American Saw & Mfg. Company’s corporate culture, which emphasized the value of hard work and home-grown innovation, had application in the world beyond business.

Influenced by his philanthropic grandmother, who spent some of her childhood in an orphanage in the Midwest, Davis has been at the heart of a number of community organizations and initiatives. He is a senior trustee to the family’s foundation, the Irene E. and George A. Davis Foundation, which, according to The Boston Globe, is one of the largest family foundations in Massachusetts. In this role he has overseen charitable contributions to myriad community organizations with a specific emphasis on education.

For John Davis, education and development of the potential of young people is a passion. Under his guidance, the Foundation has directed substantial resources toward programs having to do with
education and the well being of children, underscoring his belief that investments in early life and early education avoid larger and frequently intractable social costs later on.

This philosophy led John and trustees of the Foundation to be among the first supporters and advocates of Step Up Springfield – a campaign for proficiency and character development in the Springfield public school system, and to the Foundation’s launching of the Cherish Every Child Initiative which is aimed at improving the lives of Springfield children from birth through the age of eight.

These two initiatives are increasingly being recognized statewide as models for developing strategies to help urban children realize their full developmental and educational potential.

As senior trustee along with his brother Steve, the Foundation’s philanthropy has extended to the Springfield Libraries and Museums, the Springfield Technical Community College Entrepreneurial Center, the Springfield YMCA’s capital campaign and the New Leadership Charter School in Springfield. His keen interest in education has led him to serve on the Board of the Charter School Resource Center, which helps to develop charter schools in Massachusetts as an educational alternative for urban children.

In spite of reaping a long list of awards in the philanthropic community such as the Association of Fundraising Professional’s “Foundation Philanthropist of the Year,” giving is and has always been accomplished with humility. According to the guiding principles of the Davis Foundation, “In keeping with family values and traditions, the trustees want the Foundation to: Remain humble in its giving style, the trustees are not interested in receiving recognition or promoting the family.”

In his vigorous and on-going community work, Davis was involved in the successful plan to build a new Naismith Memorial Basketball Hall of Fame on Springfield’s riverfront. The new $100 million Hall of Fame is considered the new standard in sports museums and Davis serves on its Board of Trustees.

He has also served as chairman of the Greater Springfield Chamber of Commerce, is a cofounder of the Springfield Area Council for Excellence, and is a trustee of Massachusetts General Hospital. He has served as a trustee of the United Way of Pioneer Valley and is a director of the New Leadership Charter School.

His community involvement was recognized in 1996 with the awarding of the prestigious William Pynchon Award, named after Springfield’s founding father and given annually to an individual with outstanding credentials in service to the community.

Above all, Davis values family. Married to the former Robyn Burnett, who also serves many community organizations including Bay Path College where she serves as a member of the Board, the couple has three children- Laurel, Andrew and Brooke. In spite of the many business and community accomplishments of his career, Davis maintains a perspective that is centered and family-oriented. He describes his “favorite restaurant” as the kitchen in his family’s summer home on Nantucket.

In being honored by the American Newcomen Society, a passage from Orison Marden was used in describing Davis: “He is the richest man who enriches his community the most; in whom the people feel richest and proudest; who gives himself with his money; who opens doors of opportunity widest
to those about him; who is ears to the deaf, eyes to the blind and feet to the lame. Such a man makes every acre of land in his community worth more and makes richer every person who knows him.”

John Davis has enriched the lives of others, both professionally and in service to his community. It is a life marked by the fulfillment of a legacy started by his grandparents. It is a legacy that demonstrates that success in the field of commerce need not exclude advocacy in the making of a better community.
Kevin T. Hinchey, MD, FACP
Interim Chief Academic Officer
Interim Dean Western Campus Tufts University School of Medicine
Director, Internal Medicine Residency Programs
Vice Chairman for Education
Department of Medicine
Assistant Professor of Medicine, Tufts University School of Medicine
Baystate Medical Center
759 Chestnut Street, S2570
Springfield, MA 01199
Tel. 413/794-4143
Fax 413/794-8075
kevin.hinchey@baystatehealth.org

EDUCATION
Undergraduate:
1984  Post-baccalaureate program, Tufts University, Medford, MA
1981  BA, Studio Art, Williams College, Williamstown, MA

Medical School:
1988  MD, Tufts University School of Medicine, Boston, MA

POST-DOCTORAL TRAINING
Internship and Residencies:
1991-1992  Chief Resident, Baystate Medical Center, Springfield, MA
1988-1991  Resident, Internal Medicine, Baystate Medical Center, Springfield, MA

LICENSURE AND CERTIFICATION
2001  Recertification, American Board of Internal Medicine
1991  American Board of Internal Medicine, No. 061678
1990  Massachusetts, No. 72663
1989  National Board of Medical Examiners

ACADEMIC APPOINTMENTS
2011-present  Interim Chief Academic officer, Baystate Medical Center, Springfield, MA
2011-present  Interim Dean Western Campus Tufts University School of Medicine, Baystate Medical Center, Springfield, MA
2010-present  Associate DIO, Baystate Medical Center, Springfield, MA
2008-present  Faculty Advisor, Galen Learning Communities, Tufts University School of Medicine
2008-present  Vice Chairman for Education in Department of Medicine, Baystate Medical Center
2000-present  Program Director, Internal Medicine Residency Programs, Baystate Medical Center
1995-2000  Director, Primary Care Training, Internal Medicine, Baystate Medical Center, Springfield, MA
1994-2000  Associate Program Director, Internal Medicine, Baystate Medical Center, Springfield, MA
1992-present  Assistant Professor of Medicine, Tufts University School of Medicine
1991-1994  Adjunct Professor, Department of Physical Therapy, Springfield College, MA
1991  Senior Instructor in Medicine, Tufts University School of Medicine
Clinical Fellow in Medicine, Tufts University School of Medicine

**HOSPITAL APPOINTMENTS**

- **2005-2008** Staff Physician, Baystate Mary Lane Hospital, Ware, MA
- **1996-2003** Medical Director, High Street Health Center Adult Ambulatory Clinics, Baystate Medical Center, Springfield, MA
- **1992-present** Staff Physician, Baystate Medical Center, Springfield, MA
- **1991-1992** Staff Physician, Western Massachusetts Hospital, Westfield, MA

**AWARDS AND HONORS**

- **2010** Recognition as a Compassionate Caregiver, The Schwartz Center
- **2009** Milton O. M’30 and Natalie V. Zucker Clinical Teaching Prize for Outstanding Innovation in clinical teaching, Tufts University School of Medicine
- **2008** Recognition for Accomplished Teaching, Tufts University School of Medicine
- **2008** Care Award, Baystate Springfield Educational Partnership (BSEP), pioneers in successful implementation and support of the BSEP Career Prep General Medicine Program
- **2007** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2007** Leonard Tow Humanism in Medicine Award, Tufts University School of Medicine, voted by the Faculty and Students
- **2007** Oliver Wendell Holmes M.D. Stethoscope Award, Hampden District Medical Society, contributions to Medical Education
- **2006** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2005** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2004** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2003** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2002** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **2001** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **1999** Outstanding Teacher of the Year Award, Baystate Internal Medicine Residents
- **1999** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **1999** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **1998** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **1997** Recognition for Excellence in Teaching, Tufts University School of Medicine
- **1996** Outstanding Abstract, APDIM, San Francisco, Spring Meeting
- **1993** Outstanding Teacher of the Year Award, Baystate Internal Medicine Residents

**HOSPITAL, MEDICAL SCHOOL, OR UNIVERSITY COMMITTEE ASSIGNMENTS**

**Hospital**

- **2010-present** Baystate Medical Center Inpatient Redesign Committee-Phase II, Physician Representative
- **2003-present** Department of Medicine Chiefs Committee
- **2003-present** Department of Medicine Executive Committee
- **1997-2000** Chair, Point-of-Care Testing Committee
- **1996-2005** Co-Chair, Ambulatory Quality Improvement Committee
- **1996-1997** Member, Ambulatory Care for the Enterprise (ACE) Leadership Group
- **1996** Baystate Health System Strategic Planning for Primary Care, Physician Leader
- **1995-1996** Baystate Medical Center Inpatient Redesign Committee-Phase I, Physician Representative

**Graduate Medical Education Baystate Medical Center**

- **2010-present** Duty Hours Sub-Committee
2010-present    Annual Program Review Sub-Committee
2007-2008     Chairman, Graduate Medical Education Committee
2006-present  Chair, Institutional Fellowship Curriculum Committee
2006-2007    Vice Chair, Graduate Medical Education Committee
2005-present  GMEC Simulation Strategic Committee
1999-present  Member, Graduate Medical Education Committee

Medical School
2010    Invited representative for Tufts University School of Medicine to the “New
Horizons in Medical Education: A Second Century of Achievement” Conference,
September 20-22, 2010
2008-present  Advisor to the Galen Learning Community
2007-present  Curriculum Committee, Tufts University School of Medicine
2004-2006  LCME Accreditation, Tufts University School of Medicine

OFFICE AND COMMITTEE ASSIGNMENTS IN PROFESSIONAL SOCIETIES

Alliance of Independent Academic Medical Centers (AIAMC) National Initiative
2010-          Chairman National Initiative Phase 3 Kick off 3/11
2010-          Co-Chair for the GME Forum
2009-          National Initiative 2; Steering-Committee on the Integration of Academics and
Quality
   (CIAQ) Improving Patient Care And Medical Education
2006-2008  National Chair, Subcommittee on Transitions of Care National Initiative 1

Association of Program Directors in Internal Medicine (APDIM)
2010-2013   EIP Chair-Elect, APDIM( 3 years Chair elect, Chair, and past chair)
2005-Present  Survey Task Force Committee, APDIM
2003-2005   Publications Committee, APDIM
2000-2003  Committee on Residents’ Life, APDIM

BayCare Health Partners: Local Physician Hospital Organization (PHO)
2002-Present  Clinical Integration Committee for PHO
1997-2007  Contract Review Committee
1997-2006  Revenue and Risk Sharing Committee
1997-1998  Board of Directors

American Board of Internal Medicine (ABIM)
2010-   Internal Medicine Milestone Working Group
2007-2008  Internal Medicine Milestone Working Group

Massachusetts Medical Society
2010-present  Vice Chairman, Medical Education Committee, Massachusetts Medical Society
2008-2010    Medical Education Committee, Massachusetts Medical Society
2004-2006    Delegate, Hampden District Medical Society

Greater Springfield Independent Practice Association (GSIPA)
1997-2007    Board of Directors

Society of General Internal Medicine (SGIM)
2009    Abstract reviewer for regional meeting
2008    Mentor for regional meeting
2001 Chair, Regional Meeting

PROFESSIONAL SOCIETIES
Society of General Internal Medicine
Fellow, American College of Physicians, No. 061678
Massachusetts Medical Society, No. 212781
Hampden District Medical Society
American Medical Association
Association of Program Directors in Internal Medicine
MARJORIE J. HURST
60 Brickett Street
Springfield, Massachusetts 01119
(413) 782-3520 - Home
(413) 796-7700 - Work
(413) 796-7745 - Fax

EDUCATION

Western New England College School of Law
Springfield, MA
J.D., 1985
Cum Laude - Top 13% of Class

University of Massachusetts
Amherst, MA
M.Ed., 1973 (Urban Education)

Howard University
Washington, D.C.
B.A., 1968 (Speech Pathology & Audiology)
Cum Laude

EMPLOYMENT

January, 2003 - Present
EDITOR & CO-OWNER
AN AFRICAN-AMERICAN POINT OF VIEW
Community Newspaper
688 Boston Road, Suite B, Springfield, MA

April, 1995 - Present
PARTNER
HURST & HURST, P.C.
688 Boston Road, Suite A, Springfield, MA

1992 - 1995
PARTNER
SAPIRSTEIN & HURST, P.C. -- successor firm to:
SAPIRSTEIN, MASON, HURST & HURST, P.C.
1365 Main Street, Springfield, MA

1985 - 1992
SOLE PRACTITIONER
GENERAL PRACTICE
Springfield, MA

1988 - 1989
ASSISTANT CITY SOLICITOR

1987 - 1988
STAFF ATTORNEY
Part-time
City of Springfield Law Department
Springfield, MA
LEGAL ACTIVITIES

05/00 - 06/01 Member Executive Committee Judicial Nominating Council
01/96 - 06/97 Adjunct Faculty Bay Path College, Longmeadow, MA
01/96 - 06/96 Adjunct Faculty Elms College, Chicopee, MA

CIVIC ACTIVITIES

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Member</td>
<td>Springfield School Committee (1997-2009)</td>
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<tr>
<td>Former Vice Chair</td>
<td>Springfield School Committee (2001-2003)</td>
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<tr>
<td>Past Board Member</td>
<td>Massachusetts Association of School Committees (2001-2003)</td>
</tr>
<tr>
<td>Organizer &amp; Past Chair</td>
<td>Division IX, Urban Division of Massachusetts Assoc. School Comm. (2002-2003)</td>
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<tr>
<td>Current Board Member</td>
<td>Springfield School Volunteers</td>
</tr>
<tr>
<td>Past President/Board Member</td>
<td>YWCA of Western MA</td>
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<tr>
<td>Past Board Member</td>
<td>Greater Springfield Chamber of Commerce</td>
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<tr>
<td>Past Vice Pres./Board Member</td>
<td>Women's Partnership, Affiliate of Greater Springfield Chamber of Commerce</td>
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<tr>
<td>Past President/Founder</td>
<td>The Beautillion of Greater Springfield, Inc.</td>
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<tr>
<td>Past President/Member</td>
<td>Jack &amp; Jill of America, Inc.</td>
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Willette H. Yarbrough Johnson
26 Tinkham Glen
Wilbraham, Massachusetts 01095-2438
(h)413-596 8123  © 413-537-4260
E-mail: willettej1324@gmail.com

Objective: To pursue career opportunities in leadership in the field of Urban Education

Education
Certificate of Advanced Graduate Studies 2006
Nova Southeastern University
Major: Educational Leadership

Master of Education, May 1980
Springfield College
Springfield, MA
Major: Secondary Educational Administration

Bachelor of Arts, May 1972
Morgan State University
Baltimore, MD
Major: English
Minor: Education

Certifications:
- Academic: Teacher, English, 9-12, Professional
- Academic: Administrator, Principal/Assistant Principal, 9-12, Professional
- Academic: Administrator, Principal/Assistant Principal, 5-9, Professional

Experience:

Educational Consultant
Massachusetts Department of Elementary and Secondary Education
October 2010 to Present

- Accept work assignments from the Center for District and School Accountability
- Attend training workshops sponsored by MA DESE
- Work collaboratively with other consultants serving as a team member on District/School Reviews
- Compose documents in specified accountability domains based on findings during district/school reviews

Senior Administrator for Teacher Leader and Career Development
Springfield Public Schools
December 2009 to October 2010

- Supervise the on-going development of the Instructional Leadership Specialists
- Support principals in effectively implementing the ILS and Teacher Leader positions
- Monitor, benchmark and assess the implementation of the ILS professional development
- Develop, communicate to stakeholders, and implement a selection process for ILS and TL
- Benchmark, monitor, and evaluate the job responsibilities for the ILS and TL
- Collects and analyzes data on the effectiveness of the ILS and TL initiative and reports to Senior Leadership Team quarterly
- Co-creator of the Principal Agenda Notebook- a weekly communication to Principals

Area Improvement Officer – Zone 2
Springfield Public Schools
September 2008 to December 2009

- Monitor, supervise, and evaluate the performance of all principals within zone 2
- Supervise principals in planning and scheduling for balanced programs of activities and supervision in various departments
- Work cooperatively for the improvement of instruction, monitor and supervise the performance of all principals; assist with preparation and implementation of school improvement plans and related accountability measures at all schools within zone 2
- Review performance goals of principals, documentation of achievement and recommend compensation levels
- Prepare recommendations for resources and policies to assist principals to achieve objectives
- Implement district-wide strategies to improvement performance of students in grades PreK through 12 in cooperation with other Administrators
- Collaborate with principals and district leaders to address/resolve parental concerns
- Serve as Hearing Officer for suspension appeals
- Review performance appraisals of all Assistant Principals in zone 2 and provide assistance to principals with compensation decisions
- Assure that all principals in zone 2 comply with School Committee policies and district expectations
- Conduct PD for principals and their SIP planning teams on how to formulate a data-driven SIO
- Schedule and execute zone 2 learning walks with ESE liaisons in Commonwealth Priority Schools
- Facilitate schools’ access to resources and training in scientific-based strategies
- Serve as member of Senior Leadership Team

School Improvement Officer
Springfield Public Schools
August 1, 2004 to September 2008

- Work directly with Principals and Instructional Leadership Teams to create and implement School Improvement Plans
- Participate in learning walks to monitor SIP implementation
- Work with academic directors in meeting instructional challenges within schools
- Work directly with Superintendent and Assistant Superintendents as a member of the Senior Leadership Team
- Serve as a liaison between the Department of Education and the Springfield Public Schools as a member of the School Support Specialists Network
- Meet with Collaborative Professional Development Teachers C.P.D.T.s and Instructional Leadership Specialists ILSs to promote coaching, mentoring, and support of classroom teachers
- Work with staff of Research, Assessment, and Accountability to assess and analyze school data

Principal, John F. Kennedy Middle School
Springfield Public Schools, July 1, 1998 to July 31, 2004

Principal, High School of Commerce
Springfield Public Schools, July 1, 1992 to June 30, 1998

- Served as a contracted employee for the Superintendent of the Springfield Public Schools to be the school’s educational leader
- Supervised staff and monitored student achievement
- Served as the key representative of respective schools to meetings, conferences, school committee sessions, etc.
- Worked with parents and community members on student/school related issues
- Responsible for developing and monitoring the implementation of the School Improvement Plan
- Responsible for overall performance of students and staff in overall achievement and success
- Coordinated Professional Development for staff and served as chair of the School Centered Decision Making Team
30 Spruceland Ave
Springfield, MA 01108
mahoneys@sps.springfield.ma.us

Education

Brown University          BA  International Relations  1986
Stanford University       MA  Curriculum and Teacher Education 1994
Loyola Marymount University  Teacher Credential, Social Studies 1995
CSU, Los Angeles          Administrative Credential 1997
Boston College            Ed.D  School Administration

Work Experience

Springfield Renaissance School  Springfield MA Principal  2005-Present
Founding Principal of a Springfield Public Schools 6-12 middle high school opened in the fall of 2006. Responsible for school and curriculum design, student selection, staff recruitment, professional development, staff and program evaluation, fundraising, grant management, community partnerships, and school collaboration within the Expeditionary Learning Schools national network.

Norwell High School  Norwell MA  Principal  1998-2005
Responsible for the daily operations and the strategic planning for a college preparatory high school of 580 students and 60 professional and support staff. Focus has been upon increasing expectations for all students so that every NHS graduate has the choice to move on to college or university and is prepared to participate in and contribute to his or her various communities. Responsibilities and accomplishments:
*Recruiting, hiring, supporting, and evaluating 40 teachers and administrators new to NHS
*Annual evaluation of veteran NHS teachers and staff
**Development and articulation of the school’s mission statement and expectations for student learning,
*Designing, implementing, evaluating and revising changes in school policy and programs re: student advisory, course levels, GPA, Rank-in-Class, Advanced Placement courses, co-curricular eligibility, academic honors, course pre-requisites, senior internships, student advisories, a gr.9-10 and gr.11-12 house system, and a formal community service program, **Establishing an annual ArtsFest celebration to spotlight student work and performances.

Santa Monica High School  Assistant Principal  1994-1998
One of four assistant principals at a 3,000 student, 200 staff, 33 acre comprehensive urban high school. Work was centered around the problem of a “two-school” culture which celebrated and supported achievement for some students and failed to meet the needs of others. Responsibilities included:
*Supervised Student Activities, Athletics, Testing and Plant Management,
*Responsible for teacher and staff evaluations, and curriculum development in Social Studies, Science, Math, English, Foreign Languages and Physical Education.
*Taught 2 courses each year (Humanities, World History and A.P. US History)
*Helped design and lead the SMHS Annenberg Challenge program
*Interviewed and helped select teacher and administration candidates
*Administrative liaison to campus support programs for students of color and students at risk (MeCHA, BSU, SAPID, Committee 41)
*Coordinated the Advanced Placement program

**Heather Elementary School**  **Interim Principal**  **December 1993-June 1994**

*Steered a 360 student, 25 staff K-5 school through its PQR process, statewide CLAS testing and the selection of its new principal

**Making Waves at The Branson School**  **Founding Director**  **1990-1993**

*Created and directed an academic support and enrichment program for elementary and middle school students which featured high school and college students as teachers, tutors, and mentors
*Initial member of the Summerbridge National Project

**The Branson School**  **Teacher/Coach/Advisor**  **June 1989-June 1993**

*Taught six History courses, including an interdisciplinary American Studies course
*Coached boys and girls soccer, and boys basketball.
*Received the Outstanding Teacher Award from the class of 1993.

**The Winchendon School**  **Teacher/Coach/Dorm Parent**  **1987-1989**

*Taught regular and remedial classes in social studies, mathematics and English.
*Coached boys varsity soccer and basketball.
*Ran dormitories of 40 students

**Mass. Department of Social Services**  **Child Protective Services Caseworker**  **1986-87**

**Professional/Personal**
*Member, Commission on Public Secondary Schools, New England Association of Schools and Colleges
*Graduate, National Conference for Community and Justice LeadBoston Program, 1998
*Memberships: Headmaster’s Association
    NASSP
    PDK
    ASCD

*International Community Service Foundation  Project Leader/Board Member  1992-97
*Boston Marathon  1985 and 1986
*Basic fluency in Spanish
*Avid reader
*Surfing, hiking, soccer
*Married to the Lovely Ruth for thirteen years, blessed with three sons (Liam, Gavin and Eamonn)
EMPLOYMENT

May 1995- Present
(1) Director, Community Health Planning Department responsible for overseeing community benefits programs and the Baystate Health and Springfield Public Schools Educational Partnership and (2) Executive Director, Partners for a Healthier Community, Inc freestanding nonprofit organization that uses multi-partner collaborations to address community health concerns.

In each Director role, Dr. Robinson is responsible for recruiting, coaching, and performance evaluation of a staff team ranging from 15 - 25 professionals. He uses collaborative goal-oriented community-based partners and coalitions to improve community health through planning, developing and monitoring community benefit programs. He manages PHC as an intermediary organization, a broker and manager of complex projects and relationships that cross cut many sectors – i.e., employers, government agencies, social services, schools, and local community-based association and organizations.

City of Springfield, Department of Human Services
Project Director, Community Partnership and Prevention Alliance, October 1991 - May 1995
Responsible for overseeing a city-wide substance abuse prevention program, designing and implementing community organization, community education, and health promotion projects for grass-roots involvement, and providing training and technical assistance to groups and organizations on developing substance abuse prevention projects and strategies. This five-year demonstration project was funded by the Center for Substance Abuse Prevention.

W.W. Johnson Life Center, Springfield, MA
Executive Director May 1983 - January 1989
Responsible for reporting to the Board regarding management systems and controls; conducting formal communications with the external environment; developing and improving programs for Medicaid licensure, quality assurance and program evaluation; managing functions of administrative staff which involve: overseeing fiscal operations, developing and improving budgeting systems, managing grants; managing functions of senior professional clinical staff providing direct mental health services including: residential care, outpatient counseling, day treatment, and emergency services; and creating innovative community prevention programs for high risk people.

Ohio Mental Retardation and Developmental Disabilities, Cleveland, OH
Deputy Commissioner, Region IV (Cleveland Area), May 1981- April 1983
Responsible for developing and implementing Regional programs for a four county area, including the Greater Cleveland metropolitan area, that supported community-based alternatives to institutional care; developing and maintaining structures to support a purchase of service contract system which funded residential treatment and habitation alternatives; managing grants, subcontracting services, developing related budget, management information and control systems. Responsibilities included an interim role as Superintendent of a 650 bed developmental center for a five month period.

Massachusetts Department of Mental Health, Springfield, MA
Associate Area Director, September 1976 - April 1981
Responsible for mental health, mental retardation, and substance abuse program planning and development in a five-city service area. Directed area staff in planning, program development, and service system evaluation functions for network of nonprofit organizations providing services for people with mental health, mental retardation and substance abuse needs. Coordinated local and state efforts that
created two comprehensive minority-owned (African American and Latino) and -operated mental health clinics.

**EDUCATION**

**UNIVERSITY OF MASSACHUSETTS AT AmHERST**
*Ph.D. Public Health, Community Health Education 1994*

**MANSFIELD UNIVERSITY, MANSFIELD, PA**
*Masters in Arts, Community Psychology 1976*

**STATE UNIVERSITY OF NEW YORK AT OSWEGO**
*Bachelor in Arts, Psychology 1976*

**SKILLS • INTERESTS**

**CONSULTATION, EDUCATION, AND TRAINING**
- **Research Assistant** - Primary Prevention of Cancer (Smoking) in Black Populations. Duties included constructing list frame, field listing, facilitating focus groups, and conducting key informant interviews.
- **Field Coordinator** - Springfield Project on Issues Concerning the Elderly. Duties included training and supervision of interviewers, assisting in survey research and design. Linkage agent between university and local community.
- **Strategic and Program Planning** - Many different consultant experiences ranging from qualitative assessment of a statewide family support program to organizational development and strategic planning with local community organizations.
- **Quality Assurance Evaluator** - Office of the Special Master for the Willowbrook Consent Decree, NY.
- **Adjunct Faculty** - University of Massachusetts at Amherst School of Public Health and Health Sciences; Springfield College School of Human Services; Smith College School of Social Work; Western New England College Criminal Justice Program; Westfield State College Sociology Department.

**COMMUNITY INVOLVEMENT**
- **Association of Community Living (Association for Retarded Citizens), Board Member**
- **Big Brothers Big Sisters, Volunteer**
- **Community United Way, Board Member**
- **Early Childhood Services of Greater Springfield, Board Member**
- **Family Planning Council of Western Massachusetts, Board Member**
- **Martin Luther King Jr. Community Center, Volunteer**
- **Omega Psi Phi Fraternity, Inc.**
- **Springfield Southwest Community Health Center, Board Member**
- **Springfield Fetal and Infant Mortality Review Program, Community Action Board, Board Member**
- **Springfield Urban League, Board Member**
- **Visiting Nurse Association, Board Member**
Summary
A creative and dynamic leader with thirteen years of experience in administration of public colleges. Extensive knowledge of academic programs, professional education, distance learning, marketing, educational technology, diversity management, campus facilities, fund raising, community relations, collective bargaining.

- **Education**
  Ph.D. Physics, MIT, Cambridge, Massachusetts, 1971;

Employment
Springfield Technical Community College, Springfield, MA, President, 2004-present
Capital Community College, Hartford, CT, President, 1996-2004:
Greenfield Community College, Vice President for Academic Affairs and Student Support and Dean of Academic Affairs 1991-96:

- **College Teaching**
  Seventeen years teaching experience at the college level at Greenfield Community College, Middlesex Community College, MIT and Massachusetts College of Liberal Arts; taught all levels of mathematics courses from developmental to differential equations, business statistics, physics, physics laboratories, graduate courses in mathematics for elementary and secondary school teachers

- **Community Leadership**
  Member, Economic Development Commission of Western Massachusetts
  Member, Pioneer Valley Planning Commission
  Director, Affiliated Chamber of Commerce of Greater Springfield,
  Secretary, Springfield Technical Community College Assistance Corporation,
  Secretary, Springfield Technical Community College Foundation
  Executive Board Member, Hampden County Regional Employment Board
  Corporator, Springfield Museums
  Friends of the Homeless Advisory Board
  CAN DO Advisory Board
  Springfield Workforce Development Plan – Leadership Steering Committee

- **Awards**
  Distinguished Community Partner Award (2009)
  Honorary member of Phi Theta Kappa, the community college honor society;
  Winner Competition for Excellence, League for Innovation in the Community Colleges
  Phi Beta Kappa, Princeton University
  National Science Foundation Fellow; Woodrow Wilson Fellow
Attachment M: Copies of Contracts with Educational Support Organizations

EXPEDITIONARY LEARNING

TAX ID #: 06-1876405

SCOPE OF SERVICES AND COST OF A PARTNERSHIP BETWEEN EXPEDITIONARY LEARNING AND BAYSTATE ACADEMY

Start Date: September 1, 2011
End Date: August 31, 2012

School and District Information

Name of School: Baystate Academy Charter Public School c/o Baystate Springfield Educational Partnership
Street or P.O. Box: 140 High St., 1st Floor
City, State, Zip: Springfield, MA 01105
School Phone: 413-794-1671
School Website: N/A

District Phone: N/A
District Website: N/A

Principal/Chancellor: Peter Blair
Principal’s Phone: 413-794-1671
Principal’s Email: Peter.blair@bls.org

Billing Contact Person: Peter Blair
Billing Phone: 413-794-1671
Billing Fax: 413-794-1891
Billing Email: Peter.blair@bls.org

PLEASE SIGN AND RETURN FULL, ORIGINAL MOU TO THE REGIONAL FIELD DIRECTOR

Name: Mark Conrad
Street of P.O. Box: 7 N. Pleasant Street, North Adams, MA 01247
City, State, Zip: North Adams, MA 01247

SEND ALL PAYMENTS TO STEPHANIE LAWKINS, CFO, EXPEDITIONARY LEARNING
247 WEST 36th ST., 8TH FLOOR, NY, NY 10001
# Springfield Renaissance School Strategy Plan – School Culture/Conditions Goal 2010-2011

**School Culture/Conditions Goal:**
All staff maintain consistent rituals, routines and expectations, empowering students to take ownership in this area, to create a productive, orderly environment focused on improving student achievement.

**Core Practice Benchmarks:** Culture and Character: Building culture and fostering character; Ensuring equity and high expectations for all

<table>
<thead>
<tr>
<th>Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>ELS Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
</table>
| I can implement consistent rituals, routines and expectations that empower students to take ownership of their learning habits | Leadership Actions:  
- Provide time and support for teams to develop and manage their consistencies and problem-solve for improvement (SRM, FS)  
- Provide resources that support understanding of assessment for learning and student engagement in the process, including coaching and professional development as needed (FS, TBM, CW, RJ, LS)  
- Maintain this culture/climate goal as a consistent focus with ongoing assessment of progress, regular descriptive feedback and effective communication about it (All)  
- Develop and adhere to realistic timelines for action steps and initiatives that support implementation of this goal (All)  
- Use coaching, supervision and ongoing assessment with effective | Lead SD:  
- Attend weekly Instructional Leadership Team meetings  
- Join culture learning walks and provide descriptive feedback to teachers and school leaders  
- Provide assessment for learning resources and assistance to school leaders in professional development that supports student ownership in this area  
- Coach school leader in maintaining consistent focus, effective timelines and communication around this goal  
- Coach model classroom teachers in refining effective practices | Hallway, common spaces and classroom data sheets, graphs, narratives, etc. collected and reported on monthly and showing improvements and an increased focus on student achievement  
Coaching notes  
Observation notes  
Learning Walk notes, letters and feedback to individual teachers  
Individual teacher goals with progress tracking  
Decrease of Suspensions  
Decrease of Referrals  
Increase of Qualitative Feedback |
| - I can implement classroom consistencies with my team and my crew leader team |  |  |  |
| - I can use positive reinforcement, AFL strategies and agreed-upon school guidelines to ensure all students adhere to school-wide consistencies |  |  |  |
| - I can intentionally use a variety of appropriate AFL strategies to support students in increasing ownership of our consistencies |  |  |  |
| - I can problem-solve around consistencies with my team |  |  |  |

124
<table>
<thead>
<tr>
<th>Feedback to teachers to support their improvement (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Examine data around this target and implement strategies to address areas of need (All)</td>
</tr>
<tr>
<td>Structures and Strategies:</td>
</tr>
<tr>
<td>- Leadership Team Meetings with EL staff to develop effective coaching and feedback practices</td>
</tr>
<tr>
<td>- Collect and analyze culture and climate data for sharing, review and tracking.</td>
</tr>
<tr>
<td>- Extended day time for teachers to engage in consultancies and tuning protocols to hone consistencies and create a shared understanding of agreements in this area</td>
</tr>
<tr>
<td>- Learning Walks with Feedback</td>
</tr>
<tr>
<td>- Coaching cycles for all teachers with specific needs in this area</td>
</tr>
<tr>
<td>- Open classrooms with effective practices to provide a clear vision of the target for all teachers</td>
</tr>
<tr>
<td>- Book Study: Teach Like a Champion</td>
</tr>
<tr>
<td>- New teacher seminar (Mondays after school, paid)</td>
</tr>
<tr>
<td>- Individual goal setting with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in implementing this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Track and report on consistencies data from observations and Learning Walks, using school data wall and some extended day sessions</td>
</tr>
<tr>
<td>- Lead culture learning walks and provide descriptive feedback to teachers and school leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support SD 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Attend leadership meetings</td>
</tr>
<tr>
<td>- Support Crew Coordinator towards consistencies in Crew</td>
</tr>
<tr>
<td>- Support New Teacher seminar and individual coaching</td>
</tr>
</tbody>
</table>
## Springfield Renaissance School Strategy Plan - Student Growth and Achievement Goal 2010-2011

**Student Growth & Achievement Goal:** To increase student achievement on summative assessments in all content areas that will transfer to interim assessments and standardized tests, by developing and implementing effective assessment plans (specific focus on improved student performance in math)

**Core Practice Benchmarks:** Active Pedagogy: Using Effective Assessment Practices; Problem-Solving

<table>
<thead>
<tr>
<th>Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>ELS Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can develop and implement quality assessment plans for all my long term learning targets. This means I can</td>
<td>Leadership actions…</td>
<td>Lead School Designer</td>
<td><strong>Evidence of Teacher Growth</strong></td>
</tr>
<tr>
<td>- Write and use quality long term and supporting learning targets derived from or aligned to curriculum maps</td>
<td>To support a more cohesive and consistent, data-driven approach to instructional support, develop the instructional leadership team with rituals and routines around looking at data, reporting on progress and assessing student and teacher needs. Principal and IG</td>
<td>• Collaborate with instructional leadership team to develop coaching structures and implementation around this target</td>
<td>Learning Walk Notes and Reflection Letters</td>
</tr>
<tr>
<td>- Align learning targets to appropriate summative assessments</td>
<td>• Ensure consistent meetings on days when ILSs, Crew Coordinator, IG, Principal and SDs will attend (Tues 9:20-10:15) with standing agenda items</td>
<td>• Refine coaching structure and cycle to meet the needs of the school</td>
<td>Coaching notes</td>
</tr>
<tr>
<td>- Use effective AFL strategies to scaffold towards summative assessments so all students achieve at high levels</td>
<td>All</td>
<td>• Develop and refine coaching materials and resources</td>
<td>Teacher reflections</td>
</tr>
<tr>
<td>- Use assessment information to adapt instruction and support learners at various levels within their zones of proximal development</td>
<td>Coaches</td>
<td>• Coach Model Classrooms and other teacher leaders towards implementation of this target</td>
<td>EL Implementation Review (mid-year huddle and end of year report)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support Department Chairs with regular check-ins and planning meetings towards this target</td>
<td>Documented assessment plans tied to curriculum maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitate bi-weekly Department Chair meetings focused on this target</td>
<td><strong>Evidence of Student Growth</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved performance on summative assessments, as evidence by</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Growth from AFLs to AOLS</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Improved rate of meeting learning target as defined by the school grading system</td>
<td></td>
</tr>
<tr>
<td>- Design and score Interim Assessments</td>
<td>cycle (TBM, CW, RJ, LS)</td>
<td>• Support consistent implementation of coaching plan and strategies on Instructional Leadership team</td>
<td></td>
</tr>
<tr>
<td>IG</td>
<td>• Support Department Chairs in development of action plan around assessment</td>
<td>Support SD:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborate with EL and internal coaches and team members to implement and refine this plan (SRM, FS)</td>
<td>• Support and track implementation of a consistent and coherent intervention program</td>
<td></td>
</tr>
<tr>
<td>All:</td>
<td>• Reflect on progress midyear and refine steps forward based on evidence (All)</td>
<td>• Interim Assessments</td>
<td></td>
</tr>
<tr>
<td>Dept Chairs:</td>
<td>• Oversee refinement of curriculum maps and assessment plans</td>
<td>• Improved passage rates at all grade levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oversee the development of Interim Assessments and a skill sequence</td>
<td>• Evidence of improved performance on standardized assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lead department members in bi-weekly meetings that support the development of an effective PLC</td>
<td>• 6 point improvement in math (all students will raise scores by 6 points on Math MCAS)</td>
<td></td>
</tr>
</tbody>
</table>
| Structures | • Attend regular check-ins with Lead SD for support and monitoring of this goal | - Department chair check-ins with
<table>
<thead>
<tr>
<th>EL Lead SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dept learning walks</td>
</tr>
<tr>
<td>• Bi-weekly department meetings in extended day time</td>
</tr>
</tbody>
</table>
**Springfield Renaissance School Strategy Plan - Student Growth and Achievement Goal 2010-2011**

**Student Growth & Achievement Goal:** 100% college acceptance for this year’s senior class and an increased college-bound tone across all grades.

**Core Practice Benchmarks:** Culture and Character: Ensuring Equity and High Expectations

<table>
<thead>
<tr>
<th>Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>ELS Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
</table>
| I can refine and implement the college-bound processes appropriate for my grade-level crew. This means I can | Principal and IG  
- Provide materials, resources and coaching to Crew Coordinator  
- Support structures developed by Crew Coordinator that facilitate refinement of the college process, including extended day time and individual and small group meetings | Support SD 2:  
- Oversee and support individual staff members as needed towards this target as needed  
- Participate in Crew Learning Walks with Crew Coordinator and other staff to assess and provide feedback to teachers around this target | Evidence of Teacher Growth  
- Teacher organization for SLFCs, PP, Internship, Senior Talks as evidenced by smooth student execution and thorough documentation |
| - Create structures and protocols for knowing students well (student-self; self-to-peer; student-teacher) | IG  
- Develop, refine and organize documentation in support of the college process  
- Guide the refinement of Crew Curriculum Maps  
- Develop annual and shorter term (including weekly lessons) plans for crew aligned to targets on curriculum map |  | Evidence of Student Growth  
- % completion of SLFCs, PP, Internships, Snr Talks  
- Increase in number of students taking SATs (specific percentage here?)  
- Improvement in SAT scores  
- 100% Graduation  
- 100% college acceptances |
- Lead the development, refinement and organization of resources and documentation for college-bound structures (SLFC, Portfolio and Passage, Internships, Senior Talks)
- Coach Crew leaders individually and in small and large group PD sessions
- Oversee and coordinate a Crew Mentoring structure and process
- Collaborate with EL School Designers and IG to refine Crew plans and support Structures
- College theme for Crews
- Bi-weekly Crew Leader Meetings and PD sessions
- Crew Learning Walks with descriptive feedback
- Crew Mentors and crew coaching as needed
## Springfield Renaissance School EL Professional Development Plan 2010-2011

**School Year:** 2010-2011

### Direct Service Days:
- **Lead SD (LMN):** 45
- **Support SD (EAL):** 23
- **Consulting SD (AP):** 10
- **Consulting SD 2 (Math):** 6 TBD

All on-site days will be scheduled in advance and may include the following:
- Scheduled classroom observations and coaching / debrief sessions with teachers;
- Expedition, case study, and lesson planning with teachers’ leadership meetings;
- PD Planning sessions with IG and principal;
- Facilitation of whole-staff PD

### On-Site Days:

**September**
- **Tuesday 7th:** ILT mtg, Finalize workplan, Dept Chair check-ins
  - Ext Day: Consistencies check-in; Model Classroom Mtg
- **Thursday 9th:** MC Coaching (baseline obs) and Dept Chair Check-ins
- **Tuesday 21st:** ILT mtg, MC Coaching (baseline obs)
  - Ext Day: Depts—focus on assessment
- **Tuesday 28th:** ILT mtg, MC Coaching
  - AP: support Crew Coordinator
  - EAL: 6th team mtg; Consistencies data collection and report
  - Ext Day: Consistencies

**October**
- **Tuesday 5th:** Principal Check-in, Math Assembly, MC

### March
- **Tuesday 1st:** Principal Check-in, Learning Walk, ILT Mtg
  - Ext. Day: Nothing listed
- **Tuesday 8th:** Dept and MC coaching
  - EAL: 6th
  - Ext. Day: Depts—Assessment focus
- **Week of March 15th: EL National Conference, Portland, OR**
- **Thursday 24th:** EAL: 7th
- **Tuesday 22nd:** ILT, Depts, Teacher Coaching
  - Ext. Day: Depts—Assessment focus
- **Tuesday 29th:** ILT, Depts, Teacher Coaching
  - Ext. Day: Crew
  - Dept Chair Mtg

### April
- **Tuesday 5th:** Principal Check-In; ILT; Depts and Coaching
  - EAL: 6th
  - Ext. Day: Depts—Assessment focus
- **Tuesday 12th:** ILT; Depts and Coaching
  - Ext. Day: Crew
  - Dept Chair Mtg
- **Thursday 14th:** EAL: 7th
- **Tuesday 26th:** ILT; Depts; Coaching
  - Ext. Day: Nothing listed

### May
- **Tuesday 3rd:** Principal Check-in; ILT; Depts
  - Ext. Day: Depts—Assessment focus
- **Thursday 5th:** EAL: 7th
- **Tuesday 10th:** Depts; COL Support
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 7th</td>
<td>EAL: 6th team; Interventions Ext Day: Depts—focus on assessment</td>
</tr>
<tr>
<td>Tuesday 12th</td>
<td>ILT mtg, MC Coaching, Depts AP: Support Crew Coordinator</td>
</tr>
<tr>
<td></td>
<td>EAL: 6th team; Interventions Ext Day: Crew Dept Chair Mtg</td>
</tr>
<tr>
<td>Wednesday 13th</td>
<td>MC Coaching</td>
</tr>
<tr>
<td>Tuesday 19th</td>
<td>ILT mtg, MC Coaching, Depts Ext Day: Depts—focus on assessment</td>
</tr>
<tr>
<td>Tuesday 26th</td>
<td>ILT mtg, MC Coaching AP: Support Crew Coordinator</td>
</tr>
<tr>
<td></td>
<td>EAL: 6th consistencies; Interventions Ext Day: Crew Dept Chair Mtg</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 2nd</td>
<td>Principal Check-in, Learning Walk, ILT Mtg, Depts Ext Day: Depts—focus on assessment</td>
</tr>
<tr>
<td>Tuesday 9th</td>
<td>AP: ILT mtg, Support Crew Coordinator Ext Day: Crew—SLFCs Dept Chair Mtg</td>
</tr>
<tr>
<td>Monday 15th</td>
<td>MC Coaching; Math Day</td>
</tr>
<tr>
<td>Tuesday 16th</td>
<td>ILT mtg, MC Coaching, Dept Chair Support Ext Day: Depts—focus on assessment (Math)</td>
</tr>
<tr>
<td>Thursday 18th</td>
<td>EAL: 7th team; Indiv Coaching</td>
</tr>
<tr>
<td>Tuesday 23rd</td>
<td>ILT mtg, Indiv Coaching AP: Support Crew Coordinator</td>
</tr>
<tr>
<td></td>
<td>Ext Day: Cancelled</td>
</tr>
<tr>
<td>Tuesday 30th</td>
<td>ILT Meeting, Individual coaching Ext Day: Celebration? Return to Consistencies?</td>
</tr>
</tbody>
</table>

**December**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 7th</td>
<td>Principal Check-in, Learning Walk, ILT Mtg AP: Support Crew Coordinator</td>
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</tbody>
</table>

**January**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 4th</td>
<td>Principal Check-in, Learning Walk, ILT Mtg AP: Support Crew Coordinator Ext Day: Crew</td>
</tr>
<tr>
<td>Tuesday 11th</td>
<td>EAL: ILT, 6th Team Ext. Day: Depts—Assessment Focus</td>
</tr>
<tr>
<td>Tuesday 18th</td>
<td>ILT mtg, Indiv Coaching, Depts Ext Day: Crew</td>
</tr>
<tr>
<td>Thursday 20th</td>
<td>EAL: 7th team and Interventions</td>
</tr>
<tr>
<td>Tuesday 25th</td>
<td>ILT Meeting, Midyear Huddle (Learning Walk with Implementation Review/Goals analysis) EAL: 6th, Interventions Ext Day: Nothing listed—grades due so reserve for grading</td>
</tr>
</tbody>
</table>

**February**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 1st</td>
<td>AP: Support Crew Coordinator Ext Day: Depts—Assessment Focus</td>
</tr>
<tr>
<td>Tuesday 8th</td>
<td>ILT, MC Coaching, Dept Chairs EAL: 6th Ext Day: Crew Dept Chair Meeting</td>
</tr>
<tr>
<td>Thursday 17th</td>
<td>EAL: 7th Dept Chair Mtg</td>
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<tr>
<td>Tuesday 24th</td>
<td>TBD</td>
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</table>

**June**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Tuesday 7th</td>
<td>TBD</td>
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**July**

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<tr>
<th>Date</th>
<th>Event Description</th>
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<td>TBD</td>
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**August**

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<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td></td>
<td>TBD</td>
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<tr>
<td>Date</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>EAL: 6&lt;sup&gt;th&lt;/sup&gt;; Interventions</td>
</tr>
<tr>
<td></td>
<td>Ext Day: Dept—Assessment Focus</td>
</tr>
<tr>
<td>Tuesday 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>EAL: 7&lt;sup&gt;th&lt;/sup&gt; team</td>
</tr>
<tr>
<td></td>
<td>ILT mtg, Indiv Coaching, support Crew Coordinator</td>
</tr>
</tbody>
</table>

**Off-Site Institutes:** (Location, Dates, # of Participants)
- Leadership Cohort—January 12-13, Essex, MA (2 slots)
- National Conference—Mar 15-18, Portland, OR (1 slot)
## Attachment O: Student and School Performance Benchmarks

<table>
<thead>
<tr>
<th>Goals and Measures</th>
<th>Academic Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AYP – English Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 1.1</strong></td>
<td>Each subgroup of BACPS students will make Adequate Yearly Progress (AYP) in English Language Arts as measured by the MCAS.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>BACPS student cohorts will show annual longitudinal growth in ELA, an average annual increase on MCAS at a minimum of 10 percentiles of growth per year and on a nationally-normed exam, students will average 5 percentiles until the average percentile score for proficiency reaches 80% and 75%, respectively, for all students, by 2017.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>80% of students who have attended the school for four consecutive years will score in the proficient or advanced category on the ELA MCAS.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>70% of all students who have attended the school for three consecutive years will score in the proficient or advanced category on the ELA MCAS.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>60% of all students who have attended the school for two consecutive years will score in the proficient or advanced category on the ELA MCAS, by 2015.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>All students who have attended the school for two or more years will, on average, attain a rate of proficiency on the ELA MCAS, at least fifteen (15) percent higher than the surrounding district average.</td>
</tr>
<tr>
<td><strong>AYP – Math</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 1.2</strong></td>
<td>Each subgroup of BACPS students will make Adequate Yearly Progress (AYP) in Math as measured by the MCAS.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>BACPS student cohorts will show annual longitudinal growth in Math, an average annual increase on MCAS at a minimum of 10 percentiles of growth per year and on a nationally-normed exam, students will average 5 percentiles until the average percentile score for proficiency reaches 80% and 75%, respectively, for all students, by 2017.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>80% of students who have attended the school for four consecutive years will score in the proficient or advanced category on the Math MCAS.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>70% of all students who have attended the school for three consecutive years will score in the proficient or advanced category on the Math MCAS.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>60% of all students who have attended the school for two consecutive years will score in the proficient or advanced category on the Math MCAS, by 2015.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>All students who have attended the school for two or more years will, on average, attain a rate of proficiency on the Math MCAS, at least fifteen (15) percent higher than the surrounding district average as measured by the Massachusetts Comprehensive Assessment System.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals &amp; Measures</th>
<th>Organizational Viability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finance (solvency, stability, and sustainability)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GOAL 2.1</strong></td>
<td>The BOT will strengthen internal and external support for BACPS and secure its long-term viability as measured by satisfaction and engagement by key internal stakeholders, financial viability, and effective governance and operating policy.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>The BOT will successfully execute a financial management system and sustainability plan such that annual contributions and net income allow the accumulation of unrestricted net assets equal to three months operating costs, by 2017.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget, annually.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>BOT Finance Committee reviews financial statements on a monthly basis and the full BOT reviews quarterly statements, which validate a spending plan/budget with adequate monthly cash flow and end of the year positive net assets, as measured by meeting or surpassing in performance standard ratios (e.g., liquidity, debt, etc.) by 2015.</td>
</tr>
<tr>
<td>Measure</td>
<td>The BOT approved fiscal year operating budget will allocate sufficient funding to support the school’s partnership with Expeditionary Learning.</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measure</td>
<td>The BOT approved fiscal year operating budget will allocate sufficient funding to support a student-centered and performance-based assessment program (e.g., Achievement Network’s assessment frameworks).</td>
</tr>
<tr>
<td>Measure</td>
<td>CPA/auditing firm performs annual fiscal year audit and the results are positive, without conditions and meet established financial and operational targets, annually.</td>
</tr>
</tbody>
</table>

**Governance and Management**

**Goal 2.2**

The BOT will regularly and systematically assesses its own performance and that of the Executive Director against school-wide goals and make effective and timely use of the evaluations.

<table>
<thead>
<tr>
<th>Measure</th>
<th>The BOT will complete an annual self-assessment to assure it is comprised of expertise needed for successful Charter School governance management as determined by an annual review of the expertise, competencies and skills of the BOT and Executive Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
<td>Charter School Leaders (Executive Director and Principal) will update the BOT with monthly service plan updates, which link budget and program operations/needs, and provide quarterly program summaries linking budget, spending plan, and program goals objectives, and benchmarks/milestones. At the conclusion of the academic year, School Leaders will provide results from the Annual Review process.</td>
</tr>
</tbody>
</table>

**Community support for BACPS**

**GOAL 2.3**

BACPS will demonstrate strong community support and organizational viability.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>80% of parents will complete annual parent satisfaction survey measuring satisfaction with the academic program, extra-curricular and summer program, school communication, and school safety. 90% will rate that they are satisfied or very satisfied with the school overall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>At least 95% of students who are enrolled on October 1 of each year will re-enroll and be in attendance of October 1 of the subsequent year, exclusive of those students who move out of the city of Springfield or graduate, by 2015.</td>
</tr>
<tr>
<td>Measure</td>
<td>Seventy-five percent (75%) of parents and (100%) of crew leaders will participate in student-led conferences two times annually.</td>
</tr>
</tbody>
</table>

**Dissemination**

**Goal 2.4**

BACPS will share effective best practices with other schools and educators.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>BACPS will be listed as a national best practice program (EL Mentor School) within the EL national network, by 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
<td>Locally BACPS health science expeditions are recognized as high effective, as evidenced by at least 60 visitors coming to Demonstration Days annually.</td>
</tr>
<tr>
<td>Measure</td>
<td>BACPS will hold two Expedition Nights; events will attract members of the general public, including educators from area schools, in which students demonstrate mastery of essential content and skills, beginning 2013.</td>
</tr>
<tr>
<td>Measure</td>
<td>BACPS will document at least two highly effective learning expeditions to be disseminated online and/or through workshops and conferences with area schools and within the Expeditionary Learning Schools network, annually, beginning 2015.</td>
</tr>
<tr>
<td>Measure</td>
<td>BACPS will be rated as a “highly implementing” overall on annual EL implementation reviews beginning 2015.</td>
</tr>
</tbody>
</table>

**Goals and Measures**

<table>
<thead>
<tr>
<th>Goals and Measures</th>
<th>Faithfulness to Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students Succeed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3.1</strong></td>
<td>BACPS students will demonstrate a strong awareness of college as a future path and earn opportunities toward attending college in the future.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>At least 85% of graduating 8th Graders will rise to 9th grade with the requisite skills and competencies to master, college-preparatory high school, by 2015.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>100% of rising 12th Graders will have entered into an Honors or AP program in high school and/or dual enrolled in a STCC college course, by 2019.</td>
</tr>
<tr>
<td>Measure</td>
<td>BACPS students will show a high awareness, based on surveys, of various college options and the requirements for earning admission to a selective four-year college.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measure</td>
<td>100% of 8th graders, at the BACPS for two or more years, will complete a high-quality (as measured by a rubric score of 4) personal essay which articulate career(s) of interest and identify potential majors and colleges of interest, as well as the personal values it will take to realize these visions.</td>
</tr>
<tr>
<td>Measure</td>
<td>100% of 10th Graders will have designed a course progression toward graduating a college ready, shaped by PSAT scores and/or Accuplacer results, annually beginning in 2017.</td>
</tr>
<tr>
<td><strong>Community Service and Civic Leadership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3.2</strong></td>
<td>BACPS students will produce high-quality work that develops their commitment to service, which is also recognized by the Springfield community as contributing to the overall quality of community life, by 2015.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>As measured by community surveys, 80% of community members will perceive BACPS students as “making significant contributions to the Springfield community” annually, beginning 2015.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>100% of BACPS students will participate in at least one service-oriented expedition a year, annually, beginning 2013.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>As measured by student surveys, 80% of BACPS students will show a strong commitment to serving their community annually, beginning 2015.</td>
</tr>
<tr>
<td><strong>Inclusivity and Diversity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3.3</strong></td>
<td>All BACPS students succeed academically regardless of the gender, race, income status, English language skills, or special education status.</td>
</tr>
<tr>
<td><strong>Benchmark</strong></td>
<td>An average of 90% of students will complete and turn in all homework as measured by daily homework checks by 2014</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>BACPS will conduct effective outreach to low-income students in Springfield through its recruitment and enrollment policies and its academic program.</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>BACPS will provide OST programs and support home learning activities, in which students and teachers participate with the families, to address challenges facing many low-income students beginning 2013</td>
</tr>
<tr>
<td><strong>Measure</strong></td>
<td>80% of parents give the BACPS a rating of exceeding expectations, a rating of 5 on a 5-point scale, when asked “the school shares the same values and aspirations for their child’s academic success” with response rates of at least 75% of parents/guardians responding annually, beginning 2013.</td>
</tr>
</tbody>
</table>
Attachment P: BSEP Description of Activities

Baystate Health Springfield Educational Partnership

Description of Activities

BSEP creates comprehensive personalized learning programs designed to increase health career educational opportunities for Springfield minority students typically underrepresented in the health-related professions. The program currently serves over 500 Springfield K-12 students annually, offering experiences including school-year and summer STEM academic enrichment, health competency development, health career development, job shadowing, mentoring, internships, and paid employment. BSEP has converted a wing of a former women's hospital into a personalized learning educational center with classrooms, laboratories, and patient simulation rooms and equipment.

Over the past seven years, BSEP has developed extensive internal and external collaborations that contribute to our ability to target, plan, provide, and evaluate the proposed program. Internally, the program works closely with all Baystate Medical Center clinical departments, with a special emphasis on nursing, to provide career development, job shadowing, mentoring, internships, and paid employment to Springfield minority students. The program supports students through all phases of their involvement with Baystate Health. Externally, the program works closely with Springfield Public School students to provide health career discovery, exploration and preparation programs. Similarly, BSEP works closely with Springfield Technical Community College, the proposed college partner of Baystate Academy, to prepare students for their nursing and allied health programs. These collaborations directly benefit the minority student population in Springfield.
<table>
<thead>
<tr>
<th>Action(s) to be taken</th>
<th>Designated Point Person(s)</th>
<th>Start Date</th>
<th>Proj. Comp. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to governing board - elect officers, form committees, appoint committee chairs</td>
<td>BoT</td>
<td>3/1/12</td>
<td>3/15/12</td>
</tr>
<tr>
<td>Appoint Interim ED (ED[I])</td>
<td>BoT</td>
<td>3/15/12</td>
<td></td>
</tr>
<tr>
<td>Set a board meeting calendar for 2012-2013</td>
<td>ED[I]</td>
<td>3/22/12</td>
<td></td>
</tr>
<tr>
<td>Submit an organizational chart to the Charter Schools Office</td>
<td>ED[I]</td>
<td>3/30/12</td>
<td></td>
</tr>
<tr>
<td>Submit letter and resumes to CSO requesting approval of new BoT members</td>
<td>ED[I]</td>
<td>3/30/12</td>
<td></td>
</tr>
<tr>
<td>Obtain copies of the Administrative and Governance Guide for each BoT member</td>
<td>ED[I]</td>
<td>3/30/12</td>
<td></td>
</tr>
<tr>
<td>Self-assess by-laws and submit to the Charter Schools Office</td>
<td>BoT</td>
<td>3/30/12</td>
<td></td>
</tr>
<tr>
<td>Submit a financial disclosure form for the previous calendar year for each of the proposed BoT members to CSO</td>
<td>BoT, ED[I]</td>
<td>3/30/12</td>
<td></td>
</tr>
<tr>
<td>Secure legal counsel in support of processing policies, practices and regulations consistent with state law and CSO guidelines.</td>
<td>ED[I]</td>
<td>4/1/12</td>
<td></td>
</tr>
<tr>
<td>Approve by-laws</td>
<td>BoT</td>
<td>4/15/12</td>
<td></td>
</tr>
<tr>
<td>Approve Complaint Procedure (BOT) and submit to Charter Schools Office</td>
<td>BoT, ED[I]</td>
<td>7/12/13</td>
<td></td>
</tr>
<tr>
<td>Submit draft Accountability Plan to CSO</td>
<td>BoT, ED</td>
<td>5/2/14</td>
<td></td>
</tr>
<tr>
<td>Incorporate CSO feedback and submit board-approved Accountability Plan to CSO.</td>
<td>BoT, ED</td>
<td>7/11/14</td>
<td></td>
</tr>
<tr>
<td>School Policies and Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply for access to Criminal Offender Record Information (CORI).</td>
<td></td>
<td>6/1/12</td>
<td>6/30/12</td>
</tr>
<tr>
<td>Request application from Nutrition, Health, and Safety for National School Lunch Program and submit written assurance that work has begun.</td>
<td>ED[I]</td>
<td>10/1/12</td>
<td></td>
</tr>
<tr>
<td>Set up student information database</td>
<td>ED[I]</td>
<td>12/7/12</td>
<td></td>
</tr>
<tr>
<td>Determine if school wants to operate Title I program and submit copy of program plan to CSO</td>
<td>ED[I], P</td>
<td>6/15/13</td>
<td></td>
</tr>
<tr>
<td>Create and submit Nutrition Services Program plan to Charter Schools Office</td>
<td>ED[I]</td>
<td>6/15/13</td>
<td></td>
</tr>
<tr>
<td>Self-assess and submit to Charter Schools Office a board-approved student code of conduct regarding expulsion policy</td>
<td>BoT, ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Self-assess and submit to Charter Schools Office a board-approved Bullying Prevention and Intervention Plan</td>
<td>BoT, ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Self-assess and submit to Charter Schools Office a board-approved CORI policy</td>
<td>BoT, ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Create, approve and submit Wellness Policy to Charter Schools Office</td>
<td>BoT, ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Create and submit School Health and Medications Administration Plan to Charter Schools Office</td>
<td>BoT, ED[I]</td>
<td>7/22/13</td>
<td></td>
</tr>
<tr>
<td>School Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a hiring committee for the school principal</td>
<td>BoT, EL</td>
<td>6/15/12</td>
<td>6/30/12</td>
</tr>
<tr>
<td>Rep</td>
<td>Date</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
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<td></td>
</tr>
<tr>
<td>Orient principal and establish a agreed to work plan for FY13</td>
<td>ED[I]</td>
<td>7/1/12</td>
<td>7/30/12</td>
</tr>
<tr>
<td>Finalize ED job description and hire permanent Executive Director</td>
<td>BoT</td>
<td>3/15/13</td>
<td>7/15/13</td>
</tr>
<tr>
<td><strong>Recruitment and Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and self-assess Enrollment Policy and Application for Admission</td>
<td>BoT, ED[I]</td>
<td>9/4/12</td>
<td>11/2/12</td>
</tr>
<tr>
<td>Board approval of Enrollment Policy and Application for Admission</td>
<td>BoT</td>
<td>11/2/12</td>
<td></td>
</tr>
<tr>
<td>Submit board-approved Enrollment Policy and Application for Admission to CSO for ESE approval.</td>
<td>BoT, ED[I]</td>
<td>11/30/12</td>
<td></td>
</tr>
<tr>
<td>Submit board-approved Recruitment and Retention Plan to CSO for ESE approval.</td>
<td>BoT, ED[I]</td>
<td>11/30/12</td>
<td></td>
</tr>
<tr>
<td>Pre-Enrollment Report submitted</td>
<td>ED[I]</td>
<td>3/8/13</td>
<td></td>
</tr>
<tr>
<td>Conduct recruitment outreach (see recruitment plan)</td>
<td>ED[I], P</td>
<td>11/2012</td>
<td>3/2013</td>
</tr>
<tr>
<td>Hold enrollment lottery</td>
<td>BoT, ED[I]</td>
<td></td>
<td>3/2013</td>
</tr>
<tr>
<td>Complete enrollment process for students with document collection, assessments, home visits, and orientation</td>
<td>ED[I], P</td>
<td>3/2013</td>
<td>8/2013</td>
</tr>
<tr>
<td><strong>Educational Program, Curriculum and Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare annual school calendar, student schedule, and complete learning time form consistent with 603 CMR 27.00 and school’s charter.</td>
<td>ED[I], P</td>
<td>5/17/13</td>
<td></td>
</tr>
<tr>
<td>Develop curriculum and accommodate to district plan</td>
<td>P</td>
<td>8/2012</td>
<td>6/7/13</td>
</tr>
<tr>
<td>Board approval of annual school calendar, student schedule, and complete learning time.</td>
<td>ED[I], P</td>
<td>6/21/13</td>
<td></td>
</tr>
<tr>
<td>Submit annual school calendar, student schedule, and complete learning time form to CSO for review and approval.</td>
<td>ED[I], P</td>
<td>7/5/13</td>
<td></td>
</tr>
<tr>
<td>Submit Special Education Program Plan (signed by required staff) and English Language Learners to Charter Schools Office</td>
<td>P</td>
<td>7/12/13</td>
<td></td>
</tr>
<tr>
<td>Submit District Curriculum Accommodation Plan to Charter Schools Office</td>
<td>P</td>
<td>7/19/13</td>
<td></td>
</tr>
<tr>
<td><strong>Facility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secure maintenance staff</td>
<td>ED[I]</td>
<td>6/14/13</td>
<td></td>
</tr>
<tr>
<td>Secure facility and oversee renovations</td>
<td>ED[I]</td>
<td>7/2012</td>
<td>7/1/13</td>
</tr>
<tr>
<td>Submit multi-hazard evacuation plan to CSO</td>
<td>ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Submit current Certificate of Occupancy and required safety inspections to Charter Schools Office</td>
<td>ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Submit evidence of insurance coverage to CSO</td>
<td>ED[I]</td>
<td>7/15/13</td>
<td></td>
</tr>
<tr>
<td>Submit official contact information for school</td>
<td>ED[I], ED</td>
<td>7/22/13</td>
<td></td>
</tr>
<tr>
<td>Submit a copy of the signed lease</td>
<td>ED[I], ED</td>
<td>7/22/13</td>
<td></td>
</tr>
<tr>
<td>Submit written assurance that the facility is accessible</td>
<td>ED[I], ED</td>
<td>7/22/13</td>
<td></td>
</tr>
<tr>
<td>Order non-instructional supplies, furniture, equipment and materials</td>
<td>ED[I], P</td>
<td>2/15/13</td>
<td>7/29/13</td>
</tr>
<tr>
<td>Set up furniture, equipment, and materials</td>
<td>ED[I], P</td>
<td>7/29/13</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Recruitment, Evaluation and Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set range for staff salaries and determine benefits</td>
<td>ED[I], P</td>
<td>11/9/12</td>
<td>12/8/12</td>
</tr>
<tr>
<td>Develop job descriptions and postings</td>
<td>P</td>
<td>10/1/12</td>
<td>1/25/13</td>
</tr>
<tr>
<td>Recruit and hire staff</td>
<td>P</td>
<td>2/1/13</td>
<td>5/3/13</td>
</tr>
<tr>
<td>Task Description</td>
<td>Responsible Party</td>
<td>Deadline</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
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<td></td>
</tr>
<tr>
<td>Submit signed letter of agreement with special education administrator to Charter Schools Office</td>
<td>P</td>
<td>5/10/13</td>
<td></td>
</tr>
<tr>
<td>Submit summary of staff’s qualifications to Charter Schools Office</td>
<td>P</td>
<td>5/24/13</td>
<td></td>
</tr>
<tr>
<td>Submit a self-assessed professional development plan for school administrators and teachers to CSO for approval</td>
<td>ED[I], P</td>
<td>6/14/13</td>
<td></td>
</tr>
<tr>
<td>Submit performance evaluation criteria and evaluation plans for school leader, teachers, and school administrators and non-instructional to CSO</td>
<td>ED[I], P</td>
<td>6/14/13</td>
<td></td>
</tr>
<tr>
<td>Submit written notification of physician relationship to CSO</td>
<td>ED[I]</td>
<td>6/14/13</td>
<td></td>
</tr>
<tr>
<td>Hire part-time school registered nurse and submit documentation</td>
<td>ED[I]</td>
<td>6/14/13</td>
<td></td>
</tr>
<tr>
<td>Conduct CORI checks on all staff and submit written assurance of these checks to CSO.</td>
<td>ED[I]</td>
<td>ongoing  7/22/13</td>
<td></td>
</tr>
<tr>
<td>Plan and hold staff orientation</td>
<td>P</td>
<td>6/3/13   8/16/13</td>
<td></td>
</tr>
</tbody>
</table>

**Transportation and Food Services**

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Responsible Party</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete contract with food service provider</td>
<td>ED[I]</td>
<td>1/7/13   6/1/13</td>
</tr>
<tr>
<td>Submit self-assessed Transportation Services Plan to Charter Schools Office</td>
<td>ED[I]</td>
<td>7/22/13</td>
</tr>
</tbody>
</table>

**Financial Systems**

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Responsible Party</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for 501 (c) 3 tax exempt status for school support organization</td>
<td>ED[I]</td>
<td>3/15/12  9/28/12</td>
</tr>
<tr>
<td>Work with Baystate Health staff to create systems for business, ops, and HR</td>
<td>ED[I]</td>
<td>2/1/13   5/3/13</td>
</tr>
<tr>
<td>Set up bank accounts</td>
<td>ED[I]</td>
<td>5/3/13</td>
</tr>
<tr>
<td>Submit Massachusetts W-9 form and an electronic funds transfer form with original signatures – Complete entire contracting system with state</td>
<td>ED[I]</td>
<td>6/14/13</td>
</tr>
<tr>
<td>Approve annual budget (BOT) and submit to Charter Schools Office</td>
<td>BoT, ED[I]</td>
<td>7/1/13</td>
</tr>
<tr>
<td>Adopt Fiscal Policies and Procedures, gain board approval, and submit to Charter Schools Office</td>
<td>BoT, ED[I]</td>
<td>7/15/13</td>
</tr>
<tr>
<td>Secure independent auditor</td>
<td>ED[I], ED</td>
<td>8/23/13</td>
</tr>
</tbody>
</table>

Key: ED[I] = Interim Executive Director, BoT = Board of Trustees, P = Principal, ED = Executive Director, CSO= Charter Schools Office
Attachment R. Plans for Workshop Model, Discovery-Based, and Protocol-Based Lessons

**Workshop Model Lessons:** Teachers will use the workshop format to introduce and explicitly teach concepts, skills, and strategies related to the learning targets. Workshops include the following components:

a. **Introduction** - the introduction taps into students’ curiosity, sets a positive tone, builds the need to know, and links to previous learning. The learning target is shared during the introduction.

b. **Mini-Lessons** - the mini-lesson shows students how to meet the learning target through direct instruction. The teacher prepares students for success during practice/application by providing an explicit model of proficiency. The mini-lesson may include modeling, think-aloud, demonstration, or mini-lecture.

c. **Guided practice** - guided practice allows the teacher to assess student readiness for working independently by providing an opportunity for all students to try what was modeled with ample support. The teacher renames steps and addresses misconceptions.

d. **Practice/applications** - during practice/application, students practice what was modeled independently of the teacher. Teachers facilitate student thinking and understanding by asking probing questions and assess students’ proficiency in relation to the learning target.

e. **Sharing** - students share work and ideas that show progress towards the learning target. Students and teachers celebrate successes.

f. **Debrief** - students create meaning by synthesizing as a group during the debrief. Students think about the learning process and name how the lesson furthered their learning. Students and teachers assess proficiency towards the learning target and identify next steps.

**Discovery-Based Lessons:** Teachers start a discovery-based lesson, such as 5E’s, with a provocative experience or problem. They invite students to make sense of it, then build skills, vocabulary, and conceptual understanding on a “need to know” basis. A 5E’s lesson includes the following components:

a. **Engage** - teachers engage students (e.g. with a demonstration, brainstorm, problem) to raise questions and elicit responses that uncover what students know or think about the topic.

b. **Explore** - students then explore the topic together, without direct instruction from the teacher. The teacher asks probing questions of students and listens as they make meaning.

c. **Explain** - teachers ask students to explain their thinking based on their explorations and provide students with clarifications, definitions, and direct instruction.

d. **Extend** - students extend their knowledge of the topic by applying concepts and skills to new problems and tasks.

e. **Evaluate** - the teacher assesses students’ knowledge or skills and asks them to assess their own learning.

**Protocol Based Lessons:** Teachers will use multi-step protocols as part of a lesson or as the entire lesson. Protocols are formats for discussion that bring clear structures and guidelines to classroom discourse. Teachers use protocols to provide equity of voice and to ensure that all students think critically and participate fully. EL will train teachers in the use of a variety of protocols, each tailored to support the purpose of the lesson (e.g. using the building background knowledge protocol early in a study to immerse students in the topic and to generate student questions).

Baystate Academy will be financially supported by Baystate Health through the start-up phase. See the Governance and School Finance sections of the application for further details.

2010 American Community Survey, Census Bureau
U.S. Census, 2005-2009 American Community Survey
According to 2011 MCAS results.
According to the Massachusetts Department Of Labor report, Commonwealth of Massachusetts Employment Projections 2010-2016.
2011 Physician Workforce Study. Mass Medical Society
Source: http://elschools.org/
Project Lead The Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. PLTW's comprehensive curriculum for engineering and biomedical sciences has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students.
The school is aware that a percentage of 9th grade students will not be graduates of the lower division and likely arrive with a significant academic and student skills deficit. The school will address these needs through a variety of mechanisms including Saturday Academy tutorial, a specialized summer program, remediation intensives, and daily acceleration periods in which students will receive targeted support.
Dr. Hinchey is the current chair of the Accreditation Council of Graduate Medical Education (ACGME) Innovation in Education Project and the recipient of the Milton O. ('30) and Natalie V. Zucker Clinical Teaching Prize for Outstanding Innovation in clinical teaching from Tufts University School of Medicine.
Expeditionary Learning Core Practices Book (Beta 2011).
The Executive Director will also conduct similar review processes assessing the school’s organizational viability and faithfulness to terms of its charter. See the Management section for further details.
Teach Plus (Spring 2011). Our Own Best Resource: Utilizing the Collective Talents of Boston Teachers and Schools.