

LOUDOUN COUNTY
CHARTER SCHOOL APPLICATION

Hillsboro Charter Academy

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Any person, group or organization may submit an application for the formation of a charter school. Applicants must follow Virginia state law and Loudoun County School Board policy regarding charter schools. Applications must be received eighteen (18) months prior to the anticipated opening of the charter school. An original plus six (6) copies of the application must be submitted. An application fee of \$1,000.00 shall be submitted with the application. Applicants must follow the application format provided below.

List of Attachments

Attachment 1	Evidence of Support – Revised 02/16/15
Attachment 1a	Petition Assertion – Revised 02/16/15
Attachment 2	STEAM Lesson Plan – Submitted 08/07/14
Attachment 3	Budget – Revised 02/16/15
Attachment 4	Organization and Training Guidebook – Submitted 08/07/14
Attachment 5	Transportation Plan – Submitted 08/07/14
Attachment 6	Curriculum Summary – Submitted 11/20/14
Attachment 7	3rd Grade Scope and Sequence – Submitted 11/20/14
Attachment 8	Curriculum Planning Update – New Addition
Attachment 9	SOL Guidance Document – New Addition
Attachment 10	Draft of After School Program Plan – New Addition
Attachment 11	Draft of Volunteer Program Plan – New Addition

LOUDOUN COUNTY CHARTER SCHOOL APPLICATION

I Applicant/Contact Person(s)

Hillsboro Charter Academy (HCA) is a non-stock, nonprofit corporation, it is organized and operated exclusively for charitable, educational, and scientific purposes and has been formed to operate a charter school to serve the educational needs of the community. The Corporation qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code.

The address of the initial registered office of the Corporation, which is located in Hanover County, is: 7288 Hanover Green Drive
Mechanicsville, VA 23111

The initial registered agent at the foregoing office is InCorp Services, Inc, a corporation authorized to transact business in Virginia.

The initial Board Members are as follows:

Rebecca Baldwin Fuller - President

Term ends: December 31, 2016

Background and Experience:

Rebecca Fuller is a resident of Waterford, Va. and the mother of a 1st grader at Hillsboro Elementary with two younger children who plan to attend HCA. She works as a Nurse Practitioner and is dual certified in Oncology and Palliative Care. Rebecca was a substitute teacher in the New York City public school system for one year. She also taught as a clinical instructor at Columbia University School of Nursing where she served on the university wide Senate. More recently, she served as adjunct faculty at The George Washington University School of Nursing, where she designed curriculum for the Palliative Care certificate program.

Roger L. Vance – Vice President

Term ends: December 31, 2016

Background and Experience:

Roger Vance has been a Hillsboro, Va., resident since 1995. He has served as mayor since 2004. First elected to Hillsboro Town Council in 1996, he was chairman of the town's planning commission from 2002 to 2004, which created the first Hillsboro comprehensive plan. His journalism career spans 30 years and he is currently editor-in-chief of the World History Group, publisher of the world's largest group of popular history magazines with a combined readership of more than 1 million. His wife has been

a teaching assistant for Loudoun County Public Schools for 20 years, specializing in elementary special education.

Amy Marasco Newton – Treasurer

Term ends: December 31, 2016

Background and Experience:

Amy Marasco Newton is a resident of Hillsboro, Va., and sits on the Hillsboro Town Council. She serves as the President of The Nature Generation, an environmental nonprofit that inspires and empowers youth to make a difference through innovative environmental stewardship programs in literature, science and the arts. She is an executive management consultant and facilitator with over 30 years experience providing business and organizational consulting services to government agencies, public and private sector companies, and nonprofit organizations. Her expertise lies in environmental programs, education and marketing and outreach.

Marybeth Muir – Secretary

Term ends: December 31, 2015

Background and Experience:

Marybeth Muir is a resident of Purcellville, Va. and is Senior Vice President of Process Improvement for Middleburg Bank. She leads the Bank's Process Improvement initiative, examining current processes and implementing changes to streamline the company's workflow.

Benedict Lenhart

Term ends: December 31, 2015

Background and Experience:

Benedict Lenhart is a Hillsboro, Va. resident and the father of a Hillsboro Elementary 2rd grader. He and his wife, who is an LCPS substitute teacher, have had 3 other children educated at Hillsboro Elementary who have gone on to Woodgrove HS, and The College of William & Mary. He is a Partner at Covington and Burling, LLP practicing in the areas of insurance and litigation. He serves as co-chair for Covington's Insurance Practice Group. He has taught for 22 years as adjunct faculty at Georgetown Law Center, where he teaches Constitutional Law.

II Mission Statement

Describe the mission of the proposed charter school, including any specific area of concentration (i.e. math and science, technology or the arts). This statement should include the core philosophy or purpose of the school as well as the target student population, including whether the school intends to increase the opportunities of educationally at-risk students. As required by law, the mission must be consistent with the Standards of Quality and, by reference, the Standards of Accreditation and Standards of Learning.

The mission of the Hillsboro Charter Academy is to provide an SOL-based, academically rigorous school of choice to Western Loudoun families by maintaining the historic presence of a school in Hillsboro and keeping the small, community-based approach of the school, while welcoming families from throughout Loudoun County.

The target student population is Kindergarten through Grade 5 students of Hillsboro and surrounding communities. This is a rural and diverse population, some of whom are considered at-risk students. The school welcomes applications from any K-5 student in Loudoun County and will require parental involvement in order to support the community based mission of the charter.

The broader community of the Hillsboro Charter Academy (HCA) is dedicated to working cooperatively to ensure that each and every one of our students grows academically, socially, and personally. Research clearly demonstrates that a student's success is highly influenced by the school/home partnership. We at the Hillsboro Charter Academy value our families and their investment in their child's experience.

HCA will educate the whole child and reach them where they are, in the classroom and beyond the classroom, at all levels from individual instruction through specialized gifted lessons. It will be an experiential, project-based school that provides individualized learning plans to meet each child's educational needs in an inquiry-based environment. By incorporating science, technology, engineering, the arts and math (STEAM) into each child's student learning plan, Hillsboro Charter Academy will differentiate our approach to preparing students for twenty-first century learning.

III Statement of Need

Describe the need for the charter school and how that need was determined.

Since 1874, the small town of Hillsboro has been known for educational excellence. The Hillsboro Charter Academy (HCA) meets Virginia's, Loudoun County's, and Hillsboro's need for a small, community-based elementary school that produces academic success while developing the whole child, provides a safe and convenient local school of choice that promotes diversity, and levels economic barriers through unique, innovative, and rigorous educational approaches and expectations.

Public Charter schools are a proven means of improving educational opportunities and outcomes for students. According to the National Alliance for Public Charter Schools, 15 of 16 "gold standard" research studies conducted on public charter school student achievement since 2010 have found that public charter schools are succeeding in improving educational results. A 2013 study conducted by Stanford University's Center for Research on Educational Outcomes on public charter school performance in 27 states found that charter school students are outperforming their peers in reading in traditional public schools and closing the achievement gap between student subgroups.

Charter schools are experiencing success in closing the achievement gap even as a higher percentage of their students are from at-risk minority and low-income families than in traditional public schools. Hillsboro Elementary School in the 2013-2014 school year had an enrollment of 65 students, of which 23% were considered economically disadvantaged as indicated by LCPS. This rate is more than double that of the closest schools, including Lovettsville, Round Hill and Mountain View. (profiles.lcps.org)

HCA will effectively meet Loudoun County's and Hillsboro's need for academic improvement for ALL students, particularly given a proposed educational design that is based on Student Learning Plans, full day Kindergarten, a strong optional after-school program, a pioneering curricular approach, and other innovations.

HCA will bring something new to children who are educated in Loudoun County. It will take what is good and working well in established education and blend it with innovative and creative ideas. Children will be immersed in a rich, multi-sensory learning environment. HCA will incorporate the visual and performing arts, technology education, science exploration, and design engineering concepts in a cross-curricular structure (known as STEAM: Science and Technology, interpreted through Engineering and the Arts, all based in Mathematics).

A longer school day will allow HCA educators to more fully incorporate the "encounter model" of learning, which engulfs students in an environment of sensory activities to

stimulate and develop our their higher order thinking skills. HCA will differentiate the instruction methods around individual children, to prepare each of our students to be successful and productive citizens of the twenty-first century. The longer school day allows for pull-out time, enabling students to participate in SOAR (Student with Outstanding Ability Resource) gifted programs. In addition, HCA will offer a robust fee-based after-school and summer school program that will aim to extend instruction, provide further enrichment opportunities and more academic time, thereby lessening summer learning loss.

The STEAM approach HCA plans to take comes from a growing body of research on the benefits of these areas of focus. For example, a charter school in Atlanta, Georgia, the Charles R. Drew Charter School, has implemented STEAM in a more economically disadvantaged environment than Hillsboro. (At Drew, 68% of the student population is eligible for free or reduced price lunch). Drew's STEAM focus has yielded continued improvement in test scores and student success: In 2014, the school ranked better than 88% of elementary schools in Georgia and ranked 7th among 51 ranked elementary schools in the Atlanta Public Schools District. Drew was also named the 2012 Georgia Charter School of the Year.

A vibrant and growing charter school in Hillsboro will alleviate overcrowding at other local schools. Were Hillsboro to close, its students would be sent to other LCPS schools, some of which are nearing capacity. . Moreover, a charter school in Hillsboro helps fulfill Loudoun County Public School's longstanding policies on school-attendance zones, which stress "Keeping students close to their schools." Those policies call for attendance zones that are based on "geographic proximity as measured by distance traveled using established routes of transportation" and give priority to "adjacent neighborhoods and communities to a school." (See LCPS Bylaws, Section 2-32). HCA will allow many of its students to have a shorter bus ride to school, and maintain them in their home community.

The formation of the HCA will mitigate the ongoing threat of closure the current school has faced for many years. Although there is a rich history and tradition to this small school, enrollment has declined due to repeated changes to attendance zones and the uncertain future of the school. The publicity around the potential of a charter school in Hillsboro resulted in an increase in enrollment from 62 to 75 (15% increase) for the 2014-15 school year, reversing a years-long decline. These are parents who are early movers, but will soon be followed by many more who seek to enroll their student(s) in HCA upon approval of the charter. We are confident that the enrollment increase of 200% at Middleburg would occur again with HCA. With its innovative educational offering--built on a familial feel--HCA aims for the goal of reaching at least 120 students in the very near future.

IV Evidence of Support

Provide tangible evidence of support (such as a petition, signed letters of support, surveys, or minutes of a charter school organizational meeting) for the formation of the charter school.

The Hillsboro community has been serving and supporting the education of children for 140 years, and its belief in that endeavor now continues with its backing for the creation of the Hillsboro Charter Academy. A core group of Hillsboro parents and teachers have been meeting to craft the direction and curriculum of HCA since May of 2013, and have collectively spent thousands of hours on the project. They have been joined and encouraged by the wider Hillsboro parenting community, who have shown their support by keeping their children enrolled in the school—despite fears of closure or budget cuts. Dozens of parents from outside Hillsboro have also joined the effort, helping with the charter project, and/or attending our informational meetings, and/or using special exception to enroll their children in Hillsboro for this coming school year. Hillsboro's enrollment for 2014-2015 surged from 62 to 75 in the few short months after we first announced our intention to apply for a charter.

The town of Hillsboro also stands firmly behind this venture. The Hillsboro Mayor is serving on the Board of Directors, and the Hillsboro Town Council passed a resolution in support of HCA. Local foundations and businesses have also expressed support. The Western Loudoun County Community Schools Foundation has already agreed to spearhead the HCA endowment effort, which will help ensure the financial security of the charter school.

We all have a common goal of leveraging the extraordinary qualities of the Hillsboro community to benefit kids across Loudoun County, providing them an innovative and excellent education. Attached is the list of our meetings and volunteers, a petition expressing support for the school, attendees to our informational meetings, and the Hillsboro Town Council resolution, and letters of support from other members of the community. (Attachments 1 & 1a).

V Goals and Educational Objectives

Describe the goals and educational objectives of the proposed charter school. This section should include broad student achievement goals. The objectives should be expressed as a concrete, measurable statement of what students should know and be able to do at various levels of education and identify practices that will improve teaching and enhance learning. As required by law, the objectives and goals must meet or exceed the requirements of the Standards of Quality and, by reference, the Standards of Accreditation and Standards of Learning.

The Hillsboro Charter Academy will prepare students for future success by:

- promoting academic excellence and equity for a diverse population of students in Hillsboro and Loudoun County;
- providing a choice of educational opportunities within Loudoun County for parents, students, and educators; and
- creating a safe learning environment, but with high expectations, for elementary school age children to fully develop their range of skills, abilities and knowledge in an innovative and holistic approach incorporating a multi-disciplinary approach.

HCA will be a school community in which students, faculty, staff, and parents are jointly aware of and committed to the mission and goals of the school.

The Hillsboro Charter Academy's Educational Objectives

The Hillsboro Charter Academy will provide an engaging curriculum that utilizes research-based educational practices and methodologies. Our “Student Learning Plans” (SLP’s) will be designed to meet the individual educational needs of our children. Our school will incorporate the visual and performing arts, technology education, science exploration, and design engineering concepts in a cross-curricular structure. Our educators will incorporate project based lessons in an “encounter model” of learning that engulfs students in an environment of sensory activities to stimulate and develop our students’ higher order thinking skills.

The Hillsboro Charter Academy will differentiate the instruction methods to prepare each of our students to be successful and productive citizens of the twenty-first century. Our students will participate in daily hands-on lessons that will challenge them to think critically and creatively. Instructional staff will guide our students to academic excellence by providing a rigorous academic program, and students from all demographic groups will perform at high achievement levels. HCA will utilize the ASPIRE program (Active Students Performing Intellectual Reasoning Endeavors) as a precursor and identifier for children who will then participate in an in-house gifted program called SOAR (Students with Outstanding Ability Resource) program, defined later in the document.

HCA will implement a unique education approach: Science, Technology, Engineering, Art, and Mathematics with an interdisciplinary approach that blends the mind of a scientist or technologist with that of an artist or designer. The academic experience combines best-of-breed academics with project-based learning in rigorous academics, valuing all disciplines:

- Science stimulates curious minds through investigation and discovery.
- Technology invigorates teaching and learning through virtual manipulatives, interactive software, video and more.
- Engineering skills come alive as students apply scientific and mathematical concepts to build bridges and win competitions.
- Arts put the “A” in STEAM as students ignite creative thinking and expression every day.
- Mathematics programs are a formula for success, from primary grades, where numbers and operations count, to elementary grades, where emphasis increases on measurement and geometry.

STEAM is a unique model that strengthens and enriches an interdisciplinary curriculum with a robust foundation in literacy. (See Attachment 2 for a STEAM lesson plan example: Oh Chute!) Robotics, engineering and design will be offered at nearly every grade level. Our goal is to prepare students for a future in which scientific discovery, technical innovation and creative expression lead to a better life.

The school will build its interdisciplinary STEAM approach curriculum around the SOQ's and SOL's that are mandated by Virginia and provided by Loudoun County in all of its public schools. The school will focus on this core knowledge and these essential skills so that students will attain mastery on which future learning will be built. Upon this foundation, HCA students will achieve higher order thinking and problem solving skills, with the process skills and content knowledge to create new ideas, projects and understanding and be able to critically evaluate the same.

HCA will prepare students for success by preparing them to be responsible, engaged and self-actualized in their own education, which will lead to a more creative, motivated, and passionate student body. The school will help students to prepare for the rapidly changing technologically advanced global economy that we are all a part of. Students will find relevant information using appropriate tools and evaluate it through critical thinking and quantitative analysis. They will solve problems and make decisions based on available information and organize and present their work both orally and in written or graphic form. HCA will provide children with a positive educational and social experience in a structured, challenging and nurturing environment.

To achieve a STEAM integrated curriculum, teachers will work as a team. Each quarter, the Principal and teaching staff will gather and analyze data about students' performance, special areas of intervention need, and share effective teaching methods. They will tie the disciplines together to reinforce and inform one another, emphasizing connections among diverse subject matter. Research has demonstrated that students become more motivated when they observe these cross-disciplinary connections. In the course of their studies, the students will be expected to develop and hone skills to formulate a question or define an issue.

In order to promote community understanding and involvement, HCA hopes to partner with various community businesses, foundations, and organizations to bring the flavor, the experiences, and the culture of Loudoun County into our curriculum and our school community.

HCA will provide a unique choice in educational opportunities for students, parents, teachers, and the community and deliver a real option for all Loudoun County students, regardless of their financial situation. Students who choose to try HCA's rigorous interdisciplinary curricular education also have the option to return to their assigned LCPS school at any time. This level of choice is an important element in educational accountability and promotes higher standards throughout the system.

Students at HCA will:

- Develop clear and effective written and oral communication skills.
- Acquire a strong foundation in mathematical reasoning and skills.
- Discover, understand, and appreciate the natural world.
- Learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world and the United States.
- Develop an informed appreciation of the arts, music, and theater and participate in their creation.
- Understand the essentials necessary for a healthy, safe, and physically fit life.
- Recognize the importance of hard work, personal responsibility, and respect for others.

HCA Specific Goals and Targets:

- All students in grades 2 through 5 will read at or above grade level by year three of operations;
- The total number of students enrolled by year three: 160
- Percentage of family volunteer participation each year: 99%
- Average annual grants and community contribution for the first three year: 10% of operating budget
- Average student to teacher ratio in year three: 20:1

- Average daily attendance during year one: =>97%
- School progress and satisfaction will be measured by an annual HCA Board directed survey
- HCA students will achieve and exceed state and federal benchmarks
- HCA will become a school of excellence recognized by the state of Virginia under one or more of the following:
 - o Governor's Award for Educational Excellence
 - o Board of Education's Excellence Award
 - o Board of Education's Distinguished Achievement Award

HCA Core Values

Core Values reflect what is truly important to an organization and serve as guiding principles for decision-making. Our Core Values represent how we want to “live” within our school communities. Core Values are for children and adults to embrace, internalize, model and live by. They are an expression of what is deep and enduring in our school system.

The Core Values of the Hillsboro Charter Academy

- High Achievement for All
- Teaching Excellence
- Innovation
- Respect
- Responsibility

High Achievement for All: We will...

- Maintain high expectations, deliver effective differentiated instruction, and nurture a community of learners.
- Provide meaningful educational programs for all students; nurture a community of learners that supports the balance between social emotional resilience and academic achievement.

Teaching Excellence: We will...

- Ensure that skilled, knowledgeable, and passionate teachers and leaders are actively recruited, supported and retained at HCA.
- Expect that faculty and staff provide engaging learning experiences.
- Commit to supporting each student in order to deepen, expand and continuously improve learning, regardless of abilities and motivations.

Innovation: We will ...

- Create an environment that encourages students and staff to explore new learning opportunities outside their “realm of known” (comfort zone).
- Promote entrepreneurial spirit in our programmatic and fiscal decision-making.

- Be recognized as a leader in student instruction, curriculum development and the integration of technology in the learning process.

Respect: We will...

- Create an inclusive environment that recognizes and respects individual differences where everyone feels known, safe, and valued.
- Create opportunities where a group of diverse individuals collaborate toward a common goal.

Responsibility: We will...

- Promote an environment which fosters ethical behavior and global citizenship in which all students and adults are accountable for their individual and collective behavior.
- Form a community made up of the school board and local town government, the superintendent, school faculty and staff, and parents that actively supports and advocates for students.

VI Description of Education, Pupil Performance Standards, and Curriculum

Describe the curriculum and the methods of instruction, including teaching materials and any unique instructional techniques to be used. List the pupil performance standards and how they were established. This section should also provide the school calendar. As required by law, the elements in this section must meet or exceed the applicable requirements of the Standards of Quality and, by reference, the Standards of Accreditation and Standards of Learning.

The learning community of the Hillsboro Charter Academy is dedicated to working cooperatively to ensure that each and every one of our students will grow academically, socially, and personally. Research clearly demonstrates that a student's success is highly influenced by the school/home partnership. We at the Hillsboro Charter Academy value our families and their investment in their child's experience.

As excellent teachers are the single most important factor in a successful school, HCA will aim to implement a professional learning community which will provide for professional development opportunities and collaboration among the teaching staff. The Principal will be intimately involved in this, though the teachers will drive the process, empowering the staff to reach a higher level of excellence. This teacher empowerment will help drive our goal of having our students take control of their own education and become passionate about learning.

Learning Environment

Hillsboro Charter Academy will be designed around the following criteria:

- **Class Size**

Hillsboro Charter Academy believes that it is essential for positive student learning and growth to keep classes sizes lower than the county class averages. All kindergarten through fifth grade classes will aim for a maximum of 20 students per class. We have planned around an opening enrollment of 120 students and intend to have single grade classrooms of approximately 20 students in each class at each grade level (K-5). For Kindergarten, a full-time teaching assistant will be assigned once the class goes above 12 students. If the starting enrollment is substantially below the projected 120 students, HCA will adjust class sizes and potentially combine grades as necessary and appropriate based on enrollment patterns.

- **Class Structure**

At startup, Hillsboro Charter Academy will have 6 classrooms. Each classroom will be staffed with a licensed LCPS teacher. Teaching assistant(s) and a floating assistant will supplement the teachers in the classroom. HCA will also utilize

specialized teachers in reading, math, art, and music as well as our librarian in the classroom. Our number of teaching assistants is designed with flexibility in mind, allowing us to alter their numbers and duties based on enrollment.

- Teaching Methods and Scientifically Research-based Instructional Strategies:
HCA will employ a number of strategies, include the integration of arts into STEM in an immersive environment that promotes active learning, employing a constructivist approach allowing teachers to facilitate learning while developing the whole child, ultimately leading to a lifelong love of learning.

Examples of teaching methods HCA will use include the individualization of instruction that is continuously monitored, project based, collaborative, experiential, and multisensory.

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

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

- Special Student Population:
Students with Individual Education Programs (IEPs) and those in the process of evaluation will be promoted based on their own individualized promotion criteria in addition to the other indicators stated above.

School Schedule and Calendar

Daily Schedule: 7:30 to 3:05. This extended day will include Project Time/Co-Curricular Activities. Project time will allow for interdisciplinary, project-based learning that integrates reading, writing, science, math, arts, technology, and engineering. See Attachment (8) This work will be interdisciplinary and will vary

throughout the school year by grade. HCA continues to evaluate the impact of a longer school day in the context of teacher contracts, possible LCPS board waiver request(s), transportation options, maximizing instructional time, and after school activities

Calendar: HCA is planning to adhere to the LCPS calendar for the beginning and end of the school year. We may, however modify some student breaks or have additional scheduled days off for teacher planning. Teacher contract hours and Virginia State required minimum total hours of instruction would not be affected.

Extra-Curricular Activities Plan

HCA will host its own after-school enrichment program to give its parents more options for a thought-provoking end to each school day. Dubbed “Channels”, the after-school program will be aimed at providing children with activities that engage all their learning channels and will run daily from 3:05 p.m. to 5:30 p.m. Currently, Hillsboro’s existing club system brings in educators and experts, on an ad-hoc basis, who engage our children in themed classes that run once a week, for a period of 4 to 8 weeks. Channels will formalize this system, working with these same partners--and new ones--to give each day of the week in the after-school program a focus, and one that carries from week to week. For example, Mondays might include yoga and strategic-gaming; Tuesdays, STEAM and Legos; Wednesdays art and chess ; Thursdays music and Scratch (computer programming) ; Fridays science and reading. These themed classes will support the academic- and social- program goals of the charter, and would rotate throughout the school year. (See Attachment10)

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

Our after-school program will be fee-based, and will aim to be competitively priced with the County’s CASA program. Parents will have the option of signing their kids up for some or all of the days of the week. Staffing for the Channels program will be a combination of paid experts, community members donating their time and parent volunteers.

HCA will also provide an affordable summer enrichment program that will follow the same themed approach, but will allow for us to incorporate week-long or multi-week-long subjects—such as the mounting of a musical or play, an introduction to computer

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

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

- **Instruction in the Arts**

Students at Hillsboro Charter Academy will receive standards-based instruction in specialized art and music classrooms by LCPS teachers. When we reach enrollment levels of >100 students, we will adjust these specialized teachers to a full time schedule, enabling them to be better integrated into the PBL based STEAM focused curriculum. Throughout the school day, art and music will become a vital part of the interdisciplinary approach to learning. The school will also strive to provide art and music after-school enrichment opportunities for our students.

- **Communication with Families**

Our teachers will meet with each student's family a minimum of five times every school year. We will have an initial conference (either before schools starts or within the first two weeks of school). This will be an important tool for sharing important information about the child, for instance food allergies, etc. There will be a before-school Open House, where parents/students will have the opportunity for a "meet and greet" with their teachers and peers. This will also provide time for families/teachers the chance to get to know each other in an informal setting. The school will have a Back-to-School Night between mid-September and mid-October. Three of the meetings with parents will be in conjunction with report cards throughout the school year.

HCA will also have an "exit" conference where the teacher/parent collaborate and meet to review their child's progress throughout the year and what they can do to enrich/help provide continued progress over the summer break. This will help set the stage for a successful transition into the next grade level and new school year. Teachers will also communicate informally with families throughout the school year in the form of e-mails, phone calls, weekly letters/newsletters, web page updates, weekly folders, evening and weekend events family events, project culminations, and individual notes/letters sent home.

- **School and Family Community Building**

We know the importance of building a strong and caring school culture and community. We will help facilitate this through morning assemblies. These assemblies will help build school pride and a sense of community. One possible method for creating a sense of community is by creating teams that will be made up of members of different grade levels and will work together on team challenges throughout the year. They may work as a team to solve one of our social skills dilemmas to build character and citizenship skills. Each team may have a banner and when they meet a challenge, they will place an award on their team banner that is hung in the center circle of the school. Teams will also be responsible for choosing their team names. Assembly activities may also include the Pledge of Allegiance, the Star Spangled Banner or other patriotic songs, and potentially our School Song (to be written by the students).

Other unique features may include a weekly classroom “celebration” / “reflection” time. The celebration time would enable each student to have the opportunity to reflect and share something positive that they’ve learned that week, pertaining to school. Additionally, we plan to incorporate family activity nights at least twice per quarter. We hope to utilize our varied and talented parents within our classrooms to provide additionally insight toward educational objectives as well as foster the important home/school communication/community link.

We also intend to get the students/families involved in community service projects. In past years the Pumpkin Bowl was a flag football game that encompassed all students in grades 1-5 and also served as a fundraiser for a local charity. This not only taught the students citizenship, but also strengthened their money skills, teamwork, fair play, public speaking and even dance. We plan more activities like this to help foster the sense of community and build selflessness within a student’s character.

Curriculum and Instruction

- **Philosophy**

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

Since 1874, the small town of Hillsboro has been known for educational excellence. Building upon our tradition of success, Hillsboro Charter Academy is excited to bring something new to the way we educate children in Loudoun County. Starting with the philosophy of taking what is good about established education and blending it with innovative and creative ideas of how to instruct young minds, our children will be immersed into a rich, multi-sensory learning environment.

We know that children enter school with a wide variety of unique knowledge based on experiences in their homes and communities. We believe that classrooms function best when children are encouraged to foster their diversity and to never settle for the standard “normal.” We at HCA will differentiate our approach to learning to prepare our children for twenty-first century thinking/learning. Our children will use higher order thinking skills daily as they’re challenged to think outside of the box. They will also be immersed in numerous hands on project- based, experiential, and STEAM projects to support our rigorous curriculum.

The staff and faculty of HCA are dedicated to helping each and every child in our school grow academically, socially, and personally. We will accomplish this in part by building a strong, collaborative partnership with each child’s family. We know that a child’s success is highly influenced by the school/home relationship, and we at HCA value our families’ investment in their children’s educational experience. It is our passion and goal to prepare all of our children to excel in and out of the classroom. The faculty and staff at HCA are committed to helping children develop skills for lifelong learning. We know that, given individualized support, all children will thrive and become productive members of society.

- Planning Process

Hillsboro Charter Academy has been spending its planning period (April 2015 – August 2016) developing a comprehensive curricular scope and sequence for each subject area that aligns with the Virginia Standards of Learning. A curriculum team, comprised of certified elementary educators, several of whom are currently teaching in the school has been working diligently to develop the curriculum as well as grade specific standards-based rubrics, grade level integrated STEAM and arts based learning projects, portfolio structure and SOAR gifted lessons. The team has also availed themselves of guidance from teachers and administrators with a vested interest in the Hillsboro Charter Academy. Please see Attachment (6) for a document describing the curriculum planning process, with dates, deliverables, sample schedule and additional sample lessons. Further in the document you will see a draft STEAM curriculum guide for the first quarter of 3rd Grade. The full year guide is included as Attachment (7).

- Proposed Literacy Curriculum

HCA will use a balanced literacy framework that closely mirrors the LCPS Pathways along with Reading and Writing Workshop across all grade levels.

- Proposed Math Curriculum

Mathematics instruction will be taught using hands-on methods during guided math workshops that engage students in ways that make math relevant and applicable to the real world.

- Virginia Standards of Learning
Hillsboro Charter Academy will follow the Virginia Standards of Learning through all grade levels. Integrated curriculum will be developed to correlate with these standards.
- STEAM
STEAM curriculum integrates science, technology, engineering, arts and math to provide a balanced approach to instruction. HCA will be using STEAM with project based learning to ensure academic success and an excitement for learning in students. (See Attachment 2)

Components of STEAM

- Essential Knowledge/Skills: HCA STEAM lessons will incorporate Virginia Standards of Learning as well as 21st Century Skills
- Inquiry: STEAM lessons will be implemented using real questions that are investigated with intense engagement by students. This authentic work will have purpose and meaning within the learning environment.
- Real Problem: HCA STEAM lessons will incorporate real world problems. Students will work to solve problems that exist in the community and world around them. These problems will correlate to essential knowledge and skills.
- Teamwork: Students will work together in groups of at least 2 students to solve real world problems within the STEAM lesson.
- Science, Math and Art Integration: Every STEAM lesson will integrate science, math and art standards.
- Engineering Design Processes: STEAM lessons will utilize the Engineering Design Process. This process is not linear and elements can be revisited multiple times throughout the process.
 - Identify the Problem or Need
 - Do Background Research
 - Generate Alternative Solutions
 - Choose the Best Solution
 - Create a Model or Prototype
 - Test and Evaluate
 - Redesign
- Technology Used or Created: Technology is anything created to meet a human want or need. HCA STEAM lessons will use technology within its lessons or create technology as part of the process within the lesson.
- Evaluation: Student success within a STEAM lesson will be evaluated using rubrics, check sheets, self-reflection and teacher reflection. This evaluation will be based on essential knowledge and skills.

- **Project Work**
Project-based learning (PBL) is student centered. PBL involves in-depth study or research of a topic where students' own ideas, interests, and predictions take center stage and drive learning. The key component of PBL is a central question that drives lessons, activities and learning. The teacher or the students can develop this question. PBL activities are inclusive of all learners and students work collaboratively and independently. Hillsboro Charter Academy will implement cross-curricular PBL in our daily schedule. This form of experiential learning will promote academic performance and motivation.
- **Arts Integration**
Through arts integration, students will construct greater meaning of the world around them. Music, visual art and performances will be used as a resource for teaching in all core subject areas. Using art as a resource creates an environment in which children understand their world more fully and make deeper connections across the curriculum.
- **21st Century Skills**
Goal Setting: Students will set specific goals related to projects, and will self-monitor progress toward meeting those goals.

Collaboration: Students will work cooperatively and contribute to the completion of project tasks. Students will exhibit teamwork skills such as compromise, communication, responsibility, and respect.

Critical Thinking and Problem Solving: Students will create key questions to guide research. Students will use available information to draw conclusions and make decisions. Students will apply previous knowledge to new situations. Students will analyze and evaluate thoughts, designs, and products to determine causes of failure, then develop plans for changes to those areas.

Communication: Students will use grade level oral and written communication skills to present projects. Students will strive for clarity of message in all forms of media. Forms of communication will be varied, and will include written, oral, artistic, musical, graphic design, and technological.

Active Learning and Engagement: Students will develop inquiry skills, and will remain actively engaged in each project and learning process. Students will actively seek to acquire and assimilate knowledge. Students will take responsibility for the learning process by completing project tasks.

Creativity and Innovation: Students will approach projects and problems from multiple viewpoints. Students will represent their understanding using visual, oral, written, and

technological means. Students will take risks by attempting to solve problems in personally novel ways.

Curriculum Sample: Below is a layout of the 1st Quarter for 3rd Grade. The plan shows integrated STEAM focused lessons that correlate with the Virginia Standards of Learning, and engage the children in acquiring a cumulative knowledge base. The full year document is available as Attachment (7)

THIRD GRADE -- QUARTER 1 – Getting Started

Project Q1.1: ENTRY EVENT: Suggested duration = 2 weeks

A mysterious natural event has caused an island to rise from the middle of the Atlantic Ocean. Leaders from around the world have all come together to form a new civilization on the island. They have asked for suggestions on creating the civilization to ensure success.

Driving Question: How can students use text, visual arts, and music to communicate this event to the community?

SOLs English:

3.1 a-e	Use effective communication skills in group activities.
3.3 a,b	Apply word analysis skills when reading.
3.4 a-g	Expand vocabulary when reading.
3.6 a-l	Continue to read and demonstrate comprehension of nonfiction texts.
3.7 a.b	Demonstrate comprehension of information from a variety of print and electronic resources.
3.9 a-g	Write for a variety of reasons.
3.10 a,c,d,h,I,j	Edit writing for correct grammar, capitalization, punctuation, and spelling.

S.S./History:

[3.6]	Develop map skills by using globes and maps
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Math:

3.17	Collect, organize, construct, interpret, and analyze data on various charts and graphs.
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Art:

3.4	Use imaginative and expressive strategies to create works of art.
3.6	Create works of art that communicate ideas, themes, and feelings.
3.8	Use organic and geometric shapes in observational drawings.

Technology:

C/T 3-5.1	Demonstrate an operational knowledge of various technologies.
C/T 3-5.2	Identify and use available technologies to complete specific tasks.

Music:

3.2	Sing a varied repertoire of songs alone and with others
3.3	Play a variety of pitched and nonpitched instruments
3.4	Perform rhythmic patterns

21st Century:

Critical Thinking, Communication, Creativity, Problem Solving

Project Q1.2: PBL: Suggested duration = 2 weeks

In order for humans to live on the island, it must be “habitable”.

Driving Question: What makes a place “habitable”?

SOLs English:

- | | |
|------------------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.5 | Read and comprehend fictional texts and poetry. |
| 3.6 a-l | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 | Write for a variety of purposes. |
| 3.10 a,c,d,h,I,j | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.11 | Write a short report. |
| 3.12 | Use available technology for reading and writing. |

Math:

- | | |
|---------|----------------|
| 3.9 a,d | Measurement |
| 3.10 | Area/Perimeter |
| 3.13 | Temperature |

Science:

- | | |
|------|---|
| 3.1 | Demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which current applications are used to reinforce science concepts. |
| 3.5 | Investigate and understand relationships among organisms in aquatic and terrestrial food chains. |
| 3.7 | Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans. |
| 3.9 | Investigate and understand the water cycle and its relationship to life on Earth. |
| 3.11 | Investigate and understand that different sources of energy. |

S.S./History:

- | | |
|-------|---|
| [3.9] | Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |
|-------|---|

Art:

- | | |
|------|---|
| 3.9 | Identify and use foreground, middle ground, and background in two-dimensional works of art. |
| 3.18 | Analyze and interpret portrait, landscape, still life, and narrative works of art. |

Project Q1.2 (continued): PBL: Suggested duration = 2 weeks

In order for humans to live on the island, it must be “habitable”.

Driving Question: What makes a place “habitable”?

SOLs Technology:

- | | |
|-----------|---|
| C/T 3-5.1 | Demonstrate an operational knowledge of various technologies. |
| C/T 3-5.2 | Identify and use available technologies to complete specific tasks. |

C/T 3-5.3	Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
C/T 3-5.4 B.	Understand the basic principles of the ownership of ideas. Demonstrate a basic understanding of “fair use”.
C/T 3-5.6	Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
C/T 3-5.7	Draw conclusions from research and relate these findings to real-world situations.
C/T 3-5.8	Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Communication, Creativity, Problem Solving

Project Q1.3: STEAM/PBL: Suggested duration = 5 weeks

Examples of different civilizations through the ages.

Driving Questions: How can ancient civilizations guide us in creating a new civilization for the island? What are the characteristic elements of a successful civilization?

SOLs English:

3.1 a-e	Use effective communication skills in group activities.
3.2 a-e	Present brief oral reports using visual media.
3.6 a-l	Continue to read and demonstrate comprehension of nonfiction texts.
3.7 a,b	Demonstrate comprehension of information from a variety of print and electronic resources.
3.9 a-e,g	Write for a variety of purposes.
3.10 a,c,d,h,i,j	Edit writing for correct grammar, capitalization, punctuation, and spelling.
3.12	Use available technology for reading and writing

Math:

3.1	Place value; round and compare numbers
3.17	Collect, organize, construct, interpret, and analyze data on various charts and graphs.

S.S./History:

[2.6a,b,c]	Develop map skills by using globes and maps of the world and the United States to locate the seven continents, the five oceans, the equator, the Prime Meridian, the four hemispheres, and the major rivers, mountain ranges, lakes, and other physical features in the United States.
[3.1]	Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: (a) identifying artifacts and primary and secondary sources to understand events in world cultures, (b) using geographic information to support understanding of world cultures, and (c) interpreting charts, graphs, and pictures to determine characteristics of people, places or events in world cultures.
[3.2]	Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
[3.3]	Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy) and sports.
[3.5a,b,c]	Develop map skills and understanding of change over time

- | | |
|-------|---|
| [3.6] | Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America. |
| [3.7] | Describe how people in ancient world cultures adapted to their environment. |
| [3.8] | Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human and capital resources in the production of goods and services. |
| [3.8] | Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |

Project Q1.3 (continued): STEAM/PBL: Suggested duration = 5 weeks

Examples of different civilizations through the ages.

Driving Questions: How can ancient civilizations guide us in creating a new civilization for the island? What are the characteristic elements of a successful civilization?

SOLs Music:

- | | |
|------|---|
| 3.8 | Explore historical and cultural aspects of music. |
| 3.9 | Describe the relationship between music and other fields of knowledge. |
| 3.14 | Examine ways in which the music of a culture reflects its people's attitudes and beliefs. |

Visual Arts:

- | | |
|------|--|
| 3.6 | Create works of art that communicate ideas, themes and feelings. |
| 3.10 | Use subtractive and additive processes in various media, including clay, to create sculptures. |
| 3.11 | Identify how works of art and craft reflect times, places and cultures. |
| 3.13 | Identify how history, culture and the visual arts influence each other. |
| 3.14 | Identify common attributes of works of art created by artists within a culture. |
| 3.15 | Examine the relationship between form and function in the artifacts of a culture. |
| 3.16 | Compare and contrast art and architecture from other cultures. |

Technology:

- | | |
|------------|---|
| C/T 3-5.1 | Demonstrate an operational knowledge of various technology. |
| C/T 3-5.2 | Identify and use available technologies to complete specific tasks. |
| C/T 3-5.3 | Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods. |
| C/T 3-5.4 | Exhibit personal responsibility for appropriate, legal, and ethical conduct. |
| C/T 3-5.5 | Demonstrate digital citizenship by actively participate in positive activities for personal and community well-being. |
| C/T 3-5.6 | Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects. |
| C/T 3-5.7 | Draw conclusions from research and relate these findings to real-world situations. |
| C/T 3-5.8 | Practice reasoning skills when gathering and evaluating data. |
| C/T 3-5.9 | Use models and simulations to understand complex systems and processes. |
| C/T 3-5.10 | Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations. |
| C/T 3-5.11 | Apply knowledge and skills to generate innovative ideas, products, processes, and solutions. |

21st Century

Critical Thinking, Innovation, Communication, Creativity, Problem Solving, Collaboration

Exit Standards: The HCA exit standards, which are based on literacy, math, social studies and science standards shall correlate with the Virginia State Standards of Learning. An example of the guiding document for 2nd and 5th grade SOLs can be viewed as Attachment (9)

Technology to Support School Mission and Curricular Approach

Technology will play an important role in implementing HCA's STEAM project-based curriculum, complementing and supporting the learning experience. Our goal is to use technology to enable the lesson plans and to foster the technological literacy that our students will require in their higher levels of education and beyond in the modern workforce.

HCA is evaluating the instructional software packages available through LCPS and will select some portion of these for use in the STEAM context. Additionally, Hillsboro will take the opportunity to re-evaluate the LCPS instructional portfolio and opt-in to leverage the bulk licensing power of LCPS when appropriate. HCA has requested the list of LCPS instructional software with pricing and is currently working with senior staff to make these selections.

The STEAM focus will also require HCA to research and purchase additional instructional technology to support specific areas of the curriculum. Within the STEAM paradigm, “technology” does not solely refer to computing devices and software, but follows a broader definition of the application of science in problem solving. HCA will evaluate and select instructional technology with this in mind.

Performance, Promotion and Graduation Standards

Pupil Performance Timeline

Hillsboro Charter Academy will create grade-level scope and sequence that follow the Virginia Standards of Learning to ensure pupil achievement on performance standards.

Struggling Students Plan

When students fail to make progress academically, Hillsboro Charter Academy will provide a range of prevention strategies to avoid failure and retention.

- o Lesson Differentiation – Teachers at Hillsboro Charter Academy will always strive to differentiate instruction in the areas of reading, writing, math, science, and social studies. This ensures each child’s needs are met at their educational level on a daily basis.
- o Communication – parents will be contacted frequently if their child is not meeting the HCA standards. Parents will be asked to conference with the teacher to establish a plan

- of action for both school and home to foster an environment for success.
- o Remediation – Remediation will be provided to students during the SOAR (Students with Outstanding Ability Resource) program block when students are not enrolled in the gifted program as well as throughout their regular school day. Teachers will tailor instruction to meet the needs of individual students in areas where they are struggling and need extra assistance.

School Culture and Climate

We know the power that a positive school culture has on student achievement. Optimal learning occurs when children feel safe, supported, and known within their school environment. The faculty and staff at HCA will strive to create a positive community that values all of its members, including students, families, and staff. These beliefs will be infused into the curriculum, practices, interactions, language, and daily routines of all of our HCA community members. We will, through the use of Positive Behavioral Interventions and Supports (PBIS), create a welcoming, safe environment committed to developing our students into caring community member, thinkers, and learners. We whole-heartedly welcome our parents to visit and volunteer in the classroom. A survey of skills and ways parents can volunteer will be sent home at the beginning of the year and will be incorporated into the parent volunteer program plan. (See Attachment 11)

Special Student Populations and Related Services

Hillsboro Charter Academy's goal in the education of special student populations is to educate students in the least restrictive environment. We will follow LCPS policies and "focus on prevention and intervention approaches and we will be committed to the 'education of the whole child' to ensure safe, healthy, and supportive learning environments for all students". Hillsboro Charter Academy plans on continuing LCPS initiatives including: PBIS, Responsive Instruction (RI), Safe School Ambassadors, Bullying Prevention, standards-based IEP's, universal design for learning, academic planning, and behavior assessment and intervention team planning.

Services

Hillsboro Charter Academy will strive to provide special education services to our students in the least restrictive environment possible. Hillsboro Charter Academy will employ a full time LCPS special education specialist who will work with our children with identified needs. Additionally, we will contract with LCPS to offer a wide range of licensed staff to meet any specific needs, engaging diagnosticians and therapists as is required. Instruction for special education students will utilize the co-teaching model when possible and collaboration between educators, parents and the student will be our priority.

The HCA intends to screen students to determine who will require English Language Learner (ELL) services. Evaluation will be based on teacher recommendation, the student enrollment form, indicating the child's first language and whether or not a language other than English is spoken at home. ELL services shall not be limited to only foreign language speakers and shall be made available to all those who qualify. HCA intends to contract with LCPS to meet the needs of all ELL students based on annual needs assessments.

Students with Disabilities

Settings Offered

Consistent with LCPS' approach to special education, HCA will provide special education instruction in an inclusive setting. We will incorporate the special education teacher into an integrated co-teaching model in our classrooms. Marilyn Friend and Lynne Cook identify "co-teaching as a specific service delivery option that is based on collaboration." This method of instruction will increase students' access to general education instruction while providing more intense and individualized instruction. Both students and teachers will benefit from the support and exchange of teaching practices that occur in a co-teaching classroom. Based on the assessed needs in a given classroom, Hillsboro Charter Academy will appropriately implement as necessary, some of Dr. Marilyn Friend's six models of co-teaching:

- o Team Teaching – Two teachers work together teaching the same material at the same time to the whole class.
- o Parallel Teaching – Both teachers teach at the same time, splitting the class into two separate groups and covering the same information. This allows students more opportunity to respond and participate in a smaller group.
- o Station Teaching – Students are divided into multiple groups (2 or 3) and rotate between the co-teachers. Each teacher then teaches the content to each group.
- o Alternative Teaching – One teacher teaches several students who need individualized attention while the other teacher teaches the larger group.
- o One Teach, One Assist – One teacher maintains prime responsibility of the instruction while the other teacher circulates through the room providing noninvasive assistance and instruction.
- o One Teach, One Observe – One teacher instructs while the other observes. This method is used to gather specific data to analyze for future instruction.

School wide Instructional Practices

Intervention

Hillsboro Charter Academy will utilize multiple methods across all classrooms to ensure individualized instruction and varying levels of intervention for all general and special education students. (More detail is provided in the next section.) Students will be closely monitored for progress and interventions will be tracked on a regular basis, including:

- o Portfolio Assessment
- o Quarterly Portfolio Reviews
- o Student Learning Plans
- o Progress Monitoring

Staff

Hillsboro Charter Academy will retain the services of Loudoun County Public Schools to staff some of the needs of our special education population. At full capacity, the special education staff will include a certified part or full-time special education teacher who will service students with Individual Education Programs (IEPs). We may employ a part or full time LCPS ELL teacher as well, dependent on the number of enrolled ELL students. Hillsboro Charter Academy will contract with LCPS to supply physical therapy, occupational therapy, speech therapy and/or any other services needed to meet the needs of our special education students.

Responsibility, Record Keeping and IEP Dissemination

HCA will involve the appropriate LCPS staff to advise, assist, and collaborate with the school Principal, which HCA intends to be the IEP Coordinator. The Principal will be responsible for scheduling all IEP and Child Study meetings as well as leading all IEP and Child Study meetings. All IEP record keeping will be the responsibility of the Principal and the special education teacher. IEP's will be kept in student files in the building's locked file room. These documents will remain private and secure.

Identification at Hillsboro Charter Academy

Hillsboro Charter Academy will follow the LCPS policy, listed below, for identifying current students as well as incoming students with existing IEP's:

SPECIAL EDUCATION

§5-54 Student Eligibility/Placement Procedures

- 1) Transfer of Presently Enrolled Students to Special Education Program
 - a) A teacher, Principal, supervisor, parent, or other interested person may initiate a referral of a child to a Local School Screening Committee if it is believed that the child may be in need of special education services.
 - b) Eligibility for special education services is determined by the Special Education Eligibility Committee in accordance with Federal, State, and Local regulations governing the operation of special education programs for students with disabilities.
 - c) Placement of eligible children in a special education program may occur only after the development of an Individualized Educational Program in accordance with the procedures outlined in the State and Federal regulations.

2) Admission of Eligible Disabled Students from Other School Divisions and/or Private Schools

- a) If a student is enrolled whose immediate prior educational placement was in a special education program, the child is eligible for interim placement in a special education program consistent with his/her current IEP during the period the Loudoun County assessment and eligibility process is being completed.
- b) When enrolling an eligible disabled student, the Principal should follow the procedures outlined in the special education regulations.
- c) Final determination of continuing eligibility for special education services will be made by the Special Education Eligibility Committee in accordance with existing rules and regulations.

Adopted: 4/12/77

Revised: 9/8/81, 6/22/93 Current Revision: 10/13/09

Parents, teachers and administrators at Hillsboro Charter Academy will work collaboratively using a wide variety of methods to identify students with disabilities.

Referral Process

The educators and administrators at Hillsboro Charter Academy will comprehensively assess whether a student should be recommended for evaluation by convening in a Child Study Team. These are the steps to be taken before the recommendation for evaluation will be made:



Child Study Team

The Child Study Team is the center of the process for which students will be identified for special education services. Teachers and administrators will use the Quarterly Portfolio Review Meetings at HCA as one method to identify students in need of potential accommodations. Parent or teacher referrals, student observation, and portfolio data will also aid in the process of the Child Study Team.

The Child Study Team will consist of:

- o child's parents
- o general education teacher
- o administrator
- o any other supporting faculty

IEP Team and Review of IEP's

Hillsboro Charter Academy will follow all federal, state and local laws when writing and implementing IEP's. IDEA describes the IEP team as including the following members:

- o the parents of the child;
- o not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- o not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- o a representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency;
- o an individual who can interpret the instructional implications of evaluation results;
- o other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (invited at the discretion of the parent or the agency); and the child with a disability (when appropriate).

IEP's at HCA will be reviewed on an annual basis or as deemed necessary by the IEP team in order to meet the needs of the child.

Program Assessment

Hillsboro Charter Academy will evaluate the special education program on a regular basis during the school's annual review of all curriculum and educational services. This will include teacher feedback and parent surveys.

Resource: Professional Development and Information Resources for Connecticut's Educators and the Families They Serve: Six Approaches to Co-Teaching (www.CTSERC.org)

English Language Learners

Students who are English Language Learners will be identified upon admittance to Hillsboro Charter Academy in accordance with Loudoun County Public Schools. Before each school year, a home language questionnaire will be given to newly enrolled students to identify students needing further assessment. Hillsboro Charter Academy will provide ELL instruction as needed to all identified ELL students within our population.

Gifted Students

HCA will strive to address the individual needs of each student through differentiated instruction. HCA will employ a full time LCPS teacher with gifted certification to run the ASPIRE and SOAR programs. Depending on enrollment numbers this individual may also serve as the math or reading resource teacher, provided they have the appropriate certifications. A Student Learning Plan will be created for every child, which will set individualized learning goals and track student progress over time. Through this instructional model we hope to meet the following goals:

- We will go beyond the standard categories of giftedness in reading and math to provide an outstanding level of learning for students in a broad array of subjects, including providing advanced opportunities for students with outstanding interest and/or ability in art and music through our SOAR Enrichment program.
- Capture a richer array of what students know and can do than is possible with multiple-choice tests. Current goals for students go beyond knowledge of facts and include such things as problem solving, critical thinking, lifelong learning of new information, and thinking independently. Goals also include dispositions such as persistence, flexibility, motivation, and self-confidence.
- Portray the processes by which students produce work. It is important, for example, that students utilize efficient strategies for solving problems as well as getting the right answer. It is also important for students to monitor their own learning so they can make appropriate adjustments when they perceive that they do not understand a concept.
- Make our assessments align with what we consider important outcomes for students in order to communicate the right message to students and others about what we value. For example, if we emphasize higher order thinking in instruction, but only test knowledge, students would not appreciate what we really value.
- Have realistic contexts for the production of work, so that we can examine what students know and can do in real-life situations.
- Provide continuous and ongoing information on how students are doing in order to chronicle development, give effective feedback to students, and encourage students to observe their own growth.
- Integrate assessment with instruction in a way consistent with both current theories of instruction and goals for students. Specifically, we want to encourage active student engagement in learning, and student responsibility for their own learning. We also want to develop assessment techniques that, in their use, improve achievement and not just monitor it.
- Foster the individual student's musical, artistic and intellectual development through collaboration among the art, music and general education teacher during classroom projects.

Enrichment

Students will receive small group, differentiated instruction from the art, music, reading, and resource teachers in accordance with their Student Learning Plans. Through pull-out

instruction, students will develop skills and strategies which they will use in their classroom projects. In addition to teachers and teaching assistants, technology resources, community mentors, volunteers, and student buddies may be used to enrich student learning and encourage each child to meet their unique potential.

K-2 Gifted and Gifted Assessment Program

The ASPIRE Program (Active Students Performing Intellectual Reasoning Endeavors) will include all Kindergarten through 2nd grade students throughout the school year, as well as 3rd through 5th grade students during the first quarter of every school year. This program is intended to provide structured lessons which are integrated into project based learning by a gifted teacher on a daily or weekly basis.

ASPIRE will implement a curriculum for all learners throughout all grade levels that supports mathematical problem solving, scientific reasoning, logic, creativity and analytical skills. The following instructional strategies may be used to provide course expectations with ability levels for all learners.

- Acceleration and Advanced Reading Materials: Students may be accelerated in each of the course levels. As part of the differentiation, students may be given reading materials and texts more suited to their higher reading skills and vocabulary.
- Competitions: Competitions, such as Continental Math, that promote higher level thinking, creativity, or problem solving skills may be used.
- Concept based lessons: Units of study based on themes or concepts are used to increase student understanding of content areas connected through interdisciplinary concepts.
- Independent Research: Students explore areas of interest or questions with guidance from the classroom teacher.
- Inquiry-Based Instruction: Using a variety of resources, students generate and explore questions and/or problems.
- Problem Finding (analysis) and Problem Solving: Based on one the program goals, students learn to identify a problem using task analysis.
- Service and Outreach Projects: Service-learning activities, as available to students through community-based opportunities.
- Simulations: Students participate in role-playing gain experiences in solving real world problems, issues, and scenarios.

- Socratic Seminars: Students explore ideas and apply complex thinking skills in dialogues that also encourage reflection, acceptance, and deeper understanding.
- Syntectics: A method of increasing creativity and deeper meaning through metaphors, analogies, and similes.

Grade 3-5 Gifted Program

HCA's grade 3-5 gifted program, SOAR (Students with Outstanding Ability Resource), will identify and serve students in grades 3 – 5 who demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in a broad range of intellectual disciplines and/or in specific academic areas, including language arts, mathematics, or science.

Indicators of Giftedness

HCA will use multiple indicators of giftedness in Literacy and across the STEAM subjects, including Science, Technology, Engineering, Art (and Music), and Mathematic

Identification Process

The Gifted Specialist, supported by the faculty senate, will identify students for SOAR using the following methodology:

- Screening: Starting in Grade 2, each student will be screened by taking a group administered nationally norm-referenced achievement test, such as the Iowa Tests for Basic Skills or the Stanford Achievement Test ("Achievement Test") in addition to the CoGAT Test. Students scoring in the 95%ile or higher will be referred for additional data collection and assessment.
- Referral: In addition to testing, a student may be referred by a parent, teacher or other individual familiar with the student's achievement(s).
- Assessment: The assessment process will include at least 3 of the following measures:
 - Achievement Test (required)*
 - Appropriate ratings scales or checklists
 - Assessment of appropriate student products, performance, or portfolio
 - Record of previous accomplishments (such as awards, honors, grades, etc.)
 - Individual interview

*For the 2016-2017 school year, the previous year's results from a CoGAT administered by LCPS and other school systems national recognized standardized tests may be used.

Going forward, it is our intention that the Principal and gifted specialist, in conjunction with the faculty, may refine and revise the identification process for subsequent years

- Identification: Satisfaction of at least 2 of the assessment measures will be required for identification of gifted status. The identification process will ensure that no single criterion either makes a student eligible or ineligible for SOAR. In addition, the variety of measures will assist HCA in identifying underrepresented populations such as English Language Learners and twice-exceptional students.

Instructional Objectives for the SOAR Program

The SOAR Program will be provided to gifted students on a “push-in” and “pull out” basis. A full-time Gifted Specialist will provide enrichment services in the student’s regular classroom, as well as the student leaving the classroom for specific skills based lessons. The benefits of providing both push-in and pull out services include:

- Acceleration when students have mastered the material or when they can move more quickly through content.
- Opportunities to pursue in-depth study or experiences in the student’s specific area of achievement.
- Differentiated and more in-depth curriculum and instructions.
- Challenge on a daily basis.

Key Components of Mathematics Curriculum for the SOAR Program

- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Focus on solving complex, open-ended problems
- Opportunities for interdisciplinary connections

Key Components of Science Curriculum for the SOAR Program

- Significant and deep content
- Emphasis on understanding concepts rather than memorizing facts
- An inquiry approach with students as active investigators
- Opportunities for interdisciplinary connections
- Investigating real problems and situations
- Guiding students toward scientific habits of mind

Key Components of Language Arts Curriculum for the SOAR Program

- Variety of literature that includes: poetry, plays, essays, biographies. and autobiographies
- Emphasis on critical reading and the development of analysis and interpretation skills

- Emphasize the development of expository and persuasive writing
- Develop written ideas and debates on current issues
- Expand an understanding of the syntactic structure of the English language
- Promote vocabulary development
- Foster analogies, etymology (word origins), and semantic.
- Evaluative listening
- Critical questioning
- Oral interpretation

The Gifted Specialist

The HCA Gifted Specialist will be responsible for the implementation of the ASPIRE and SOAR programs as well as gifted assessment and identification. This will include co-teaching within the regular classroom as well as individualized small group instruction outside of the classroom on a daily basis. It will be the responsibility of the gifted specialist to build portfolios for SOAR as well as ASPIRE students using a number of essential lessons that involve mathematical problem solving, scientific reasoning, logic, creativity and analytical skills at every grade level.

VII Pupil Evaluation: Assessments, Timeline, and Corrective Action

Describe the plan for evaluating student performance, including the types of assessments that will be used to measure student progress toward achieving the stated pupil performance standards and educational goals. Applications for secondary charter schools must describe the method for determining that a student has satisfied the requirements for graduation and how the transfer of credits between schools will be accomplished. Include a timeline for the achievement of the stated standards and goals and a procedure for corrective action if student performance falls below the stated standards and goals. This section should demonstrate how the charter school will be accountable to the Loudoun County School Board, parents, the community, and the state.

Assessment at Hillsboro Charter Academy will focus on process and production. To monitor progress towards the school goals in a consistent and effective manner, HCA will look to create a customized School Performance Dashboard (SPD) to report our progress to the Board of Directors and other stakeholders on a quarterly basis. The SPD will capture outcomes related to school accountability. It will be created by the Principal and the management committee during the planning period before the first year and will be based on a study of best practices at other charter schools and those used within the LCPS system.

Teachers will use informed judgment to track students' progress throughout their elementary career. At HCA, our assessment process will be multi-faceted. We will create school-based goals for assessment and accountability, with our Student Learning Plans. Assessment tools are necessary and will be used to gauge student progress toward meeting each of the goals outlined in their student learning plans. This data also will be used to determine mastery and/or progress toward mastery of the State Standards of Learning for each specific grade level. These tools will be used to gather information about student progress, to plan upcoming instruction, intervention, and differentiation.

Internal Assessments

- Student Portfolios – Each child throughout the school year will create cumulative assessment portfolios. Beginning in kindergarten, teachers will work with students to select artifacts to include in a portfolio to document the student's growth over time. Portfolios will include a mixture of student and teacher chosen artifacts and teachers will continue to collect required school assessments throughout the school year and include those assessments in the portfolio. Teachers will also include running records, work samples, observations and conference notes. Portfolio sections and alignment will be standard throughout the school. Students will learn to reflect on their learning using rubrics and checklists to self-assess. This learning will be discussed and shared by the child at their quarterly family conference at the end of each grading period. In addition, every quarter, teachers will review portfolios from their own classroom and the

classroom of one other grade level. This will be done to provide a different professional perspective on instruction and assessment.

- **Standards-Based Report Card** – Hillsboro Charter Academy will create its own standards-based grading system and report card. Students' proficiency will be measured using rubrics designed by grade level representing the Virginia Standards of Learning. These rubrics will have specific well-defined objectives and will be created by the curriculum developers..HCA intends to work with LCPS as this report card is designed to ensure that the measures we utilize will transfer within the system.
- **Performance-Based Checklists and Rubrics** – Rubrics will be used frequently in the schools learning environment. Rubrics will be created by the curriculum development team for each grade level based on the Virginia SOL's to track progress throughout the year and aid in the completion of the report card.
- **On Demand Writing Assessment (Quarterly)** – Students will complete a writing assessment each quarter that has not gone through the in class writing process. The information from this assessment will be used to inform upcoming instruction in writing, to report progress to parents, and to identify students in need of intervention in writing.
- **Peer and Self-Assessments** – Peer and self-assessments will be used during project-based learning to provide feedback to students as they work in a team setting. Those assessments may be incorporated into the Student Portfolios to provide feedback regarding student learning.
- **Anecdotal Observations and Conference Notes** – All faculty and staff working with children will record observations and notes when conferring in reading, writing, math and project work. Observations will be used to plan upcoming instruction and identify areas of strength and need. Observations will be stored in each child's portfolio.

Required External Assessments

- **Standards of Learning** “The Standards of Learning (SOL) describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.” –Virginia Department of Education. All Virginia public school students are given multiple-choice standardized tests that assess the students' understanding of the SOLs.
- **PALS (K – 3rd Grade: Twice a year in fall and spring)** “Early literacy screening is the key to providing effective literacy instruction and preventing future reading problems. The Phonological Awareness Literacy Screening (PALS) provides a comprehensive

assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success.” - PALS Website

- DRA (K – 5: Twice a year in Fall and Spring) “The DRA2 Benchmark Assessment measures each student's reading proficiency through systematic observation, recording, and evaluating of performance. Administer the Benchmark Assessment to identify an instructional plan that will meet the needs of each student.” –Pearson
- CogAT (2nd Grade) “The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Although its primary goal is to assess students' reasoning abilities, CogAT can also provide predicted achievement scores when administered with The Iowa Tests. While CogAT is well-suited to help educators make important student placement decisions, such as selecting students for Gifted and Talented programs, exclusive features such as the Ability Profile Score can be used to expand the educational opportunities of all students.” – CogAT Website

Optional External Assessments

- Study Island (2nd – 5th Grades: Used weekly throughout the year) “Study Island supports the learning process in a personalized, collaborative environment, and builds off of students' enthusiasm for technology with engaging, interactive lessons and activities. Students can work through the web-based program each at his or her own pace, or teachers can guide students through the program. And with dynamic content, students don't memorize the answers, they learn the topics.” –Study Island Website
- Computer Adaptive Instructional Programs: All grades will regularly use computer adaptive instructional programs such as Dream box, iReady, and other programs. Assessment and progress monitoring data will be collected through reports generated in these programs.
- Reading Eggs (K – 2nd Grade: Used daily throughout the year) “Reading Eggs is a web-based early literacy program that helps pre-K through 2nd grade students to become confident, motivated, and fluent readers.” -Reading Eggs Website
- Education City (K-1st Grade: Used daily throughout the year) Education City provides Pre-K through 6th grade students engaging and interactive instructional content for reading, math, and science.” –Education City Website

Assessment Data Collection Plan

We will look holistically at school-wide assessment data to take stock of our school progress toward our overall goals. We will disaggregate this data to determine the effectiveness of our program for specific groups of students, including specific grade

levels, students with special needs, students with giftedness, and at-risk students. We will make adjustments to our program as needed in order to better serve our students as well as close the achievement gap for our entire population. This data will be provided to LCPS as required for transparency, provided all appropriate steps are taken to clean the data of identifiers that could undermine the privacy of the students or teachers.

Remediation

Students who are not progressing in school at expected rates will have the opportunity to participate in programs of prevention, intervention, and/or remediation. We will assess student progress using a wide range of criteria, including classroom curricular assessments, parent/caregiver observation, and teacher judgment. The multi-disciplinary STEAM PBL approach, by design, creates situations within which each child is observed on a continual basis by multiple teachers rather than just one classroom teacher. More eyes and ears observing a child and their progress will lead to a better understanding of that child's needs, including a need for prevention, intervention, remediation, or a more challenging environment. Parents will receive information about these ongoing assessments throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). HCA's STEAM model will also lead to more meaningful and comprehensive remediation tools and programs.

In the process of designing comprehensive and compliant academic intervention programming, HCA expects to create customized approaches for each grade level, drawing upon an array of best practices used in other schools. HCA's primary approach is to design structures that support intervention such as:

- Small-group Math and ELA intervention blocks built into school-day schedule;
- Student support process through which a team of educators meet to brainstorm and accountably implement targeted interventions for individual students. This process may become a precursor for Special Education testing.

HCA will also explore implementing a more formal Response to Intervention (RTI) framework, which is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

VIII Admissions Process

Describe the student admission policy, including the lottery (random) process to be used if there are more applicants than spaces available. If applicable, the admission policy may be tailored to meet the specific mission and goals of the charter school. However, any admission process must be consistent with federal and Virginia state laws and regulations and constitutions regarding discrimination. This section should include a time frame for registering and admitting students and explain how the school will seek a cross-section of the community's children, including at-risk students. Describe how transfers of students between charter schools and non-charter schools will be accomplished and how students enrolled after the start of the school year will be accommodated. Please provide a copy of the parent enrollment forms and paperwork.

The anticipated population of HCA will be a reflection of the population of Loudoun County. If the number of student applicants exceeds the number of available seats, HCA will hold a lottery so that families have fair access to the school. Our goals with regards to enrollment are to ensure that:

- All families have knowledge of HCA and each has the ability to submit an application for enrollment.
- We have a diverse student population that is reflective of the areas surrounding the school and of Loudoun County.
- HCA does not discriminate in its admission of students but leaves enrollment up to the desires of informed parents and a random lottery process.

The admission process for HCA will be consistent with federal Charter School Guidelines, LCPS and applicable state laws, regulations and constitutions regarding discrimination, including prohibition of discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services.

The Virginia Charter School Law Section 22.1-3 will be adhered to in all areas: enrollment, lottery and waiting list. The recommended process is as follows:

- All students enrolled for the 2015-2016 school year and their siblings will be grandfathered into HCA upon opening in September 2016.
- To honor the local community mission of HCA, students from the current Hillsboro Elementary School attendance boundary area as defined by LCPS for the 2015 school year will be given priority after students enrolled for the 2015-16 school year and their siblings. HCA's lottery will be conducted by assigning a number to each application. The numbers will be separated by grade level in an attempt to create even distribution throughout the school across grades and, will be placed in a

hopper. The numbers will be drawn during a video-taped session by a third party, such as an accounting firm.

- HCA is founded on the belief that parent/guardian/family support and involvement in a child's education is essential to academic success. Therefore, parents/guardians will be asked, as part of the admissions contract, to commit to five hours of volunteer service to the school per quarter. (See Attachment 11) The volunteer involvement of the parents is meant to foster a sense of community and commitment and the operations manager will endeavor to work with every family to ensure that they may be actively involved in the school while not being overly burdened by the tasks they are given. Understanding that some parents will find it difficult to serve these hours during the school day, HCA will offer numerous opportunities for families to fulfill the contractual requirements. There are a number of ways that parents may participate from home and every effort will be made to tailor the volunteer assignments to the individuals involved.

Admission timeline:

Spring 2016– Registration Opens - applications online and at the school

May 2016 – If the present enrollment plus the applications submitted is less than maximum capacity of the school the parents are notified of the student's acceptance at HCA. If this total exceeds the maximum capacity, then the lottery is implemented with the applications received as of March 31, 2016.

Marketing and recruiting

Marketing and recruitment efforts for HCA will begin in earnest upon approval of our application.

Enrollment Phase	Date (in 2016)	Activity
<i>Phase I</i>	Charter approval through January 31	Actively market school to Loudoun County through information sessions
<i>Phase II</i>	February through April	Register students, conduct lottery if necessary, and enroll selected students
<i>Phase III</i>	May through August 31	Register students, transfer student records to HCA, and recruit to fill any open seats

Our recruiting efforts will be focused in two primary areas: First, we will focus on grassroots community outreach efforts, which enable us to make connections with community leaders and community organizations that are active in Loudoun County local communities; Additionally, we will create and distribute a number of different promotional materials and use various forms of advertising and media to reach a greater concentration of our target communities.

As a result of launching our marketing and recruiting efforts well in advance of the school opening, we expect to have ample time to utilize various methods to generate strong community interest and support for HCA.

We also anticipate that this extended marketing campaign will enable us to establish a solid core of committed parents early in the recruiting process and ultimately to meet our target enrollment numbers.

While awaiting approval of HCA's application, we have already begun community outreach efforts. We have reached out to community organizations and leaders to develop partnerships, garner support for our school, and raise general awareness of HCA in the community and Loudoun County.

HCA will conduct intense media and marketing efforts through advertising, flyers, and brochures in addition to inserting notices in general publications as well as those publications aimed at various ethnic and minority populations. We also continue to hold a variety of Parent Information Sessions as a part of our marketing efforts which we hope will culminate in a successful open enrollment process.

This recruiting strategy will give a greater number of parents the opportunity to learn enough about HCA to decide to enroll their child. . In the event that we do not reach our enrollment goals, we will develop a contingency budgeting plan that will allow us to maintain the quality of our program.

HCA is developing enrollment forms and paperwork, modeled on Middleburg Charter School's forms and paperwork, as well as other examples from high quality, successful charter schools regionally.

Transfers and Withdrawals

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

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

Those students who want to transfer from HCA to another LCPS school will follow the county guidelines and complete the process through the HCA Principal. To provide ease of transfer of records and record-keeping between HCA and the students' local boundary school, HCA will utilize LCPS forms and procedures. HCA will comply with all Loudoun County Public School regulations and policies governing the withdrawal and/or transfer of students.

Enrollment After Start of School Year

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

Truancy Policies and Procedures:

Once students are enrolled, HCA will not have the ability and authority to arbitrarily dismiss students. If a student is struggling to adjust to the school environment or is having academic problems, we will develop and implement a plan to foster the student's achievement.

We will always put students first and work with them to succeed in our school. HCA will not be a school that shows preference to any one type of student, but one that embraces students of all backgrounds and abilities and strives to ensure success in all students. As a public school, we will respond to the needs of all of our students.

Students who are absent from school miss valuable learning opportunities that often cannot be duplicated outside of the classroom. We understand the correlation between student attendance and student performance in school; student attendance will be a priority at HCA. We will strive to exceed the required state attendance rate. HCA will adhere to all Federal, State and County Government guidelines regarding student attendance and as such will adopt in its entirety the LCPS attendance policy. To promote regular student attendance, every parent will receive a copy of that attendance policy, and parents will be encouraged to:

- Get their children to school every day and on time
- Be aware of their responsibility as a parent or guardian under the Virginia Compulsory School Attendance law and to understand the penalties for failing to obey the law
- Understand what qualifies as a lawful absence and an unlawful absence, and

follow guidelines for reporting lawful absences

- Schedule appointments and trips outside of the normal school day

Within the school, HCA will create a culture where regular attendance at school is valued and rewarded.

We will first seek to have a learning environment that is interesting, challenging, and motivates students to attend school. This will be achieved in conjunction with various incentives for students to attend school, e.g. recognition at assemblies; posting and announcing daily, weekly, and monthly attendance rates; and celebrations to acknowledge students with perfect attendance.

The Principal will be provided with a list of absent students daily. An attempt will be made to contact the parents of absent students at home. Through regular tracking of attendance, any students missing a number of days of school consecutively or cumulatively will be identified.

There will be an escalating series of interventions beginning with a letter of notice, then a phone call from a school administrator, and lastly a meeting will be scheduled with the family to develop an action plan for the family and student. Since student truancy often correlates with family problems, our staff will also be equipped to refer parents to government agencies or other organizations for support.

IX Discrimination

Assure that the charter school will follow state and federal laws prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for special education services.

All aspects of the school, including but not limited to Curriculum (Section V) and Admissions (Section VIII) at HCA will follow all federal and state laws and local policy prohibiting discrimination on the basis of disability, special needs, race, creed, color, gender, national origin, religion, ancestry, or the need for exceptional education services.

X Displacement Plan: Pupils and Employees

Describe the displacement plan for students and employees who will not attend or be employed in the charter school and for the placement of students and employees upon termination or revocation of the charter. This section should also include a plan for the placement of students and employees if the charter school facility is destroyed (i.e. by flood or fire), unable to be occupied, or dissolved for any reason.

When the Hillsboro Charter Academy has received approval, the school currently utilizing the facilities and known as Hillsboro Elementary School (HES), will enter into a transitional planning phase. During that time all current HES employees will be given the opportunity to seek employment elsewhere within the system or indicate their desire to be considered as candidates for teaching positions at HCA.

Additionally, LCPS will engage in a process of redrawing the existing attendance zone and all students who are currently attending HES will be assigned to other schools as determined by the new zoning. Current HES students will be given the opportunity to indicate whether they intend to avail themselves of their grandfathered admission slot in the HCA. If they do not choose to do so, they will attend their newly assigned school or other schools as available through the LCPS open enrollment policy.

Should there be a termination or revocation of the charter, LCPS employees will be reassigned to positions within LCPS. Relocation of students at HCA will follow the LCPS attendance zones, enabling students to continue their education in their assigned school

Unplanned, semi-permanent displacement due to partial or complete destruction of the building will be covered in the HCA Emergency Plan which is being developed by the HCA Board. The Disaster Recovery portion of the Emergency Plan will define the immediate post disaster actions, including the relocation of classes to alternate locations. The HCA Board will identify alternative sites should the existing facility be destroyed or is not accessible for an extended period of time. Additionally, the HCA Board will secure documented assurances from managers, agents, or owners that those facilities will be available if needed. Assurances will be updated annually.

XI Management and Operation

Describe the management and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement. List the names and addresses of the proposed management committee, which may include only parents of students in the charter school, teachers and administrators working in the charter school, or representatives of any community sponsor. This section should include (1) a detailed description of the relationship between the management committee and the Loudoun County School Board, including the charter school spokesperson (i.e. who is accountable to the school board); (2) how the charter school will be accountable to the public, including a plan for compliance with the Virginia Freedom of Information Act and reporting requirements; (3) how the management committee is selected and its relationship to the teachers and administrators; (4) a description of the rules and procedures followed to arrive at policy and operational decisions; and (5) summaries of the job descriptions of key personnel, including the school leader/Principal.

The Hillsboro Charter Academy (HCA) will only be successful if it has the active engagement of all participants in the school, including parents of students, the Principal, full- and part-time teachers, staff, volunteers, and leaders in the community. HCA will foster a spirit of cooperation and communication among all the groups involved in formal decision-making processes and informal advice seeking. We will seek broad consensus, even though we know it might not always be possible. This balanced approach of formal and informal structures, active engagement, consensual agreement and clearly defined expectations is reflected in the overall governing structure.

The HCA Board will follow the recommendations of the various committees and task forces as fully as possible. The Board will review the governing principles and by-laws of HCA annually and will seek advice from parents, the broader community and other interested parties.

The founding members of Hillsboro Charter Committee selected the initial, founding Board member. Under the guidance of the Hillsboro Charter Committee, that founding member recruited and empanelled a Board of 6 members. As of this writing a vacancy remains on the Board and active recruiting is ongoing. The organizational meeting of the Board took place in December of 2014 and they are now heavily involved in the application process.

The Board will have ultimate responsibility for establishing the school's mission. The Board of Directors will be responsible for overall policy decisions related to the school's mission, leadership, and finances. It will also provide oversight of the school and accountability to the general public. The Board will employ the Principal, the Operations Manager and such other staff as may be necessary to meet the school's operational needs and fulfill its mission and vision. Further, the Board will be

responsible for establishing necessary committees and task forces. Committees and task forces will be led by Board members, who will be expected to serve as active members on at least one committee.

The Board will not be involved in day-to-day operations of the school, but will act as a policy making body and will meet once per month, or as needed, to ensure the school is operating according to the agreement with LCPS and that it continues to serve as a voice for the community in which the school serves.

Typical activities and duties assumed by a Board of Directors include:

- Assuming fiscal and legal accountability through rigorous financial planning and strong financial controls
- Hiring and evaluation of the Principal
- Setting overall policy and providing 1 policy direction and guidance to the Principal
- Understanding and articulating the school's mission and holding the school leader and staff accountable to that mission.
- Reporting to LCPS and ensure good standing with the School Division.
- Assisting with long-range planning and organizational effectiveness.
- Ensuring effective Management of Resources
- Assisting with public relations and fundraising.
- Keeping updated board policies.
- Approving written procedures for certain operational and/or educational areas.
- Developing a strategic plan to guide its decision making as a policy making body including steps for conflict resolution
- Offering guidance, as appropriate, to the Principal in the selection of staff position applicants
- Coordinating and facilitating communication between committees where needed
- Addressing specific member concerns
- Ensuring broad access to information about the school
- Ensuring school decisions are reached through a democratic process and that dissenting voices are heard
- Keeping up with developments (internal, external, and financial) affecting the school
- Publishing meeting proceedings according to the Virginia Freedom of Information Act policies of LCPS
- Periodically reviewing the tasks of committees to ensure the needs of the school are met
- Forming liaisons with community organizations and other schools within the region
- Nominating Advisory Board Members

Relationship of Board of Directors to the Loudoun County Public School system

The HCA Board of Directors (hereafter “Board”) is the legal entity that will enter into a charter agreement with the Loudoun County School Board, and establish and oversee HCA. The Board will be responsible for negotiating and assuring compliance with the charter agreement (and any enacted amendments), ensuring adherence to applicable laws and regulations, making policy decisions, and upholding, maintaining and sustaining the mission and vision of HCA. Should there be any dispute or question regarding the conduct of any employee of the HCA who is not an employee of LCPS; senior staff of LCPS shall be able to communicate directly with the President of the Board through clearly established channels that will be laid out in the terms of the contract between HCA and LCPS.

Relationship of Board of Directors with Faculty, Parents, and Students

The Board’s primary role is one of governance and support. All Board members will have a clear understanding of the difference between governance and management as part of the orientation process. The parent organization will work directly with the Principal but not interfere with the workings of the Planning and Management Committee. The Board will be trained on best practices, and a board organization and training guidebook that will form the basis of the training is included in Attachment (4).

Qualifications for Board of Directors

Members of the HCA Board must be committed to public education and to the proposition that every child needs and deserves an excellent school. At least one member of the Board shall be a parent of a student attending HCA. However, the HCA Board shall not be composed of a majority of members who are parents of students attending HCA. They should be accustomed to working effectively in a team environment, and should possess experience or expertise in a field or discipline related to creating and operating a school based on the STEAM interdisciplinary model, including, but not limited to:

- Education or training in academic or corporate environments
- Special education
- General business, such as project management, hiring, and marketing
- Finance/accounting
- Technical fields such as science (computer, environmental, physical, etc.), law, building/contracting, or engineering (mechanical, electrical, etc.)
- Knowledge of and involvement in our particular communities
- Social services, such as social work and/or clinical psychology

School Planning and Management Committee

The HCA Planning and Management Committee will oversee the daily operations of

Hillsboro Charter Academy. This team shall be composed of the following members:

- Principal, who shall act as chair
- The operations manager
- One teacher, chosen at the Principal's discretion
- The guidance counselor
- One parent of a current student
- Two members of the Board, who may or may not also be parents

The School Planning and Management Committee will be guided by the Board and is responsible for implementing the vision of the school. All day-to-day operational decisions will be made by the Principal, and carried out by the Principal with the support of the Management Committee, both of which will be held accountable by the Board for school performance and implementation of operational decisions.

Qualifications of the Principal

HCA's Principal shall have a minimum of a master's degree in education or education administration, be Virginia certified and highly qualified, have Virginia Administration and Supervisory Certification, a strong and demonstrated record of administrative experience, a minimum of eight years teaching experience, and a shared vision of HCA mission and goals. HCA intends to seek and preference candidates with experience in LCPS (or, secondarily, other Northern Virginia school systems).

Responsibilities of the Principal

The Principal of the Hillsboro Charter Academy will be selected by the Board. He/She will be an employee of the HCA parent organization. This individual is an integral member of the learning community, which is comprised of students, faculty, staff and families. The Principal will chair the Management Committee and will participate as an ex-officio member of the Board of Directors. The Principal will act as a liaison between the Board and staff and attend all board meetings. The Principal must support shared decision-making, promote collaborative leadership, and require accountability from all involved parties. The Principal is responsible for knowing each student on a personal basis and maintaining positive relationships with parent/sponsors. The Principal should be organized, flexible, creative, and accessible. In addition to serving as the educational leader of the school, the Principal is responsible for scheduling staff development and supervision and evaluation of staff.

The Principal has the responsibility to create a community of learners and will hire and supervise all teachers and staff. The Principal oversees and encourages all segments of the school to function smoothly throughout the year. The Principal is responsible for upholding the standards of HCA in accordance with the school's mission and state and federal mandated assessments

Responsibilities of the Principal shall include, but not be limited to:

- Overseeing the daily operations of HCA;
- Monitoring and assuring compliance with HCA and applicable LCPS policies including those regarding student academics, discipline, attendance, instructional issues, school calendar, length of instructional day, extracurricular activities, employee matters, and HCA funding expenditures;
- Determining, in consultation with LCPS, position descriptions for instructional staff and staffing recommendations to the HCA Board;
- Liaising with the Faculty Senate on issues of teaching and curriculum.
- Implementing the HCA curriculum, educational strategies and teaching methods;
- Appointing ad hoc committees in consultation with the HCA Board as necessary and appropriate to resolve matters under its purview;
- Establishing and maintaining a culture and environment consistent with the mission and policies of HCA in collaboration with HCA parents, faculty, and students; and
- Providing input to the HCA Board for the evaluation of the HCA Principal and other HCA staff and faculty members.

Relationship of the Principal to LCPS

The Principal will establish and maintain regular communication with the LCPS Board, the superintendent and school administrators and will be encouraged to attend the LCPS monthly Principal meetings. The HCA Board of Directors will work with LCPS to establish a clearly defined channel of communication between the senior staff and the Principal. The Board will be held accountable for ensuring that a collaborative relationship between the Principal and LCPS be fostered throughout the year prior to opening. When the school is open, The Principal will be expected to be responsive to questions or concerns expressed by LCPS in order to ensure that issues are resolved in a timely and appropriate manner.

Faculty and Staff

The school faculty and staff will be accountable to the school's management team as well as to the LCPS Board of Education. Teachers and staff members will be chosen by and report directly to the Principal. The teachers and other staff members will be the primary interface with parents. However, the Principal and the Management Committee will have the responsibility to assist with special issues that extend beyond teachers or staff members.

All classroom teachers will be employees of the LCPS and will be entitled to all health benefits and protections of their contracts with LCPS. The HCA intends to establish its own performance assessments tools to be used by the Principal for assessing the teachers.

The development of those tools will be conducted during the planning year in collaboration with LCPS.

In addition to the Principal and the operations manager, the Board may also employ certain other staff, including but not limited to, food service personnel, teaching specialists and after school / summer school staff.

Faculty Senate

The teaching staff of the school will function as a Faculty Senate dedicated to the ongoing development and implementation of Project Based Learning and the STEAM curriculum. Members will collaborate with and provide ongoing and regular feedback and advice to the School Planning and Management Team. The Faculty Senate will act in an advisory capacity to the HCA Board of Directors and the Principal for any significant changes to the thrust and scope of the curriculum.

Parents:

Parents will be involved in operational decision-making via the Parent-Teacher Organization (PTO) and are welcome to attend Board meetings. The PTO has an essential role in carrying out the mission and goals of HCA. The PTO's role is supportive, providing a venue for parents and teachers to discuss and express community desires for school. The PTO will have input but not decision making ability regarding the direction of HCA, assist w/ designing and maintaining the school web site, funding special projects, aid in securing volunteers within classrooms, provide teacher grants, funds for activities, assist with funding foreign language instruction, coordinate guest speakers, and organize extracurricular events for the school.

Parents will also be asked to volunteer for a minimum of five hours per quarter to assist with various needs of the organization. Please see Attachment (11) for more detail on the volunteer program.

Other

All complaints, and other concerns about HCA policy or procedure will be handled through clearly communicated channels with regard to parent disputes or concerns, the first line of communication will be to the teacher, the next line will be to the Principal, and finally the Board of Directors. If any such issue cannot be satisfactorily resolved by the HCA management structure, HCA will report and refer the issue to the Senior Staff of LCPS who shall, if necessary elevate the concern to the Charter Committee of the Loudoun County School Board.

Employee disputes and grievances will be directed to the Principal, followed by the HCA Board of Directors. Should they so choose, LCPS employees will also be encouraged to utilize the established procedures and channels available to them

through LCPS Human Resources as an alternate or parallel process. Human resources may in turn, as appropriate elevate any unresolved disputes or grievances to the Charter Committee of the Loudoun County School Board.

Advisory Board

The HCA Board of Directors may choose to establish an Advisory Board to help guide its direction and oversight of the school. The members of the Advisory Board will make their experiences and expertise available to the benefit of the school and in accordance with the vision and mission of HCA. Their expertise can relate to the local region and community, to environmental and agricultural issues, to local history and world geography, to science, the arts, languages and technology, to questions pertaining to legal and fiscal concerns, and to areas of school improvement, performance, operations or governance. The work of the Advisory Board may involve attending meetings of specific tasks forces, standing committees and the Board to provide information or help with various tasks. The Board will nominate Advisory Board members. There is no limit on the number of members serving on the Advisory Board. They will serve renewable three-year terms.

Board of Directors Bylaws

The following is a final draft of the bylaws for the Board of Directors for HCA, which were adopted at the first meeting of the Board of Directors on December, 10, 2014.

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HILLSBORO CHARTER ACADEMY BYLAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Hillsboro Charter Academy. It is hereinafter referred to as the “Corporation.”

Section 2. Location. The Principal location of the Hillsboro Charter Academy facility shall be 37110 Charles Town Pike, Purcellville, VA 20132. The Corporation shall at all times maintain a registered office with the Commonwealth of Virginia, which may or may not be the same as the Hillsboro Charter Academy facility.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the Commonwealth of Virginia and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purposes for which the Corporation is organized is to provide a Standards of Learning based, academically rigorous school of choice (the “School”) to Western Loudoun families by maintaining the historic presence of a school in

Hillsboro and keeping the small, community-based approach of the School, while welcoming families from throughout Loudoun County.

Section 4. Statute and Code. The Corporation shall operate in accordance with Va. Code § 22.1-212.6 and the Virginia Nonstock Corporation Act.

Section 5. Non-discrimination. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the Commonwealth of Virginia.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

Section 1. Governance. The Hillsboro Charter Academy shall be governed by the Board of Directors (herein referred to as the “Board”). The Board is the paramount decision-making body of the School and shall be responsible for overseeing, upholding, maintaining and sustaining the mission and vision of the School.

Section 2. Number. The Board shall consist of not less than three (3) and not more than fifteen (15) persons (each a “Director”). The Principal of the School shall be a non-voting, ex officio member of the Board and is not considered a Director for purposes of these Bylaws.

Section 3. Qualifications. Directors shall conduct themselves in accordance with the laws of the Commonwealth of Virginia and with the obligations set forth in the Articles of Incorporation and these Bylaws. Directors shall comply with the Conflict of Interest Policy adopted by the Corporation, as amended from time to time. Any Director who does not adhere to these requirements shall be subject to censure by the Board and could be subject to removal.

Section 4. Election of Directors. At each annual meeting of the Board, Directors shall be elected by the Board to fill the vacancies created by the expiration of Directors’ terms. Vacancies on the Board, arising by an increase in the number of Directors, through resignation, or otherwise, may be filled by the Board as provided in Section 12 of this Article III. Each Director present at the annual meeting may cast as many votes as there are Directors to be elected but may only cast one (1) vote for any candidate. The candidates receiving the most votes shall be elected. In the event of a tie vote, a second ballot will be cast with only the tied

candidates participating on that ballot and each Director casting as many votes as there are Directors remaining to be elected. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Directors shall assume office upon election.

Section 5. Term. Directors shall be divided into two classes as nearly equal in size as is practicable, with the terms of the Directors in each class expiring at alternating annual meetings. The initial directors specified in the Articles of Incorporation shall serve for the terms set forth in such document. Thereafter, the term of each Director shall expire at the second annual meeting following his or her election. Directors shall serve until their successors are duly elected or until their earlier resignation, removal or death. Directors elected to fill vacancies, including vacancies caused by an increase in the number of Directors, shall serve for terms as set forth in Section 12 of this Article III.

Section 6. Term Limits. There is a limit of two (2) consecutive full terms during which a Director may serve. Former Directors are once again eligible to serve as a Director beginning at the annual meeting following that at which their second full term expired.

Section 7. Board Advisor. The Board may designate one (1) or more persons to serve as Board Advisors, for such term as the Board designates. Such Board Advisors shall serve as ex officio members of the Board and, at the Board's discretion, may attend meetings of the Board. Board Advisors shall not be considered Directors, shall not be entitled to vote, and shall not be counted for purposes of determining quorum.

Section 8. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the President. At a special meeting expressly called for that purpose, any Director may be removed from office with or without cause by the affirmative vote of three-fourths (3/4) of the other Directors present. Notice of a meeting at which the removal of a Director shall be considered shall be given at least two (2) weeks in advance of such meeting, shall state that the purpose or one of the purposes of the meeting is removal of the director, and shall, in all other respects, comply with the requirements of Section 10.3 of this Article III. Directors being considered for removal shall have the opportunity to address the Board regarding such action prior to any vote on such removal. Vacancies on the Board may be filled as set forth in Section 12 of this Article III.

Section 9. Powers. The Board shall have all the corporate powers and authority permitted under the Virginia Nonstock Corporation Act. The Board may, by resolution, delegate to committees of its own number or to Officers of the Corporation such powers as it may see fit for specified periods of time.

Section 10. Meetings. Meetings of the Board shall be held at places within or without the Commonwealth of Virginia and at times fixed by resolution of the Board, or upon call of the President who at any time may call a special meeting of the Board subject to any notice required herein.

Section 10.1. Annual Meeting. An annual meeting of the Board for the election of Directors and Officers and such other business as may come before the Board shall be held in December of each year. Written notice shall be given of the time, place, and purposes of the meeting to all Directors not less than seven (7) days nor more than thirty (30) days before the annual meeting. The meeting shall be held at the Principal location of the Corporation or such other place as shall be specified in the meeting notice. At each year's annual meeting the Board, including those Directors whose terms are expiring, shall elect new Directors as set forth in Section 4 of this Article III.

Section 10.2. Regular Meetings. In addition to the Annual Meeting, Regular Meetings of the Board shall be held approximately once a month, unless otherwise determined by the board, excepting in the month of the Annual Meeting. The time and place of Regular Meetings shall be set by the Board, and no notice need be given, except as required by Section 10.4 of this Article III.

Section 10.3. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President. Upon the written request of at least three (3) Directors, the President shall call a special meeting of the Board as soon as possible. The Secretary, or officer performing the duties of Secretary, shall give each Director at least seventy-two (72) hours' notice of the time and place of the meeting by telephone or electronic transmission or by United States mail, postage prepaid of any special meeting. Special meetings may be held at any time without notice if all of the Directors are present, or if those not present waive notice either before or after the meeting, except if notice is required by Section 10.4 of this Article III. Neither the business to be transacted at, nor the purpose of, any special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless otherwise required by these Bylaws.

Section 10.4. Freedom of Information Act Requirements. At all times when the Board is considered a "public body" for purposes of the Virginia Freedom of Information Act, Va. Code § 2.2-3701, all meetings of the Board shall be held in accordance with the requirements of Va. Code § 2.2-3707. Adequate notice of all meetings subject to the Act shall be visibly posted in a prominent public location at which notices are regularly

posted and in the office of the Principal not less than three (3) business days before any such meeting.

Section 11. Quorum and Voting. A majority of the Directors then in office shall constitute a quorum of the Board for the transaction of business. When a quorum is present, the affirmative vote of a majority of the Directors present constitutes an act of the Board, except to the extent that a larger number is required by law, by the Articles of Incorporation, or by these Bylaws. The Board may take action without a meeting if each Director signs a consent describing the action to the taken and delivers it to the Corporation.

Section 12. Vacancies. Any vacancy on the Board, including a vacancy caused by an increase in the number of Directors, may be filled by a majority vote of the Directors then in office at any meeting of the Board. In the case of a vacancy caused by an increase in the number of Directors, the new Director shall be assigned to a class, subject to the requirements of Section 5 of this Article III, and the term of the new Director shall expire at the same annual meeting as the other Directors in his or her class. For all other vacancies, the Director thus elected shall serve until the annual meeting at which the term of the vacating Director would have expired. The Board may, in its discretion, choose not to fill any vacancy, in which case the vacancy shall remain until the annual meeting at which the term of the vacating Director would have expired. The Board may, by majority vote of the Directors then in office, reduce the number of Directors by eliminating any or all vacant directorships, provided that the terms of the remaining Directors meet the requirements of Section 5 of this Article III.

Section 13. Compensation. Directors receive no payment for their services. With Board approval, Directors may be reimbursed for reasonable out-of-pocket expenses incurred on approved Board business. Prior to reimbursement, a Director must present receipts for all such expenses, which shall be for the Director only and shall be itemized. Such reimbursement request must be approved by the Board following the submission of a reimbursement request. Each year, at the annual meeting, the Board shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations, absent prior Board approval.

Section 14. Meeting Attendance. Directors are expected to attend all Board meetings. The Secretary of the Board shall communicate with any Director who has three (3) consecutive absences to ascertain the Director's interest in retaining Board membership.

ARTICLE IV Committees

Section 1. Standing Committees. At the first meeting of the Board following the Annual Meeting, the President shall appoint the members of all Standing Committees, subject to the

requirements of this Section 1, to serve terms of one (1) year. The President shall be an ex officio member of each Standing Committee and shall not vote nor be counted for purposes of determining quorum. A majority of the members of a Standing Committee serving at the time of any given meeting shall constitute a quorum for the transaction of business.

The Standing Committees shall be:

(a) Nomination Committee. The President shall appoint a Nomination Committee which shall consist of three (3) Directors, one of whom shall be appointed to serve as Chair. The Nomination Committee shall present to the President upon request qualified individuals to fill the offices created by these Bylaws and by the Board.

(b) Finance and Fundraising Committee. The President shall appoint a Finance and Fundraising Committee which shall consist of the Treasurer (who shall serve as Chair) and such other Directors as the President deems advisable. Among its tasks, the Finance and Fundraising Committee will:

- Collaborate with the Principal to construct a proposed annual budget and review the budget on an ongoing basis;
- Oversee the auditing firm selected by the Board and review the report of the audit;
- Coordinate annual fundraising events, annual solicitations, and corporate gifts;
- Work with the PTO to draw on general membership to assist in organizing fundraising events;
- Initiate and coordinate grant writing; and
- Meet on a regular basis throughout the school year.

Section 2. Ad Hoc Committees. The Board shall have the authority to create such ad hoc committees as may from time to time be necessary or desirable for the proper transaction of business and supervision of the affairs of the School. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board and be dissolved. Members of ad hoc committees shall be appointed by the Board from among the Directors.

Section 3. Management Committee. The Management Committee shall be appointed by the Board annually before the beginning of the school year. The Management Committee shall consist of two (2) Directors (only one (1) of whom may be a parent of a student who will be enrolled at the School), the Principal, one (1) teacher, one (1) guidance counselor, and (1) other staff member of the School. The Management Committee shall perform the duties specified in Va. Code § 22.1-212.5 to -212.16 and in the Charter Agreement with the Loudoun County School Board.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No Officer may hold more than one (1) position at the same time.

Section 2. Election. The Officers shall be elected by the Board at each annual meeting from among the Directors and shall serve until their successors are elected and qualified. Any vacancy among the Officers may be filled by a majority vote of the Directors then in office at any meeting of the Board.

Section 3. Terms. The President may serve no more than three (3) consecutive terms. Other Officers may serve no more than five (5) consecutive terms as a particular Officer. After a break in service of two (2) years, any former Officer is eligible to serve in the Officer position from which they had previously been term-limited.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President. The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. The President shall preside at all meetings of the Board. The President shall be the official spokesperson for the Board on behalf of the Corporation. In meetings of the Board, the President shall have a full and equal vote as accorded to all Directors. The President may delegate, as needed, to any other Officer any or all of the powers of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(b) The Vice President. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. In meetings of the Board, the Vice President shall have full and equal vote as accorded to all Directors. In the case of a vacancy in the office of President or the absence of the President at a meeting of the Board, the Vice President shall perform all the powers and duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(c) The Secretary. The Secretary shall cause notices of all meetings to be served to all Directors and the Principal and shall keep or cause to be kept the minutes of all meetings of the Board,

including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall record and preserve the minutes of the meetings of the Board. The Secretary shall attest such documents as may be required for the transaction of the School's business. The Secretary shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer. The Treasurer shall record and promptly acknowledge all monies received by the School through donations, bequests, and all other sources, and shall disburse such funds for purposes approved by the Board. The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Management Committee as that body takes responsibility of the financial records, investments, and other evidences of School properties and assets. The Treasurer shall ensure that the Management Committee keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Director. The Treasurer shall be the chair of the Finance and Fundraising Committee. The Treasurer shall ensure that the Management Committee deposits all monies and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board. The Treasurer shall provide oversight to the Management Committee in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board. The Treasurer shall render to the Board and the members of the School community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Management Committee establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board a detailed written financial report in compliance with Virginia statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance and Fundraising Committee, annually shall recommend an auditing firm to be hired by the Board to review the books of the Corporation and provide a report on them to the Board.

Section 5. Removal. Any Officer may be removed from office, with or without cause, by the affirmative vote of two-thirds (2/3) of the Directors then in office at any regular meeting or special meeting called for that purpose. Any Officer proposed to be removed for cause shall be entitled to at least five (5) business days' notice in writing by mail of the meeting of the Board at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board at such meeting.

ARTICLE VI Principal

Section 1. Principal. The Principal is not an Officer of the Corporation. The Principal shall be an employee of the Corporation and shall be selected by the Board. In addition to serving as the educational leader of the School and seeing that the Board's decisions are implemented, the Principal's duties shall include but not be limited to budgeting, facilities management, scheduling staff development and supervision and evaluation of all School personnel.

ARTICLE VII Fiscal Year and Contracts and Checks

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Contracts and Checks. The Board may authorize any Director, Officer, employee, or agent to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be general or confined to specific instances. The President shall have the authority to enter into contracts contemplated by the annual budget of the Corporation adopted by the Board. The Board shall adopt a policy establishing the authority of each Officer or other individuals to sign checks and setting the amount above which checks must bear the signature of more than one Officer or individual. Except as authorized by the Board or by these Bylaws, no Director, Officer, employee, or agent shall have any power to bind the Corporation to the terms of any contract or engagement, or to pledge its credit, or to render it liable to any third party for any purpose or in any amount.

ARTICLE VIII Amendments to Bylaws

Section 1. Amendments. The Board shall have the power to amend these Bylaws at any meeting of the Board. Any change shall require the approval of a majority of the Directors then in office.

ARTICLE IX Additional Provisions

Section 1. Indemnification and Limitation on Liability. The Corporation shall indemnify every Director and Officer to the full extent permitted by § 13.1-876 of the Virginia Nonstock Corporation Act. A Director or Officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board, except that nothing contained herein shall relieve a Director or Officer from liability for breach of a duty if the Director or Officer engaged in willful misconduct or a knowing violation of the criminal law.

Section 2. Insurance. The Corporation shall provide for the liability and other forms of insurance considered by the Board to be necessary and prudent as protection against possible

claims. For the avoidance of doubt, the Corporation may purchase insurance on behalf of its Directors and Officers against liability arising from their status as a Director or Officer.

Section 3. Tax Exempt Status. Notwithstanding any other provision in the Bylaws and Articles of Incorporation, all objects, purposes, and activities of the School shall be consistent with the provisions of section 501(c)(3) of the Internal Revenue Code.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Virginia statutes governing public charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with Virginia statutes.

These Bylaws were adopted by the Board of Directors at its meeting held on December 10, 2014.

President

XII Employee Relations

Explain the relationship that will exist between the charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees. Terms and conditions of employment must be consistent with the Loudoun County School Board personnel policies and practices.

In accordance with federal laws, the laws of the Commonwealth of Virginia and the policies of the School Board of Loudoun County, HCA will not discriminate on the basis of sex, race, color, age, religion, disabilities or national origin in the provision of employment and services.

The HCA parent organization will employ fewer than 50 employees and as such will not house an HR department or provide employer based health insurance. The Principal, the Operations Manager and any additional staff hired by the board will be compensated directly through a contracted payroll service to be employed by the parent organization. All IRS and Virginia Commonwealth codes governing employees of 501c3 non-profit organizations will be adhered to.

During the search for the Principal, the HR contact person for HCA is the President of the Board of Directors. Once the Principal has been hired, he/she will assume the role of HR director.

After selection of appropriate candidates by the HCA Principal, contracts will be negotiated by LCPS Human Resources and will include salary structure and benefits as budgeted and provided by HCA. Security checks and fingerprinting will be provided by LCPS subject to formal administrative contract negotiations with HCA. HCA employees will follow the same basic policies and bylaws established by LCPS Board.

The Principal will be responsible for evaluation of the teachers, however that evaluation will be conducted according to standard LCPS personnel evaluation procedures.. HCA Board of Directors will adopt an employee evaluation modified from the LCPS form to utilize assessing the Principal and other employees of the parent organization.

Counseling and grievance procedures will follow LCPS guidelines, and EEO counseling will be made available to all LCPS employees through the LCPS Department of Human Resources. Any grievances shall first go to the Management Committee (the Principal or other staff on the Management Committee will be recused if necessary to avoid conflict of interest). If the grievance is not resolved by the Management Committee, it will then go to the HCA Board of Directors, which will involve LCPS as appropriate and necessary. HCA encourages LCPS to develop a process whereby grievances communicated directly to LCPS by HCA staff shall be referred back to HCA to follow the process described above to ensure equitable and

consistent treatment of grievances. HCA will strive to make work collaboratively with LCPS to handle grievances. LCPS employees will also be made aware of their right to submit grievances through the existing channels in the HR department of LCPS and would be entitled to proceed with a parallel process if they so choose.

HCA BOD employees will be entitled to accrue PTO leave. Health insurance will not be provided employees and those seeking coverage will be referred to insurance exchanges. LCPS employees who work at HCA will receive their health benefits through the LCPS system. HCA will provide training and education programs to all eligible employees on an equal based on the needs of the school.

Recruitment and Selection of The Principal:

The HCA Board will establish a list of qualifications for the Principal based on those sought at other similar institutions as well as those sought by LCPS for elementary school Principals. A minimum educational requirement of Masters level training in education as well as certification and training in all VDOE requirements will be expected. While HCA intends to open the recruiting to a wide circle of applicants, experience and knowledge of LCPS or other local jurisdictions will be considered of great benefit to enhancing the relationship between the Principal and the LCPS Senior Staff. Current or former LCPS Principals and Assistant Principals will be encouraged to apply.

In order to give the HCA Board the ability to uphold its contractual obligations to LCPS, it will need to be able to hold the Principal accountable for how the day to day business of the school is conducted and how the mission of the school is achieved. This accountability may only be attained if the Principal is a direct employee of the HCA and subject to evaluation for ongoing employment by that Board.

Recruitment and Selection of Teachers and HCA Staff

The HCA Board of Directors will establish a representative, non-standing committee from the Board of Directors to conduct interviews to find staff members who share the philosophy of learning on which the school is based. A standard rubric will be created and used consistently in the selection of teachers and staff. Instructional staff may be recruited from within the current pool of LCPS employees. HCA may also seek to fill teacher positions from outside LCPS with the understanding that all candidates will be subject to LCPS hiring procedures to ensure consistency with LCPS requirements. Should those candidates be selected they will be required to become LCPS employees and undergo all required training, certification and reference checking that is required of all LCPS employees.

The first year, the interviewing panel will include members of the committee that have prepared this application. Once a Principal has been hired s/he will lead the interview

team. After the first year, the HCA Principal and designated Board members will conduct interviews. All employees will meet all requirements of VDOE training and certification. Before and during the interviews, the applicants will be informed of details that make the school unique. The expectation will be that any teacher hired will exhibit the energy and willingness to create PBL lessons that integrate all STEAM subjects. During the summer prior to the school's opening, staff will be required to attend sessions to acquaint them with the school's mission, design, educational strategies, and teaching methodologies.

XIII Health and Safety

Describe the procedures the charter school will implement to ensure the health and safety of the students and employees, including how and if the management committee will conduct a state criminal record check on all employees; how the charter school will conduct fingerprinting and federal criminal record checks; how the charter school will comply with the requirement to report child abuse; and how the charter school will comply with Occupational Safety & Health Act requirements.

Health and Safety Requirements

Every instructional staff employed must file an official health certificate with the designated person in the LCPS Administration Offices or complete a satisfactory physical examination, depending on the requirements of the position. This must be done prior to beginning duties unless an extension is given for extenuating circumstances. A similar policy will be put in place for HCA Board employees.

The school facilities will be inspected as required and will conform to state and federal regulations. An OSHA bulletin board in the staff room will prominently display relevant current materials and notices. We will maintain all required safety equipment including an AED equipped with pediatric pads.

The school will maintain an onsite clinic in keeping with the requirement of LCPS policy. The clinic may be staffed by a clinic manager who is an employee of LCPS and has undergone all necessary training in compliance with LCPS policy. In addition, other staff, such as the operations manager or the Principal will be required to undergo the LCPS or equivalent training to ensure that whenever the clinic manager is not present, there is someone in the building who may be relied upon for services including but not limited to BCLS, first aid and medication distribution.

Employment and Criminal Background Checks

- All employees will have taken VDOE training or received certification
- All volunteers who have access to students will be subject to background checks.
- All employees will meet the minimum qualifications established by law, Virginia Board of Education regulations and LCPS policy.
- Any potential employee must provide proof of qualifications for appointment to the position being sought.
- Any potential employee must provide documentation proving citizenship of the United States or an Immigration and Naturalization Services (INS) employment authorization.
- Any potential employee must submit to fingerprinting and provide personal descriptive information, as a condition of employment, to the Human Resources Department. The applicant's fingerprints and other information shall be forwarded through the Central

Criminal Records Exchange to the Federal Bureau of Investigation to obtain criminal history information regarding the applicant.

- Any potential applicant must attest to being physically and mentally able to perform job tasks for the position being applied for.
- Any potential applicant must attest to being free of addiction to narcotics or alcohol use.
- Any potential applicant must agree to and abide by the Drug and Alcohol-Free Work Place Policy.
- Any potential applicant cannot make false statement of any material fact in his/her application.
- Any potential applicant cannot use political pressure or bribery for the purpose of obtaining any position.
- Any potential applicant cannot have unsatisfactory employment or personal record which would demonstrate unsuitability for the position sought.
- Any potential candidate must certify that they have no felony convictions and have never been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a child.
- All Board Members and volunteers having direct interaction with students must submit to a criminal background check. They must also certify that they have no felony convictions and have never been convicted of any offense involving sexual molestation, physical or sexual abuse or rape of a child.

Reporting of Child Abuse

HCA shall follow LCPS's bylaws for reporting suspected child abuse in compliance with the Code of Virginia. Specifically, there will be an established procedure for reporting any incident of suspected child abuse or neglect. The suspicion will be reported to the Principal who will notify Child Protective Services Office. LCPS will be duly notified if any such report has occurred in accordance with LCPS policy.

All staff shall attend training regarding recognizing and understanding what constitutes abuse and neglect under state laws, the staff's responsibility under state law to report incidences of abuse and neglect, and school policies and procedures regarding suspected incidences of abuse and neglect.

Posted in the building will be a notice, pursuant to Section 63.2-1509 of the Code of Virginia, that:

- Any teacher or other person employed by LCPS who has reason to suspect a child is abused or neglected (including abandonment) is required to immediately report suspected cases to the Loudoun County Department of Social Services or to the Principal, or designee, who shall immediately report the suspected abuse and neglect to the Loudoun County Department of Social Services.

- All persons required to report cases of suspected abuse or neglect are immune from civil or criminal liability, administrative penalty on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services toll-free child abuse and neglect hotline.

Safety Procedures

HCA will develop and implement contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid. In addition, a formal safety plan will be implemented that will include:

- Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior. The plan will be discussed with staff and students during the first week of each school year.
- Space for the proper care of students who become ill;
- Written procedure, in accordance with LCPS policy, for responding to violent, disruptive or illegal activities by students on school property or during school sponsored activities; and
- Written procedures to follow for the safe evacuation of persons with special physical, medical or language needs who may need assistance to exit the facility.

XIV Financial Plan: Evidence of Economical Soundness, Proposed Budget and Annual Audit

Provide a budget and any other information that illustrates the proposed charter school is economically sound for both the charter school and Loudoun County School Division. Include detailed sources of revenue and expenditures for the proposed term of the charter (at most five years) and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the School Division, will be conducted. Anticipated gifts, grants or donations and a student fee schedule should be included.

This budget has been designed around our school curriculum and educational structural requirements, all of which meet or exceed the VA Standards of Quality (SOQ). We have projected 4 tiers of enrollment, 100, 120, 140, and 160 students to illustrate our staffing and budgeting for Hillsboro Charter Academy. We have also included a “Go” tier which presents the break-even point for our school of 80 students. The actual enrollment numbers will vary and the budget will be adjusted to accommodate changing situations.

Payroll Projections

LCPS staff advised us to utilize an average level teacher salary on the LCPS ladder to achieve reasonable projections for as yet unidentified instructors. We have relied upon Step 6, Masters level trained projections for this document.. Actual staffing levels may change depending upon the seniority of the staff hired and the needs of the school as we enroll students and grow.

In addition to standard classroom teachers, we will staff specialists in reading, math, art, and music, and gifted education who will design or aid in the design of lesson plans for each grade. These specialists will co-teach in the classrooms and also be able to focus on students in need. At the 100 tier, each of the specialist positions is half-time. Thereafter they are all full-time teachers at HCA. The librarian and physical education teacher are part-time positions at all tiers. The guidance counselor is part-time at the lower tiers and full time at 160. The resource teacher is a full-time teacher at all tiers and will be assisting in the classroom where the needs exist and pulling students depending on their individual needs and IEPs.

Technology needs will be met by a floating technology aide who will also assist in classroom settings, particularly for extended activities. Additional teaching assistants will be allocated as follows: 100 tier = 1, 120 tier = 1.5, 140 tier = 2, 160 tier = 3. These positions are all anticipated to be LCPS employees.

Non-LCPS employees include our Principal, operations manager and possible after school and summer enrichment staff. At this time benefits have not been determined for

these positions. The Principal's salary has been adjusted to compensate for that lack and includes potential supplemental based on enrollment.

We have calculated the front office roles such as the operations manager, secretary, bookkeeper, and clinic manager as part time employees. However the hours distribution of these office positions may change as HCA moves toward actual hiring decisions and will be based on the skills of the candidates we find and the administrative plans set forth by the Principal.

Additional Expenses

Payroll comprises the majority of HCA's projected expenses. Other considerations are listed under Other Expenses in the Budget Summary. HCA will utilize the LCPS substitute pool and pay the current rate for such personnel. Special education beyond the resource teacher to include speech, occupational and physical therapy and ELL personnel are budgeted under LCPS Other Contracting at an hourly rate of \$50/hr. Transportation is projected at a per hour and per mile rate to cover the costs of drivers and their support personnel, fuel and maintenance. Food Service will initially be handled by LCPS. Classroom expenses and operational expenses are based jointly upon current usage at Hillsboro Elementary School and the desired classroom funding. HCA seeks to improve the technology available to our students and plans to begin funding key software choices and purchase hardware with the long term goal of a one to one ratio. Capital Expenses at the highest two enrollment tiers would invest in an expansion of classroom space and may be used to aid in the renovation and restoration of the historic Old Stone School building. Contracted Services will allow us to hire local sources to meet those needs we are unable to fulfill through our staff, volunteers and supporters such as major cleanings. Financial Expenses will cover our payroll for non-LCPS employees as well as our accounting needs. The Insurance numbers are based upon Middleburg's recent insurance policy purchase.

Revenue Projections

The primary revenue source will be the LCPS contribution which is budgeted at 95% of the current per pupil allotment. Note that the district overhead fee is assessed at the bottom of the budget summary. The next reliable revenue source is the HCA endowment. HCA fundraising is beginning in earnest and targets \$1,000,000 to provide a reliable fund for years to come. The modest interest rate of 5% is used for this budget, but the actual revenue may be greater. School-based fundraising accounts for a small, but rather reliable portion of the revenue. This includes such programs as Box Tops, Labels for Education, Giant Food, Harris Teeter, school pictures and book fairs. PTO money is not included in this budget but is anticipated to be at least \$15,000 per year based upon past trends for Hillsboro Elementary School. There may also be annual fund raising activities that directly benefit HCA each year which are also not estimated here. After

School Care will not only provide enrichment for our students and a solution for working parents, but will also help to support HCA. Costs are supplies, snacks, and staff wages. Similarly HCA plans to offer Summer Enrichment to prevent summer slide and engage with our children and families over the summer break. The projected revenue from these two programs will supplement our school.

We are currently investigating available grants for additional funding and we will be applying for these in the near future. This budget reflects modest grant awards of \$25,000.

Additional funds might be used for additional teaching assistants, teacher training, extending part-time positions, seniority in incoming staff, additional compensation to staff for extra time and duties, technology, supplies, equipment, field trips, strategic purchases and additional programs for our students.

HCA anticipates that LCPS staff work in an expedient, open, and transparent manner with HCA staff and the HCA Board of Directors to identify and resolve any issues related to budgeting, financial accounting, reporting, and use of funds, and to resolve any problems that are newly identified in the process of opening the school.

Below please find a summary Budget. The full budget complete with breakouts and enrollment tiers can be found in Attachment (3)

Version 1.2

Enrollment

Revenue

Per Pupil Allotment	12690
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Applying for multiple grants
Box Tops, Giant, Harris Teeter
School Pictures, Book Fairs

Compensation

Other Expenses

Total Expenses	1,121,520.04	1,383,256.13	1,655,167.99	1,907,081.39	2,190,777.10
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Surplus / Deficit	4,011.96	2,075.87	18,746.01	21,832.61	35,218.90
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Payroll Expenses 2015-16, 120 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
1st Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
2nd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
3rd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
5th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Music	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading Resource	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Math Specialist / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Guidance	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Total Teacher Cost	12.3			698,307.90	53,420.55	284,889.82	\$ 1,036,618.28

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Principal - Additional	1		20,000.00	20,000.00	817.00		20,817.00
Total Administration Cost	1			130,000.00	9,232.00		\$ 139,232.00

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Teaching Assistant	1.5	6-L9	21,548.24	32,322.36	2,472.66	24,751.16	59,546.18
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.75		45,000.00	33,750.00	2,581.88		36,331.88
Total Staff Cost	4.25			125,971.93	9,636.85	41,318.37	\$ 176,927.15

Total Payroll Expenses	17.55			954,279.83	72,289.41	326,208.19	\$ 1,352,777.43
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Financial Administration and Reporting, including Audit

The HCA Board of Directors will create a finance committee per the bylaws detailed above. The finance committee will be responsible for the financial management of the school and for reporting to the HCA Board, HCA parents, the public, and to the Loudoun County School Board on the financial operations and condition of the charter school. The duties of the finance committee will include preparing an annual budget, ensuring adherence to the budget, preparing monthly financial reports for the HCA Board and other stakeholders, preparing the IRS form 990, and contracting for an annual audit. HCA will comply with and participate in any required auditing procedures conducted by the LCPS auditing system. Additionally, the parent company will undergo its own audit by an independent entity to endure compliance with all rules and regulations governing non-profit organizations.

To ensure our compliance with Generally Accepted Accounting Principles (GAAP), the HCA Board will hire an Independent Public Accounting Firm to audit the books of the school in accordance with FASB and not for profit accounting. During the course of this audit the firm will provide reasonable assurance of the accuracy of the financial statements, and if fraud or internal control weaknesses are noted they will provide a management internal controls letter.

The finance committee will recommend financial controls to be instituted by the Board such as pre-authorized expenditure limits by staff, requirements for dual check signing and issuance and use of credit cards.

XV Assurances

Assure that the charter school is non-religious and will not charge tuition by including a statement to that effect.

The Hillsboro Charter Academy is non-sectarian and will not charge tuition for Loudoun County students or require testing as a condition of admittance.

Further, HCA will comply with the federal *Family Educational Rights and Privacy Act* (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.

The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal *Americans with Disabilities Act* (ADA), the federal *Individuals with Disabilities Education Improvement Act* (IDEA), Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*.

The applicant has knowledge of and will comply with the *Virginia Conflict of Interest Act* and the *Virginia Public Procurement Act*.

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

- o 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 (ESEA of 1965, as amended, Title V, Part B, Subpart 1 —Public Charter Schools Section 5203(b)(3));
- o Cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (ESEA of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3));
- o Provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (ESEA of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3))

XVI Legal Liability and Insurance Coverage

Describe the arrangement between the charter school and the Loudoun County School Board regarding their respective legal liability and applicable insurance coverage. Insurance coverage should include health, property, casualty (automobile liability, general liability, property, officer and employee liability) and workers' compensation.

Since HCA instructional staff will be employees of Loudoun County Public Schools, health insurance and other employee benefits will be consistent with those provided by Loudoun County Public Schools. Any employees of the HCA Board will have substantially similar compensation as equivalent staff employed by LCPS.

The HCA will seek formal proposals for property and casualty insurance (to include automobile liability, general liability, property, officer and employee liability). The HCA has included estimated expenses for property and casualty insurance in its budget. These estimates assume HCA will be named as the insured, as well as LCPS. Final arrangements would be agreed upon as part of the governing board's negotiation of the charter contract with LCPS.

HCA plans to seek the type of insurance and coverage that would be similar to that of public schools its size within Loudoun County. The following is a typical insurance model for many schools:

General Liability: 1MM, 3MM Aggregate
Auto Liability: 1MM
Umbrella: 15MM
Worker's Compensation : 3MM
Statutory (State Mandated Limits are in effect): 3MM
School Leaders Errors & Omissions: 3MM

HCA would amend the coverage above to meet its needs in Loudoun County so that it is on par with the coverage provided by and to Loudoun County Public Schools. As part of its due diligence, the governing board will investigate opportunities to obtain insurance through Loudoun County Public Schools.

HCA requests a meeting with LCPS Budget and Legal Departments to determine a mutually agreeable solution regarding legal liability so as to purchase coverage at the most economical rate and to address any concerns the LCPS may have on legal liability and insurance coverage.

XVII Indemnity

Assure that the Loudoun County School Board will be defended, held harmless and indemnified against any claim, action, loss, damage, injury, liability, cost or expense of any kind as a result of the operation of the charter school or actions by its agents, employees, invitees or contractors.

Loudoun County Public School will be held harmless and indemnified against any claim, action, loss, damage, injury, liability, cost or expense of any kind as a result of the operation of the charter school, actions by its agents, employees, or contractors. The Hillsboro Charter Academy shall be immune from liability to the same extent as all other public school employees and volunteers in the Commonwealth are immune from liability.

XVIII Facility

Describe the proposed facility(ies) to be used for the charter school or the plan for the acquisition of a facility. If the facility is not property of the Loudoun County School Board, then the following must be provided before operation: (1) a certificate of occupancy; (2) a health inspection certificate; (3) an annual certificate of fire inspection; (4) proof of compliance with federal, Virginia, and Loudoun County health and safety laws and regulations; and (5) a copy of the lease or contract under which the charter school will use the facility. If the facility is property of the Loudoun County School Board, then describe plans, if any, for alteration or renovation.

The intended facility for the Hillsboro Charter Academy is the current Hillsboro Elementary School building located at 37110 Charles Town Pike, Purcellville, VA 20132. This building is the property of the Loudoun County School Board. The school will meet all federal, state and Loudoun County guidelines for occupancy, health and safety and capacity. There are no current plans for alteration or renovations to the building.

HCA requests the all groundskeeping maintenance be done by LCPS, including snow removal, lawn mowing and trash disposal. Day to day maintenance of internal facility equipment will be the responsibility of HCA. However, should any significant event including but not limited to power outages, plumbing emergencies or unforeseeable acts of nature occur that would prevent the school from conducting its normal activities, LCPS will provide repairs and accommodations in a timely and appropriate manner.

HCA will ensure that the facility will be maintained in a manner ensuring compliance with the Virginia Statewide Building Code (13 VAC 5-63) so that the following factors are satisfied:

- The physical plant will be accessible, barrier free, safe and clean;
- Provide for the proper outdoor display of flags of the United States and the Commonwealth of Virginia;
- Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;
- Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology and fine arts;
- Provide facilities for the adequate and safe administration and storage of student medications.

HCA will maintain records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of inspections will be the same as for other LCPS schools and will be conducted in consultation with the local health and fire departments.

If enrollment exceeds 140 students, HCA will seek approval from the Loudoun County School Board to add a portable classroom. Although further investigation is needed, HCA believes the following portable is consistent with the overall mission and education approach of the school and is affordable:

An amazing green classroom was recently featured at the Smithsonian in Washington, DC (note that it's green in the environmental sense, not just its exterior color - which can be painted). It has phenomenal natural light, wonderful air quality, near silent HVAC, rain water collection, and much more. The specific classroom featured also has installed solar energy (a near Net Zero building) and is currently in storage in northern VA (because of the show). If HCA chose this route, it could take that classroom at a significant discount (\$125,000 total cost). This would be an actual building, not a trailer. The article on the Smithsonian exhibit is at: <http://www.smithsonianmag.com/ist/?next=/innovation/document-deep-dive-the-classroom-of-the-future-today-20321171/>

In addition, HCA will investigate the use of the Old Stone School adjacent to the current Hillsboro school building. HCA anticipates using this building in the near term for special events and activities and should enrollment warrant it, for possible classroom use, subject to appropriate county, state, and district codes, regulations, policies and approvals.

XVIX Services

List the services and their estimated costs that the applicant wishes the Loudoun County School Board to provide (food service, accounting, maintenance, etc.). Any services provided by the Loudoun County School Board will be at cost. Also, list services and their estimated costs that will be provided by others.

HCA is requesting the Loudoun County School Board to provide the following services to HCA: Transportation, Food Service, Special Education Contracting, Substitute Contracting, Facilities and Grounds Maintenance, and Operations and Administrative Technology.

Food Service

HCA intends to continue the use of LCPS Food Service for the first year, and perhaps longer, as HCA designs and builds its own nutritious and educational food program. The HCA Board of Directors will notify LCPS by the end of each year as to whether it will extend the use of LCPS Food Service for the coming year. It is the goal of HCA to create an outstanding farm-to-school and locally sourced food program with high nutritional value that will teach our students the origins of their food and instill healthy eating habits at an early age.

HCA requests LCPS Food Service continue to operate as it has in the past, with hot food produced on-site and adequate staffing. The program shall continue to fund itself through meal costs and USDA subsidies for free/reduced lunch, with no costs to HCA.

Operations and Administrative Technology

It is understood that there is a minimal technology and infrastructure profile that must be maintained for HCA to participate in core LCPS processes such as time and attendance, report cards, SOL testing, and teacher professional development. It is also understood that LCPS will be accountable for the maintenance of the level of connectivity and licensing to maintain all required core processes.

Hillsboro plans to review and select some portion of the non-essential software in this category. A list of LCPS available software has been requested from the LCPS Staff.

The wide area network (WAN) components tying the current Hillsboro ES into the LCPS network are functional. HCA will accept and maintain the existing switches and routers. HCA requests that it be given the opportunity to participate in future district wide network infrastructure upgrades when they occur.

The ongoing expectation would be that the County would maintain the WAN infrastructure since it enables access to required systems, the internal network and Wi-Fi.. The school will review and select additional services or capacity needed to support either LCPS-provided or independently purchased services and solutions.

XX Transportation

Describe the plan for transporting students to and from school, including arrangements to be made with the Loudoun County School Board, private providers, or parents.

The Hillsboro Charter Academy is seeking a partnership with Loudoun County Public Schools to provide transportation to and from the school. Given that our student population could come from any point within the county limits, it is important that we develop a plan that is convenient for parents, but also makes fiscal sense.

HCA recognizes that LCPS open enrollment policy stipulates that it is the responsibility of families desiring enrollment in a school other than the school in their attendance boundary to transport their children to their school of choice, which in this case is HCA.

In addition, HCA's proposed longer school day will require greater flexibility and cooperation between HCA and LCPS. We would like to explore whether LCPS buses could pick up HCA students at a set of local community centers or other facilities.

HCA wants to ensure that transportation is not a hindrance to enrollment at the school. In conjunction with LCPS, HCA will evaluate the unique needs of families that choose the school and establish a plan that outlines how we can best accommodate them. HCA assumes that even at higher enrollment numbers the bulk of our students will be coming from Western Loudoun communities. We expect the current east-west bus route will largely cover this. Should it turn out that HCA experiences a large amount of interest and/or enrollment from Eastern Loudoun, we have prepared for that contingency. To that end, HCA has developed various route options for consideration by LCPS, which can be found in Attachment (5).

It is HCA's expectation that LCPS will be responsible for transporting IEP-eligible students with disabilities who require special education transportation in order to attend HCA.

XXI Waivers

Describe and justify any waiver from Loudoun County School Board policies and Virginia state regulations that the charter school requests. The Standards of Quality and, by reference, the Standards of Accreditation and Standards of Learning may not be waived. Please note that state law does not permit the waiver of state or federal statutes.

It is likely the Hillsboro Charter Academy (HCA) will seek waivers of Loudoun County School Board policies and state regulations. As HCA works through the approval process with the Loudoun County School Board, it is anticipated that specific waiver requests will become more evident and will be requested.

In the meantime, HCA requests that LCPS provide electronic copies of all policies, procedures, and interpretations of policies and procedures. Once these are received, the Board of Directors and HCA counsel will request permission from the School Board for waivers of LCPS policies that are necessary to implement HCA policies, procedures, and specific terms of the school's operation.

As regards waivers of state regulations, HCA notes that according to the Virginia Department of Education, if the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school.

There are a few waivers that HCA is likely to request the Loudoun County School Board seek from the Virginia Department of Education. These include, but are not limited to:

8VAC20-40.

REGULATIONS GOVERNING EDUCATIONAL SERVICES FOR GIFTED STUDENTS

Section 10 and Section 30: Applicability.

HCA will serve gifted students who attend the charter school within the school's integrated curriculum program with a project-based design. This allows for students with a range of abilities to be served seamlessly alongside each other. While all students in a class will receive instruction on core concepts, the complexity of the projects will vary by ability. Appropriate instructional support will be given to each student-the gifted students being identified by the teachers through the students' performance and participation in the curriculum.

HCA needs a waiver because it will not have a traditional separate gifted program with students entering and exiting from the program. Therefore it will not have a defined, application/screening process, separate recordkeeping, etc. HCA needs to be exempted from the reporting requirements typically associated with a gifted program.

8VAC20-110.

REGULATIONS GOVERNING PUPIL ACCOUNTING RECORDS

Section 50: Approval of school-sponsored field trips and other activities. HCA will frequently conduct walking trips and other excursions, approved by parents of pupils, but that will not be approved through procedures adopted by the local school board.

8VAC20-131.

REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA

Section 210: Role of the Principal.

The Principal of HCA will be the instructional leader of the school, and will be responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. However, portions of this section are not applicable, in particular, records will not be audited annually by a professional accountant approved by the local school board. Instead, HCA will obtain a comprehensive annual audit of both the financial and administrative operations in order to help ensure fiscal and administrative compliance with the charter.

Section 240: Administrative and support staff; staffing

Due to enrollment numbers and other factors relating to the goals and objectives of HCA, the administrative and staffing requirements outlined in Section 240 are not appropriate.

A number of additional regulations were identified by the Virginia Board of Education as automatically waivable for Charter Schools. These regulations will be identified and submitted to the Loudoun County School Board for record keeping purposes.

XXII Timeline

Provide a detailed timeline, identifying each step required to establish the charter school, including but not limited to the opening of an appropriate facility, staff hiring, locating and purchasing materials, obtaining necessary services, implementing the evaluation plan, and consulting with experts, if necessary.

Hillsboro Charter Academy will be created through the Charter Conversion process and as such will undergo a transitional year during which the HCA Board will work directly with LCPS to prepare for opening. HCA requests the following considerations from LCPS in order to affect a smooth transitional year, and to lay the necessary groundwork for a successful launch of the Hillsboro Charter Academy in 2016:

Staffing Considerations:

- Increase current number of teachers for grades 1-5 to 5 FTE teachers in order to have a stand alone class for each grade.
- Increase the hours of the current 0.5 FTE Kindergarten teacher to a FT FTE in order to accommodate full-day Kindergarten
- Increase the number of teaching assistance depending upon enrollment levels.

Open Enrollment Policy:

- Allow for liberal use of LCPS Open Enrollment policy to increase enrollment numbers to position the Charter at near or at the stated opening year enrollment goal of 120 students.

Opportunity for Innovation & Growth:

- Current enrollment numbers enable the AM Kindergarten class to be extended without any displacement of children in the afternoon.
- Teachers engaged in the curriculum development process may introduce some of the project ideas to create exciting learning opportunities for the children, while allowing the teachers to become familiar with working with a PBL approach.
- HCA would commit to building the after-school program in the school facility over the course of the 2015-2016 school year. HCA would seek a facilities use agreement for this early implementation similar to that which is utilized by other outside entities, such as the Loudoun County Parks Department.

Opportunity for Collaboration:

- During the transitional planning year, the HCA will hire a fully licensed and credentialed Principal by late 2015 to early 2016. HCA will focus on establishing a

collaborative relationship between the Senior Staff and the Principal as he/she undergoes required training on topics including but not limited to:

- Special Education
- English Language Learners
- Testing and Standards of Learning requirements
- Safety
- Personnel management
- HCA will work with LCPS senior staff to jointly create assessment metrics for accountability.

Below is a draft timeline for the transitional year:

Key: C=Complete I=In Process P=Pending

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014-Feb 2015</i>	<i>Mar 2015-Sep 2015</i>	<i>Sep 2015-Jan 2016</i>	<i>Jan 2016-Aug 2016</i>
Board of Directors Organization and Procedures						
Submit HCA charter application to LCPS School Board	X		C			
LCPS Staff input on application		X	I	I		
LCPS School Board work sessions	X	X	I	I		
Negotiate charter agreement	X	X		P	P	
Finalize Board Membership	X		I			
Develop and finalize Board Policies and Procedures	X		C			
Orientation and training of new Board members	X		I	I	I	
Hold Board Retreat: roles and functions, governance model, etc.	X				P	
Finalize By-Laws	X		C			
Research and apply for grants (federal, state, private)	X			P	P	P
Finalize agreement with LCPS	X	X		P		

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014-Feb 2015</i>	<i>Mar 2015-Sep 2015</i>	<i>Sep 2015-Jan 2016</i>	<i>Jan 2016-Aug 2016</i>
Personnel						
Determine staffing needs	X			P		
Develop timeline and process for hiring faculty and staff	X			P		
Finalize Personnel Handbook	X				P	
Recruit and hire Principal	X			P		
Train Principal	X	X			P	
Confirm Principal Credentials	X			P		
Train teachers on STEAM Curriculum	X					P
Recruit and hire Teachers	X	X			P	
Recruit and hire other staff	X				P	
Enrollment Process						
Complete design of student registration packet	X				P	
Disseminate student registrations and pre-enrollments (in tandem with recruitment efforts)	X				P	P
Review student applications for accuracy and acknowledge receipt	X				P	
Advise parents of status of their application, student eligibility and lottery date	X				P	
Adhere to application deadline	X				P	
Conduct lottery and establish wait list (if applicable)	X				P	
Notify parents of either student admission or placement on waiting list	X				P	
Adhere to Intent to Enroll Deadline	X					P

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014-Feb 2015</i>	<i>Mar 2015-Sep 2015</i>	<i>Sep 2015-Jan 2016</i>	<i>Jan 2016-Aug 2016</i>
Enter application and registration information into student database	X					P
Verification of Loudoun County residency	X					P
Finalize student and parent handbook	X				P	P
Ensure parents receive all school information (calendar, student and parent handbook, etc.)	X					P
Move applications from waitlist and continue registration until full enrollment is achieved (if needed)	X					P
Conduct parent and student orientation	X					P
Establish system for recording and compiling enrollment and attendance information	X				P	
Marketing and Recruitment						
Hold meetings with community stakeholders and parents	X			I	I	I
Disseminate informational materials and promote school in targeted localities	X			P	P	P
Design school brochures and other marketing print materials (banners, website, etc.)	X		P	P		
Initiate advertising (newspaper, direct mail, radio)	X			P	P	
Hold open houses for parents and community members	X				P	P
Develop and implement strategy to recruit parent and community volunteers	X			I		

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014-Feb 2015</i>	<i>Mar 2015-Sep 2015</i>	<i>Sep 2015-Jan 2016</i>	<i>Jan 2016-Aug 2016</i>
Accountability						
Identify data collection needs and reporting requirements	X	X		P	P	
Acquire and set up assessment instruments	X	X		P		
Obtain and orient appropriate staff for technology to manage student, personnel and financial information	X	X			P	
Educational Program and Staff Development						
Best practices research and site visits	X			P	P	
Curriculum alignment and pacing calendar complete	X			I	I	
Staff attend Professional Development	X					P
Teacher in-service training	X					P
Plan formation of school committees	X			I		
Develop professional development plan/calendar for the year	X				P	
Develop plans for after-school and summer	X		I	I	I	
Facilities						
Inspect building	X	X				P
Facilities repairs, if needed	X	X				P
Finalize FUA	X	X			P	
Inspect/upgrade communications and technology equipment	X	X				P
Organize classrooms, office, and other space	X					P

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014-Feb 2015</i>	<i>Mar 2015-Sep 2015</i>	<i>Sep 2015-Jan 2016</i>	<i>Jan 2016-Aug 2016</i>
Procurement						
Order and manage receipt of textbooks and instructional materials	X				P	
Order and manage receipt of desks, furniture, and classroom, and office equipment as needed	X	X			P	P
Financial Management						
Establish school bank account(s)	X			I		
Finalize financial management systems and policies	X			I	I	
Obtain insurance policies	X				P	
Install and orient appropriate staff for software for managing finances and generating all required financial reports	X				P	
Health and Safety						
Have students complete medical information forms	X					P
Check forms for accuracy and conduct follow-up as needed	X					P
Establish fire evacuation routes, fire drill procedures and schedule	X				P	
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies	X					P
Establish emergency/disaster plan and review with staff and families	X				P	
Legal and Organizational						
Receive approval of proposal	X			I		
Negotiate and sign contract with chartering authority	X	X		P		
File application for IRS 501 (c)(3) status	X		C			

<i>Tasks</i>	<i>HCA Task</i>	<i>LCPS Task</i>	<i>Aug 2014- Feb 2015</i>	<i>Mar 2015- Sep 2015</i>	<i>Sep 2015- Jan 2016</i>	<i>Jan 2016- Aug 2016</i>
Special Education						
Obtain any existing special education records including IEP's of any entering student	X	X			P	P
Identify students requiring IEPs	X	X				P
Special Education consulting services	X	X				P
Hire special education staff	X					P
Finalize description of school's special education program and service delivery approach for parents and others	X				P	

XXIII Renewal

Assure that if the charter school wants to renew its contract, it shall apply at least six months prior to the expiration of the contract.

The Hillsboro Charter Academy will request renewal of its charter contract from the Loudoun County School Board at least 6 months prior to the expiration of the contract.

HCA Application Attachment 1

Community of Involvement

Evidence of Support

Letters of Support

A. Board of Directors

Rebecca Baldwin Fuller, President
Roger Vance, Vice-President
Amy Newton – Treasurer
Marybeth Muir – Secretary
Diana Taplin
Ben Lenhart

BOD official Meetings:

December 10, 2014 – Organizational Meeting
January 22, 2015

Meetings with LCPS Senior Staff & LCPS School Board Members:

August 12, 2014
September 19, 2014
September 24, 2014
September 29, 2014
October 6, 2014
October 10, 2014
October 28, 2014
November 24, 2014
December 8, 2014
January 15, 2015
January 28, 2015
February 2, 2015

B. Curriculum meetings:

Curriculum meetings were held every two weeks, starting in October of 2013 and continuing through June of 2014. During this period the focus was on creating an overall educational thrust. Attendees included: Lisbet Jenkins, Tiffany Miller, Randy Morgan, Krista Plumhoff, Paula Dillon, Janet Brown, Hope Hanes, Beth Hooper

Subsequently, the meetings were changed to weekly and have continued at that frequency since September, 2014 to today. Each meeting lasts from one to three hours. Several all-day curriculum building work sessions have also been held during this time period:

Current Educator Members	Researchers/Parent Members
Tiffany Miller–Chair –LCPS Kindergarten Teacher Stacie Kling – LCPS Third Grade Teacher Lisbet Jenkins–LCPS Fourth/Fifth Grade Teacher Anne Rule-Thompson–LCPS ArtTeacher Paula Dillon –LCPS Librarian	Erin Austin Stacy Bassett Blanka Kover Joanna Serth



This petition has collected
197 signatures
using the online tools at iPetitions.com

Printed on 2015-02-15

Support Hillsboro Charter Academy!

About this petition

I support the creation of Hillsboro Charter Academy, to provide Loudoun County with a new center of learning excellence and greater school choice.

Signatures

1. Name: Kim Strassel on 2014-05-14 18:17:50
Comments:

2. Name: Gwen Wilf on 2014-05-14 18:28:18
Comments:

3. Name: Paula Dillon on 2014-05-14 18:52:51
Comments:

4. Name: Janet Brown on 2014-05-14 19:00:55
Comments: Rethink school!

5. Name: Karen Burbage on 2014-05-14 19:02:32
Comments:

6. Name: Scot Burbage on 2014-05-14 19:03:59
Comments:

7. Name: Randy Morgan on 2014-05-14 19:38:26
Comments:

8. Name: Lisbet Jenkins on 2014-05-14 19:39:10
Comments:

9. Name: Tauvas Johnson on 2014-05-14 19:40:09
Comments: School Choice - Open Enrollment til 9/15

10. Name: Tiffany Miller on 2014-05-14 20:53:49
Comments:

11. Name: Matthew Rose on 2014-05-14 21:14:55
Comments:

12. Name: Brian Miller on 2014-05-14 22:05:54
Comments:

13. Name: Scott Harris on 2014-05-14 23:38:25
Comments:

14. Name: Tane McPeak on 2014-05-14 23:59:14

Comments:

-
15. Name: Dennis Major on 2014-05-15 03:49:21
Comments:
-
16. Name: Hope Hanes on 2014-05-15 10:07:57
Comments:
-
17. Name: Joanna Serth on 2014-05-15 13:09:10
Comments:
-
18. Name: Rebecca Fuller on 2014-05-15 17:24:56
Comments: rethink school!
-
19. Name: Todd Kover on 2014-05-15 17:35:14
Comments: We are looking forward to having our children attend this school
-
20. Name: Blanka Kover on 2014-05-15 17:42:50
Comments:
-
21. Name: Jana Castillon on 2014-05-15 17:43:19
Comments:
-
22. Name: Christy McClellan on 2014-05-15 19:54:02
Comments:
-
23. Name: Klara Koli on 2014-05-15 20:43:16
Comments:
-
24. Name: Abby Harrison on 2014-05-15 22:35:49
Comments: I am interested in this school for my three youngest children. Our current elementary school is Selden's Landing, which I know is overcrowded. This Charter School would help alleviate some of the overcrowding in the other local schools.
-
25. Name: Pat Grigsby on 2014-05-16 01:50:57
Comments: Small is beautiful!
-
26. Name: dana broersma on 2014-05-16 06:35:59
Comments:
-
27. Name: Catherine Reiss on 2014-05-17 11:46:58
Comments:

-
28. Name: Shelby Johnson on 2014-05-17 16:42:37
Comments: Please sign and transition MY school into a charter school! Thank you!
-
29. Name: Gil Kover on 2014-05-17 22:19:49
Comments: A small school AND a charter school. A double winner!
-
30. Name: Susan Stewart on 2014-05-17 22:47:30
Comments:
-
31. Name: Ken Stewart on 2014-05-18 02:54:54
Comments:
-
32. Name: Tim Jenkins on 2014-05-18 03:12:26
Comments:
-
33. Name: Audra Gollenberg on 2014-05-18 23:42:21
Comments: STEAM is a wonderful idea!
-
34. Name: Cheryl Cormicle on 2014-05-19 01:01:55
Comments:
-
35. Name: Sara Brown on 2014-05-19 13:41:30
Comments:
-
36. Name: Alicia Lesceux on 2014-05-19 13:51:40
Comments:
-
37. Name: Chantel Warner-Wynn on 2014-05-19 13:52:04
Comments:
-
38. Name: Melinda Hall on 2014-05-19 13:53:18
Comments:
-
39. Name: Kelly Wakefield on 2014-05-19 14:02:31
Comments: So excited for Hillsboro!!
-
40. Name: Ed And Beth Lucas on 2014-05-19 14:02:46
Comments: Purcellville
-
41. Name: Megan Vogel on 2014-05-19 14:08:14
Comments:

-
42. Name: Lori Erdman on 2014-05-19 17:04:31
Comments:
-
43. Name: Heather Stillings on 2014-05-19 17:53:30
Comments:
-
44. Name: Marybeth Kover on 2014-05-19 19:07:01
Comments:
-
45. Name: Margaret O'Brien on 2014-05-19 19:13:01
Comments:
-
46. Name: Colleen Lovelace on 2014-05-20 10:31:50
Comments: Save this school. It is priceless to the community.
-
47. Name: Liz on 2014-05-21 02:07:26
Comments:
-
48. Name: Mary Ghiorzi on 2014-05-21 12:07:58
Comments:
-
49. Name: Stacie Bacon on 2014-05-21 15:48:13
Comments:
-
50. Name: Wyott Russell on 2014-05-21 15:52:53
Comments:
-
51. Name: John W. Dean on 2014-05-22 13:08:19
Comments:
-
52. Name: Al Ghiorzi on 2014-05-22 19:16:50
Comments:
-
53. Name: Alisa Zimmerman-Daum on 2014-05-22 21:31:53
Comments:
-
54. Name: Linna Walz on 2014-05-22 23:50:49
Comments: Go Hillsboro!
-
55. Name: Andrew Bassett on 2014-05-23 09:40:07
Comments: Choice is what we want.

-
56. Name: Stacey Bassett on 2014-05-23 13:45:34
Comments:
-
57. Name: Dana Carmichael on 2014-05-23 14:13:09
Comments:
-
58. Name: Pat Sutton on 2014-05-23 15:55:22
Comments: Would be a great opportunity for my grandson son. I taught Science to fifth graders and saw a boring subject become exciting learning experience for them. I did mostly hands on and know there is more opportunity for this type of teaching in a charter school.
-
59. Name: Suzanne Liscouski on 2014-05-26 03:31:31
Comments: School choice please
-
60. Name: Katherine Hackett on 2014-05-26 12:29:17
Comments:
-
61. Name: Dianne Wise on 2014-05-26 14:20:30
Comments:
-
62. Name: Clarissa Ciolkosz on 2014-05-26 18:54:23
Comments:
-
63. Name: tom ghiorzi on 2014-05-27 00:58:29
Comments:
-
64. Name: joyce ghiorzi on 2014-05-27 01:03:20
Comments:
-
65. Name: Irene Ghiorzi on 2014-05-27 01:12:19
Comments:
-
66. Name: Theresa Ghiorzi on 2014-05-27 01:13:44
Comments:
-
67. Name: Alfred F. Ghiorzi on 2014-05-27 01:15:36
Comments:
-
68. Name: Alfred T. Ghiorzi on 2014-05-27 01:16:39
Comments:

-
69. Name: Alfred P. Ghiorzi on 2014-05-27 01:18:14
Comments:
-
70. Name: Amie Oehm on 2014-05-27 15:38:42
Comments:
-
71. Name: miranda clark on 2014-05-28 13:29:29
Comments:
-
72. Name: Anne Stewart on 2014-05-29 02:20:27
Comments:
-
73. Name: Tracy Kirkman on 2014-05-29 02:25:43
Comments: Smaller class sizes and STEAM, what more needs to be said!
-
74. Name: Julie Mock on 2014-05-29 16:12:40
Comments: Individual plans, smaller class sizes and STEAM!
-
75. Name: Christina Crutchfield on 2014-06-03 11:37:10
Comments:
-
76. Name: erica coffey on 2014-06-03 19:33:05
Comments:
-
77. Name: Corinna Foy on 2014-06-04 20:58:24
Comments:
-
78. Name: Scott Foy on 2014-06-05 00:22:56
Comments: Excellent opportunity for our community. I hope Loudoun County school board will continue to support quality educational options.
-
79. Name: valerie gallagher on 2014-06-06 11:12:45
Comments: This is the most exciting school I have ever seen.
-
80. Name: Rebekah McCormick on 2014-06-11 12:04:11
Comments:
-
81. Name: Cynthia Huddleston on 2014-06-16 18:31:23
Comments: We need more schools where children are known by name and not by a number. Where the school is a community and takes pride in it's members.
-

82. Name: Carol Lenhart on 2014-06-28 03:05:10
Comments:
-
83. Name: Tom Ciolkosz on 2014-07-17 17:44:47
Comments: Providing a quality education with a smaller class size and the flexibility to create the right curriculum is a great idea.
-
84. Name: Kim Oliver on 2014-08-01 21:18:21
Comments: We would love to see this happen! Flexibility in the curriculum is what we need. Let the teacher's teach!!
-
85. Name: Joanna Serth on 2014-08-04 10:45:15
Comments: Hillsboro's small size was a draw to us when we moved to this area a few months ago. We encourage the creation of an academy that will preserve this small school and its place in the community.
-
86. Name: Kim Stribling on 2014-08-04 12:03:47
Comments:
-
87. Name: Janann Mercker on 2014-08-04 12:28:52
Comments:
-
88. Name: Kathie Friedley on 2014-08-04 12:33:59
Comments:
-
89. Name: Julia Rowles on 2014-08-04 12:36:37
Comments:
-
90. Name: Robert Walz on 2014-08-04 12:45:22
Comments:
-
91. Name: William Burns on 2014-08-04 12:47:03
Comments:
-
92. Name: Krist Gray on 2014-08-04 13:02:41
Comments:
-
93. Name: Lindsay Jones on 2014-08-04 13:29:33
Comments:
-
94. Name: Karen Parrish on 2014-08-04 13:32:30
Comments:
-

95. Name: Karen Apfeldorf on 2014-08-04 13:34:27
Comments: I support smaller class sizes, an all year academic calendar and an alternative way to teach. We need these ideas in mainstream education.
-
96. Name: Tracy Kirkman on 2014-08-04 13:55:03
Comments: So excited for this opportunity! Small school environment, following STEAM guidelines is a win-win for our kids, teachers and County.
-
97. Name: Tracy Kirkman on 2014-08-04 13:55:33
Comments: So excited for this opportunity! Small school environment, following STEAM guidelines is a win-win for our kids, teachers and County.
-
98. Name: Sheri keating on 2014-08-04 14:45:29
Comments: We need this school to show the county the quality of schools can be better!!
-
99. Name: Ellen Bogle on 2014-08-04 14:46:10
Comments: Ellen@bogles.net
-
100. Name: Rebecca Henne on 2014-08-04 14:54:32
Comments:
-
101. Name: Kimberly Allar on 2014-08-04 15:06:06
Comments:
-
102. Name: David Wilf on 2014-08-04 15:09:30
Comments:
-
103. Name: Katherine Goodwin on 2014-08-04 15:37:28
Comments:
-
104. Name: kathleen on 2014-08-04 17:14:19
Comments:
-
105. Name: Janet Goodrich on 2014-08-04 18:14:41
Comments: I am in favor of this charter school
-
106. Name: Erin Austin on 2014-08-04 19:41:23
Comments: We support HCA!
-
107. Name: Liz Torres on 2014-08-04 19:43:25
Comments:
-

108.	Name: Salina Prasad on 2014-08-04 23:10:54 Comments: This is important for the future of LoCo schools
109.	Name: Lori Keating on 2014-08-05 12:45:32 Comments: We need to save Hillsboro School as a vibrant part of our community!
110.	Name: Don Rawlings on 2014-08-05 16:26:28 Comments:
111.	Name: claire cutshall on 2014-08-05 20:40:21 Comments: Parents ought to have choices for their children, this is a wonderful opportunity
112.	Name: Kami Cleary on 2014-08-05 20:59:43 Comments: Would love to see Hillsboro become a charter school.
113.	Name: John Cleary on 2014-08-05 21:01:01 Comments:
114.	Name: G. Varley on 2014-08-05 21:05:41 Comments:
115.	Name: Brian Miller on 2014-08-05 21:12:00 Comments:
116.	Name: Michelle Nicholson on 2014-08-05 21:12:22 Comments: I fully support the efforts of another Loudoun charter school!!!
117.	Name: Tim Nicholson on 2014-08-05 21:14:52 Comments:
118.	Name: Jess Connors on 2014-08-05 21:20:19 Comments: I support the efforts to expand charter schools in Loudoun County.
119.	Name: Dennis Major on 2014-08-05 21:21:44 Comments: Let them have it so they can show how it's done right.
120.	Name: Greg Sypolt on 2014-08-05 21:31:02 Comments:
121.	Name: Rachel Haws on 2014-08-05 21:40:47 Comments: Wishing my neighbors great success in making a wonderful school a model

for Loudoun County.

-
122. Name: Joann Kracke on 2014-08-05 21:52:21
Comments:
-
123. Name: melinda robinson on 2014-08-05 21:59:35
Comments:
-
124. Name: Tane McPeak on 2014-08-05 22:21:23
Comments:
-
125. Name: Mindy Hess on 2014-08-05 22:28:43
Comments:
-
126. Name: Dave Michener on 2014-08-05 22:30:40
Comments:
-
127. Name: Heather Clarke on 2014-08-05 22:48:48
Comments:
-
128. Name: Elizabeth Burner Barts on 2014-08-05 22:56:11
Comments:
-
129. Name: Edward Rozman on 2014-08-05 23:51:37
Comments: Good luck!
-
130. Name: rebecca tyler on 2014-08-05 23:59:57
Comments:
-
131. Name: Kristina Ford on 2014-08-06 00:26:49
Comments:
-
132. Name: Teresa Wilson on 2014-08-06 00:42:23
Comments:
-
133. Name: Nicole O'Keefe on 2014-08-06 01:52:06
Comments:
-
134. Name: Julie Thill on 2014-08-06 01:52:08
Comments:
-
135. Name: Teresa Weis on 2014-08-06 02:37:35

Comments:

-
136. Name: Mary Arden on 2014-08-06 08:29:21
Comments:
-
137. Name: Craig Mueller on 2014-08-06 14:30:18
Comments: Good luck to you all!
-
138. Name: Nancy Davis on 2014-08-06 14:31:15
Comments:
-
139. Name: Mary Joynt on 2014-08-06 15:25:39
Comments:
-
140. Name: Belle T. Ware on 2014-08-06 19:43:18
Comments: Stay strong.....We need this school.
-
141. Name: Tracy A Church on 2014-08-06 23:09:45
Comments:
-
142. Name: Charles Anderson on 2014-08-07 02:01:24
Comments:
-
143. Name: Omar Siddique on 2014-08-07 03:34:04
Comments:
-
144. Name: Janet Vandervaat on 2014-08-07 15:01:46
Comments: Best of luck!
-
145. Name: Tiffany Woodcheke on 2014-08-07 19:29:38
Comments:
-
146. Name: Tiwaah on 2014-08-07 22:15:08
Comments:
-
147. Name: Lori Gammache on 2014-08-07 23:16:12
Comments:
-
148. Name: Olivia Page on 2014-08-07 23:37:42
Comments:
-
149. Name: Maureen Alvarez on 2014-08-08 00:49:47

Comments:

-
150. Name: Tiffany Miller on 2014-08-08 01:50:33
Comments:
-
151. Name: Dan Shepherd on 2014-08-08 03:24:20
Comments: Community bedrock and wonderful place for children to learn and grow.
-
152. Name: Sara Lawrence on 2014-08-08 05:21:31
Comments:
-
153. Name: Heather Kern on 2014-08-08 11:09:20
Comments:
-
154. Name: Stacy Mallonee on 2014-08-08 11:12:23
Comments: Good luck!
-
155. Name: Ashleigh keyser on 2014-08-08 12:04:45
Comments:
-
156. Name: Chelsea Watts on 2014-08-08 12:35:50
Comments:
-
157. Name: Daniel Davies on 2014-08-09 02:02:56
Comments: Keep this community school open and provide more educational choices and opportunities!
-
158. Name: Klara Koli on 2014-08-09 12:39:34
Comments:
-
159. Name: Kate Ramos on 2014-08-09 16:38:16
Comments: Sounds like this charter school will offer something wonderful for western Loudoun!
-
160. Name: Vernetta Steele on 2014-08-09 20:05:50
Comments: Go Hillsboro Elementary! You'll be the pillar of early education.
-
161. Name: James Kover on 2014-08-09 22:10:53
Comments:
-
162. Name: Hana Marx on 2014-08-10 20:31:24
Comments:

-
163. Name: Claire Burns on 2014-08-11 15:18:54
Comments: Small, close-knit schools like Hillsboro are the standard that we should be encouraging all schools to emulate. Hillsboro excels at educating our children, and is a pillar of the community.
-
164. Name: Brian Gallagher on 2014-08-11 15:44:00
Comments:
-
165. Name: Ashley Fioramonti on 2014-08-11 18:07:45
Comments:
-
166. Name: Beverly J. Syvrud on 2014-08-11 20:32:22
Comments: I no longer have school aged children, but I am extremely interested in having well educated children in our Loudon County community.
-
167. Name: Crystal Hair on 2014-08-12 12:22:14
Comments:
-
168. Name: Shane Hair on 2014-08-12 13:11:05
Comments: This school will do my son wonders please let this happen.
-
169. Name: Dianne Wise on 2014-08-12 13:16:58
Comments:
-
170. Name: Susan Fines on 2014-08-12 13:52:31
Comments: I no longer live in Loudoun County but our granddaughters go to elementary school in Purcellville. I know Hillsboro was on the chopping block last year and this sounds like a solution to keep this school open in the future. Some children need specialized help which he/she may not qualify for in a larger school due to space constraints or class size limits. Many parents can not afford to send their children to private school where they could receive more one on one teaching.
-
171. Name: Heather Stillings on 2014-08-12 15:07:46
Comments:
-
172. Name: Lauren Farnsworth on 2014-08-12 16:36:27
Comments: Hillsboro ES provided an excellent education for both of my children. Please keep it open for future generations of Hillsboro's children.
-
173. Name: Mary Weshinskey on 2014-08-12 19:04:03
Comments:
-

174. Name: Elizabeth Scheine on 2014-08-12 19:26:32
Comments:
-
175. Name: Diana thompson on 2014-08-12 21:31:10
Comments: I support the creation of Hillsboro Charter Academy.
-
176. Name: Dean Thompson on 2014-08-12 21:33:24
Comments: I support the creation of Hillsboro Charter Academy.
-
177. Name: Darrien on 2014-08-13 13:44:36
Comments:
-
178. Name: Victor Torres on 2014-08-13 16:37:26
Comments:
-
179. Name: Lori Erdman on 2014-08-15 14:51:06
Comments:
-
180. Name: Liz Little on 2014-08-15 14:57:24
Comments:
-
181. Name: Katie Wilson on 2014-08-15 21:06:41
Comments:
-
182. Name: Amanda Hasuly on 2014-08-20 22:57:01
Comments: A necessary school in our community
-
183. Name: James G. Mann on 2014-08-25 18:25:55
Comments:
-
184. Name: Yvette Jacobs on 2014-08-27 16:30:41
Comments: I support the creation of Hillsboro Charter Academy.
-
185. Name: Sarah Rogers on 2014-08-27 17:00:31
Comments:
-
186. Name: Jennifer Del Grande on 2014-10-17 13:55:57
Comments:
-
187. Name: Alison Badger on 2014-10-23 16:31:48
Comments: So Excited for the Charter Academy
-

188. Name: Joseph Hafner on 2014-12-04 19:19:00
Comments:
-
189. Name: Robin Greene on 2014-12-04 20:54:55
Comments:
-
190. Name: Manon True on 2014-12-05 17:58:49
Comments: This charter school is the option for lots of little ones, please don't leave them out in the dust. That would be too too sad :(
-
191. Name: Natalie Adlung on 2014-12-08 05:45:30
Comments:
-
192. Name: Susan H Jones on 2014-12-11 22:52:30
Comments: Sounds like an awesome opportunity for my grandchildren!!
-
193. Name: Mary Michael Pontzer on 2014-12-13 20:21:16
Comments: Excited to learn about HCA!
-
194. Name: Tara Wassing on 2014-12-15 05:07:19
Comments:
-
195. Name: Mindy Hess on 2014-12-15 23:34:26
Comments: I think this school would be a fantastic addition to Loudoun County. As a mother of 4, I definitely support this school!!!
-
196. Name: Amy wells on 2014-12-15 23:57:09
Comments:
-
197. Name: Elizabeth Esper on 2014-12-30 00:21:37
Comments: I definitely support Charter Schools!
-

C. HCA Development Committee - Cumulative hours of charter volunteers: Est. 2000

Committee Meetings:	Attendees and/or charter volunteers:
May 23, 2013	Erin Austin
October 1, 2013	Stacie Bacon
November 11, 2013	Pamela Baldwin
January 13, 2014	Rebecca Baldwin Fuller
January 28, 2014	Stacey Bassett
February 10, 2014	Andrew Bassett
February 25, 2014	Janet Brown
March 18, 2014	Karen Burbage
April 1, 2014	Claire Burns
April 29, 2014	Stephanie Carlson
May 12, 2014	Sam Carlson
July 7, 2014	Martha Cotter
July 31, 2014	Paula Dillon
August 09, 2014	Teri Domaski
September 16, 2014	Corinna Foy
September 26, 2014	Katie Hackett
October 21, 2014	Hope Hanes
November 13, 2014	Beth Hooper
November 18, 2014	Lisbet Jenkins
February 14, 2015	Tauvas Johnson
	Sheri Keating
	Tracy Kirkman
	Staci Kling
	Todd Kover
	Ben Lenhart
	Carol Lenhart
	Tane McPeak
	Tiffany Miller
	Randy Morgan
	Pam Ochs
	Krista Plumhoff
	Dave Quanbeck
	Matthew Rose
	Joanna Serth
	Kim Strassel
	Brent Styler
	Vincent Terreri
	Pete Thomas
	Liz Torres
	Gwen Wilf
	David Wilf

D. Community attendees at HCA Informational Night:

Theodore Anderson
Stacie Bacon
Deborah Ballentine
Stacey Bassett
Kris Bridge
Claire Burns
Scott Carpenter
Heather Clarke
Carrie, Crossfield
Laura Damewood
Jennifer Del
Brian Gallagher
Valerie Gallagher
Audra Gollenberg
Brian Green
Robin Greene
Katie Hackett
Mindy Hess
Jim Judd
Heather Judd
Christine Kettani
Suzanne Liscouski
Molly Lovato
Mary Marcheschl
Christy McClellan
Luke McKinney
Amy McKinney
Jan Mercker
Bessie Phillips
Mary-Micheal Pontzer
Wyott Russell
David Stewart
Linda Swope
Rebecca Tyler
Linna Walz
Diane Wise
Nora Young
Alisa Zimmerman-Daum

E. Hillsboro Town Council Resolution in support of HCA



RESOLUTION 2014-08-01: IN SUPPORT OF THE HILLSBORO CHARTER ACADEMY SCHOOL

MOTION:

SECOND:

WHEREAS, for nearly 140 years a school has served the children of Hillsboro and its surrounding area since 1874 in the Old Stone School and since 1966 the current facility adjacent to the Old Stone School; and

WHEREAS, Hillsboro Elementary School has provided an outstanding education to generations of local children in an intimate setting befitting the town of Hillsboro; and

WHEREAS, Hillsboro Elementary School is an integral part of the rural Hillsboro area and serves as key center of activity and community-enhancing element; and

WHEREAS, the Loudoun County School Board has proposed closure of Hillsboro Elementary School as a cost-saving measure; and

WHEREAS, the proposal to close Hillsboro Elementary will have a detrimental effect on the education of the students now attending and eliminate a proven center of high-quality education and exceptional parental involvement in the school, and have a detrimental effect on the civic life of the residents of the Hillsboro area; and

WHEREAS, the school board encouraged Hillsboro Elementary staff and parents to propose an alternative "charter" school for the facility, and parents, staff and local residents, and with the support of the Hillsboro Town Council, have prepared an application for the Hillsboro Charter Academy, a school that will serve and benefit children from across Loudoun County;

NOW, THEREFORE, BE IT RESOLVED by the Hillsboro Town Council that the Council endorses the Hillsboro Charter Academy school and urges the Loudoun County School Board to approve its application and provide the necessary funding and support for the timely transition and opening of the Hillsboro Charter Academy in the fall of 2015.

VOTE:

Ayes:

Nays:

Abstentions:

Absent for Vote:

APPROVED: August 19, 2014

CERTIFIED:

Roger L. Vance, Mayor

F. Letters of Support

39524 Rickard Rd
Lovettsville, VA 20180

August 4, 2014

Loudoun County School Board
Loudoun County Public Schools
21000 Education Ct
Ashburn, VA 20148

Dear Men and Women of the Loudoun County School Board:

I am writing in support of the Hillsboro Charter Academy. I am really impressed with the program of study that has been proposed by the Academy Committee and the energy, commitment and dynamism of the teachers at Hillsboro. I have been so impressed with the school that my husband and I have made the decision to send our daughter to Hillsboro.

I request that you approve the application for Hillsboro Elementary School to become Hillsboro Charter Academy.

Most Sincerely,

A handwritten signature in dark ink, appearing to read 'Alisa Zimmerman-Daum', with a long horizontal flourish extending to the right.

Alisa Zimmerman-Daum

35532 Hudson St.
Round Hill, Virginia 20141

August 8, 2014

Loudoun County School Board
21000 Education Court
Ashburn, Virginia 20148

To the members of the Loudoun County School Board:

We want to thank the Loudoun County School Board for listening to the residents in the community that they serve. By choosing to encourage charter school development in Loudoun, you have ensured that Loudoun will remain the area's top district.

While the trend in most districts across the nation is to normalize, standardize, and core restrict the learning process, the LCSB has proven its commitment to providing an educational environment that fosters intellectual pursuits and diversification. Through the acceptance of charter schools, LCBS has sent the message that it is committed to excellence and will not atrophy with current trends. Our students will become dynamic learners and thinkers only if we are dynamic educators.

Having enrichment opportunities, such as charter schools, benefits our entire district. We write in support of the development of the Hillsboro Charter Academy. As residents of Loudoun with two school age children, we ask that you give consideration and approval to the application requesting charter status for Hillsboro Elementary School.

Kind regards,

Robert and Corinna Foy

Sent to Hillsborocharter@gmail.com

My wife and I are definitely in favor of the proposed charter school in Hillsboro.

Alden Wyma

Karen Wyma

Grand Parents of the five Walz children.

13471 Harpers Ferry Rd

Purcellville, VA 20132

HCA Application Attachment 2

STEAM Lesson Plan Example

A. STEAM Lesson Plan Template

STEAM Curriculum, Instruction, and Assessment Plan	
Lesson Objectives	Standards/Benchmarks
Essential Questions	New Vocabulary
High-Order Questions	
Twenty First Century Skills to Increase Rigor (Ck) <ul style="list-style-type: none"> ○ Teamwork and Collaboration ○ Initiative and Leadership ○ Curiosity and Imagination ○ Innovation and Creativity ○ Critical Thinking and Problem Solving ○ Flexibility and Adaptability ○ Effective Oral and Written Communication ○ Accessing and Analyzing Information 	Instructional Strategies Accommodations
Background information for teachers	Identifying Components of STEAM
Lesson Activity and experiences	S- T- E- A- M-
The ABCs of Inquiry = Activity Before Concept, Concept Before Vocabulary, and then Read	
<i>Lesson Cycle</i>	
Engage/Ask Ideas to check for understanding:	
Explore/Imagine Ideas to check for understanding:	

Explain/Design Ideas to check for understanding:
Elaborate/Create Ideas to check for understanding:
Evaluate/Redesign Ideas to check for understanding:
Evidence of Learning (What does it look like? What does it sound like? What do I do next?)
Materials/Resources Needed

B. Oh Chute! STEAM Lesson Plan Example

STEAM Curriculum, Instruction, and Assessment Plan	
<p>Lesson Objectives</p> <p><i>The students will design and create a parachute with an area of no more than 875 cm squared with the longest hang time. They will also write a persuasive proposal to try to “win” the government contract for their prototype.</i></p>	<p>Standards/Benchmarks</p> <p><i>Area, measurement, geometry, visual arts in designing shapes, comparing and ordering hang times, mean, charts, graphs, data collection, and surface area.</i></p>
<p>Essential Questions</p> <p><i>How does the design you created and materials you used affect your hang time.</i></p>	<p>New Vocabulary</p> <p><i>Area of a circle, hang time, rate of descent, radius, diameter</i></p>
<p>High-Order Questions</p> <p><i>Analyze, compare/contrast and evaluate the designs and outcomes of theirs as well as the other group’s parachutes.</i></p>	
<p>Twenty First Century Skills to Increase Rigor (Ck)</p> <ul style="list-style-type: none"> ○ Teamwork and Collaboration ○ Initiative and Leadership ○ Curiosity and Imagination ○ Innovation and Creativity ○ Critical Thinking and Problem Solving 	<p>Instructional Strategies</p> <p><i>Collaborative groups. Test trials with teacher being the control. Student timed and recorded on chart paper. The height will be the same for both sets of time trials. The height is set at 3 meters.</i></p>

<ul style="list-style-type: none"> ○ Flexibility and Adaptability ○ Effective Oral and Written Communication ○ Accessing and Analyzing Information <p><i>Teamwork and collaboration are going to be key in this activity in order to create a successful parachute.</i></p> <p><i>Innovation and creativity are going to be used and essential in this lesson as they have to design and create a parachute with a certain area and have an increased hang time.</i></p> <p><i>They are going to have to be effective at oral and written communication as when they present their parachute for time trials, they will have to explain why they chose the design that they did. They will also as a team have to be able to complete a formative assessment in the form of a write up from beginning to end including any problems or “aha” moments that they came across. Then on the back end they will be comparing and contrasting their design with others and analyzing which design worked best and had the longest hang time and why?</i></p>	<p>Accommodations</p> <p><i>Assistance if needed, providing formulas for areas if needed and calculators to help them with their design size. They may need laptops or access to a computer for research.</i></p>
<p>Background information for teachers <i>Grade level and prior knowledge of students having to do with finding area of a variety of shapes.</i></p> <p>Lesson Activity and experiences</p>	<p>Identifying Components of STEAM</p> <p>S- Aerodynamics, gravity, and air flow</p> <p>T- Materials used</p> <p>E- Planning and creating your parachute design</p> <p>A- Drawing out your design and actually creating it</p> <p>M- Area, measurement, see standards above.</p>
<p>The ABCs of Inquiry = Activity Before Concept, Concept Before Vocabulary, and then Read</p>	
<p>Lesson Cycle</p>	
<p>Engage/Ask</p> <p>Ideas to check for understanding:</p> <p><i>This is where I will show and read them the “Official” letter from the Department of Defense. Then I will hook them in even more with a couple of pre-selected YouTube</i></p>	

videos on military jumpers. I will include videos of that show the different styles of chutes that they use.

Explore/Imagine

Ideas to check for understanding:

Through discussion and the students filling out individual K-W-L charts I will check for their understanding of basic parachute design. I will also check to see where their background knowledge is on hang time and finding area. I will also check through discussion their knowledge of data collection and graphing. By fourth and fifth grade they all should have basic knowledge of all of these things.

Explain/Design

Ideas to check for understanding:

This is where any mini-lesson or direct instruction will take place. We will review all of the different area formulas as well as do some mini-lessons whole group on data collection and graphing. We will also need to review mean.

Elaborate/Create

Ideas to check for understanding:

This is where the students will be placed into groups and will be given their task sheet with all of the requirements on it. They have to fulfill all of the requirements in order to be able to submit their proposal for a potential government contract.

This is also where the students will begin their design mode. This is where they will create their prototype that is not more than 875 square centimeters in area. They will need to have practice tests and possibly make revisions to their prototype before they bring it to the whole group for time trials.

As the teacher I will be walking around to see if they have any questions during their design phase.

- *Did you design and create a working prototype of parachute?*
- *Does it meet the area requirements?*
- *Do you believe your chute will have the longest hang time?*
- *Did you design, plan, and draw out your prototype before construction began?*
- *Did you make any redesigns to your chute after the first round of time trials?*
- *Did you create a list of the materials you chose to use in your design and why?*
- *Did you write your proposal as to why you should "win" the government contract? Is it persuasive?*
- *Did you complete your authentic assessment questions and turn them in?*

Evaluate/Redesign

Ideas to check for understanding:

This is where we will hold our class Time Trials and chart the times. Each group will get three drops from a height of 3 meters. Time will stop when the entire chute hits the ground. Times will be recorded on a whole class chart. At the end of the time trials groups will be given an opportunity to meet as a team again to see if they want to tweak or make any changes to their prototype. Once the redesign phase has taken place then we will have one last round of time trials. Again they will be given three drops and the times will be again recorded on a class chart on chart paper. As a class we will check the parachutes to make sure that they meet the qualification specifications concerning the area of the chute. After the final time trial, groups will meet and have a discussion about what worked and what didn't work in their design. This is where they will need to work on their written persuasive proposal.

Evidence of Learning (What does it look like? What does it sound like? What do I do next?)

This is where each student will answer a few assessment questions to check their understanding of the essential task of creating the most efficient parachute with an area of no more than 875 square cm. These questions will be listed on a separate sheet.

Oh Chute!

Authentic Assessment Questions

- 1. How does the design you created and materials you used affect your hang time?*
- 2. How do you feel you contributed to the overall design of the parachute that your group created? Be specific on the contributions that you made.*
- 3. How do you feel you contributed to the redesign of your parachute?*
- 4. Analyze the data from both sets of your time trials.*
- 5. Compare/contrast and evaluate the designs and outcomes of your parachute design as well as that of the all the other parachute designs from the other groups.*
- 6. Explain why you think some parachutes had better hang time than others.*
- 7. Did you follow the design parameters? How so, prove it.*
- 8. What conclusions can you make to include in your proposal based on your time trial results?*

Materials/Resources Needed
<i>Plastic, multiple materials to act as parachute strings, multiple supplies for putting them together, multiple options to use as your “man.” Stop watch, markers, and chart paper.</i>

Oh Chute!

Lesson Objectives:

The students will design and create a parachute with an area of no more than 875 square cm. with the longest “hang time”.

Overview of the Lesson:

We have just received an official letter from the government. In it they’re requesting the need for a new parachute to be created. It needs to have the longest hang time as well as the smallest area (875 square cm.). We are charged with creating a working prototype. Should your group choose to accept this challenge, then you will be required to submit multiple items, as well as a working prototype, along with a formal proposal and data to back up why your parachute should be the one chosen. Good Luck Paratroopers! Have FUN!!

Engage:

This is where I will show and read them the “Official” letter from the Department of Defense. Then I will hook them in even more with a couple of pre-selected YouTube videos on military jumpers. I will include videos of that show the different styles of chutes that they use.

Explore:

Through discussion and the students filling out individual K-W-L charts I will check for their understanding of basic parachute design. I will also check to see where their background knowledge is on hang time and finding area. I will also check through discussion their knowledge of data collection and graphing. By fourth and fifth grade they all should have basic knowledge of all of these things.

Explain/Design:

This is where any mini-lesson or direct instruction will take place. We will review all of the different area formulas as well as do some mini-lessons whole group on data collection and graphing. We will also need to review mean.

Elaborate/Create:

This is where the students will be placed into groups and will be given their task sheet with all of the requirements on it. They have to fulfill all of the requirements in order to be able to submit their proposal for a potential government contract.

This is also where the students will begin their design mode. This is where they will create their prototype that is not more than 875 square centimeters in area. They will need to have practice tests and possibly make revisions to their prototype before they bring it to the whole group for time trials.

As the teacher I will be walking around to see if they have any questions during their design phase.

Evaluate/Redesign:

This is where we will hold our class Time Trials and chart the times. Each group will get three drops from a height of 3 meters. Time will stop when the entire chute hits the ground. Times will be recorded on a whole class chart. At the end of the time trials groups will be given an opportunity to meet as a team again to see if they want to tweak or make any changes to

their prototype. Once the redesign phase has taken place then we will have one last round of time trials. Again they will be given three drops and the times will be again recorded on a class chart on chart paper. As a class we will check the parachutes to make sure that they meet the qualification specifications concerning the area of the chute. After the final time trial, groups will meet and have a discussion about what worked and what didn't work in their design. This is where they will need to work on their written persuasive proposal.

Evidence of Learning:

This is where each student will answer a few assessment questions to check their understanding of the essential task of creating the most efficient parachute with an area of no more than 875 square cm. These questions will be listed on a separate sheet.

Materials Needed:

Plastic sheets, wax paper, multiple materials to act as parachute strings that they can choose from, multiple supplies for putting the chutes together, multiple options to use as their "man." Stop watch, markers, plain and/or graph paper as well as chart paper. We will also most likely need access to laptops.



Secretary of Defense
4000 Defense Pentagon
Washington, DC 20301-4000

4th & 5th Grade Students
Hillsboro Elementary School
37110 Charles Town Pike
Purcellville, VA 20132

September 15, 2014

Dear Students,

We NEED your help! We are requesting you to put your amazing brains to good use. We've heard that you're an outstanding bunch of ladies and gentlemen and would be just the people we need to "Think outside the box" and help us with our little situation.

We are in urgent need of a new parachute design for our paratroopers. We need one that's smaller than what we're currently using as well as increasing the hang time. To be honest we're enlisting your help, because our engineers are completely stuck. We would appreciate it if you could give a fresh perspective on this matter.

Your teacher will fill you in on all of the requirements if you choose to accept this challenge. If you do turn in a proposal and your prototype is the winning bid, then you will be rewarded by receiving the contract for production of this parachute.

We thank you in advance for all of your time and considerable effort that you will put into this very important challenge.

Respectfully,

Chuck Hagel

Oh Chute! Task List

- Did you design and create a working prototype of parachute?
- Does it meet the area requirements?
- Do you believe your chute will have the longest hang time?
- Did you design, plan, and draw out your prototype before construction began?
- Did you make any redesigns to your chute after the first round of time trials?
- Did you create a list of the materials you chose to use in your design and why?
- Did you write your proposal as to why you should “win” the government contract? Is it persuasive?
- Did you complete your authentic assessment questions and turn them in?

Oh Chute!

Authentic Assessment Questions

9. How does the design you created and materials you used affect your hang time?
10. How do you feel you contributed to the overall design of the parachute that your group created? Be specific on the contributions that you made.
11. How do you feel you contributed to the redesign of your parachute?
12. Analyze the data from both sets of your time trials.
13. Compare/contrast and evaluate the designs and outcomes of your parachute design as well as that of the all the other parachute designs from the other groups.
14. Explain why you think some parachutes had better hang time than others.
15. Did you follow the design parameters? How so, prove it.
16. What conclusions can you make to include in your proposal based on your time trial results?

Hillsboro Charter Academy Budget Summary
Version 1.2

Per Pupil Allotment	12690
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Hillsboro Charter School Budget

Enrollment

Revenue

Revenue

	Break Even	"TO BE" Year 1 - 2015-16			
	80	100	120	140	160
LCPS - Per Pupil	1,015,200.00	1,269,000.00	1,522,800.00	1,776,600.00	2,030,400.00
Grants	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
School-Based Fund Raising		6,000.00	7,200.00	8,400.00	9,600.00
Donations/Fund Raising	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
After School Enrichment (Expenses inclusive)	14,291.00	14,291.00	26,832.00	26,832.00	47,873.00
Summer Enrichment (Expenses inclusive)	21,041.00	21,041.00	42,082.00	42,082.00	63,123.00
Total Revenue	1,125,532.00	1,385,332.00	1,673,914.00	1,928,914.00	2,225,996.00

Applying for multiple grants
Box Tops, Giant, Harris Teeter
School Pictures, Book Fairs

Expenses

Compensation

Salaries	661,115.47	821,209.71	954,279.83	1,058,963.45	1,157,389.29
Payroll Taxes and Benefits	259,385.27	334,053.80	398,497.60	449,188.94	500,703.42
Additional Compensation	24,303.60	33,485.39	45,637.19	50,228.09	59,409.88
Total Compensation	944,804.34	1,188,748.90	1,398,414.62	1,558,380.48	1,717,502.59

Other Expenses

LCPS Substitute Contracting	16,055.70	17,557.23	21,713.37	24,270.90	27,254.50
LCPS Other Contracting	6,400.00	8,000.00	10,400.00	13,600.00	24,000.00
Transportation	43,000.00	43,000.00	75,000.00	75,000.00	75,000.00
Classroom Expenses	6,000.00	8,000.00	9,000.00	10,000.00	11,000.00
Operational Expenses	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Utilities	18,000.00	18,000.00	18,000.00	18,000.00	18,000.00
Contracted Services (Cleaning)	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Technology Expenses	15,000.00	15,000.00	25,000.00	35,000.00	45,000.00
Capital Expenses				62,500.00	150,000.00
Financial Expenses	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Insurance (Gen Liability, WC, Contents)	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
Indirect Costs (District Overhead) - 5% (7.8% current)	50,760.00	63,450.00	76,140.00	88,830.00	101,520.00
Total Other Expenses	176,715.70	194,507.23	256,753.37	348,700.90	473,274.50

Total Expenses

Surplus / Deficit

1,121,520.04	1,383,256.13	1,655,167.99	1,907,081.39	2,190,777.10
4,011.96	2,075.87	18,746.01	21,832.61	35,218.90

Substitute & Other Contracting

Version 1.2

Teacher Subs

Daily Rate	Taxes	Total	Forcast Days	Total per Position
110.00	8.42	118.42	15	1,776.23

Contracting Rate	\$50
Contracting Weeks	40

Secretary TA

Hourly Rate	Hours
15.47	8
15.47	7.25

Secretary Subs TA Subs

Daily Rate	Taxes	Total	Forcast Days	Total per position
123.76	9.47	133.23	15	1,998.41
112.16	8.58	120.74	10	1,207.38

Contracting Positions

	Current/Past Usage	Forcast Usage
Speech	3 hrs / wk	3-6 hrs / wk
Physical Therapy	0-2 hrs / wk	0-2 hrs / wk
Occupational Therapy	1 hr / wk	1-2 hr / wk
ELL	0-2 / wk	0-4 hr / wk
Total	4-8 hrs / wk	4-12 hrs / wk

Contracting Cost

	Hrs / Wk	Weekly Cost	Annual Cost
Min - 4 hrs/wk	4	200	8000
Max - 12 hrs/wk	12	600	24000

Number of Teachers	Total
5	8,881.13
6	10,657.35
7	12,433.58
8	14,209.80
9	15,986.03
10	17,762.25
11	19,538.48
12	21,314.70

Number of Aides	Total
1	1,207.38
2	2,414.75
3	3,622.13
4	4,829.50
5	6,036.88
6	7,244.25

Teacher Subs

Total by Enrollment Model

80	100	120	140	160
5.4T/1S/1TA	7.4T/1S/2TA	9.4T/1S/2.5TA	10.5T/1S/3TA	11.5T/1S/4TA
12,086.92	17,557.23	21,713.37	24,270.90	27,254.50

After School and Summer Enrichment
Version 1.2

After School Enrichment

	Tier 1		Tier 2		Tier 3	
	Min	Max	Min	Max	Min	Max
Students	10	15	16	30	31	45
Revenue	2000	3000	3200	6000	6200	9000

Staffing	1	1	2	2	3	3
Staff Payroll	645.9	645.9	1291.8	1291.8	1937.7	1937.7
Supplies	350	500	500	750	750	1000
Total Expense	995.9	1145.9	1791.8	2041.8	2687.7	2937.7

Monthly Total	1004.1	1854.1	1408.2	3958.2	3512.3	6062.3
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Annual Income	10041	18541	14082	39582	35123	60623
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Tier Average 14291 26832 47873

Student Cost / Month	200
Hourly Staff Rate	15
Hourly with Taxes	16.15
Hours / Week	10

* Staffing will be supplemented with vol

Summer Enrichment

	Tier 1		Tier 2		Tier 3	
	Min	Max	Min	Max	Min	Max
Students	10	20	20	40	30	60
Revenue	2000	4000	4000	8000	6000	12000

Staffing	1	1	2	2	3	3
Staff Payroll	645.9	645.9	1291.8	1291.8	1937.7	1937.7
Supplies	250	250	500	500	750	750
Total Expense	895.9	895.9	1791.8	1791.8	2687.7	2687.7

Weekly Total	1104.1	3104.1	2208.2	6208.2	3312.3	9312.3
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Summer Income	11041	31041	22082	62082	33123	93123
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Tier Average 21041 42082 63123

Student Cost / Week	200
Hourly Staff Rate	15
Hourly with Taxes	16.15
Hours / Week	40
Supplies / Staff Member	250

* Staffing will be supplemented with vol

**Transportation
Version 1.2**

Total Cost

West, East, Option A	\$	72,330.75
West, East, Option A2	\$	65,102.25
West, East, Option B	\$	69,174.00
West, East, Option C	\$	70,226.25
West, East, Option D	\$	96,898.50

Cost / Hour	\$33
Cost / Mile	\$1.15
Days / Year	183

* Raw numbers do not include stops

Numbers in computations are padded to allow for stops and pre-run/post-run time

** Assumption - Driver for Option runs will be able to pick up a consecutive local run

		Raw Numbers*	Daily Time	Daily Miles	Daily Time Cost	Daily Mileage Cost	Total Daily Cost	Annual Cost
Local Runs								
West Run	Most of current Hillsboro ES students		2.25	40	\$74.25	\$46.00	\$120.25	\$ 22,005.75
East Run	Lovettsville and East Hillsboro students, and perhaps South Hillsboro		2	40	\$66.00	\$46.00	\$112.00	\$ 20,496.00
Cross-County, Single Run								
Option A	South Riding Pickup Brambleton / Ashburn Pickup 1 Broadlands / Ashburn Pickup 2 Leesburg Pickup Beacon Hill / Rt 9 Pickup Purcellville Pickup South Hillsboro Stops (or on East Run)	43 minutes without stops 31 miles without stops	2.5	70	\$82.50	\$80.50	\$163.00	\$ 29,829.00
Option A2 (Abv)	Ashburn / Broadlands Pickup Leesburg Pickup Beacon Hill / Rt 9 Pickup Purcellville Pickup South Hillsboro Stops (or on East Run)	30 minutes without stops 22 miles without stops	2	50	\$66.00	\$57.50	\$123.50	\$ 22,600.50
Option B	Sterling Pickup (near Rt 7) Northern Ashburn (Rt 7) Pickup Lansdowne Pickup Leesburg Pickup Beacon Hill / Rt 9 Pickup Purcellville Pickup South Hillsboro Stops (or on East Run)	31 minutes without stops 25 miles without stops	2.5	55	\$82.50	\$63.25	\$145.75	\$ 26,672.25
Option C	Sterling (central) Pickup Ashburn (central) Pickup Leesburg Pickup Beacon Hill / Rt 9 Pickup Purcellville Pickup South Hillsboro Stops (or on East Run)	37 minutes without stops 28 miles without stops	2.5	60	\$82.50	\$69.00	\$151.50	\$ 27,724.50
Cross-County, 2 Runs								
Option D, Run 1	Sterling Pickup (near Rt 7) Northern Ashburn (Rt 7) Pickup Lansdowne Pickup Leesburg Pickup 1 Purcellville Pickup South Hillsboro Stops (or on East Run)	31 minutes without stops 25 miles without stops	2.5	55	\$82.50	\$63.25	\$145.75	\$ 26,672.25
Option D, Run 2	South Riding Pickup Brambleton / Ashburn Pickup 1 Broadlands / Ashburn Pickup 2 Leesburg Pickup 2 Beacon Hill / Rt 9 Pickup	38 minutes without stops 27 miles without stops	2.5	60	\$82.50	\$69.00	\$151.50	\$ 27,724.50

Payroll Expenses 2015-16, 80 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
1st Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
2nd/3rd Grades	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th/5th Grades	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Music	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading & Math Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Guidance	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Total Teacher Cost	8.3			471,215.90	36,048.02	192,242.73	\$ 699,506.64

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Total Administration Cost	1			110,000.00	8,415.00	-	\$ 118,415.00

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.5		40,000.00	20,000.00	1,530.00		21,530.00
Total Staff Cost	2.5			79,899.57	6,112.32	16,567.21	\$ 102,579.10

Total Payroll Expenses	11.8			661,115.47	50,575.33	208,809.94	\$ 920,500.74
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Payroll Expenses 2015-16, 100 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
1st Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
2nd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
3rd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
5th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Music	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading & Math Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Guidance	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Total Teacher Cost	10.3			584,761.90	44,734.29	238,566.28	\$ 868,062.46

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Principal - Additional	1		15,000.00	15,000.00	744.50		15,744.50
Total Administration Cost	1			125,000.00	9,159.50	-	\$ 134,159.50

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Teaching Assistant	1	6-L9	21,548.24	21,548.24	1,648.44	16,500.77	39,697.45
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.75		40,000.00	30,000.00	2,295.00		32,295.00
Total Staff Cost	3.75			111,447.81	8,525.76	33,067.98	\$ 153,041.55

Total Payroll Expenses	15.05			821,209.71	62,419.54	271,634.26	\$ 1,155,263.51
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Payroll Expenses 2015-16, 120 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
1st Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
2nd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
3rd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
5th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Music	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading Resource	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Math Specialist / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Guidance	0.4	6E	56,773.00	22,709.20	1,737.25	9,264.71	33,711.16
Total Teacher Cost	12.3			698,307.90	53,420.55	284,889.82	\$ 1,036,618.28

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Principal - Additional	1		20,000.00	20,000.00	817.00		20,817.00
Total Administration Cost	1			130,000.00	9,232.00		\$ 139,232.00

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Teaching Assistant	1.5	6-L9	21,548.24	32,322.36	2,472.66	24,751.16	59,546.18
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.75		45,000.00	33,750.00	2,581.88		36,331.88
Total Staff Cost	4.25			125,971.93	9,636.85	41,318.37	\$ 176,927.15

Total Payroll Expenses	17.55			954,279.83	72,289.41	326,208.19	\$ 1,352,777.43
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Payroll Expenses 2015-16, 140 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	2	6E	56,773.00	113,546.00	8,686.27	46,323.55	168,555.82
1st Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
2nd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
3rd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
5th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Music	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading Resource	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Math Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Guidance	0.8	6E	56,773.00	45,418.40	3,474.51	18,529.42	67,422.33
Total Teacher Cost	13.8			783,467.40	59,935.26	319,632.49	\$ 1,163,035.14

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Principal - Additional	1		25,000.00	25,000.00	889.50		25,889.50
Total Administration Cost	1			135,000.00	9,304.50	-	\$ 144,304.50

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Teaching Assistant	2	6-L9	21,548.24	43,096.48	3,296.88	33,001.54	79,394.91
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.75		50,000.00	37,500.00	2,868.75		40,368.75
Total Staff Cost	4.75			140,496.05	10,747.95	49,568.75	\$ 200,812.75

Total Payroll Expenses	19.55			1,058,963.45	79,987.70	369,201.24	\$ 1,508,152.39
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Payroll Expenses 2015-16, 160 Enrollment

Version 1.2

Faculty Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Kindergarten	2	6E	56,773.00	113,546.00	8,686.27	46,323.55	168,555.82
1st Grade	2	6E	56,773.00	113,546.00	8,686.27	46,323.55	168,555.82
2nd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
3rd Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
4th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
5th Grade	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Librarian	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Art	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Music	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Reading Resource	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Math Resource / GT	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Physical Education	0.5	6E	56,773.00	28,386.50	2,171.57	11,580.89	42,138.95
Guidance	1	6E	56,773.00	56,773.00	4,343.13	23,161.77	84,277.91
Total Teacher Cost	15			851,595.00	65,147.02	347,426.61	\$ 1,264,168.63

Administration Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Principal - Base	1		110,000.00	110,000.00	8,415.00		118,415.00
Principal - Additional	1		30,000.00	30,000.00	962.00		30,962.00
Total Administration Cost	1			140,000.00	9,377.00	-	\$ 149,377.00

Staff Position	Allocation	EXP Rank	Salary	Allocated Salary	Taxes	Benefits	Total Cost of Employee
Secretary/Bookkeeper	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Clinic Assistant	0.5		38,000.00	19,000.00	1,453.50		20,453.50
Teaching Assistant	3	6-L9	21,548.24	64,644.72	4,945.32	49,502.32	119,092.36
Floating Technology Assistant	1	6-L9	21,899.57	21,899.57	1,675.32	16,567.21	40,142.10
Operations Manager	0.75		55,000.00	41,250.00	3,155.63		44,405.63
Total Staff Cost	5.75			165,794.29	12,683.26	66,069.53	\$ 244,547.08

Total Payroll Expenses	21.75			1,157,389.29	87,207.28	413,496.14	\$ 1,658,092.71
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HCA Application Attachment 4

HCA Board of Directors Organization and Training Guidebook

(Note: First 25 pages included here; full Guidebook is over 350 pages long.)

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Introduction to the Creating an Effective Governing Board Guidebook

Purpose

The word “govern” derives from a Greek word meaning “to steer a ship.” John Carver, an expert on board governance and the author of Boards That Make a Difference, writes, “Governance is not about budget lines, personnel issues and field trip approvals. It is about values and vision and strategic leadership. The re-invention of the school board calls for a new paradigm, a fresh reconstruction of what the work of the board is to be.”

Like other organizations, charter schools often face challenges in building effective boards of directors. Many charter schools report serious difficulty in creating and operating good working boards. Tensions among board directors, conflict between board and staff, and non-functioning boards are among the problems that have plagued charter schools in many places. The nonprofit world is rich with workshop opportunities and guides on nonprofit board effectiveness. Local district boards of education usually are able to draw upon state and national school board associations for consultation and instruction. However, there is little specific guidance on the development and effectiveness of charter school boards.

The Creating an Effective Governing Board Guidebook offers charter developers information on how to prepare and sustain board directors to lead an autonomous public school. It attempts to build upon the best of nonprofit, district and private school governance training and resources.

Why Effective Charter School Boards Are Critical To The Success Of The Charter School Movement

The ability of the charter school to carry out its mission and vision depend on the strength of its organizational foundation. A critical element of this foundation is the charter school board itself. The board carries the mission of the school into the community and brings the views of the community into the school. Its importance to the health of the charter school and its financial base is primary.

Charter schools, after all, are organizations. While charter schools can be organized in different ways, increasingly they exist as independent, freestanding entities apart from the traditional public school system. If we see a future for charter schools within the broader movement of school reform in America, we need to see ourselves as building organizations that will last, organizations that are healthy, thriving, and continuously learning and improving -- organizations that are capable of sustaining dramatic improvements in student achievement.

The charter school governing board is a critical element in developing this kind of organization. Charter school boards will be one of the important places where a new

generation of school leadership develops and strengthens its skill base. These leaders will have impact within the charter schools on whose boards they serve and they can have impact beyond charter schools in the broader community.

Specifically charter schools need boards for some of the following reasons:

- **Boards fulfill a legal responsibility.** A board of directors is a legal requirement for a charter school organized as a nonprofit corporation. Charter schools, as public schools, serve the public and do not operate for any individual's personal gain and they are eligible for special treatment, such as tax exemptions. The charter school is required to have a governing board to ensure that its operations continue to focus on serving the public.
- **Boards provide oversight functions.** In exchange for direct and indirect financial assistance from the state and federal governments, state charter school legislation as well as nonprofit corporation law requires that a group of individuals voluntarily serve on a board of directors and act as guardians of the "public trust." This structure makes the school's management accountable to a diverse group of people who have the general interest of the charter school at heart, are not directly involved in the operational activities of the school, and, due to the voluntary nature of the board, can effectively provide financial oversight since no personal financial gain is involved.¹ The ability of the board to remain objective is critical to its effectiveness in guiding the charter school.
- **Boards promote the charter school's mission.** In addition to fulfilling legal requirements, a charter school needs a board of directors composed of individuals who support the school's mission, believe in it, and seek to promote it. Advocating for the charter school and its educational philosophy is an important function of the board and involves promoting the mission and goals of the charter school within the community and with the wider educational reform arena.
- **Boards help to raise funds.** The ability to raise funds is an important measure of a board's effectiveness in serving a charter school. Board directors who are influential in the community can often successfully elicit major contributions from a variety of private and business sources. Building an active group of financial supporters who regularly donate money to the charter school will increase the resources available to implement the educational program, making it easier for the charter school to fulfill its mission and achieve its goals.

¹ In some states, board members of nonprofit organizations may be paid. Check with the charter school resource center or the office of the Secretary of State in your state to determine what the law requires and allows.

Structure Of The Guidebook

The Creating an Effective Governing Board Guidebook contains thirteen chapters. Each chapter addresses a critical challenge facing charter school governing boards. Each guidebook chapter is structured to include the following components:

- Basic principles, concepts and best practices relevant to the chapter topic.
- Models of essential documents, procedures and practices gathered from charter schools and other relevant examples that will be applicable to the board of a new charter school.
- Worksheets, diagnostic tools and planning forms that can be used to develop the relevant documents, procedures and practices.
- Essential resources relevant to the chapter topic.

The following table summarizes the guidebook structure, listing the chapter title and critical board building challenge in the left column and corresponding key concepts and best practices in the right column:

<u>Chapter and Critical Board Building Challenges</u>	<u>Key Concepts and Best Practices Relevant to Chapter</u>
Chapter 1 - Building the Foundation for an Effective Charter School Board - How does a charter school board clearly define its roles, responsibilities and philosophy of governance?	<ul style="list-style-type: none">• Written description of board roles and responsibilities.• Formal process for board director development led by a board development committee supported by the full board of directors.
Chapter 2 - Identification and Recruitment Of Board Directors - How does the charter school board recruit board directors that are committed to the charter school and possess skills, knowledge and other attributes needed in order for the board to effectively carry out its responsibilities?	<ul style="list-style-type: none">• Written job description for individual board directors.• Clear recruitment priorities based on analysis of current board and future skills and knowledge needs of the board.• Commitment to personal contact with prospective board directors.• Formal orientation sessions to provide critical information before individuals are brought on to the board of directors.
Chapter 3 - Orientation and Training Of Board Directors - How do charter school board directors acquire the skills and knowledge they need to be effective leaders and decision-makers?	<ul style="list-style-type: none">• Formal training and orientation based on skills and knowledge board directors will need to be effective.• Use of written board director manual.
Chapter 4 - Board Decision-Making - How does the charter school board make effective decisions?	<ul style="list-style-type: none">• Use of decision-making flowchart.• Formal process for policy development by the board.• Decision-making matrix to communicate roles and responsibilities in decision-

	<p>making.</p> <ul style="list-style-type: none"> • Functioning executive committee. • Organizational dashboard to gauge charter school progress and effectiveness. • Providing the board with the necessary information to make effective decisions. • Use of a board book that contains agenda and information packet in advance of board meetings.
Chapter 5 - Board Role In Strategic Planning And Thinking - How can the charter school board organize itself in order to function as an effective, future-focused leadership team?	<ul style="list-style-type: none"> • Commitment to and active role in, strategic planning. • Building dialog on critical issues into every board meeting.
Chapter 6 - Legal And Financial Responsibilities Of Boards - How does the charter school board carry out its legal and financial oversight responsibilities?	<ul style="list-style-type: none"> • Well-written, up-to-date bylaws and other governance documents. • Standards of conduct for board directors. • Financial oversight and risk management policies and procedures in place.
Chapter 7 - Board-Staff Relations - How does the charter school board build and maintain an effective, mutually supportive working relationship with the charter school administrator?	<ul style="list-style-type: none"> • Clarity regarding distinct roles and responsibilities of the board and the charter school administrator. • Effective process for hiring the charter school administrator. • Annual administrator performance review process.
Chapter 8 - Board-Community/Parent Relations - How does the charter school board maintain strong parent and community relations?	<ul style="list-style-type: none"> • Formal plan for parents, family and community involvement. • Use of advisory committees. • Board leadership in building community collaborations and alliances.
Chapter 9 - Board Director Motivation And Accountability - How does the charter school board foster and maintain a high level of board director motivation and accountability?	<ul style="list-style-type: none"> • Annual board self-evaluation process. • Commitment to board director recognition and appreciation. • Personal goal setting by board directors.
Chapter 10 - The Board at Work: Effective Committees - How does the board develop and maintain a committee structure that enhances its overall effectiveness?	<ul style="list-style-type: none"> • Written job descriptions for all committees. • Annual committee calendar of major decisions and meetings. • Regular reporting to hold committees accountable.
Chapter 11 - Board Role In Fund-Raising - How can the charter school board play an effective role in fund-raising?	<ul style="list-style-type: none"> • Fund-raising responsibility as a formal expectation of board directorship. • Standing board fund-raising committee. • Training to support the board's role in fund-raising.

	<ul style="list-style-type: none"> • Annual fund development plan that incorporates a variety of fund-raising strategies.
Chapter 12 - Board Self-Assessment - How does the charter school board continuously enhance its effectiveness?	<ul style="list-style-type: none"> • Use of formal board assessment surveys. • Use of the board retreats. • Development of formal plan for board improvement plan.
Chapter 13 - Resources - Where can charter school boards find the resources needed to continuously enhance their effectiveness?	<ul style="list-style-type: none"> • Utilize a variety of local, state, and national resources for board development.

A Few Points to Consider . . .

It Takes Time to Build an Effective Charter School Board

There is no getting around it: developing effective boards requires a serious time commitment. Already busy charter school developers and organizers will find it hard to make this commitment. However the investment of time and energy creates a board that becomes a self-renewing resource that adds value to the charter school.

“They’re Only Volunteers?”

One of the key assumptions throughout the governance guidebook is that the volunteer status of board directors can never be used as excuse for lack of performance. The very success of the charter school, which is to say the success of children, requires a “no excuses” commitment on the part of the board -- the same commitment by the way the charter schools expect from their paid professional staff. While it is absolutely true that some of our board directors, especially those who are low income and/or single parents, face major challenges of their own in their personal and working lives, the charter school board must, nonetheless, expect a commitment and a level of performance commensurate with the considerable authority that a board exercises. In the same way the charter school will look for ways to overcome external barriers to student learning, the charter school board must commit itself to removing barriers to high-performance by the board of directors. The success of the charter school -- in fact the success of the charter school movement -- rests on the success of the charter school board.

The Approach

This guidebook assumes a nonprofit board of directors' approach. Some charter schools may not be quite like this -- they may have more hands-on "working boards" in which members are also involved in day-to-day operations of the charter school, or you may be part of some broader corporate entity. In any case, the material in this guidebook should be somewhat applicable because the same fundamental issues are going to exist for any school. For a fuller description of the "nonprofit" model of governance, see Chapter 1.

Chapter 1: Building the Foundation for an Effective Charter School Governing Board

Critical Board Building Challenge: How does a charter school board clearly define its roles, responsibilities and philosophy of governance?

Common Governance Problems Facing Charter Schools

According to Dr. Chenzi Grignano, director of the Charter Schools Project at Duquesne University, charter schools have been plagued by some of the following governance problems:²

1. Meddlesome boards who become entangled with issues normally entrusted to administrators or teachers
2. Unstable leadership by founders who prove better at articulating a vision than at actually running a school
3. Internal dissension, often exacerbated by insufficiently clear division of roles and responsibilities
4. Lack of professional competence in financial, managerial, or administrative areas
5. Difficulty in balancing input among various stakeholder groups
6. Exhausting volunteers (including board directors) by expecting too much of them

This governance guidebook will provide practical information, tools and techniques to address these and other governance problems. In many cases, the guidebook will offer concrete suggestions for structuring the charter school governing board and selecting operating procedures that prevent many of these problems from arising in the first place.

Barriers To Board Effectiveness

In addition to the problems that plague charter schools, there are a number of additional factors that help to explain why some boards don't function effectively. Taken together, these factors provide a checklist for assessing a board and identifying problem areas. Examining these barriers to board effectiveness can be the first step in revitalizing an existing charter school board or building an effective board from scratch. Let's take a look at some of them now:

- **Temptation to micro-manage.** Practically everyone can share hair-raising stories about boards that spent untold hours discussing trivial subjects while neglecting major agenda items deserving their more careful deliberation. It is critical that the board focuses its attention on issues of critical importance to the

² Grignano, Chenzi, Guidance for Charter School Operators, Charter Schools Project, Duquesne University, 1999.

charter school. In order to do this, the board must avoid the temptation to micro-manage or meddle in lesser matters or in areas that are more appropriately handled by the charter school administrator and other staff. A board, meeting monthly for two hours, has approximately 24 hours of meeting time per year to make all of the major decisions as well as address critical issues that come before it unannounced. It is simply impossible to do an effective job within those 24 hours of meeting time, even if only a few hours are wasted on less important matters.

- **Ineffective nominating committee.** Many boards lack an effective nominating committee. We need to remember that the work of the nominating committee has lasting impact on the charter school -- and this committee's work determines who board leaders will be for many years into the future. The nominating committee should be well organized, have a clear sense of recruiting priorities as well as expectations for individual board directors. These elements are frequently missing in many charter schools. If the nominating committee, sometimes called the board development committee, is poorly organized, board directors in turn are not likely to have a good understanding of the charter school and their role as board directors.
- **No plan for rotation.** Another problem is the lack of a plan for orderly rotation of board directors on and off the board. Frequently, there is bylaw language that specifies regular rotation. Sometimes the bylaws requirements are overlooked out of fear that new board directors will not be found. If the same people serve year after year, there is no way for new blood and new ideas to come into the board. Despite their sense of commitment, these same people will make the charter school a "closed organization." Rotation prevents the ingrown possessiveness sometimes found on self-perpetuating boards. In a time of rapid change, the presence of new people who bring a fresh perspective will promote creativity and innovation in board decision-making.
- **Failure to remove unproductive members.** Another problem that leads to poor performance is the failure to remove unproductive board directors. People who are not carrying out their commitments as board directors become major blocks to overall board effectiveness. Again, there is usually bylaw language that specifies a consequence for lack of performance --- usually failure to attend a certain number of meetings. Beyond this formal bylaw mandate, there needs to be a process for evaluating board director performance and making recommendations regarding their future service with the board.
- **Too small.** Sometimes the charter school board is ineffective because it is simply too small in number. When we consider the awesome responsibilities of board leadership, it's easy to see why we need enough people to do the work. The ideal number of board directors is the smallest number that allows the charter school board to be effective. While it is difficult to specify an appropriate size for all charter school boards, in general, a board should range in number from 11 to 21

members. The board's organizational structure will also have bearing on the board size. For example, if there are a large number of committees, the board will need to have more members than one that has fewer committees. We need enough members to lead and form the core of the committees and, in general, share in the other work of the board. We also need sufficient numbers to reflect the desired diversity in the board as well as assure the range of viewpoints that spurs innovation and creativity in board planning and decision-making. Often board ineffectiveness is ascribed to size. The experience of many organizations' boards, including charter school boards, suggests that even a larger board can function effectively if it has a skilled chairperson, a well-designed agenda and well-prepared board directors who have received adequate information in advance of meetings.

- **Lack of functioning committee structure.** The lack of a functioning committee structure is another reason why boards fail to perform at an acceptable level. While it is true that major decisions are made in board meetings, it is also true that most of the work that supports and implements full board decision-making occurs at the committee level. If the board has a committee structure that functions inadequately, this can lead to poor performance in general.
- **No strategic plan.** The lack of a strategic plan, in most cases, will also lead to poor board performance. If the charter school lacks a strategic plan that provides clear direction -- so critical in this period of rapid change -- the board can spend significant amounts of time talking about topics that simply don't matter. Related to the absence of a strategic plan is the lack of a long-range program delivery and financial development plan that will advance the strategic plan.
- **No plan for orientation of new and old members.** Charter school boards can also fail because they have no plan for orientation of new and old members. Deliberate thought is rarely given to the matter of blending new and old board directors into a well-functioning team. Related to this, is the lack of a formal plan of board training and education to continually upgrade the level of board skills and knowledge.
- **No proactive plan to manage founder's syndrome.** Founder syndrome refers to the dynamic that develops when the founding leader(s) of the charter school, whose vision, high-energy and personal charisma was critical to organizing and launching a new school, becomes a block to the continuing growth and development of the charter school. This "syndrome" is observable in other organizations, both nonprofit and for-profit alike. Each developmental stage of a charter school -- pre-organizing, preparing the charter application, launching the school, early years of operation -- require different skills, expertise, leadership styles, and personal qualities. The conflicts that arise are patterned and predictable, and yet, most of the time, nothing is done to manage the very necessary transition to a more stable and structured leadership team. The results are well known, sometimes leading to the early demise of what would otherwise

have been a great school, other instances resulting in a long, slow, steady drain of energy and goodwill that lessens the long-term prospects for success.

This view has some support in the research on charter schools by Loveless and Jasin (1998) who point out that starting a charter school requires founders to master two primary challenges: first, essential resources must be found (facilities, start up funds, staff, etc.); and second, governance and administrative structures must be established. In particular, these administrative structures need to be established in a way that allows the school to evolve into a 'formal' organization. In other words, one of the challenges for the school is to move from a small, informal organization based largely on the entrepreneurial skills of one to two original founders to a larger, more complex school which operates by formal or established policies and which involves a broad representation of the organization's members. We will talk more about founder's syndrome and its relation to charter school board development later in Chapter 1.

Some of the challenges described above will be painfully familiar, even to charter schools that are relatively new. To some degree, most charter schools and other organizations with governing boards encounter them. The good news is that all of these problems are preventable. Future chapters of this guidebook will explore basic tools and techniques that have proven helpful to boards in addressing the barriers discussed above.

And there is more good news: because charter schools are relatively new organizations, it will be much easier to establish effective board practices from the beginning. In the future, knowledge of these best practices will enable charter school developers to imbed some or all of these practices into the very design of the charter school before it even opens its doors. So there is great reason for hope!

Designing your Charter School Governance Structure: First Steps

Developing a Governance Structure

According to the Northwest Regional Educational Laboratory (NWREL), the first priority in developing a functioning governance structure should be to review your charter contract for governance requirements. While taking these requirements into account, the governance structure should be tailored to your school's vision, mission, and goals. Every board has the responsibility to develop its own structure, policies, and procedures consistent with applicable laws, requirements of the charter authorizing body as well as the governance philosophy of the charter school leaders. At the same time, charter school experience to date suggests some characteristics of effective governance structures.

The Center for School Change at the University of Minnesota conducted a national review of charter school governance that is a good starting point for thinking about the

details of the governance structure for your charter school. The sample consisted of 30 charter schools from nine states that were interviewed to uncover key elements of successful structures that were common among schools demonstrating improved achievement as measured by standardized tests and other forms of assessment.³ These schools:

- Adopted a structure that reflects the school's mission, goals, and objectives
- Designed a structure that reflects the state charter law
- Used some form of shared decision making
- Created at least one committee/council to address specific issues such as curriculum, finance, and staff development
- Produced a document that explains which decisions are made by whom (i.e., governing board, administrator, committee/council)
- Involved a variety of people in the governing board or in committees/councils
- Employed board training seminars, conferences, and/or retreats
- Selected board directors who shared the school's mission
- Focused on generating a vision and plan for school improvement
- Had relatively simple organization, without multiple levels of bureaucracy
- Were flexible and able to adapt to changing situations
- Stayed true to the mission, vision, or purpose
- Considered the clients' (students') needs at all times

In the introduction to the Charter School Governance Toolkit, Laurie Gardner and Eric Premack pose four essential questions that have to be answered in the design of a charter school governance plan:

1. What powers does a fully vested governing board of an organization have?
2. How much power do we want our charter school governing board to have?
3. Who will have this power?
4. How will the power be exercised?⁴

To some degree, these questions will have been answered in the required description of charter school governance included in the application to the charter authorizing body. For most charter schools, additional detail will need to be added to the governance plan before the charter school opens. Further work will be completed in the first year of operation.

³ Cheung, S. & Nathan, Joe, What Works? Governing Structures of Effective Charter Schools. The Center for School Change at the University of Minnesota

⁴ Gardner, Laurie, and Premack, Eric, Charter School Governance Toolkit, published by Charter Schools Development Center, 1999.

Three Dominant Models Of Charter School Board Governance

Gary R. Gruber, Ph.D., a consultant with Carney Sandoe & Associates in Santa Fe and a moderator of the USCS governance discussion group⁵, offers a description of the three dominant models of governance that prevail in the majority of charter schools in operation today. According to Gruber, there are advantages and benefits in each as well as issues that can arise because of disagreements, lack of clear policies and procedures, faulty communication, inadequate planning and forecasting, different or unclear expectations, and lack of agreement regarding operations. These models exist on a continuum and are not mutually exclusive. Some schools combine elements from each model. The description of the three models below draws on Gary Gruber's writing on the subject as well as the governance model of Leadership High School in San Francisco.

1. School committee or council composed of parents, teachers, administrators and others.

This model draws inspiration from school shared decision-making structures and site based management councils that have operated in various forms in traditional district public schools. According to Gruber, this model may be among the most democratic and representative as it is inclusive, fully representational and delegates management and oversight to one or more of its members. Those in charge have a clear understanding of procedural matters and full inclusion in the decision-making process is essential for this model's effectiveness. Shared leadership with a division of labor according to talent and expertise is seen as the best way to serve the needs of students, families and the community as a whole. The committee or council meetings are usually open to the community and anyone is welcome to attend. This spirit of openness and inclusion are guiding principles in this form of governance and in many cases decisions are reached through consensus rather than taking a formal vote. Members may be elected and/or appointed by various groups (teachers, parents, administrators, school district officials, union representatives and others) and serve at the pleasure of those constituents. They may have defined or rotating terms of service so that others may participate in the governing process. Among the criteria for membership is the desire to implement the mission of the school and the commitment to be actively involved in the decision making process that bears responsibility for the success of the program.

1. A board of directors with a structure of officers, by-laws, and delegation of management to a principal, chief administrator/director or head of school.

This model draws inspiration from the approach to board governance traditionally found in nonprofit organizations. In this model, there is a clear distinction made between the governance work of the board of directors and the administrative/management work of the paid staff.

⁵ Go to: http://www.uscharterschools.org/cs/uscs/forum/cs_disc/16

In this model, the charter school is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The board of directors is responsible for governing the school. The Trustees each have a personal fiduciary duty to look out for the long-term well being of the school. The Board is responsible for addressing major matters including: setting the school's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school's principal; approving personnel policies and monitoring their implementation by the principal; assuring that the charter school fulfills its charter contract; and, strategic planning.

The board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders. In some charter schools, the board will also include the principal, representatives of teaching staff, students and parents leadership. The board generally meets as a whole on a monthly basis. It operates through various committees, including an executive committee consisting of officers elected to manage the board and help monitor school policies.

The board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the board delegates the responsibility for running the charter school and implementing the board's policies to a principal or charter school administrator. Where appropriate, the charter school administrator will delegate some responsibility to other administrators, teachers, and students.

1. Owner/Operator, either non-profit foundation or for-profit, with or without a board or committee.

In some cases, in this model, an advisory committee functions to provide information and support or a board of directors of the corporation or foundation serve in that capacity. Often a larger holding group or company may operate several schools in different locations but still depend upon a local group for advice and guidance. However, decisions rest with the chief executive officer who is the one responsible for the operation of the school. This individual is hired with a job description that outlines areas and lines of responsibility and accountability. This model follows a more structured chain of command that is akin to a business/corporate model of organization. The flow of responsibility follows a chart in which responsibilities are assigned or delegated to specific departments. The managers or directors of those divisions are accountable for what happens within their respective department or division.

The Creating An Effective Governing Board Guidebook is based on the second model. The tools and techniques presented can be applied, with modifications, to the other models of governance described above. Regardless of the governance model selected, board director recruitment, orientation, ongoing training, committee development, meetings, policymaking, and other elements of board effectiveness will be greatly enhanced through the use of the practices covered in the following chapters.

Grounding the Charter School Board in a Solid Model of Governance: Fundamental Assumptions

There are a number of fundamental assumptions about effective governance that serve as the foundation for the Creating An Effective Governing Board Guidebook. These assumptions may challenge present governance practices of some charter schools. As was noted in the previous section though, some of the strengths of the nonprofit board governance approach can be useful to every charter school.

An effective system of board governance is organized around the following principles:

1. Distinction between governance work of the board and management work of the staff
2. Ends/means distinction with a bias in favor of high impact decision-making.
3. Clarity about who does what (specifically what does the board do and what does the staff do)

Distinction Between Governance And Management

The approach to governance in many charter schools has been influenced by the previous experience of parents, teachers, students, administrators and others who "learned" governance in the traditional public school system. Governance practices in some charter schools, as in other public schools, tend to mix the functions of board governance with parent and community involvement strategies, charter school management and administration, shared decision-making, and teacher empowerment. The approach in this guidebook is to first separate these distinct functions, roles and activities from charter school board governance and then describe ways to link them effectively with each other.

At the risk of over simplifying a complex subject, a clear distinction must be made between "governance" and "management." In an effective charter school, there will be strong links between governance and management. At the same time, there are important differences between matters of governance -- such as making decisions on major policy making or setting overall direction of the school and matters of management -- the effective allocation and deployment of the school's resources on a day-to-day and month-to-month basis in order to achieve the vision and major goals of the school.

The board has a number of major decisions and actions to take. Some of these occur annually; for example, approving the budget, reviewing the performance of the charter school administrator, and monitoring student achievement. The board has limited time in which to make them. It is for this reason that it is so important for boards to use their time well and for board structures and procedures to point them toward major decision-making and away from distractions and lesser matters. It is important to emphasize that board meeting time is a limited resource and this resource should be allocated to making major decisions and developing policies for the charter school.

The charter school board then, must focus its attention on major decisions – monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, charter school administrator appraisal and support. These broader decisions create the space or playing field for board committees, the charter school staff led by the administrator, and volunteers to plan and implement actions in their respective areas of responsibility. Autonomy is granted within the boundaries created by board decision-making in the major areas noted above. The charter school board should not micro-manage or meddle in decision-making that is best done by those responsible for the development and delivery of educational programs and support services on a daily basis. Whenever possible, the board should effectively delegate implementation responsibility with clear instructions and/or suggestions to its committees or the charter school administrator, so that the board can continue to maintain a focus on the big picture. This governance framework is illustrated in the chart entitled “Charter School Governance Framework” in this chapter’s Tools Section.

“Ends” And “Means” Distinction

John Carver, author of *Boards That Make A Difference*, has popularized the distinction between “Ends” and “Means” in his model of board policy governance. According to Carver, it is the board’s responsibility to prescribe or determine what he refers to as the “ends” and stay away from the “means” except to say what is unacceptable. In Carver’s view, ends policies and decisions have to do with three things: the charter school’s results or outcomes (educational achievement at a level acceptable to the charter school leadership and the charter authorizing body as specified in the contract), the recipients of those results (children attending the charter school), and the costs to achieve those results. “Means” refers chiefly to the approaches or methods used by staff to achieve the ends determined by the board.

While a literal interpretation of Carver might appear to many charter schools to be unworkable, his important work has helped boards of all kinds to focus more on major policy and decision-making and to avoid spending time on more detailed matters that are best left to staff, or the board’s committees. This focus on “ends” policy and major decision-making greatly increases the level of the board’s effectiveness. Charter school boards will benefit from an examination of the Carver model even if they decide that the model as a whole does not meet their needs.⁶ The governance framework chart in the Tools Section of this chapter illustrates this distinction between “ends” on the one hand, and the “means” used to achieve the ends on the other.

According to Carver, it is also the board’s responsibility to set “executive limitations”. Paul Shay, Executive Director of Canada World Youth describes the purpose of

⁶ For a good summary of some of the perceived advantages and disadvantages of the Carver model, go to the Canadian Centre on Philanthropy, http://www.ccp.ca/information/boards_of_directors/governance/fc242.htm. It should be further noted that the Carver model may not work well if there are not enough “staff” to whom responsibilities can be delegated.

executive limitations: “A board delegates responsibility for the achievement of the ends to the CEO (charter school administrator), and provides parameters on the acceptable means that the CEO and other staff can use. By providing parameters on what the administrator cannot do instead of telling the CEO what to do, the board empowers the CEO and staff to choose the most successful, creative and cost-effective means within the parameters. The board is saying, “Find the best way to achieve these ends, but stay within these boundaries.” The boundaries allow the board to clarify what level of risk it finds unacceptable and what ethical standards it insists upon”. For more information of the Carver governance model, see Carver resources listed in the Tools Section of this chapter and in Chapter 13 as well.

Clarity and Agreement About Who Does What

As was pointed out earlier, many problems arise when there is a lack of clarity regarding roles and responsibilities between the board and staff of the charter school.

An effective governance model requires that everyone is clear and in agreement about their roles and responsibilities. As noted above, there are numerous examples of charter schools having difficulties because of disagreements regarding responsibilities of board and staff. An effective governance model will require clear and detailed descriptions of the roles and responsibilities of the board, its committees, its officers, and staff. Included in this guidebook are sample job descriptions and commissions for each of these groups.

Specific Roles And Responsibilities Of The Charter School Board

The National Center For Nonprofit Boards has developed a list of the basic roles and responsibilities of board directors.⁷ This list can serve as a guide for charter school governing boards as well:

- 1. Determine the charter school’s mission and purpose.** A statement of mission and purpose should articulate the charter school’s goals, means, and primary constituents served. It is the board of directors’ responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual board director should fully understand and support it.
- 2. Select the charter school administrator.** Boards must reach consensus on the charter school administrators’ job description and undertake a careful search process to find the most qualified individual for the position.

⁷ Ingram, Richard T., Basic Responsibilities of Nonprofit Boards, National Center for Nonprofit Boards, 1996.

3. **Support the charter school administrator and review his or her performance.**
The board should ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school. The charter school administrator, in partnership with the entire board, should decide upon a periodic evaluation of the administrator's performance.
4. **Ensure effective organizational planning.** As stewards of the charter school, the board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
5. **Ensure adequate resources.** One of the board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The board should work in partnership with the charter school administrator and development staff, if any, to raise funds from the community.
6. **Manage resources effectively.** The charter school board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and, in the case of a separately incorporated nonprofit, to safeguard its tax-exempt status, must approve the annual budget and ensuring that proper financial controls are in place.
7. **Determine and monitor the charter school's programs and services.** The board's role in this area is to determine which educational programs and services are the most consistent with the charter schools mission, and to monitor their effectiveness.
8. **Enhance the charter school's public image.** A charter school's primary link to the community, including constituents, the public, and the media, is the board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.
9. **Assess its own performance.** It is the board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a board. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.

Matching the Role of the Board with the Charter School's Stage of Organizational Development

New charter schools typically start out with a small number of students, a small budget, and few staff. These start-up charter schools may have a number of founding leaders and other outside advisors who help the charter school administrator plan and implement the educational program and make operational decisions. At some point, the charter school begins to formalize its relationship with founding leaders and outside advisors by creating a managing board, school steering committee or board of directors. In the early years, the board is often composed of the founding members of the charter school who work on a volunteer basis, often in a "hands-on" fashion. However, as the charter school grows, its needs inevitably change. More mature charter schools serve a larger number of students and may begin to operate a variety of family support programs as well. They manage large budgets and employ greater numbers of staff. These more mature charter schools require the input of a larger board composed of members with the special skills needed to establish and shape the mission and policies of the charter school in order to sustain long-term growth. The following table presents a brief summary of the different types of boards that are appropriate for charter schools at the three different levels of development.

Stage of Organizational Development	Stage of Charter School Operation	Type of Board	Board Functions
Emerging Stage	Pre-charter application; design of the charter school	Informal group of founders and other community volunteers	Works directly with staff that carries out the daily work of operating the school.
Growth/Consolidation Stage	Charter granted; school opens	More formal advisory board or small board of directors	Oversees development of the charter school's mission, policies, and operations.
Sustainable/Mature Stage	Ongoing operation; charter contract compliance; renewal of contract	More formal board of directors with established sub-committees	Shapes mission and policies, raises money, and oversees the charter school's financial and educational performance.

The charter school developers will need to plan for the orderly transition from the emerging or planning stage to the growth or operational stage of development that begins when staff is hired and planning members take on new roles as staff, teachers and/or

board directors. According to the Northwest Regional Educational Laboratory (NWREL), Charter Starters Leadership Training Academy, here are some questions to consider:⁸

- What is the relationship between founders, the board, and day-to-day operators?
- Do all the founders want to remain involved in the school and if so, do they want to serve on the governing board, or as non-board school volunteers or do they want to become members of the paid staff?
- How will new board directors be recruited as the some or all founders leave the governing board in the future?
- What skills and areas of expertise are needed in different stages of development?
- Will the board be able to maintain the workload of a committee of the whole or will the board need to establish standing committees as the school grows?
- In some charter school startup situations, how will the board transition from operational/managerial tasks to governance, policy development and strategic planning?

On the last point, though, NWREL offers the some important suggestions: In the earlier stages of development, it may be more common for the board to engage in more managerial tasks. However, as the board matures, it is to the benefit of the school to shift the focus of the board to policy development and strategic planning. This allows the board to govern and the administrators to manage. This will keep current board directors more fully engaged as it aids in alleviating boredom, conflict, and frustration that can occur from a board that gets tied into managing the day-to-day routine tasks. Board directors who focus on policy and strategic planning often feel more interested and intrinsically satisfied as their skills are more fully utilized.

Suggestions for ways to help the board stay strategically focused include:

- Define clear expectations for the board. Written descriptions of the board's basic responsibilities can help solidify the role of the governing board.
- Create clear expectations for the charter school administrator or principal.
- Structure meetings to direct the board's attention to matters of policy and strategy. This can be done through a clear agenda.

Board Development As A Process

Basic Elements Of Board Development

Development of an effective governing board is an essential component of building an effective charter school. It is a responsibility that the charter school developers need to view as one of their top priorities. Experience demonstrates that boards that dedicate themselves to a planned and systematic approach to board development have the most success and face fewer problems. And a charter school board that isn't pre-occupied with

⁸ Northwest Regional Educational Laboratory (NWREL), Charter Starters Leadership Training Academy Workbook 1999. Module 4: Management and Governance

HCA Application Attachment 5

DRAFT Transportation Route Options

HCA has considered 2 local runs: West and East. The West route is for points west of Hillsboro. East would start in Lovettsville and then pick up any children east of Hillsboro, and perhaps the children south of Hillsboro as well.

Additionally, there are multiple options for cross-county routes. These would utilize central pickup locations. Note that Option D actually contains 2 runs.

Option A	South Riding Pickup	Start on 50
	Brambleton / Ashburn Pickup 1	Up Belmont Ridge
	Broadlands / Ashburn Pickup 2	Belmont Ridge
	Leesburg Pickup	Over Sycolin
	Beacon Hill / Rt 9 Pickup	Take 7 to RT 9
	Purcellville Pickup	Back on 7, over Hirst
	South Hillsboro Stops (or on East Run)	Up Hillsboro Rd
Option A2 (Abrev)	Ashburn / Broadlands Pickup	Ashburn Farm Belmont Ridge
	Leesburg Pickup	Over Sycolin
	Beacon Hill / Rt 9 Pickup	Take 7 to RT 9
	Purcellville Pickup	Back on 7, over Hirst
	South Hillsboro Stops (or on East Run)	Up Hillsboro Rd

Option B	Sterling Pickup (near Rt 7)	Rt 7 in Sterling
	Northern Ashburn (Rt 7) Pickup	Rt 7
	Lansdowne Pickup	Rt 7 Area
	Leesburg Pickup	Flexible - Battlefield or Rt 15
	Beacon Hill / Rt 9 Pickup	Take 7 to RT 9
	Purcellville Pickup	Back on 7, over Hirst
	South Hillsboro Stops (or on East Run)	Up Hillsboro Rd
Option C	Sterling (central) Pickup	Waxpool
	Ashburn (central) Pickup	Ashburn Farm
	Leesburg Pickup	Over Sycolin
	Beacon Hill / Rt 9 Pickup	Take 7 to RT 9
	Purcellville Pickup	Back on 7, over Hirst
	South Hillsboro Stops (or on East Run)	Up Hillsboro Rd
Option D, Run 1	Sterling Pickup (near Rt 7)	Rt 7 in Sterling
	Northern Ashburn (Rt 7) Pickup	Rt 7
	Lansdowne Pickup	Rt 7 Area
	Leesburg Pickup 1	Best Buy perhaps
	Purcellville Pickup	Rt 7 to Hirst
	South Hillsboro Stops (or on East Run)	Up Hillsboro Rd

Option D, Run 2	South Riding Pickup	Rt 50
	Brambleton / Ashburn Pickup 1	Up Belmont Ridge
	Broadlands / Ashburn Pickup 2	Belmont Ridge
	Leesburg Pickup 2	Over Sycolin
	Beacon Hill / Rt 9 Pickup	Take 7 to RT 9

HCA Application Attachment 6

Curriculum Summary

Not the Traditional Classroom

“What’s the point?” “Why do I have to learn this, anyway?” These are common questions students ask in a traditionally structured classroom. Topics of study are presented when the pacing guide “says so.” Content areas are studied during separate and discreet times of the school day. Teachers attempt to give purpose to required instruction by picking seasonal themes or end of unit projects. But still, instruction throughout the year, and across disciplines, is choppy, disconnected, and not personally relevant to the students.

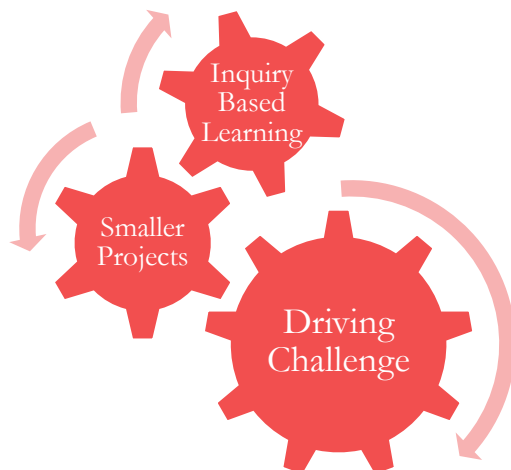
Fortunately, there is a different approach.

Hillsboro Charter Academy – Motivating and Meeting the Needs of Every Child

For each grade level, a year-long, umbrella project (“the Driving Challenge”) provides the purpose, motivation, and relevancy for all learning throughout the school year. Multiple Project Based Learning (PBL) and STEAM (Science, Technology, Engineering, Arts, and Math) activities blend content areas seamlessly in classroom instruction. Individual student needs and interests are addressed through gifted, remedial, resource, and specialist teacher support during PBL and STEAM projects. Students acquire 21st century skills such as goal setting, communication, collaboration, critical thinking and problem solving, and active learning/engagement as they complete whole group, small group, and independent projects. Projects are not completed at the end of a unit of study, but are instead assigned in a time and manner which requires students to learn specific skills and content “as they go.” A rigorous academic program propels students to use higher level thinking skills throughout the entire learning process.

Highlights

Students are highly engaged and emotionally invested in their studies. Driving Challenges such as “Create a Civilization,” “Design a Disney Park,” “Colonize a Planet,” or “Expand the Smithsonian” grab and hold student interest while providing the overriding structure and purpose for the year’s studies of the Virginia Standards of Learning. Student inquiry drives instruction, as students tackle problems by questioning, planning, researching, designing, building, evaluating, communicating, adapting, and reflecting. Students learn to make connections and apply strategies in multiple real-world scenarios. Skill instruction tends to be cyclical, and provides ongoing opportunities for both remediation and extension. Multiple small projects are in progress at the same time, and all contribute to the completion of the Driving Challenge.



Structure

Hillsboro Charter Academy plans to operate in a “one classroom per grade level” structure upon opening. This structure will allow HCA to have a Driving Challenge per grade level. These Driving Challenges will remain in place on a six year cycle. During the fifth year of the cycle, teachers will form a committee to develop a plan for the following six years. This committee will develop new driving challenges and adjust curriculum as necessary. They will also be expected to adapt to the ever changing world of education by including new innovations in education as well as eliminating outdated methods and practice.

Flexible Format

Small schools have unique challenges. It is possible that Hillsboro Charter Academy will have classes of combined grade levels if it operates under capacity. Students may even find themselves in a combined classroom for more than one year. The question then becomes “How will teachers structure the Driving Challenge so that students do not complete the same project twice, and also structure one challenge so it drives instruction for different grade level standards of learning?”

If HCA will have combined grade levels, an alternative project structure will be used. To prevent the possibility of repeating Driving Challenges, projects will alternate on an A/B schedule each year. During Year 1 of Hillsboro Charter Academy’s existence, both Kindergarten and First grade will complete Driving Challenge 1A. During Year 2, both Kindergarten and First grade will complete Driving Challenge 1B. This cycle will continue through subsequent years. In this way, even if a student is in a combined class for Kindergarten and First grade, they will not complete the same challenge twice.

Grades 2 and 3 will complete Driving Challenge 2A the first year Hillsboro Charter Academy is open, and Challenge 2B the second. Likewise, grades 4 and 5 will complete Challenge 3A the first year and 3B the second.

Driving Challenges are broad enough to allow teachers to plan targeted STEAM and smaller PBL lessons to drive student inquiry into both grade level’s standards of learning, even in a combined classroom. In the combined class structure, in any given year, there will be 3 Driving Challenges in place at Hillsboro. The A/B schedule will also allow students to collaborate across grade levels even if they are not sharing a classroom. This collaboration will enrich both the upper and lower grades affected, and offer new perspectives into a common challenge.

Example of the Combined Class Structure Driving Challenge Schedule:

(Actual Driving Challenges may differ from those listed below.)

K and 1

- "A" year = Community Park
- "B" year = Living Library

2 and 3

- "A" year = Design a Disney Park
- "B" year = Create a Civilization

4 and 5

- "A" year = Steampunk History
- "B" year = Satellite Smithsonian

Professional Development

Professional Development needs will be assessed towards the end of the 2014-2015 school year. It is ideal to decide professional development needs after teachers have been hired for the 2015-2016 school year. In that scenario, the abilities and pre-existing training of the teachers can drive the professional development that is chosen. It is assumed that all teachers hired for Hillsboro Charter Academy will have a pre-existing knowledge of Project Based Learning and STEAM.

Some possible areas of need:

- How to Be a Facilitator
- Designing and Planning STEAM Lessons
- Classroom Management for Effective Group Work (integrating guidance counselor into daily lessons)
- Team Teaching/Co Teaching

To integrate all specialists into the classroom on a daily basis.

-Resource

-Gifted

-ELL

-Guidance

-Technology

-Librarian

-Music

-PE

-Art

- Integrating Technology with PBL and STEAM
- Portfolio Assessment
- Time for Team Planning
- Time for Room Design

Sample Schedule

7:30 – 8:00 Morning Routines
8:00 – 8:30 Morning Meeting
8:30 – 9:30 Literature-Based Research/Writing
9:30 – 10:00 Independent Reading
10:00 – 10:15 Shared Reading and Skills Development
10:15-11:30 Specials
Prepare for Lunch
11:45-12:15 Lunch
12:15 – 12:30 Recess
12:30 – 1:45 Design and Engineering
1:45 – 2:15 Progress Reporting
2:15 – 2:55 Gifted SOAR Program/Classroom Remediation and Extension
2:55 – 3:05 Wrap – Up Prepare for Dismissal

HCA Application Attachment 7

CREATE A NEW CIVILIZATION – Grade 3

QUARTER 1 – Getting Started

Project Q1.1: ENTRY EVENT: Suggested duration = 2 weeks

A mysterious natural event has caused an island to rise from the middle of the Atlantic Ocean. Leaders from around the world have all come together to form a new civilization on the island. They have asked for suggestions on creating the civilization to ensure success.

Driving Question: How can students use text, visual arts, and music to communicate this event to the community?

SOLs

English:

- | | |
|---------------------------|--|
| 3.1 a,b,c,d,e | Use effective communication skills in group activities. |
| 3.3 a,b | Apply word analysis skills when reading. |
| 3.4 a,b,c,d,e,f,g | Expand vocabulary when reading. |
| 3.6 a,b,c,d,e,f,g,h,j,k,l | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 a,b | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 a,b,c,d,e,f,g | Write for a variety of reasons. |
| 3.10 a,c,d,h,I,j | Edit writing for correct grammar, capitalization, punctuation, and spelling. |

S.S./History:

- | | |
|-------|---|
| [3.6] | Develop map skills by using globes and maps |
|-------|---|

Math:

- | | |
|------|---|
| 3.17 | Collect, organize, construct, interpret, and analyze data on various charts and graphs. |
|------|---|

Art:

- | | |
|-----|---|
| 3.4 | Use imaginative and expressive strategies to create works of art. |
| 3.6 | Create works of art that communicate ideas, themes, and feelings. |
| 3.8 | Use organic and geometric shapes in observational drawings. |

Technology:

- | | |
|-----------|---|
| C/T 3-5.1 | Demonstrate an operational knowledge of various technologies. |
| C/T 3-5.2 | Identify and use available technologies to complete specific tasks. |

Music:

- | | |
|-----|---|
| 3.2 | Sing a varied repertoire of songs alone and with others |
| 3.3 | Play a variety of pitched and nonpitched instruments |
| 3.4 | Perform rhythmic patterns |

21st Century:

Critical Thinking, Communication, Creativity, Problem Solving

Q1.1 DESCRIPTION: Students review, analyze, and evaluate primary sources of information about the emergence of the island and the collaboration among world leaders to create a new civilization on the island. Students create multimedia presentations to share this information with the community.

Project Q1.2: PBL: Suggested duration = 2 weeks

In order for humans to live on the island, it must be “habitable”.

Driving Question: What makes a place “habitable”?**SOLs****English:**

- | | |
|---------------------------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.5 | Read and comprehend fictional texts and poetry. |
| 3.6 a,b,c,d,e,f,g,h,j,k,l | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 | Write for a variety of purposes. |
| 3.10 a,c,d,h,I,j | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.11 | Write a short report. |
| 3.12 | Use available technology for reading and writing. |

Math:

- | | |
|---------|----------------|
| 3.9 a,d | Measurement |
| 3.10 | Area/Perimeter |
| 3.13 | Temperature |

Science:

- | | |
|------|---|
| 3.1 | Demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which current applications are used to reinforce science concepts. |
| 3.5 | Investigate and understand relationships among organisms in aquatic and terrestrial food chains. |
| 3.7 | Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans. |
| 3.9 | Investigate and understand the water cycle and its relationship to life on Earth. |
| 3.11 | Investigate and understand that different sources of energy. |

S.S./History:

- | | |
|-------|---|
| [3.9] | Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |
|-------|---|

Art:

- | | |
|------|---|
| 3.9 | Identify and use foreground, middle ground, and background in two-dimensional works of art. |
| 3.18 | Analyze and interpret portrait, landscape, still life, and narrative works of art. |

Q1.1 DESCRIPTION: Students review, analyze, and evaluate primary sources of information about the emergence of the island and the collaboration among world leaders to create a new civilization on the island. Students create multimedia presentations to share this information with the community.

Project Q1.2 (continued): PBL: Suggested duration = 2 weeks

In order for humans to live on the island, it must be “habitable”.

Driving Question: What makes a place “habitable”?

SOLS

Technology:

C/T 3-5.1	Demonstrate an operational knowledge of various technologies.
C/T 3-5.2	Identify and use available technologies to complete specific tasks.
C/T 3-5.3	Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
C/T 3-5.4 B.	Understand the basic principles of the ownership of ideas. Demonstrate a basic understanding of “fair use”.
C/T 3-5.6	Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
C/T 3-5.7	Draw conclusions from research and relate these findings to real-world situations.
C/T 3-5.8	Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Communication, Creativity, Problem Solving

Q1.2 DESCRIPTION: The students will research, prepare and present reports on what is required for a place to be habitable by humans.

Project Q1.3: STEAM/PBL: Suggested duration = 5 weeks

Examples of different civilizations through the ages.

Driving Questions: How can ancient civilizations guide us in creating a new civilization for the island? What are the characteristic elements of a successful civilization?

SOLs

English:

- | | |
|------------------|--|
| 3.1 a,b,c,d,e | Use effective communication skills in group activities. |
| 3.2 a,b,c,d,e | Present brief oral reports using visual media. |
| 3.6 a-l | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 a,b | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 a,b,c,d,e,g | Write for a variety of purposes. |
| 3.10 a,c,d,h,i,j | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.12 | Use available technology for reading and writing |

Math:

- | | |
|------|---|
| 3.1 | Place value; round and compare numbers |
| 3.17 | Collect, organize, construct, interpret, and analyze data on various charts and graphs. |

S.S./History:

- | | |
|------------|---|
| [2.6a,b,c] | Develop map skills by using globes and maps of the world and the United States to locate the seven continents, the five oceans, the equator, the Prime Meridian, the four hemispheres, and the major rivers, mountain ranges, lakes, and other physical features in the United States. |
| [3.1] | Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: (a) identifying artifacts and primary and secondary sources to understand events in world cultures, (b) using geographic information to support understanding of world cultures, and (c) interpreting charts, graphs, and pictures to determine characteristics of people, places or events in world cultures. |
| [3.2] | Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. |
| [3.3] | Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy) and sports. |
| [3.5a,b,c] | Develop map skills and understanding of change over time |
| [3.6] | Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America. |
| [3.7] | Describe how people in ancient world cultures adapted to their environment. |
| [3.8] | Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human and capital resources in the production of goods and services. |
| [3.8] | Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |

Q1.3 DESCRIPTION: Using various media, students will research, write, create, and present examples of unique elements of the Greek, Roman, Chinese, and Egyptian civilizations which represent the characteristics of a successful civilization.

Project Q1.3 (continued): STEAM/PBL: Suggested duration = 5 weeks

Examples of different civilizations through the ages.

Driving Questions: How can ancient civilizations guide us in creating a new civilization for the island? What are the characteristic elements of a successful civilization?

SOLS

Music:

- 3.8 Explore historical and cultural aspects of music.
- 3.9 Describe the relationship between music and other fields of knowledge.
- 3.14 Examine ways in which the music of a culture reflects its people's attitudes and beliefs.

Visual Arts:

- 3.6 Create works of art that communicate ideas, themes and feelings.
- 3.10 Use subtractive and additive processes in various media, including clay, to create sculptures.
- 3.11 Identify how works of art and craft reflect times, places and cultures.
- 3.13 Identify how history, culture and the visual arts influence each other.
- 3.14 Identify common attributes of works of art created by artists within a culture.
- 3.15 Examine the relationship between form and function in the artifacts of a culture.
- 3.16 Compare and contrast art and architecture from other cultures.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.5 Demonstrate digital citizenship by actively participate in positive activities for personal and community well-being.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.
- C/T 3-5.9 Use models and simulations to understand complex systems and processes.
- C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

21st Century

Critical Thinking, Innovation, Communication, Creativity, Problem Solving, Collaboration

Q1.3 DESCRIPTION: Using various media, students will research, write, create, and present examples of unique elements of the Greek, Roman, Chinese, and Egyptian civilizations which represent the characteristics of a successful civilization.

QUARTER 2 – Settling In

Project Q2.1: STEAM/PBL: Suggested duration = 2 weeks

Name that Island

Driving question: How are locations characterized by their ecology?

SOLs

English:

- | | |
|--------------------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.6 | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 | Write for a variety of purposes. |
| 3.10 a,b,c,d,e,I,j | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.11 | Write a short report. |
| 3.12 | Use available technology for reading and writing. |

Math:

- | | |
|---------|--|
| 3.13 | Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. |
| 3.14 | Plane and Solid Geometric Figures |
| 3.15 | 2D Geometry |
| 3.16 | Congruent/Non-congruent Geometric Figures |
| 3.17(a) | Collect and organize data, using observations, measurements, surveys and experiments. |
| 3.17(b) | Construct a line plot, a picture graph, or a bar graph to represent data. |
| 3.17(c) | Read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data. |
| 3.18 | Investigate and describe the concept of probability as change and list possible results of a given situation. |
| 3.19 | Recognize and describe a variety of patterns |

Science:

- | | |
|-----|--|
| 3.5 | Investigate and understand relationships among organisms in aquatic and terrestrial food chains. |
| 3.7 | Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans. |

S.S./History:

- | | |
|-------|---|
| [3.1] | Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship |
| [3.6] | Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America. |

Q2.1 DESCRIPTION: The first explorers to the island report that the new island is very similar to in climate and natural resources to the Bahamas. Students research the types of plants and animals that would likely live there. Based on their research, students name the island and create a visual means of communicating the island's ecology to others.

Project Q2.1 (continued): STEAM/PBL: Suggested duration = 2 weeks

Name that Island

Driving question: How are locations characterized by their ecology?

Music:

- 3.2.4 Sing a varied repertoire of songs, including singing with expression, using a wide range of tempos and dynamics
- 3.3.3 Play a variety of pitched and nonpitched instruments alone and with others, including playing with expression, using a wide range of tempos and dynamics
- 3.4 Perform rhythmic patterns
- 3.11.2 Analyze music by identifying instruments from the four orchestral families visually and aurally

Visual Arts:

- 3.2 Describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.4 Use imagination and expressive strategies to create works of art.
- 3.5 Develop ideas inspired by a variety of sources, including print, non-print and contemporary media, for incorporation into works of art.
- 3.6 Create works of art that communicate ideas, themes and feelings.
- 3.7 Use color, space, balance, contrast and pattern in works of art.
- 3.11 Identify how works of art and craft reflect times, places and cultures.
- 3.16 Compare and contract art and architecture from other cultures.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving

Q2.1 DESCRIPTION: The first explorers to the island report that the new island is very similar to in climate and natural resources to the Bahamas. Students research the types of plants and animals that would likely live there. Based on their research, students name the island and create a visual means of communicating the island's ecology to others.

Project Q2.2: STEAM/PBL: Suggested duration = 2 weeks

Design and create a model dwelling.

Driving Question: How can the island civilization adapt to the environment?

SOLs

English:

- 3.1 Use effective communication skills in group activities.
- 3.2 Present brief oral reports using visual media.
- 3.6 Continue to read and demonstrate comprehension of nonfiction texts.
- 3.7 Demonstrate comprehension of information from a variety of print and electronic resources.

Math:

- 3.1 Place value, round numbers, compare whole numbers.
- 3.3 Name and write, model and compare fractions.
- 3.4 Estimate solutions to and solve single-step and multistep problems.
- 3.5 Multiplication facts and corresponding division facts.
- 3.7 Add and subtract fractions.
- 3.8 Money
- 3.9 Estimate and use U.S. customary and metric units to measure: (a) length, (b) liquid volume, (c) weight/mass, and (d) area/perimeter.
- 3.10(a) Measure the distance around a polygon in order to determine perimeter.
- 3.10(b) Count the number of square units needed to cover a given surface in order to determine area.
- 3.14 Plane & Solid Geometric Figures
- 3.15 2D Geometry
- 3.16 Congruent/non-congruent Figures
- 3.17(a) Collect and organize data, using observations, measurements, surveys and experiments.

Science:

- 3.2 Investigate and understand simple machines and their uses.
- 3.4 Investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment.
- 3.7 Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans.
- 3.11 Investigate and understand different sources of energy.

S.S./History:

- [3.6] Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America.
- [3.8] Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

Q2.2 DESCRIPTION: Although the new island is similar to the Bahamas, it is in the middle of the Atlantic Ocean, making the transportation of materials to the island very expensive. Students use primary sources of information about the island, and the results of Project Q2.1, to design and build a model dwelling which illustrates a way the civilization could adapt to their environment. Students attempt to persuade others to use this housing model when settlement of the island begins.

Project Q2.2 (continued): STEAM/PBL: Suggested duration = 2 weeks

Design and create a model dwelling.

Driving Question: How can the island civilization adapt to the environment?

SOLs

Music:

- 3.2.4 Sing a varied repertoire of songs, including singing with expression, using a wide range of tempos and dynamics
- 3.3.3 Play a variety of pitched and nonpitched instruments alone and with others, including playing with expression, using a wide range of tempos and dynamics
- 3.4 Perform rhythmic patterns
- 3.11.2 Analyze music by identifying instruments from the four orchestral families visually and aurally

Visual Arts:

- 3.2 Describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.4 Use imagination and expressive strategies to create works of art.
- 3.5 Develop ideas inspired by a variety of sources, including print, nonprint and contemporary media, for incorporation into works of art.
- 3.8 Use organic and geometric shapes in observational drawing.
- 3.10 Use subtractive and additive processes in various media, including clay, to create sculptures.
- 3.11 Identify how works of art and craft reflect times, places and cultures.
- 3.15 Examine the relationship between form and function in the artifacts of a culture.
- 3.16 Compare and contrast art and architecture from other cultures.
- 3.17 Identify common characteristics of various art careers.
- 3.19 Analyze personal works of art, using elements of art and principles of design.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving

Q2.2 DESCRIPTION: Although the new island is similar to the Bahamas, it is in the middle of the Atlantic Ocean, making the transportation of materials to the island very expensive. Students use primary sources of information about the island, and the results of Project Q2.1, to design and build a model dwelling which illustrates a way the civilization could adapt to their environment. Students attempt to persuade others to use this housing model when settlement of the island begins.

Project Q2.3: STEAM: Suggested duration = 5 weeks

The Ark

Driving question: What plans and preparations should be made to ensure that the initial settlement on the island will become a self-sustaining civilization?

SOLs

English:

- 3.5 Read and comprehend fictional texts and poetry.
- 3.6 Continue to read and demonstrate comprehension of nonfiction texts.
- 3.7 Demonstrate comprehension of information from a variety of print and electronic resources.
- 3.9 Write for a variety of purposes.
- 3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling.
- 3.11 Write a short report.
- 3.12 Use available technology for reading and writing.

Math:

- 3.2 Inverse relationships of addition/subtraction
- 3.3 Name and write, model and compare fractions.
- 3.4 Estimate solutions to and solve single-step and multistep problems.
- 3.5 Multiplication facts and corresponding division facts.
- 3.6 Model multiplication and division, create & solve story problems
- 3.7 Add and subtract fractions.
- 3.9 Estimate and use U.S. customary and metric units to measure
- 3.11 Time/Elapsed Time
- 3.12 Equivalent time periods
- 3.17(a) Collect and organize data, using observations, measurements, surveys and experiments.
- 3.18 Investigate and describe the concept of probability
- 3.20 Investigate the identity and the commutative properties for addition and multiplication.

Science:

- 3.1m Demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which current applications are used to reinforce science concepts.
- 3.4 Investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment.
- 3.5 Investigate and understand relationships among organisms in aquatic terrestrial food chains.
- 3.6 Investigate and understand that ecosystems support a diversity of plants and animals that share limited resources.
- 3.7 Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans.
- 3.8 Investigate and understand basic patterns and cycles occurring in nature.
- 3.9 Investigate and understand the water cycle and its relationship to life on Earth.
- 3.10 Investigate and understand that natural events and human influences can affect the survival of species, including the interdependence of plants and animals.

Project Q2.3 (continued): STEAM: Suggested duration = 5 weeks

The Ark

Q2.3 DESCRIPTION: Students use knowledge of the island's location, climate, geography, and natural resources to plan for an initial settlement, of 100 people, which must support itself for 1 year. Students develop an island conservation and sustainability plan to be presented to a mock World Leader panel.

Driving question: What plans and preparations should be made to ensure that the initial settlement on the island will become a self-sustaining civilization?

SOLS

S.S./History:

- [3.6] Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America.
- [3.8] Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human, and capital resources in the production of goods and services.
- [3.8] Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- [3.9] Identify examples of making an economic choice and explain the idea of opportunity cost (what is given up when making a choice).

Health:

- 3.1(a) Explain that health habits impact personal growth and development, including food and beverage choices based on nutritional content.
- 3.5(a) Explain that customs and traditions may impact community health decisions, including dietary customs and practices.

Art:

- 3.2 Describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.7 Use color, space, balance, contrast, and pattern in works of art.
- 3.18 Analyze and interpret portrait, landscape, still life, and narrative works of art.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving

Q2.3 DESCRIPTION: Students use knowledge of the island's location, climate, geography, and natural resources to plan for an initial settlement, of 100 people, which must support itself for 1 year. Students develop an island conservation and sustainability plan to be presented to a mock World Leader panel.

QUARTER 3 – Developing Identity

Project Q3.1: PBL: Suggested duration = 2 weeks

Laying the Foundation for Prosperity

Driving Questions: What makes a civilization prosperous? What will prosperity mean to the island settlers?

SOLs

English:

- 3.1 Use effective communication skills in group activities.
- 3.2 Present brief oral reports using visual media.
- 3.6 Continue to read and demonstrate comprehension of nonfiction texts.
- 3.7 Demonstrate comprehension of information from a variety of print and electronic resources.
- 3.9 Write for a variety of purposes.
- 3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling.
- 3.11 Write a short report.
- 3.12 Use available technology for reading and writing.

Math:

- 3.1 Place value, round numbers, compare whole numbers.
- 3.3 Name and write, model and compare fractions.
- 3.4 Estimate solutions to and solve single-step and multistep problems.
- 3.5 Multiplication facts and corresponding division facts.
- 3.6 Model multiplication and division, create and solve story problems
- 3.7 Add and subtract fractions.
- 3.8 Count money and make change
- 3.11 Time/Elapsed Time
- 3.17(a) Collect and organize data, using observations, measurements, surveys and experiments.
- 3.18 Investigate and describe the concept of probability as change and list possible results of a given situation.
- 3.19 Patterns
- 3.20 Investigate the identity and the commutative properties for addition and multiplication.

S.S./History:

- [3.2] Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- [3.3] Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy) and sports.
- [3.4] Study the early West African empire of Mali describing its oral tradition (storytelling), government (kings) and economic development (trade).
- [3.7] Describe how people in ancient world cultures adapted to their environment.
- [3.8] Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human, and capital resources in the production of goods and services.

Q3.1 DESCRIPTION: Students research historical civilizations to define and give examples of prosperity within a civilization. Students determine common elements of civilizations which considered themselves to be prosperous. Students develop a plan for including those elements in the island civilization.

Project Q3.1 (continued): PBL: Suggested duration = 2 weeks

Laying the Foundation for Prosperity

Driving Questions: What makes a civilization prosperous? What will be the island civilization's cornerstones of prosperity?

SOLS

S.S./History

- [3.8] Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- [3.9] Identify examples of making an economic choice and explain the idea of opportunity cost (what is given up when making a choice).
- [3.10] Recognize the importance of government in the community, Virginia, and the United States of America.
- [3.11] Explain the importance of the basic principles that form the foundation of a republican form of government.

Music:

- 3.1 Read and notate music
- 3.2 Sing a varied repertoire of songs
- 3.3 Play a variety of pitched and nonpitched instruments
- 3.11 Analyze music

Visual Arts:

- 3.1 Identify innovative solutions used by artists to solve problems.
- 3.11 Identify how works of art and craft reflect times, places, and cultures.
- 3.13 Identify how history, culture, and the visual arts influence each other.
- 3.22 Determine reasons why art has quality and value
- 3.23 Develop and describe personal reasons for valuing works of art.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.5 Demonstrate digital citizenship by actively participate in positive activities for personal and community well-being.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.
- C/T 3-5.9 Use models and simulations to understand complex systems and processes.
- C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving, Collaboration

Q3.1 DESCRIPTION: Students research historical civilizations to define and give examples of prosperity within a civilization. Students determine common elements of civilizations which considered themselves to be prosperous. Students develop a plan for including those elements in the island civilization.

Project Q3.2: PBL: Suggested duration = 4 weeks

The Melting Pot 2.0

Driving Questions: How have other civilizations recorded their cultural history? Jump forward 500 years - what oral and literary records of the island civilization's cultural history will exist at that time? How will the settlers' original cultures influence the new culture created on the island?

SOLs

English:

- 3.1 Use effective communication skills in group activities.
- 3.2 Present brief oral reports using visual media.
- 3.5 Read and demonstrate comprehension of fictional texts and poetry.
- 3.6 Continue to read and demonstrate comprehension of nonfiction texts.
- 3.7 Demonstrate comprehension of information from a variety of print and electronic resources.
- 3.9 Write for a variety of purposes.
- 3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling.
- 3.12 Use available technology for reading and writing.

S.S./History:

- [3.1] Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 - (a) identifying artifacts and primary and secondary sources to understand events in world cultures, (b) using geographic information to support understanding of world cultures, and (c) interpreting charts, graphs, and pictures to determine characteristics of people, places or events in world cultures.
- [3.2] Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- [3.3] Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy) and sports.
- [3.4] Study the early West African empire of Mali describing its oral tradition (storytelling), government (kings) and economic development (trade).
- [3.7] Describe how people in ancient world cultures adapted to their environment.
- [3.8] Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human, and capital resources in the production of goods and services.
- [3.8] Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- [3.11] Recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Q3.2 DESCRIPTION: Students research historical civilizations to discover examples of cultural history represented in visual, literary, oral, musical, and theatrical means. Students create artifacts of the island civilization's cultural history, as it would exist 500 years into the future.

Project Q3.2 (continued): PBL: Suggested duration = 4 weeks

The Melting Pot 2.0

Driving Questions: How have other civilizations recorded their cultural history? Jump forward 500 years - what oral and literary records of the island civilization's cultural history will exist at that time? How will the settlers' original cultures influence the new culture created on the island?

SOLS

Music:

- 3.1 Read and notate music
- 3.2 Sing a varied repertoire of songs
- 3.3 Play a variety of pitched and nonpitched instruments
- 3.11 Analyze music

Art:

- 3.13 Identify how history, culture, and the visual arts influence each other.
- 3.14 Identify common attributes of works of art created by artists within a culture.
- 3.21 Describe the difference between art and non-art objects.
- 3.22 Determine reasons why art has quality and value.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Communication, Creativity, Problem Solving

Q3.2 DESCRIPTION: Students research historical civilizations to discover examples of cultural history represented in visual, literary, oral, musical, and theatrical means. Students create artifacts of the island civilization's cultural history, as it would exist 500 years into the future.

Project Q3.3: STEAM/PBL: Suggested duration = 3 weeks

Create a national anthem and flag.

Driving Question: Why do nations create symbols? How can you represent the unique civilization of the island through a national anthem and flag? What other symbols would represent this new nation?

SOLS

English:

- 3.1 Use effective communication skills in group activities.
- 3.3 Apply word-analysis skills when reading.
- 3.5 Read and demonstrate comprehension of fictional text and poetry.
- 3.6 Continue to read and demonstrate comprehension of nonfiction texts.
- 3.7 Demonstrate comprehension of information from a variety of print and electronic resources.
- 3.9 Write for a variety of purposes.
- 3.10 Edit writing for correct grammar, capitalization, punctuation, and spelling.
- 3.12 Use available technology for reading and writing.

Math:

- 3.3 Model, name, and compare fractions.
- 3.7 Add and subtract fractions.
- 3.8 Determine value of money.
- 3.9 Estimate and use metric and U.S. customary units of measurement.
- 3.14 Plane and solid geometric figures

Music:

- 3.1 The student will read and notate music
- 3.2 Sing a varied repertoire of songs alone and with others.
- 3.3 Play a variety of pitched and non-pitched instruments alone and with others.
- 3.4 Perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.5 Demonstrate understanding of meter.
- 3.7 Create music.
- 3.8 Explore historical and cultural aspects of music.
- 3.10 Describe the relationships between music and other fields of knowledge.
- 3.11 Analyze music.
- 3.12 Evaluate and critique music by describing music compositions and performances.
- 3.13 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
- 3.14 Examine ways in which the music of a culture reflects its people's attitudes and beliefs.
- 3.16 Describe why music has quality and value.

Q3.3 Description: Students research national symbols such as anthems, flags, monuments, coins, etc. Students create an anthem, flag, and other national symbols, and explain the symbolism of each when they present their ideas to others.

Project Q3.3 (continued): STEAM/PBL: Suggested duration = 3 weeks

Create a national anthem and flag.

Driving Question: Why do nations create symbols? How can you represent the unique civilization of the island through a national anthem and flag? What other symbols would represent this new nation?

SOLS

Art:

3.6 Create works of art that communicate ideas, themes, and feelings.

3.7 Use color, space, balance, contrast, and patterns in works of art.

Technology:

C/T 3-5.1 Demonstrate an operational knowledge of various technology.

C/T 3-5.2 Identify and use available technologies to complete specific tasks.

C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.

C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.

C/T 3-5.5 Demonstrate digital citizenship by actively participate in positive activities for personal and community well-being.

C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.

C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.

C/T 3-5.9 Use models and simulations to understand complex systems and processes.

C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving, Collaboration

Q3.3 Description: Students research national symbols such as anthems, flags, monuments, coins, etc. Students create an anthem, flag, and other national symbols, and explain the symbolism of each when they present their ideas to others.

QUARTER 4 – Reaching Out

Project Q4.1: PBL: Suggested duration = 3 weeks

Extending the Welcome Mat.

Driving Questions: How will you encourage additional settlers and tourists to come to the island?

SOLs

English:

- | | |
|------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.6 | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 | Write for a variety of purposes. |
| 3.10 | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.12 | Use available technology for reading and writing. |

Visual Arts:

- | | |
|------|---|
| 3.2 | Describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art. |
| 3.4 | Use imagination and expressive strategies to create works of art. |
| 3.5 | Develop ideas inspired by a variety of sources, including print, non-print and contemporary media, for incorporation into works of art. |
| 3.6 | Create works of art that communicate ideas, themes and feelings. |
| 3.7 | Use color, space, balance, contrast and pattern in works of art. |
| 3.11 | Identify how works of art and craft reflect times, places and cultures. |
| 3.12 | Identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape. |
| 3.17 | Identify common characteristics of various art careers. |

Music:

- | | |
|------|--|
| 3.1 | Read and notate music |
| 3.3 | Play a variety of pitched and nonpitched instruments |
| 3.4 | Perform rhythmic patterns |
| 3.7 | Create music |
| 3.11 | Analyze music |

Project Q4.1 (continued): PBL: Suggested duration = 3 weeks

Extending the Welcome Mat.

Q4.1 Description: The settlement is going well and the founding nations are eager for it to grow by adding settlers and encouraging tourism. Students develop a brand and marketing campaign for the island that will encourage additional settlers and tourists to come to the island.

Driving Questions: How will you encourage additional settlers and tourists to come to the island?

SOLS

Technology:

C/T 3-5.1

Demonstrate an operational knowledge of various technology.

C/T 3-5.2

Identify and use available technologies to complete specific tasks.

C/T 3-5.3

Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.

C/T 3-5.4

Exhibit personal responsibility for appropriate, legal, and ethical conduct.

C/T 3-5.6

Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

C/T 3-5.8

Practice reasoning skills when gathering and evaluating data.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving

Q4.1 Description: The settlement is going well and the founding nations are eager for it to grow by adding settlers and encouraging tourism. Students develop a brand and marketing campaign for the island that will encourage additional settlers and tourists to come to the island.

Project Q4.2: PBL: Suggested duration = 3 weeks

The Evolution of an Island

Driving Question: What museum exhibits would best show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed culture, history, and national identity?

SOLs

English:

- | | |
|------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.5 | Read and comprehend fictional texts and poetry. |
| 3.6 | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.8 | Write legibly in cursive. |
| 3.9 | Write for a variety of purposes. |
| 3.10 | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.12 | Use available technology for reading and writing. |

Science:

- | | |
|------|---|
| 3.1 | Demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which current applications are used to reinforce science concepts. |
| 3.2 | Investigate and understand simple machines and their uses. |
| 3.3 | Investigate and understand that objects are made of materials that can be described by their physical properties. |
| 3.4 | Investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. |
| 3.5 | Investigate and understand relationships among organisms in aquatic and terrestrial food chains. |
| 3.6 | Investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. |
| 3.7 | Investigate and understand the major components of soil, its origin, and its importance to plants and animals, including humans. |
| 3.8 | Investigate and understand basic patterns and cycles occurring in nature. |
| 3.9 | Investigate and understand the water cycle and its relationship to life on Earth. |
| 3.10 | Investigate and understand that natural events and human influences can affect the survival of species, including the interdependence of plants and animals. |

Project Q4.2 (continued): PBL: Suggested duration = 3 weeks

Q4.2 Description: The marketing campaign is a big success and tourists are visiting the island regularly. The favorite tourist attraction is a museum that tracks the creation and development of Island X. Students research and create exhibits that show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed cultural identity.

The Evolution of an Island

Driving Question: What museum exhibits would best show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed culture, history, and national identity?

SOLS

S.S./History

- [3.6] Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of Africa, Asia, Europe, North America and South America.
- [3.8] Demonstrate an understanding of economic interdependence between cultures by examining the impact of natural, human, and capital resources in the production of goods and services.
- [3.8] Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- [3.9] Identify examples of making an economic choice and explain the idea of opportunity cost (what is given up when making a choice).
- [3.10] Recognize the importance of government in the community, Virginia, and the United States of America.
- [3.11] Explain the importance of the basic principles that form the foundation of a republican form of government.

Music:

- 3.2 Sing a varied repertoire of songs alone and with others.
- 3.3 Play a variety of pitched and nonpitched instruments alone and with others.
- 3.4 Perform rhythmic patterns.
- 3.5 Demonstrate understanding of meter.
- 3.7 Create music.
- 3.8 Explore historical and cultural aspects of music.
- 3.10 Describe the relationships between music and other fields of knowledge.

Art:

- 3.3 Identify craftsmanship in works of art.
- 3.4 Use imaginative and expressive strategies to create works of art.
- 3.19 Analyze personal works of art, using elements of art and principles of design.
- 3.20 Express informed judgments about works of art.

Q4.2 Description: The marketing campaign is a big success and tourists are visiting the island regularly. The favorite tourist attraction is a museum that tracks the creation and development of Island X. Students research and create exhibits that show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed cultural identity.

Project Q4.2 (continued): PBL: Suggested duration = 3 weeks
The Evolution of an Island

Driving Question: What museum exhibits would best show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed culture, history, and national identity?

SOLS

Health:

- | | |
|--------|--|
| 3.1(a) | Explain that health habits impact personal growth and development, including food and beverage choices based on nutritional content. |
| 3.5(a) | Explain that customs and traditions may impact community health decisions, including dietary customs and practices. |

Technology:

- | | |
|-----------|---|
| C/T 3-5.1 | Demonstrate an operational knowledge of various technology. |
| C/T 3-5.2 | Identify and use available technologies to complete specific tasks. |
| C/T 3-5.3 | Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods. |
| C/T 3-5.4 | Exhibit personal responsibility for appropriate, legal, and ethical conduct. |
| C/T 3-5.6 | Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects. |
| C/T 3-5.8 | Practice reasoning skills when gathering and evaluating data. |

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving

Q4.2 Description: The marketing campaign is a big success and tourists are visiting the island regularly. The favorite tourist attraction is a museum that tracks the creation and development of Island X. Students research and create exhibits that show the evolution of the island from its origins as an underwater mountain to its current civilization with a developed cultural identity.

Project Q4.3: PBL: Suggested duration = 3 weeks
Celebrate!

Driving Question: What type of celebration would commemorate the yearly anniversary of the settlement of the island and represent the best the island has to offer?

SOLs

English:

- | | |
|------|--|
| 3.1 | Use effective communication skills in group activities. |
| 3.2 | Present brief oral reports using visual media. |
| 3.6 | Continue to read and demonstrate comprehension of nonfiction texts. |
| 3.7 | Demonstrate comprehension of information from a variety of print and electronic resources. |
| 3.9 | Write for a variety of purposes. |
| 3.10 | Edit writing for correct grammar, capitalization, punctuation, and spelling. |
| 3.12 | Use available technology for reading and writing. |

Math:

- | | |
|------|--|
| 3.5 | Multiplication/Division Facts |
| 3.6 | Model multiplication/division, create & solve story problems |
| 3.8 | Money |
| 3.9 | Measurement |
| 3.11 | Time/Elapsed Time |
| 3.18 | Probability |

Visual Arts:

- | | |
|------|---|
| 3.2 | Describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art. |
| 3.4 | Use imagination and expressive strategies to create works of art. |
| 3.5 | Develop ideas inspired by a variety of sources, including print, non-print and contemporary media, for incorporation into works of art. |
| 3.6 | Create works of art that communicate ideas, themes and feelings. |
| 3.7 | Use color, space, balance, contrast and pattern in works of art. |
| 3.11 | Identify how works of art and craft reflect times, places and cultures. |

Q4.3 Description: Students plan a celebration commemorating the yearly anniversary of the settlement of the island. Students include cultural music, art, games, clothing, food and stories in the celebration. Students plan the celebration for a given number of guests, and make economic decisions to acquire the food, supplies, equipment, and services needed for the celebration.

Project Q4.3 (continued): PBL: Suggested duration = 3 weeks
Celebrate!

Driving Question: What type of celebration would commemorate the yearly anniversary of the settlement of the island and represent the best the island has to offer?

SOLS

Music:

- 3.2 Sing a varied repertoire of songs alone and with others.
- 3.3 Play a variety of pitched and non-pitched instruments alone and with others.
- 3.4 Perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.5 Demonstrate understanding of meter.
- 3.6(3) Respond to music with movement by performing non-choreographed and choreographed movements, including line and circle dances.
- 3.6(4) Respond to music with movement by performing dances and other music activities from a variety of cultures.
- 3.7 Create music.
- 3.8 Explore historical and cultural aspects of music.
- 3.14 Examine ways in which the music of a culture reflects its people's attitudes and beliefs.

Technology:

- C/T 3-5.1 Demonstrate an operational knowledge of various technology.
- C/T 3-5.2 Identify and use available technologies to complete specific tasks.
- C/T 3-5.3 Make responsible decisions-grounded in knowledge of digital safety and security best practices-that pertain to various digital communication tools and methods.
- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.
- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.
- C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.

21st Century:

Critical Thinking, Innovation, Communication, Creativity, Problem Solving, Collaboration

Q4.3 Description: Students plan a celebration commemorating the yearly anniversary of the settlement of the island. Students include cultural music, art, games, clothing, food and stories in the celebration. Students plan the celebration for a given number of guests, and make economic decisions to acquire the food, supplies, equipment, and services needed for the celebration.

Attachment 8

Hillsboro Charter Academy Curriculum Updates February 16, 2015

Curriculum Committee Timeline

Updated: January 14, 2015

Educator Members	Researchers/Parent Members
Tiffany Miller – LCPS Kindergarten Teacher Stacie Kling – LCPS Third Grade Teacher Lisbet Jenkins – LCPS Fourth/Fifth Grade Teacher Anne Rule-Thompson – LCPS Art Teacher Paula Dillon – LCPS Librarian	Erin Austin Stacy Bassett Blanka Kover Joanna Serth

Consultants

HCA has been in contact with and will be utilizing multiple curriculum consultants possibly including but not limited to: local artists, musicians, authors, and educational specialists.

2015 Curriculum Tasks for August 2015 Opening

January

- 2nd Grade Project Development and Scope and Sequence
- Student Learning Plan Components

February

- 1st Grade Project Development and Scope and Sequence
- Student Learning Plan Creation

March

- Kindergarten Project Development and Scope and Sequence
- Portfolio Guidelines Creation

April

- 4th Grade Project Development and Scope and Sequence
- Grade Level Promotion and Retention Guidelines Document Creation

May

- 5th Grade Project Development and Scope and Sequence
- Create Staff Development Plan

June

- Grade K, 1 and 2 Grade Level Rubric Development

July

- Grade 3, 4 and 5 Grade Level Rubric Development

Already completed:

- 3rd Grade Project
- 3rd Grade Scope and Sequence

HCA Student Learning Plan Components

The SLP is a valuable tool to provide personalized learning for each individual child and provides students ownership of their own education. Students will participate in setting goals within the Student Learning Plan. Both the student and teacher will reflect regularly on student progress throughout the school year.

Areas addressed in HCA Student Learning Plan:

Academic Skills: Sets reading and mathematics goals for the year, and responsibilities for meeting these goals. These will be derived specifically from the SOLs.

Life and Career Skills: Sets goals for study skills, such as time management or organization, to advance academic performance.

PBL Projects: At the conclusion of each learning project, students choose which product (art work, brochure, report, poster, diorama) or performance (skit, song, debate, poem) they will do as their final assessment of learning.

Learning Styles Profile: Addresses how each student best processes information and communicates, as well as their preferred learning environment and interests.

Student Interest Inventory: identifies motivating factors for each student in academic content areas visual and fine arts as well as extra curricular activities.

Parent Input Survey: provides parent perspective of student strengths, weaknesses, interests and abilities.

Teacher Input Survey: provides teacher perspective of student strengths, weaknesses, interests, abilities and learning styles.

Sample Daily Description of an HCA Classroom

Monday - Day 1 of Environmental Impact Study Project for Disney Theme Park

7:30 – 7:50 Students arrive, independent morning review work and morning procedures

7:50 – 8:00 Morning announcements and Assembly

8:00 – 8:30 Classroom Morning Meeting:

- a. Introduce the Project with the Challenge
 - i. “Before construction on the park can begin, you are required to complete an environmental impact study on the area.”
 - ii. “Disney is committed to protecting local ecosystems while still creating a fun and safe theme park.”
 - iii. Define environmental impact study as it pertains to this grade level project
- b. Create a class list of key questions which will guide student research
 - i. Clarify the end result expected (multimedia presentation to Disney board about the impact building the park will have on the local environment, and a plan for minimizing the negative effects)
 - ii. Guide classroom discussion to center around “What do we need to know in order to make this end product?”
 - iii. Refer to “5 W’s and H” anchor chart for support generating research questions
- c. Guide the class into setting a “Part 1 Goal” for research (What is an environment, what is an ecosystem, and what environments and ecosystems are found on the lot chosen for the park?)
- d. Assist the students in setting a personal goals for the literature based research session today (ex. “Today I will find the meanings of the words environment and ecosystem, and I will use pictures of the park land to begin identifying ecosystems which exist there. I will use resources to research at least one ecosystem I identify, and I will record 5 details about that ecosystem in my notes.”)
- e. Make a list of resources for student research on the board. (scribble maps, google earth, library links to online resources from school webpage, encyclopedias in the classroom, RLC Library bin in classroom library, Animals bin in classroom library, A to Z books in research magazine bin in classroom library)

8:30 – 9:30 Literature Based Research and Guided Reading with Librarian Push-In co-teaching

- a. Guided Reading Groups are called to meet with the teacher in small groups for about 20 minutes. Theme-based instruction using appropriately leveled texts on research topic:
 - i. A to Z Close Reading Pack with 3 levels of text: How Do Humans and Other Animals Depend on One Another?
 - ii. Instructional focus = main idea/details, paraphrase to monitor comprehension, compare and contrast, nonfiction text features
- b. Students independently research to answer Part 1 Goal Question and record notes on provided graphic organizer
- c. Librarian circulates among students

- iii. To provide individual and small group guidance on keeping a research focus, keyword searches, citing sources, paraphrasing when note-taking.
- iv. Mini-lessons for the next classroom library time will be drawn from the observed needs of the students.

9:30 – 9:45 Shared Writing mini-lesson: Crafting a Well-Written Paragraph to Inform

- a. Share findings of today's research on environments in class discussion
- b. Create a class prewriting web with main idea definition (answer to Part 1 goal question) and supporting details
- c. Model how to vary beginning of detail sentences

9:45 – 10:00 Students write to summarize today's research

10:00 – 10:15 Shared Reading: Goose Creek Report 2014: NF Text Features

10:15 – 10:30 Meet in PBL Groups (Predetermined by teacher)

- a. Review Group Expectations and Responsibilities
- b. Set daily group goal for Design and Engineering time
 - i. Task 1: Draft template for placement of proposal text and graphics in chosen media (poster, slideshow, etc.)
 - ii. Possible daily goals
 - Determine form of presentation media
 - Create draft landscape of Disney park lot before construction
 - Create draft landscape of Disney park lot after construction

10:30 – 11:00 Music: Music in film and advertising – tempo, volume, key, and instrumentation

11:00 – 11:30 PE

11:30 – 11:45 Organize and clean up from morning activities

11:45 – 12:15 Lunch

12:15 – 12:45 Recess and Bathroom Break

12:45 – 1:10 Ecology and Ecosystem mini-lesson

- a. Video: Crash Course Ecology #7 Ecosystem Ecology: Links in the Chain
- b. Note taking points during video
 - i. Definition and examples of ecosystem, population, community
 - ii. Food chain – students give examples
 - iii. Food web – students give examples
 - iv. Human interaction – introduce transfer of toxins, not just energy

1:10 – 1:30 Math and Art mini-lesson for Design and Build project: Plane Shapes in Landscapes

- a. Identify plane shapes by name
- b. Sort shapes by sides and angles – create categories and explain reasoning/attributes
- c. Evaluate shapes and categories of shapes (by number of sides and angles) for use as features of landscape design/drawing
- d. Art instruction – transforming a plane shape into a landscape feature

1:30– 2:20 PBL group design and build time

- a. Review daily group goal for Design and Engineering time
 - i. Task 1: Draft template for placement of proposal text and graphics in chosen media (poster, slideshow, etc.)
 - ii. Possible daily goals
 - Determine form of presentation media

- Create draft landscape of Disney park lot before construction
 - Create draft landscape of Disney park lot after construction
- b. Guidance teacher pushes in for about ten minutes to observe and provide needed mini-lessons on group work

2:20 – 2:50 Enrichment time (Push-in and Pull-out) – **Schedule for the week**

- Monday - Math Gifted pull-out services to extend skill base for PBL project: ***percentages and graphing data***
- Tuesday - Music enrichment for identified students (as per Student Learning Plans) with community mentors and/or music teacher: ***selecting and writing music for proposal presentation***
- Wednesday - Language Arts enrichment for identified students (as per Student Learning Plan) with community mentors and/or gifted teacher: ***poetry and descriptive language in advertising***
- Thursday - Art teacher pushes in to extend instruction for students identified for art enrichment (as per Student Learning Plan): ***proportion and shading***
- Mon. – Thurs. Remedial math and reading instruction with classroom teacher, reading specialist, and computer adaptive technology such as “Headsprout” on Reading A to Z, Dreambox, and Moby Max
- Friday - Practice Presentations

2:50 – 3:00 Wrap Up/Prepare for dismissal

3:05 Dismissal

Sample Description of a day in a PBL Classroom

The early morning is devoted to student arrival and procedural record keeping for the day. During this time, students make their selections for lunch, the teacher takes attendance, homework assignments are turned in, students unpack their bags and organize for the day, and students work on skill review activities at their desk, with a volunteer, or on the computer.

The morning announcements and school-wide gathering mark the official beginning to the day. All classes gather in the assembly room for short announcements and a community-building activity such as singing the school song, a quick update from a class on their PBL project, or an ice-breaker task.

Following the students' return to their classroom, the class conducts a morning meeting. In this meeting, the teacher introduces or reviews the challenge for the current PBL project. During this time, the teacher facilitates student development of planning, goal-setting, organization, and creative thinking by guiding the students to analyze and evaluate the challenge, and develop key questions to guide research. On the first day a challenge is introduced, the class is guided to develop multiple questions which encompass the project from beginning to end. After this initial list of questions is created, the class develops a second, smaller set of key questions which are very specific to the portion of the task on which they are working that day. The creation or revision of this smaller list of key questions occurs every day. The teacher then supports the students as they set daily goals for themselves. Like the key questions for the day, the daily goals are specific to allow students the opportunity for success. The teacher provides mini-lessons and anchor charts to assist the students in developing independence in the formation of key questions and daily goals. Before dismissing the class from the morning meeting, the teacher reminds the students of the available research materials and resources in the classroom.

After the morning meeting, the students jump into the literature based research portion of their day. During this block of time, the teacher provides direct instruction of reading skills to students in small guided reading groups. The texts used in guided reading further support the students' research of the challenge questions. Both fiction and nonfiction texts are used. While the teacher meets with some students for guided reading, the other students work independently to research the key questions for the day, and to meet their daily goals. A multitude of resources are available to the students, including: internet search sites or encyclopedias, books and magazines from the classroom library, books and reference sources checked out from the school library and stored in the classroom, educational websites such as BrainPop and BrainPopJr, pamphlets, brochures, and other printed information from community sources.

On some days, the librarian spends a short amount of time in the classroom circulating around the room and assisting students with their research. The librarian plans instruction for later whole-class library lessons based on the observed needs of the students during these visits. Parent volunteers also circulate through the room during this time, assisting students as they research. The main

focus of all adults assisting during research time is to help the students take ownership of their research by identifying for themselves what they are trying to learn, and how they should best approach their tasks. Focus on key questions and daily goals is essential.

During research time, the teacher meets with multiple guided reading groups. In between those groups, the teacher calls the class to attention for a two or three minute mini-lesson on an observed need (sometimes observed directly by the teacher, sometimes based on parent volunteer feedback). Some examples of mini-lesson topics are: using key words to conduct an internet search, paraphrasing while taking notes, using an index, organizing notes by topic, adjusting to lack of information on a research topic, etc.

After about an hour, there is a shift from reading to writing. The teacher provides a 10-15 minute mini-lesson on a writing skill, which the students then practice as they write a summary of their research for the day. The style of the summary is adapted based on the teacher's targeted writing skill for the day (ex: letter, paragraph, poem, etc.)

The class then continues studying the topic while participating in a shared reading activity with a weekly text provided by the teacher. Shared reading is a short 10-15 minute lesson in which the teacher models a reading comprehension skill, then the students practice the skill by turning and talking to a partner.

Following the shared reading activity, the class finally enters the first transition of the day. The students turn their focus to the afternoon design and building time. In preparation for the afternoon group work session, the teacher assists the students in reviewing expectations for group work and setting goals for the afternoon.

After setting goals for the afternoon, the class heads out to their specials (Music and PE, Library, Art). In music, the teacher continues the PBL project by focusing music instruction on skills the students can use as they create their multimedia presentations. For example, through the umbrella study of music in advertising and film, the music teacher provides instruction on rhythm, mood, tempo, and families of instruments. When the students are further along in their project, the music teacher occasionally pushes into the classroom and pulls out small groups of students to facilitate student application of these skills as they create their presentation.

After specials, the class returns to the classroom to clean up and organize in preparation for the afternoon group work session. Students then have a break in the form of lunch and recess before beginning the afternoon session.

After recess, the teacher presents a video on the science or social studies concept being studied. During the video, the teacher guides students in taking notes on important definitions and concepts.

Next is a mini-lesson on a math skill related to the PBL challenge. Sometimes the skill requires cross-curricular instruction with the art or music teacher. For example, in the study of geometry and the application of geometric shapes to

landscape drawings or paintings, the art teacher co-teaches a combined math/art lesson during this time of the day. In the study of multiplication, division, and patterns, the art teacher co-teaches a lesson on ratios and proportion. In the study of fractions, the music teacher co-teaches a lesson on fractions on a number line. During the math mini-lesson, the students receive guided instruction on applying the skill to the PBL challenge.

After the math or math/specials integrated lesson, the class breaks up into groups for the design and build portion of the day. The design and build time may be used for students to work on their presentation products, or it may be used for mini STEAM challenges in which the end product is not part of the presentation. Some mini STEAM challenges are assigned to give students practical, hands-on experience with concepts crucial to their PBL project.

Before beginning work, student groups review the goals they set for themselves before lunch. The teacher's role during design and build time is to manage the placement and availability of materials, provide guidance to groups regarding focus, teamwork, planning, and expectations, and to make observations regarding instructional needs. The guidance teacher occasionally pushes into the classroom design and build time to observe student needs regarding group or teamwork skills, and leads impromptu mini-lessons based on those needs. The classroom teacher also stops group work one or two times during the work session to provide two to three minute mini-lessons addressing the observed academic needs of the student groups. On occasion, the art or music teacher may push-in during this design and build time to assist the students in the application of music and art skills as they create their PBL products.

To end design and build time, the teacher assists the class in organizing their materials and thoughts. Students are directed to review the goals they set earlier that day, and assess their productivity and success in meeting those goals. The class meets briefly as a large group to share questions or concerns which are recorded on a "parking lot" chart and addressed during the following day's morning meeting. After design and build time, the class moves into the enrichment portion of the day. During this time, students receive differentiated instruction across multiple subjects. Some students receive pull-out or push-in services from the gifted teacher on advanced mathematics or language arts skills. Other students receive remedial instruction in reading or math from the classroom teacher, the reading specialist, or computer adaptive instructional technology such as Moby Max, Headsprout by Reading A to Z, Dreambox, etc. The music and art teacher and volunteer mentors push-in or pull-out individual or small groups of students to extend instruction in art or music, as indicated by the Student Learning Plans.

Attachment 9 – Standard of Learning Exit Standards

Literacy	
Grade 2	Grade 5
<p><u>Reading</u></p> <ul style="list-style-type: none"> • The student will use phonetic strategies when reading and spelling. • The student will use semantic clues and syntax to expand vocabulary when reading. • The student will expand vocabulary when reading. • The student will read and demonstrate comprehension of fictional texts. • The student will read and demonstrate comprehension of nonfiction texts. • The student will demonstrate comprehension of information in reference materials. • The student will demonstrate comprehension of information in reference materials. <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • The student will recognize and use complete sentences. They will use and properly punctuate the four types of sentences. They will capitalize all proper nouns and the starting word of each sentence. They will use the correct spelling for commonly used sight words, including compound words and regular plurals. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • By the end of the year, read and demonstrate comprehension of fictional texts, and poetry. This includes literature, stories, and dramas. This will also include experiencing all different types of genres. • By the end of the year, read and demonstrate comprehension of informational texts, including history/social studies, science, math, and technical texts with fluency and accuracy. <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • The student will: describe the relationship between text and previously read material, identify main idea/details, summarize, describe the author's purpose, make and support opinions, predictions, and conclusions. Identify cause/effect relationships. Identify structural patterns in text. Identify author's use of figurative language. Be able to use comparing and contrasting to describe likenesses and differences.

Literacy	
Grade 2	Grade 5
<p><u>Oral Language</u></p> <ul style="list-style-type: none"> • The student will demonstrate an understanding of oral language structure through the creation of oral stories to share with others. • The student will expand understanding and use of word meanings. They will increase their listening and speaking vocabularies and use vocabulary from other content areas. • The student will use oral communication skills. • The student will orally identify, produce, and manipulate various units of speech sounds within words. They will count phonemes within one-syllable words, blend sounds to make one-syllable words, and segment one-syllable words into individual speech sounds. 	<p><u>Oral Language</u></p> <ul style="list-style-type: none"> • The student will listen, draw conclusions, and share responses in subject-related group learning activities. Participate in and contribute to discussions across the content areas. Communicate new ideas to others. Organize information to present in reports of group activities. Summarize information gathered in group activities. Demonstrate the ability to collaborate. • The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. Organize content sequentially around major ideas. Summarize main points as they relate to main idea or supporting details. Maintain eye contact with listeners. Use appropriate posture. Incorporate visual media to support the presentation. Use gestures to support, accentuate, and dramatize verbal message. Use facial expressions and language that's appropriate to the audience, topic, and purpose. • The student will learn how media messages are constructed and for what purpose. Be able to differentiate between auditory, visual, and written media messages. Identify characteristics and effectiveness of a variety of media messages.

Literacy	
Grade 2	Grade 5
<p><u>Writing</u></p> <ul style="list-style-type: none"> • The student will maintain legible printing and begin to make the transition to cursive. • The student will write stories, letters, and simple explanations. • The student will edit writing for correct grammar, capitalization, and punctuation 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. • The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. • The student will find, evaluate, and select appropriate resources for research projects.

Mathematics	
Grade 2	Grade 5
<p><u>Number and Number Sense</u></p> <p>The student will be able to do the following by the end of the year:</p> <ul style="list-style-type: none"> • Read, write, and identify the place value of each digit in a three-digit numeral • Round two-digit numbers to the nearest ten • Compare two whole numbers between 0 and 999, using symbols ($>$, $<$, or $=$) and words (<i>greater than</i>, <i>less than</i>, or <i>equal to</i>) • Identify the ordinal positions first through twentieth • Identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths and write the fractions • Compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths • Count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10 • Count backward by tens from 100 • Recognize even and odd numbers <p><u>Computation and Estimation</u></p> <p>The student will:</p> <ul style="list-style-type: none"> • Recall addition facts with sums to 20 or less and the corresponding subtraction facts • Estimate the sum • Find the sum, using various methods of calculation • Solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs <p>Recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction</p>	<p><u>Number Talks</u></p> <ul style="list-style-type: none"> • The student will create and solve single-step and multi-step practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers. • The student will determine the amount of elapsed time in hours and minutes within a 24-hour period. • The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs. <p><u>Whole Number Operations & Applications</u></p> <ul style="list-style-type: none"> • The student will create and solve single-step and multi-step practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers. • Identify and describe the characteristics of prime and composite numbers. • Identify and describe the characteristics of even and odd numbers. • The student will investigate and describe the concept of a variable. They will be able to write an open sentence to represent a given mathematical relationship, using a variable; model one-step linear equations in one variable, using addition and subtraction; and create a problem situation based on a given open sentence using a single variable. <p>The student will find area and perimeter in standard units of measure for grid areas.</p>

Mathematics	
Grade 2	Grade 5
<p><u>Patterns, Functions, and Algebra</u></p> <p>The student will:</p> <ul style="list-style-type: none"> Identify, create, and extend a wide variety of patterns Solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences Demonstrate an understanding of equality by recognizing that the symbol $=$ in an equation indicates equivalent quantities and the symbol \neq indicates that quantities are not equivalent 	<p><u>Patterns and Properties</u></p> <ul style="list-style-type: none"> The student will investigate and recognize the distributive property of multiplication over addition. The student will evaluate whole number numerical expressions, using the order of operations limited to parenthesis, addition, subtraction, multiplication, and division. The student will describe the relationship found in number pattern and express the relationship. <p><u>Comparing and Applying Rational Number Concepts</u></p> <ul style="list-style-type: none"> Elapsed time. The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth. The student will recognize and name fractions in their equivalent decimal form and vice versa, and compare and order fractions and decimals in a given set from least to greatest and greatest to least. The student will make predictions and determine the probability of an outcome by construction a sample space. The student will describe the relationship found in a number pattern and express the relationship.

Mathematics	
Grade 2	Grade 5
<p><u>Measurement</u> The student will:</p> <ul style="list-style-type: none"> Count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less Correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.) Estimate and measure <ol style="list-style-type: none"> length to the nearest centimeter and inch; weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and liquid volume in cups, pints, quarts, gallons, and liters. Tell and write time to the nearest five minutes, using analog and digital clocks; Determine past and future days of the week; Identify specific days and dates on a given calendar Read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees 	<p><u>Rational Number Operations & Measurement Applications</u></p> <ul style="list-style-type: none"> The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form. The student will find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, and be able to create and solve practical problems involving decimals. The student will find perimeter in standard units of measure. Identify equivalent measurements within the metric system. Estimate and then measure to solve problems, using both customary and metric units. The student will describe the relationship found in a number pattern and express the relationship.

Mathematics	
Grade 2	Grade 5
<p><u>Geometry</u></p> <p>The student will:</p> <ul style="list-style-type: none"> • Draw a line of symmetry in a figure • Identify and create figures with at least one line of symmetry • Identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism) 	<p><u>Classifying and Subdividing Plane Geometric Figures</u></p> <ul style="list-style-type: none"> • The student will measure right, acute, obtuse, and straight angles. • The student will classify angles as right, acute, obtuse, or straight. Triangles as right, acute, obtuse, equilateral, scalene, or isosceles. • The student using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid) will define them, investigate and describe the results of combining and subdividing plane figures. • The student will identify and describe the diameter, radius, chord, and circumference of a circle.
<p><u>Probability and Statistics</u></p> <p>The student will:</p> <ul style="list-style-type: none"> • Use data from experiments to construct picture graphs, pictographs, and bar graphs; • Use data from experiments to predict outcomes when the experiment is repeated; and • Analyze data displayed in picture graphs, pictographs, and bar graphs. 	<p><u>Data and Statistics</u></p> <ul style="list-style-type: none"> • The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs. • The student will describe mean, median, mode as measures of center. Describe mean as fair share. Find the mean, median, mode, and range of a set of data. Describe the range of a set of data as a measure of variation.

Social Science	
Grade 2	Grade 5
<p><u>History</u></p> <ul style="list-style-type: none"> • The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. • The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest. • The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population. <p><u>Geography Concepts</u></p> <ul style="list-style-type: none"> • The student will develop map skills by identifying geographic locations on a map, including the United States, Virginia, China, and Egypt. • <p><u>Geography Skills</u></p> <p>The student will be able to construct a simple map to include a title, legend, and compass.</p>	<p><u>History</u></p> <ul style="list-style-type: none"> • The student will learn the historical importance of each of the six regions of study in the United States. <p><u>Geography Concepts</u></p> <ul style="list-style-type: none"> • The student will identify the five themes of Geography. • <p><u>Geography Skills</u></p> <ul style="list-style-type: none"> • The student will identify, read, and use maps and globes. • The student will use maps, globes, photographs, pictures, and tables to identify and describe the location of the geographic regions of North America. • The student will analyze and interpret maps that include major physical features; including elevation. <p>The student will use parallels of latitude and longitude to describe hemispheric conditions.</p>

Social Science	
Grade 2	Grade 5
<p><u>Economics</u></p> <ul style="list-style-type: none"> • The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings). • The student will distinguish between the use of barter and the use of money in the exchange for goods and services <p>The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</p> <p><u>Civics</u></p> <ul style="list-style-type: none"> • The student will explain the responsibilities of a good citizen • The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans. • The student will understand that the people of Virginia have state and local government officials who are elected by voters • The student will understand that the people of Virginia have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles • 	<p><u>Economics</u></p> <ul style="list-style-type: none"> • The student will describe the importance of different types of land/water forms in each region in terms of trade, transportation, and industry. • The student will describe the specific characteristics of each region that contribute directly to its economy. <p>The student will identify products/goods/services unique to each region that benefit its economy.</p> <p><u>Communities and Culture</u></p> <ul style="list-style-type: none"> • The student will apply the concept of a region by explaining how regional landscapes and the cultural characteristics of human populations affect each other.

Science	
Grade 2	Grade 5
<p><u>Demonstrates the use of experimental design during scientific inquiry</u></p> <ul style="list-style-type: none"> The second-grade standards continue to focus on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing unusual or unexpected data are stressed as skills needed for using and validating information. <p>•</p> <p><u>Physical Science</u></p> <ul style="list-style-type: none"> The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals <p>The student will investigate and understand basic properties of solids, liquids, and gases</p>	<p><u>Demonstrates the use of experimental design during scientific inquiry</u></p> <ul style="list-style-type: none"> Classification keys/ dichotomous keys Estimate length, mass, and volume Use thermometer, meter stick, balance, graduated cylinder for making quantitative observations and accurate measurements of length, mass, volume, and elapsed time. Plan and conduct investigations. Collect, record, organize, and report data. Represent data in graph form Make predictions Identify and analyze manipulated variables and responding variables. (Independent & Dependent) Distinguish between observations and inferences. Distinguish between qualitative and quantitative observations. <p><u>Sound</u></p> <ul style="list-style-type: none"> Sound travels in compression waves. Label and interpret the parts of a wave. Transmission of sound through different medias (solids, liquids, gases) Waves vs rays Pitch/frequency/vibrations/compressions Compare and contrast hearing ranges. Uses and applications (musical instruments, voice/hearing, sonar, animal sounds) Sound productions • Absorption

Science	
Grade 2	Grade 5
<p><u>Life Science</u></p> <ul style="list-style-type: none"> • The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow • The student will investigate and understand that living things are part of a system <p><u>Earth Science</u></p> <ul style="list-style-type: none"> • The student will investigate and understand basic types, changes, and patterns of weather • The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings <p>The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> • Visible Spectrum • Light waves, wavelength, transverse waves • Light travels in a straight line • Reflection, refractions, absorption, transmission, velocity, and dispersion • Opaque, transparent, and translucent • Speed of light • Diagram and label a light wave. <p>Prisms</p> <p><u>Structure and Phases of Matter</u></p> <ul style="list-style-type: none"> • Atoms, molecules, elements, compounds • Mixtures and solutions • Effect of temperature on phases of matter • Construct/interpret models of atoms and molecules • Solids, liquids, gases • Differentiate between physical and chemical changes. • Describe density, volume, and mass. • Know how the compare and contrast evaporation, condensation, sublimation, melting, freezing, and boiling. <p><u>Cells and Organization of Living Organisms</u></p> <ul style="list-style-type: none"> • Basic cell structure and functions • Life processes • Compare/contrast plant and animal cells • Vascular vs non-vascular plants • Parts and functions of plants • Compare/contrast vertebrates and invertebrates • Compare/contrast organisms • Classification system of living things. (kingdoms)

Science	
Grade 2	Grade 5
•	<p><u>Ocean Environment</u></p> <ul style="list-style-type: none"> • Geological characteristics: continental slope, shelf, rise, trench, abyssal plain, mid-ocean ridge, and the aquatic zones. • Physical characteristics including currents, waves, tides, salinity, depth, pressure, and the Gulf Stream • Ecological characteristics: ecosystems, marine organisms, and food chain/webs <p><u>Changing Earth</u></p> <ul style="list-style-type: none"> • Rock cycle • Identify rock types: igneous, metamorphic, sedimentary • Earth's history: fossil evidence • Earth's interior structure • Plate tectonics • Boundaries: convergent, divergent, transform • Weathering, erosion, depositions • Human impact

Hillsboro Charter Academy Channels: After School Program

Concept: Children learn best when they have an opportunity to approach a new experience that stimulates all of their learning channels. Every after school activity will be designed to reinforce the STEAM approach in the school day while engaging the visual, auditory and kinesthetic learning channels. Channels will be open to all children enrolled in the Hillsboro Charter Academy. The program will enable children to be engaged in an enriched after school experience that allows for a wide variety of family schedules.

Basic Design: Children will be enrolled per semester, or even month, for a minimum of 3 days per week. Each child will participate in 1-2 activities per day. How many activities are offered in a given session will depend on how many children we are serving and how many volunteers and activity managers we end up being able to recruit. Some activities are naturally long-running while others may be particularly popular and we may need to offer those in more than one session/semester so that more children get a chance to participate. Some activities may be seasonal for weather reasons.

The activities will change throughout the semester. For example in a semester, there may be cycles where soccer is offered for 4-8 weeks followed by yoga for 4-8 weeks, etc. A child's activity slot may change enabling them to do more things over the course of the semester. There may be activities that cannot have too many children participating at once and those might be offered in more than one session so that the kids could rotate in and out of those programs.

Example schedule:

3:05 – End of regular school day

3:05 – 3:20 – Free play time/snack

3:20 – 4:10 – Activity #1 (children may be divided by age/grade)

4:10 – 4:40 – Homework/tutoring & Pickup time for Children only enrolled in 1 block

4:40 – 5:30 – Activity #2 (children may be divided by age/grade)

5:30 – End of Channels day

Staffing: *We are currently exploring the legal/state requirements regarding child/adult ratios for after school programs*

Coordinator (1): (PT Paid position, HCA employee) In charge of scheduling and organizing the sessions. Will work with the school operations manager to make sure that fees are paid and any paid activity managers are paid. This can be done outside hours of operation.

Site Manager (1): (PT paid HCA employee) May combined with coordinator position for 1 FTE. Lead person in charge of the day to day operations of the program. Must be present in the hours of operation and may take on a monitoring role during free play and homework session.

Activity Managers (2-4 at a time): (May be volunteer or paid) A rotating cast of people who bring in their expertise to run a particular activity. The length of commitment will depend on which structure option is chosen above. They will be expected to run 1-2 groups per day, depending on the activity schedule. Activity managers may be brought in from outside organizations, i.e.: martial arts schools, dance schools, art schools, etc. Or they may be volunteers who bring with them a particular skill or interest that they want to share with the children, i.e.: Lego club, nature club, etc.

Parent Volunteers (2-4 at a time): (May sign up to come daily or on particular days of the week) A rotating cast of parents who come to help out as monitors during free play, homework helpers, tutors, activity helpers. These volunteer hours will count toward the volunteer hours required for Charter family participation.

Funding/Fees: Channels will be a paid after school program. In order to have sufficient engagement and funding for each activity session children must be enrolled for a minimum of 2 days per week. 5 day per week participation will be encouraged and incentivized by a sliding scale fee schedule. We will look to undercut costs of other after school programs with fundraising efforts and the use of volunteers to donate time and expertise to the activities. Additionally, serving all populations is a primary focus of HCA and as such there will be a pro-rated fee schedule based on financial qualifications similar to the free/reduced lunch system. HCA may be able to offer some scholarship opportunities, and families will be guided to seek assistance through family services.

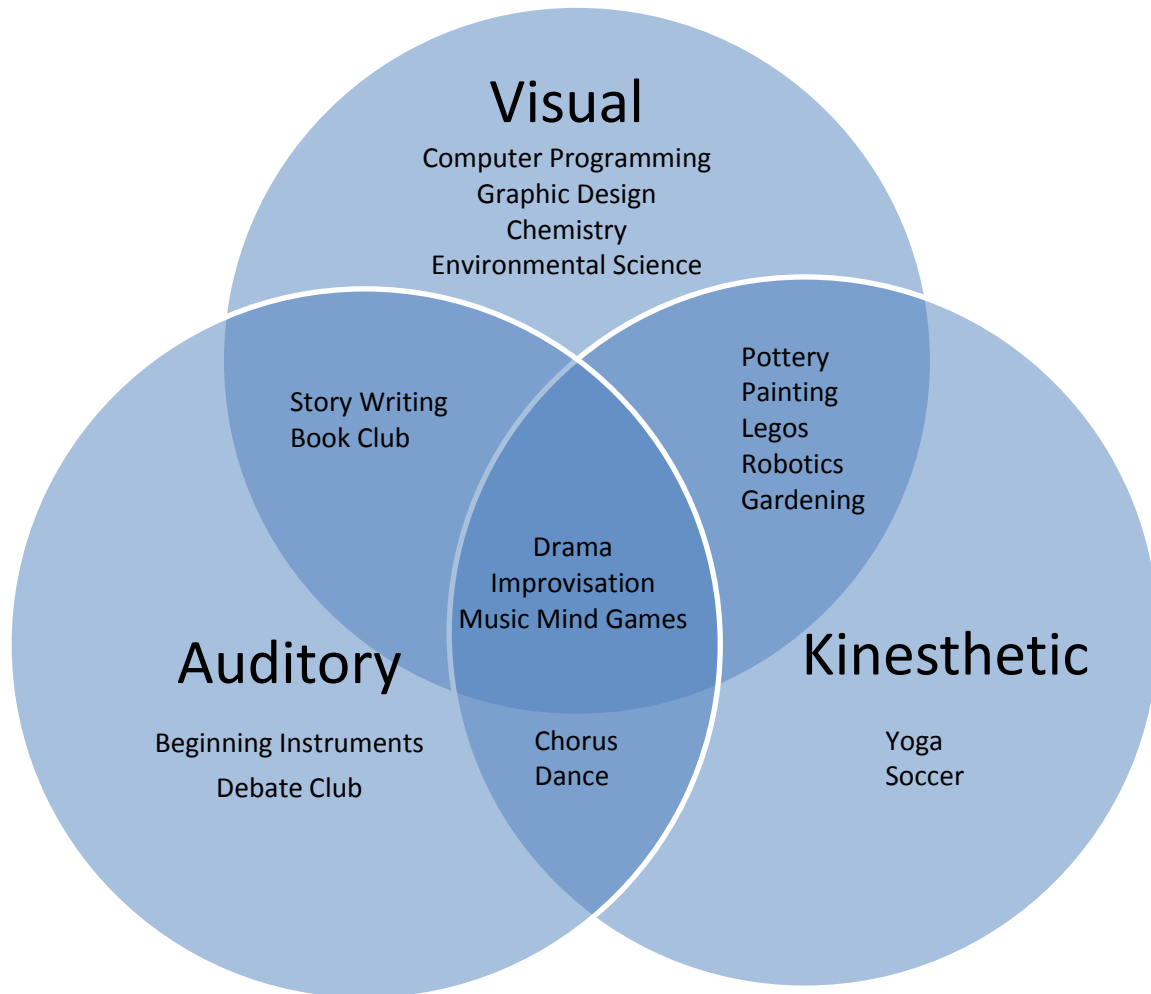
Sample Fee Schedule: 4 Week Session

Full Program \$200 - 5 days (\$10/day) \$176 - 4 days (\$11/day) \$150 - 3 days (\$12.50/day) \$120 - 2 days (\$15/day)	Block 1 only: \$140 - 5 days (\$7/day) \$128 - 4 days (\$8/day) \$108 - 3 days (\$9/day) \$88 - 2 days (\$11/day)
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Surcharge of \$5/day for Music Channel classes or other Special Features with higher costs. Instrument rental costs would be incurred by the families, but we intend to seek preferred customer pricing with several music rental providers.

Physical Space: Activities will be assigned to specific areas of the school depending on the type of activity, Examples are: Library for homework, the stage for dance/drama/yoga, the playground & gym for sports, the cottage for music/art, the computer classroom for anything using specific software.

Hillsboro Charter Academy
Channels: After School Program



Channels

Sample Schedule

		Monday			Tuesday			Wednesday			Thursday			Friday		
Wk	Block	Channel 1	Channel 2	Music Channel	Channel 1	Channel 2	Music Channel	Channel 1	Channel 2	Music Channel	Channel 1	Channel 2	Music Channel	Channel 1	Channel 2	Music Channel
1	1	Physical Fun	Odyssey	Brass	Math League	Pottery	Woodwinds	Writing	Scratch	Percussion	Improv	Gardening	Strings	Physical Fun	Engineering	Band
	2	Legos	(Continued)		Strategy Games	(Continued)		Physical Fun	(Continued)		MM Games	(Continued)		Computer Lab	(Continued)	
2	1	Physical Fun	Odyssey	Brass	Math League	Pottery	Woodwinds	Writing	Scratch	Percussion	Improv	Gardening	Strings	Physical Fun	Engineering	Band
	2	Legos	(Continued)		Strategy Games	(Continued)		Physical Fun	(Continued)		MM Games	(Continued)		Computer Lab	(Continued)	
3	1	Physical Fun	Odyssey	Brass	Math League	Pottery	Woodwinds	Writing	Scratch	Percussion	Improv	Gardening	Strings	Physical Fun	Engineering	Band
	2	Legos	(Continued)		Strategy Games	(Continued)		Physical Fun	(Continued)		MM Games	(Continued)		Computer Lab	(Continued)	
4	1	Physical Fun	Odyssey	Brass	Math League	Pottery	Woodwinds	Writing	Scratch	Percussion	Improv	Gardening	Strings	Physical Fun	Engineering	Band
	2	Legos	(Continued)		Strategy Games	(Continued)		Physical Fun	(Continued)		MM Games	(Continued)		Computer Lab	(Continued)	
5	1	Photography	Engineering	Brass	Mega Math	Odyssey	Woodwinds	Math League	Paint/Pastels	Percussion	Physical Fun	Drama	Strings	Science Club	Gardening	Band
	2	Physical Fun	(Continued)		Physical Fun	(Continued)		Book Worms	(Continued)		Computer Lab	(Continued)		Our World	(Continued)	
6	1	Photography	Engineering	Brass	Mega Math	Odyssey	Woodwinds	Math League	Paint/Pastels	Percussion	Physical Fun	Drama	Strings	Science Club	Gardening	Band
	2	Physical Fun	(Continued)		Physical Fun	(Continued)		Book Worms	(Continued)		Computer Lab	(Continued)		Our World	(Continued)	
7	1	Photography	Engineering	Brass	Mega Math	Odyssey	Woodwinds	Math League	Paint/Pastels	Percussion	Physical Fun	Drama	Strings	Science Club	Gardening	Band
	2	Physical Fun	(Continued)		Physical Fun	(Continued)		Book Worms	(Continued)		Computer Lab	(Continued)		Our World	(Continued)	
8	1	Photography	Engineering	Brass	Mega Math	Odyssey	Woodwinds	Math League	Paint/Pastels	Percussion	Physical Fun	Drama	Strings	Science Club	Gardening	Band
	2	Physical Fun	(Continued)		Physical Fun	(Continued)		Book Worms	(Continued)		Computer Lab	(Continued)		Our World	(Continued)	
9	1	Crafting	Debate Club	Brass	Book Worms	Chess	Woodwinds	Physical Fun	Odyssey	Percussion	Mega Math	Drama	Strings	Math League	Scratch	Band
	2	Strategy Games	(Continued)		Improv	(Continued)		Computer	(Continued)		Book Worms	(Continued)		MM Games	(Continued)	
10	1	Crafting	Debate Club	Brass	Book Worms	Chess	Woodwinds	Physical Fun	Odyssey	Percussion	Mega Math	Drama	Strings	Math League	Scratch	Band
	2	Strategy Games	(Continued)		Improv	(Continued)		Computer	(Continued)		Book Worms	(Continued)		MM Games	(Continued)	
11	1	Crafting	Debate Club	Brass	Book Worms	Chess	Woodwinds	Physical Fun	Odyssey	Percussion	Mega Math	Drama	Strings	Math League	Scratch	Band
	2	Strategy Games	(Continued)		Improv	(Continued)		Computer	(Continued)		Book Worms	(Continued)		MM Games	(Continued)	
12	1	Crafting	Debate Club	Brass	Book Worms	Chess	Woodwinds	Physical Fun	Odyssey	Percussion	Mega Math	Drama	Strings	Math League	Scratch	Band
	2	Strategy Games	(Continued)		Improv	(Continued)		Computer	(Continued)		Book Worms	(Continued)		MM Games	(Continued)	

HCA Attachment 11

Volunteer Guidelines and Procedures

The Hillsboro Charter Academy (HCA) is committed to providing an exemplary STEAM- and project- based education for your child. The HCA staff believes that family involvement in the classroom, and in the child's personal education, is a necessary complement to our academic program. A culture of volunteerism is fundamental to the concept of a self sufficient charter school. For this reason, we strongly request that you and your family become regular volunteers in the school. We recommend that each family contribute a minimum of 5 hours of volunteer time per quarter. We will have many, varied opportunities to volunteer throughout the school year, and we hope to see you often.

At the beginning of the school year, all family members who would like to volunteer at HCA will be asked to fill out and return a Volunteer Registration Form. On this form, an individual will indicate which level of volunteer position they would like to participate in. Below is an explanation of the requirements for each volunteer level:

All volunteers (A, B & C) are asked to provide contact information filled out on Volunteer Registration form.

Level B Volunteers are asked to undergo tuberculosis screening, instruction in basic rules of interacting with students provided at a back to school night by the PTO, and acceptable use policies for online access.

Level A volunteers are asked to meet the requirements of level B volunteers as well as undergo identification check against the National Sex Offender Registry,

Volunteer Opportunities ([enter website here](#))

HCA has an online system for posting and selecting the volunteer opportunities at the school. Staff will regularly post requests for volunteers on the website throughout the year. Staff may also use ([program/site here](#)) to post requests for special project or classroom supplies. Volunteers may login to

([program/site here](#)) to sign up for a volunteer posting or to sign up to bring supplies. Additionally, we will also provide a printed monthly list of volunteer postings in your child's take-home folder. Families can then either note their volunteer choice on the handout and return it to the school, or contact the school directly ([phone number and email address](#)). When volunteer opportunities are posted, they are categorized as Level A, B, or C.

Level C: General grounds or garden projects, office-related jobs, fundraising, lesson preparation help for teachers, any off-campus assistance that may be able to be done from home in off hours

Level B: Classroom helpers, extra hands for projects, creating hallway displays, assisting with school plays/productions, Field Day support, lunchroom, and library helpers. These are types of jobs interacting with students with direct supervision by staff.

Level A: Field trips chaperones, tutoring or mentoring students, any position allowing indirect supervision by staff.

Guidelines for Volunteers

All volunteers must follow Loudoun County Public Schools (LCPS) Policy and Guidelines concerning classroom and personal conduct while on school property, as dictated by the LCPS Policy Manual, available online at (http://www.loudoun.k12.va.us/cms/lib4/VA01000195/Centricity/Domain/9/entire_policy_manual.pdf).

In addition, Hillsboro Charter Academy recommends the following practices for all volunteers:

- Regularly check the online volunteer website. Postings are possibly added and removed on a daily basis.
- Please do not bring any other children to school during your volunteer activities. The HCA staff and students need your full attention.
- Do bring your talents and expertise to the classrooms! We welcome your presentations and discussions with the students about your job, talents, or hobbies. Coordinate with the classroom teacher ahead of time.
- Remember that when you are volunteering in the classroom, you are there to support and assist the staff in their specific goals.
- Please arrive and depart promptly as scheduled. The teachers have a schedule to keep.
- Please report a change in plans or cancellation as soon as possible to the staff affected. If the cancellation occurs a few days prior to the job, please free up the job on our volunteer computer system (**name/address of computer system**) so another might take your place.
- Remember that discipline is the responsibility of the HCA staff, not yours. If discipline problems arise, please notify a staff member.
- Maintain a positive and supportive atmosphere for our students at all times.
- As a volunteer, you may be afforded access to or knowledge of personal information through documents or conversation about students or staff. We ask that you treat this information as confidential. Please do not discuss or disseminate confidential information to anyone outside of appropriate HCA or LCPS staff members.
- All individuals entering school property during instructional hours for volunteering must check in and out at the computer terminal in the main office at the beginning and end of their time on campus.

Volunteer Registration

To volunteer at Hillsboro Charter Academy, please fill out and return this registration form for each individual who will be volunteering. Please select which Level (A, B, or C) of volunteer opportunity you would like to register for. Each Level has its own set of requirements, listed below. Note that Level A registrants can volunteer for any posting. Level B registrants can volunteer for any Level B or C posting. Level C registrants can only volunteer for Level C postings.

Parent/Guardian (print)_____

Student(s) and Grade(s) _____

Phone number _____

Email address _____

Mailing address _____

I would like to register as a:

- ☐ **Level C** (General grounds or garden projects, office-related jobs, fundraising, lesson preparation help for teachers, any off-campus assistance)

Requirements:

Please provide the contact information listed above.

- ☐ **Level B** (Classroom helpers, extra hands for projects, creating hallway displays, assisting with school plays/productions, Field Day support, lunchroom, and library helpers. These are types of jobs interacting with students with “direct supervision” by staff)

Requirements:

Please provide contact information above, attend a Volunteer Training Session, on Back to School Night or at the first PTA meeting of the school year, and complete a Tuberculosis Screening.

- ☐ **Level A** (Field trip chaperones, tutoring or mentoring students, any position allowing “indirect supervision” by staff)

Requirements:

Please provide contact information above, attend a Volunteer Training Session, on Back to School Night or at the first PTA meeting of the school year, complete a Tuberculosis Screening, and be free of convictions for any sexual offenses.

Please note, your identity will be checked against the National Sex Offender Registry list, in order to qualify for Level A volunteer opportunities.

Please sign below stating you are aware of the requirements for registering to volunteer at Hillsboro Charter Academy at the Level you have selected above.

Signature(s)

Hillsboro Charter Academy Volunteer Jobs

The volunteer opportunities that will be available to the families of Hillsboro Charter Academy (HCA) will be varied and numerous. Below is a list of some of these opportunities:

- In-class assistance with classroom activities, projects, remediation, make-up work, paperwork, hallway and room decorations, or any other helpful task designated by the teacher
- Lesson or material preparation work, photocopying, laminating, stapling, and sorting as needed for lessons and projects
- Chaperoning field trips
- Lunch room helpers or monitors
- Library helpers or aides, shelving, straightening books, repairing books, or preparing new material for use
- Office aide, front door monitoring, greeting, answering phone, seasonal decorating, or mail sorting
- Flower garden and educational garden planning, planting, and maintenance
- Miscellaneous groundskeeping and beautification
- Fundraising, ongoing and special events (yearly auction)
- Whole school events, annual plays or any other special projects
- PTA monthly meetings
- PTA events, preparations, assisting during events, and clean-up
- After School Channels Program, volunteers and activity managers
- Purchasing with PTO funds supplies for staff, project supplies for extra experiments or projects, supplemental art and music supplies, extra library books or educational media, educational computer programs for the school as requested by staff