



Charter Schools Institute  
State University of New York

# TAPESTRY CHARTER SCHOOL

**FINAL CHARTERED AGREEMENT**

Sec. 2852(5) Submission to the Board of Regents

VOLUME 2 OF 6

**REDACTED COPY**



ASSISTANT COMMISSIONER  
OFFICE OF REGIONAL SCHOOL AND COMMUNITY SERVICES  
ROOM 476 EBA  
Tel. 518/474-4817  
Fax 518/474-7558

March 7, 2001

VIA FAX AND REGULAR MAIL

Mr. Robert J. Bellafiore  
President  
Charter Schools Institute  
74 North Pearl Street, 4<sup>th</sup> Floor  
Albany, New York 12207

Dear Mr. Bellafiore:

The Charter School Review Panel has reviewed the February 27 amendment to the proposed charter for the Tapestry Charter School. As a result, several areas require further clarification.

- (1) The response to Item 1 of the February 27 reply is unresponsive. The question did not ask for a description of the instructional strategies that will be used. Please indicate clearly whether the proposed charter school intends to target "at risk" students, and if so, provide a definition of "at risk" that includes measurable academic criteria.
2. The response to Item 2 in the February 27 reply is inadequate. Provide evidence that students will meet or exceed the New York State performance standards set by Board of Regents by following the learning standards from the states of Virginia and Minnesota.
- (3) The response to Item 4 of the February 27 response is inadequate. Please provide copies of the curricula for Family and Consumer Sciences, Career Development and Occupational Studies, and Technology. Note that the teaching of technology is different from the use of computer technology "at times, in each curricular area where appropriate." Without such curricula, there can be no reasonable assurance that the subject matter will be integrated into other curricular areas, as the amendment asserts.
- (4) The response to Item 5 contained in the February 27 reply is inadequate, regarding the question of instruction. Please refer to #3 above.
- (5) The response to Item 6 contained in the February 27 reply is largely unresponsive. Please clarify the purpose and staffing of the after-school program. Since it is not a mandatory program, explain in detail how students will have remedial plans implemented at this time. Explain how students who do not attend the after-school program will have their remedial plans implemented. If the staff of the after-school program will be employees of Friends of Tapestry, Inc., explain why they will be

responsible for the implementation of any remedial plans, and explain how the proposed charter school will monitor this.

⑥ The response to Item 7 of the February 27 reply is unresponsive. Please provide the requested information.

⑦ The response to Item 10 contained in the February 27 reply is unresponsive. Please provide the requested information.

8. The response to Item 16 contained in the February 27 reply is unresponsive. Please provide the requested information.

⑨. The response to Item 24 of the February 27 reply is inadequate. There is no provision in §2854(2)(b) of the Education Law to allow for the enrollment of siblings "to the extent that spots are still available." Please revise.

10. The response to Item 28 contained in the February 27 reply contradicts the response to Item 25. Item 25 asserts that "(t)he school will provide special education services to children as required by the IEP developed by the relevant CSE." Item 28 indicates that "Tapestry Charter School will provide consultant teacher services only." Please clarify the full range of services to be provided, and indicate who will provide them (i.e., the child's district of residence or via contract with an independent provider).

⑪. The response to Item 29 contained in the February 27 reply is unresponsive. Please clearly describe how the school psychologist and the school director will be responsible for ensuring that the services listed on IEPs and all Section 504 plans will be implemented, how they will ensure compliance with the Child Find provisions of IDEA, how they will ensure compliance with IDEA reporting requirements, and how they will ensure compliance with FERPA and IDEA regarding confidential student records.

12. Regarding the response to Item 30 contained in the February 27 reply, please clarify if Ms. Caprow would be dually employed, by both the proposed charter school and by her current employer, the Niagara Falls City School District. If so, please describe how either school would receive the appropriate amount of services.

13. The response to Item 31 requires additional clarification. Please describe how hiring dually certified teachers will enable the proposed charter school to provide special education instruction according to student IEPs. Please describe the proposed staffing patterns or classroom teaching assignments to "dually teach" special education and general education.

14. The response to Item 34 of the February 27 reply is unclear. Please note that anyone providing direct instruction to students must be considered as a teacher and must be appropriately certified per the requirements of §2854(3)(a-1). The use of volunteers will not suffice. Please revise.

15) The response to Item 36 contained in the February 27 reply is unresponsive. Please provide evidence of the promise or actual award of all grants.

16. The response to Item 39 contained in the February 27 reply is unresponsive. Please describe the processes to be used for the annual programmatic audit.

17. Please delete the second sentence of Section 3.7 of the proposed by-laws and revise the first sentence to provide as follows: "Members of the Board of Trustees or any committee thereof may participate in a meeting of such board or committee by videoconferencing if the requirements of the Open Meetings Law for videoconferencing are met."

18) Further clarification is required regarding the proposed discipline policy for students with disabilities, in the December 15 amendment to the proposed charter. The second entry on page 157 needs to be revised. The charter school, not the CSE, must arrange for alternate instruction. Please revise. The proposed charter should also state that services will be provided to enable the child to appropriately progress in the general curriculum and to achieve the goals of his/her IEP. These determinations can be made by charter school personnel in conjunction with the child's special education teacher or provider.

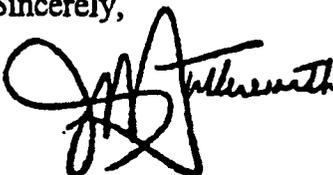
On page 157, #2, second paragraph, add after "no penalty may be imposed" the phrase "and the charter school will work with the CSE to consider a possible program modification".

On page 157, #3, the beginning of the first sentence should be revised to state "The charter school will work with the district to ensure that the district's CSE meets within seven school...".

Please provide the above information to the Charter Schools Unit by 9:00 am on Monday, March 12. The information may be faxed (518-474-3209) or sent to:

Charter Schools Unit  
New York State Education Department  
Room 365 EBA  
Albany, New York 12234

Sincerely,



James R. Butterworth

cc: Darlene Mengel ✓

74 NORTH PEARL STREET, 4<sup>TH</sup> FLOOR  
ALBANY, NEW YORK 12207  
PHONE: 518-433-8277  
FAX: 518-427-6510  
www.newyorkcharters.org

ROBERT J. BELLAFIORE  
PRESIDENT

March 1, 2001

James R. Butterworth  
Assistant Commissioner  
New York State Education Department  
Office of Regional School & Community Services  
Room 475 EBA  
Albany, New York 12234

Dear Mr. Butterworth:

Please find enclosed responses from the applicants for the proposed Tapestry Charter School to the Department's request for information, dated February 16, 2001.

Please be advised that the responses enclosed herein, together with responses to any further requests from the Department, will be subsequently submitted to the Department as an exhibit to a formal amendment to the proposed charter once all signatures will have been obtained. In the meantime, the instant submission allows the Department to proceed with its review without delay.

As to Item 7 of the request for information, in which you ask the applicant to provide descriptions of all areas of the educational program equivalent to that provided for science, please be advised as follows.

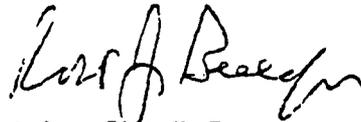
While it is true that the application provides a more highly developed and detailed description of the science curriculum than the other areas of the educational program, each of these other descriptions are more than adequate. As you know, the Charter Schools Act does not prescribe the form and manner in which an applicant must describe its proposed educational program. Rather it requires that the educational program presented meets or exceeds the student performance standards set by the Board of Regents.

Based on our review of the descriptions that the applicants have provided (Item 14, page 40, Application Volume I; Item 19 pages 220-241 Application Volume I; Items 14 and 15, First Amendment, pages 67-123) and a meeting with the lead applicant on November 15, 2000, we have concluded that the educational program does meet the student performance standards set by the Board of Regents. Moreover, based on the descriptions provided, we are confident that the education program is likely to increase learning and achievement and that students who attend

the program provided will have the capacity to meet or exceed each of the applicable Regents' student performance standards.

We trust that the above, together with the enclosed, provides the information and clarification requested. We will submit under separate cover responses from the proposed Stepping Stone Academy Charter School when they are received. Of course, as I know you understand, due solely to the fact that we did not receive the requests until February 22, 2001, though they were dated February 16, 2001, it has been impossible for applicants to provide thoughtful responses by the February 27, 2001 deadline.

Sincerely,



Robert J. Bellafiore  
President

Enclosure

Joy Stanli Pepper  
Tapestry Charter School  
94 St. James Pl.  
Buffalo, New York, 14222

February 27, 2001

Mr. Robert J. Bellafiore  
President  
Charter Schools Institute  
74 North Pearl Street, 4<sup>th</sup> Floor  
Albany, New York 12207

**Re: Tapestry Charter School**

Dear Mr. Bellafiore:

The following is offered in response to the February 16, 2001 correspondence the Charter Schools Institute from James Butterworth of the State Education Department. Please note that the numbers that follow reference specifically the item number in Mr. Butterworth's correspondence.

1. As indicated at Page 275 and 276 of the Tapestry Charter School Application Volume 1, Tapestry Charter School anticipates "that a relatively high percentage of potential Tapestry Charter School students will be at risk because they are currently enrolled in schools that do not recognize students' individual learning styles." Please refer to page 275 for information on strategies for dealing with Tapestry Charter School's students, which include such things as "individual, paired, small and large group activities designed to meet the needs of each student while satisfying the standards set by the State Education Department and the Tapestry Charter School. Smaller class size and part time to full time aides in classrooms will allow for greater attention to and time with each student. Academic subjects scheduled at the same time, across grades, will allow for movement between classes according to ability. Multi-age classrooms provide peer tutoring opportunities, allow children to work at a variety of developmental levels, offer enrichment and remediation within the context of the class."
2. To the extent used, learning standards from Virginia and Minnesota were employed because we felt they were more explicit than New York State standards, and would therefore provide teachers better guidelines for curriculum planning. Please note that the Virginia and Minnesota standards do meet or exceed the New York State performance standards set by the Board of Regents.
3. Page 30 of Volume 1 of the Tapestry Charter School application is hereby changed to indicate that the total number of school days is 180.

4. It is the mission of the Tapestry Charter School to integrate health education, physical education, and family and consumer services into the curriculum, as described in the overview from the Health, Physical Education, and Family and Consumer Sciences Resource Guide. The Tapestry Charter School's mission states that students will develop respect for others, personal and global responsibility, self-discipline, and skills in conflict resolution and violence prevention. The Developmental Studies curriculum material and the Northeast Foundation's teaching strategies, which the Tapestry Charter School has adopted, focus on the character development of each student.

Please note that page 32 of the application indicates that physical education will be offered to each student two hours per week. Page 98 states that science and technology will be taught. Computer technology will be used, at times, in each curricular area where appropriate. This is stated with respect to language arts on page 51, mathematics on page 72, science/technology on page 98 and social studies on page 119 (all of Volume 1 of the application.)

5. Extensive research concerning alternative schools has disclosed to us overwhelming support for a change of venue on Friday afternoons that benefits students, faculty and parents. This is an opportune time for parents to volunteer to teach a subject that interests them and for teachers to offer classes for special projects. It is also an opportune time to utilize the many resources in our community. Clubs may run for six weeks at a time and will include, but not be limited to the following: chess, cooking/banking, drama, literary, magazine/poetry, school newspaper, archaeology, weaving, soccer, computer graphics, community service projects, etc.
6. Page 180 of the first amendment is hereby changed to specify that Friends of Tapestry, Inc. will run an after-school program located at Tapestry Charter School. Friends of Tapestry, Inc. will employ all the employees of the after-school program. Friends of Tapestry, Inc. will pay for all expenses incurred by the after-school program. The program will be open to both Tapestry Charter School students and non Tapestry Charter School students, particularly siblings of Tapestry Charter School students who may be attending other schools.

The purpose of the after-school program is to provide onsite after school supervision, primarily for students attending Tapestry Charter School, so as to eliminate the need for transport to other after care programs. It is not a mandatory program, but is simply a program for (1) the convenience of parents of Tapestry Charter School students and (2) as a means for the Tapestry Charter School to generate additional revenue for the use of its facilities.

Friends of Tapestry, Inc. intends to pay to Tapestry Charter School any and all income, after expenses for rent and use of the facilities. The anticipated revenue from the after school program is noted as other income at page 181 of the revised budget in the December 15, 2000 Responses to Request for Amendment.

7. CSI answer.

8. Page 218 of Volume 1 is hereby changed to indicate that Tapestry Charter School will administer the required New York State elementary assessments to eligible students as follows:
  - 4<sup>th</sup> Grade - English Language Arts
  - 4<sup>th</sup> Grade - Mathematics
  - 4<sup>th</sup> Grade - Science (ESPET)
  - 5<sup>th</sup> Grade - Social Studies
9. Page 123 of Volume 1, under Geography - the fifth performance indicator is hereby changed to reflect the student's community as Buffalo and not Albany.
10. Please see the answer to question no. 4.
11. Authentic assessment consists of actual work samples of each individual student's work, such as writing samples and math journals. It consists of work that is actually done in school and which has been observed by teachers. In particular, please see pages 117 through 126, inclusive, of the December 15, 2000 Responses to Requests for Amendment of the Tapestry Charter School application.
12. The parent evaluation surveys referred to on page 118 of the December 15<sup>th</sup> amendment is hereby changed to indicate that parent evaluation surveys will be developed by an outside independent consultant who is not connected with the Tapestry Charter School, and who has appropriate expertise in developing such evaluation surveys.
13. See attached missing pages requested.
14. Tapestry Charter School will contract with a Work Sampling Systems Consultant who will provide Tapestry Charter School teachers and staff with extensive training, both initially and through follow up training sessions. The consultant will do this by providing in-service training for teachers on data collection techniques. Work Sampling advocates a structured approach to portfolio collection based on collecting two types of work samples: Core Items and Individualized Items. Core items are designed to show growth, over time, by representing an area of learning within a domain on three occasions during the school year. Individualized Items are designed to portray the unique characteristics of the child. They reflect work that integrates several domains of the curriculum. Children and teachers alike are involved in the design, selection and evaluation of Portfolios. Each Portfolio parallels classroom activities, leads to new activities based on the child's progress and interest, and provides a cross section of classroom life that can be understood by teachers, administrators and parents. This tool has been devised with highly specific guidelines (Please refer to pages 120 through 123 in the December 15, 2000 Responses to Requests for Amendment of the Tapestry Charter School application, as well as page 245 in Volume 1 of the application for further information.
16. We believe that pages 278 and 279 provide sufficient information as how the Tapestry Charter School will promote staff involvement in school government.

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17. Regarding pages 278 and 342 of the application and page 133 of the first amendment, the total number of trustees shall and will be nine. This number includes the two parent trustee members referred to on page 278 of the application. Please note that the original application proposed a Board of Trustees of seven including the two parent representative trustees. We decided that the board size should be increased to nine, and accordingly noted this in the December 15, 2000 Responses to Requests for Amendment of the Tapestry Charter School application.
18. The organizational chart at page 137 of the first amendment inadvertently referred to a position of Administrative Assistant instead of Assistant Director. The organizational chart is hereby changed to reflect the position of Assistant Director in place of Administrative Assistant. The position of Administrative Assistant is instead included under clerical and staff, and as such reports directly to the Assistant Director.
19. A copy of the By-Laws is attached.
20. The proposed Code of Ethics is hereby amended to reflect the fact that it applies to employees and officers of the proposed charter school as well as proposed trustees.
21. The proposed Code of Ethics of the Tapestry Charter School is hereby amended to include the following:
  - i. No trustee, officer or employee of a for-profit corporation having a business relationship with the charter school shall serve as a voting member of the Board of Trustees with respect to any issues and/or decisions concerning the business relationship concerning that trustee's corporation.
  - ii. ~~The trustee, officer or employee~~ of any single not-for-profit organization shall <sup>not</sup> hold more than 40 percent of the total seats comprising the Board of Trustees.
  - iii. Board of Trustee members representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions, and shall not vote with respect to any issues and/or matters concerning the business relationship with the Tapestry Charter School.

Please note that the amendment to response to Item 28(a) (December 15, 2000 Responses to Request for Amendment) specifically indicates that two of the Tapestry Charter School founders, Amy Friedman and Steven H. Polowitz, will be members of the Tapestry Charter School Board of Trustees. Steven H. Polowitz, Esq. is a partner of the law firm of Gradl Polowitz & Schwach, LLP and Amy Friedman is the spouse of Kenneth Friedman, Esq., partner of the firm of Hodgson, Russ, Andrews, Woods & Goodyear, LLP. Both of these firms have provided legal services to the founders, much of it being in kind, and both will provide legal services to the Tapestry Charter School. In addition a third member of the Tapestry Charter School Board of Trustees, Dartagnan L. Jackson, Esq. is

an associate with the firm of Hodgson, Russ, Andrews, Woods & Goodyear, LLP. To the extent that the law firms of Gradl Polowitz & Schwach, LLP and/or Hodgson, Russ, Andrews, Woods & Goodyear, LLP provide legal services to the Tapestry Charter School, Steven H. Polowitz, Esq. will recuse himself from any Board involvement in issues, matters, decisions and/or votes concerning services rendered by his law firm. Amy Friedman will recuse herself from any Board involvement in issues, matters, decisions and/or votes concerning services rendered by her husband's law firm, and Dartagnan L. Jackson, Esq. will recuse himself from any and all Board involvement in issues, matters, decisions and/or votes concerning services rendered by his law firm.

22. The application and amendments are hereby changed as follows: Any and all references to the phrase "Board of Directors" are deleted and replaced with the phrase "Board of Trustees." Any and all references to the term "President" (of the Board of Trustees) are deleted and replaced with the term "Chairman", and any and all references to the term "Vice President" (of the Board of Trustees) are deleted and replaced with the term "Vice Chairman".

23. The Tapestry Charter School founders do not have a preferential list of parents who wish to enroll their children in the Tapestry Charter School. As indicated in the answer to question No. 34 of the application, Tapestry Charter School founders have, as part of their outreach and recruitment efforts, "maintained a mailing list of interested parents to whom postcards will be sent announcing the open enrolment. This list includes those people who were sent initial surveys, people who attended public information sessions, as well as anyone else who has indicated an interest in receiving information about the Tapestry Charter School." (See page 379 of Volume II of the application.)

In addition, and as further indicated in the answer to question No. 34 of the application, Tapestry Charter School is currently in the process of doing extensive outreach including public service announcements/press releases in The Buffalo News and in local neighbourhood newspapers, public service announcements on local radio stations, and posting and distribution of flyers. The press releases, public service announcements and flyers are for the purpose of notifying the public of the dates, times and locations for the three (3) public information sessions that have been scheduled, and to provide the public with a telephone number for requesting an application by mail. A list of newspapers, radio stations and flyer distribution points is attached.

The first public information session was held on February 26, 2001, with follow up information sessions scheduled for March 14<sup>th</sup> and March 21<sup>st</sup>. The open enrolment period began on February 26, 2001 and will run through April 3<sup>rd</sup>, with a lottery scheduled for April 5<sup>th</sup>. Tapestry Charter School's marketing and outreach efforts are aimed at getting as wide an audience as possible.

24. Regarding page 143 of the first amendment, Tapestry Charter School will hold a lottery with a drawing to occur as follows: All applications will be sorted by grade and put into separate lottery bins according to that grade. Students will be drawn, one each from kindergarten through 4<sup>th</sup> grade, then starting again at kindergarten and going through 4<sup>th</sup> grade, until all 20 positions for each grade are filled. Since

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the application approved by the Charter Schools Institute includes a space to indicate if applicant has a sibling also applying for admission to Tapestry Charter School, the sibling will immediately be placed as well, to the extent that spots are still available. We believe that drawing applications in this fashion is the fairest means for accommodating sibling preferences.

25. All references in the Tapestry Charter School application to inclusive program or inclusion programs are hereby deleted in their entirety. The Tapestry Charter School will not have an inclusion program. The school will provide special education services to children as required by the IEP developed by the relevant CSE. Tapestry Charter School will provide those services via a special education teacher as required by the IEP. Consistent with the law, Tapestry Charter School expects to ask the Buffalo Public Schools and/or other relevant school districts, as the case may be, to provide those services required by a student's IEP, which the Tapestry Charter School cannot provide.
26. Pre-referral intervention services will be provided to those students who are at risk for failure and/or those students who are not meeting benchmarks. As stated on page 130 of the December 15, 2000 Responses to Requests for Amendments, peer tutors, community volunteers, parents, and staff members will provide these services during unassigned time. Tapestry Charter School does not intend to provide multi-disciplinary evaluations to determine whether the child has a disability, but rather the school will assist in developing an appropriate educational plan for non-disabled students. Alternatives to special education will be used to provide remediation prior to referrals to special education as required by special education regulations. There will be no intent to delay or interfere with referral to special education as stated in the IDEA.  
  
As stated in paragraph 2 on page 130 of the December 15, 2000 Responses to Requests for Amendment, Tapestry Charter School will make referrals to Special Education pursuant to all requirements of Part 200 of the State Education Department Regulations. (See pages 130 and 131 of the December 15, 2000 Responses to Requests for Amendment.)
27. All references to types of disabilities that will be accepted into the Tapestry Charter School which appear on page 131 of the December 15, 2000 Responses to Requests for Amendment are hereby deleted from the Tapestry Charter School application.
28. The Buffalo Public School system will be asked to provide the following related services: speech services, occupational therapy, vision impaired services, and hearing impaired services. Tapestry Charter School will provide consultant teacher services only. Tapestry Charter School will not provide a resource room or special classes.
29. Student records will be maintained in a locked file cabinet in the main (School Director's) office. Access will be limited to professional staff having a direct interest in the child's accumulative and/or special education records and/or

documents. Tapestry Charter School will follow FERPA requirements regarding assurance of appropriate handling of student records.

30. It is not yet known if Ms. Caprow will be available to be hired as a Special Educator/School Psychologist. If she is available, she will be hired. As for the rationale for this proposed hiring, please refer to Ms. Caprow's resume at pages 7 and 8 of the Application and note that she has spent 25 years as an educator working largely in poor urban public school districts (Buffalo and Niagara Falls) as both a Special Education Teacher, and for the last 12 years as a School Psychologist. Ms. Caprow is dually certified in the State of New York as both a Special Education Teacher and a School Psychologist and has an advanced degree in Counsellor Education.
31. Regarding page 253 of the application, it is Tapestry Charter School's intention to hire as many dually certified teachers as possible. We have begun screening potential applicants, several of whom are dually certified, including special education as one area of certification.
32. Pages 254 through 265 of the Tapestry Charter School's application are hereby removed and deleted in their entirety.
33. The Tapestry Charter School will be in full compliance with the requirements of Section 2854(3)(a-1) with respect to maintaining appropriate numbers of state certified teachers. Particularly no more than 30 percent of the teaching staff of the school or five teachers (whichever is less) will be uncertified.
34. Regarding page 446 of the application, there is no budgetary entry for a creative writing teacher. Creative writing is an element of Language Arts, and we intend that a volunteer working with the classroom teacher will mentor students.
35. Page 459 of the budget, footnote 10 is hereby changed to indicate that the school nurse will be a part time position.
36. Please note that a revised budget is included at pages 181 through 188 inclusive of the Tapestry Charter School Responses to Request for Amendment dated December 15, 2000. Regarding budget entries for extended day care, please see the answer to question No. 37 below.

Regarding the line for CSI funding in the amount of \$250,000 for three years, we have been advised by CSI that indeed, the sum of \$350,000 in State Seed Fund monies is a reasonable figure to expect for start-up and the first two (2) to three (3) years of operation. With respect to private grants, we believe that we have made a reasonable estimate of what can be expected in the way of private grants. We have begun the application process to private local foundations, including the Hyde and Baird Foundations, and are awaiting receipt of a grant application from the Walton Family Foundation. Note that we have already received a maximum planning grant in the amount of \$10,000 from the Walton Family Foundation. Finally, Tapestry Charter School will apply for monies from the Federal Charter

Schools Planning and Implementation Grant Program when the application becomes available.

37. The entries at page 457 of the application and page 184 of the December 15, 2000 Responses to Requests for Amendment regarding extended day care workers are hereby eliminated. Please note that a revised budget is included beginning at page 181 of the December 15, 2000 Responses to Request for Amendment. This revised budget includes revenue; a line entitled "other income" under revenue. This line indicates the projected income which will be paid to Tapestry Charter School from Friends of Tapestry, Inc. in connection with rental and use of the facilities for operation of an after school program. Please note that this revised budget does not contain any salaries or associated costs in connection with the after school program.
38. The application is hereby amended to indicate that alternative educational services will be provided within 24 hours to a suspended student in order to comply with the requirements of the Compulsory Attendance Law. For in-school suspensions, regular classroom teachers will meet with students for a minimum of two hours per day to provide alternative educational services. For out-of-school suspensions, a regular classroom teacher or another teacher familiar with the Tapestry Charter School's curriculum will meet with the student for a minimum of two hours per day, either after school at the Tapestry Charter School or in the student's home as necessary.
39. Please note that Section 2851(2)(q) of the Education Law does not refer to programmatic audits, but instead, programmatic audits are referred to in Section 2851(2)(f). Pursuant to said provision, programmatic audits will be done at least once annually, with such audits being comparable in scope to those required of other public schools. Programmatic audits will be done under the direction of the School Director.
40. The Tapestry Charter School will be in full compliance with the requirements of Section 2854(3)(a-1) with respect to maintaining appropriate numbers of state certified teachers. Particularly no more than 30 percent of the teaching staff of the school or five teachers (whichever is less) will be uncertified. In year one, there will be five classroom specific teachers, three teacher aides, all full time and a part time Visual Arts, Music, Dance, Spanish and Physical Education teachers along with a part time Library and Media Specialist. There will also be a half time School Psychologist. For years two through five, please refer to the revised budget, particularly, pages 185 and 186 of the December 15, 2000 Response to Request for Amendment. It is unlikely that Tapestry Charter School will be hiring a teacher certified only in the area of Special Education, as it is the School's intention to hire as many duly certified teachers as possible (please see answer to question No. 31 above). Given the applicant pool we have been screening, we are intending to hire at least one, and perhaps two teachers duly certified, including Special Education as one of their areas of certification.

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41. Page 402 of the application is hereby revised to indicate that student records will be transferred to the Buffalo School District in the event of closure and/or dissolution of the or revocation of the Charter.
42. Lisa Kiristis is a Certified Public Accountant licensed by the State University of New York Education Department, License No. 060446 issued March 21, 1989.
43. The zip code for the proposed charter school at 40 North Street in the City of Buffalo, New York is 14202.

Very truly yours,

Joy Stanli Pepper

QUESTION 13.

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**TAPESTRY CHARTER SCHOOL**  
**Responses to Request for Amendment due December 15, 2000**

**Amendment to Response to Items 14 and 15.d.**

*Please provide further information on the school's plans to track and monitor the progress of individual students against learning standards. In particular, discuss how information gained from various assessments (standardized tests, work sampling checklists, grades, teacher narratives) will be compiled and used to determine placements in specific programs (e.g. reading groups), designate approximate grade level, and determine progression within the school (i.e. from the K-2 classroom to the 3-5 classroom). Describe how standards for proficiency on grade level checklists in the Work Sampling System will be determined and standardized among teaching staff. Describe, also, how this information will be made available and accessible to parents.*

Please note that the Tapestry Charter School will not have a multi-age grouping of Grades 3-5. The grouping is Grades 3-4.

Student progress will be monitored (assessment tools) to determine academic proficiency. The result will be that each child will achieve mastery of subject areas.

**I. Assessment Tools**

The main purpose of assessment is to reflect and analyze the growth of an individual student over a period of time so that the teacher may diagnose and prescribe extended learning opportunities to meet the needs of that student. Assessment of each student will encompass a variety of techniques and tools. It will focus on outcomes, transitions and benchmarks while being mindful of learning styles and multiple intelligences. The student's individual portfolio will be an ongoing compilation of authentic and standardized assessment specifically designed to chart development growth and mastery of the New York State standards. It will include documents designed and created by the faculty, staff, and administration based on the student population and various working models.

**A. Work Sampling System** - Observation checklist (See following pages in this section.)  
including:

- **Anecdotal Records**: Reflecting the child's daily skills-development. Completed by the teacher in preparation for Report to Parents.
- **Developmental Checklists**: Assists teacher in documenting individual growth and progress. Also used by teacher in preparing Report to Parents.
- **Portfolios**: Collections of specific children's works that illustrate their efforts, progress and achievements.
- **Report to Parents**: This will be completed three times a year and shared at a parent/teacher

conference.

B. Language Development Assessment Sheets: Indicating stages of developmental growth in the areas of reading, writing and spelling and math. These will be supported by work samples, audio-tapes, photographs, running records, computer video programs.

C. Student Self-Evaluation: This will be developed by teaching staff. D. Parent Evaluation: This will be developed by teaching staff. E. Terra Nova Standardized Test Results

F. Dunn and Dunn Learning Styles Inventory: Please refer to the answer to question 12.b. There will be parent/teacher conferences three times a year for parents to review their child's portfolio including the developmental checklist and the Report to Parents. When standardized tests are administered, the results will be shared with the parents.

The teacher also might prepare a weekly or monthly newsletter that highlights the current learning events. It would have a tear-off where parents could respond with comments or questions if they choose to do so.

## II. Using the Developmental Guidelines

When using the Work Sampling System, the System's Developmental Guidelines for each age/grade level are the starting point for determining proficiency levels. In a multi-aged classroom each child's folder includes all checklists for that multi-age grouping (Ex. A K1-2 student will have three checklists.) The Developmental Guidelines address seven broad domains of development and learning. Each domain is divided into multiple components, which are further specified by Performance Indicators. The total number of Performance Indicators varies slightly from grade level to grade level, but the average number is 72. In the Developmental Guidelines, each Performance Indicator is elaborated upon with a rationale and some examples. The rationales describe expectations for a given age/grade level and the examples reveal some of the many ways that students at that age/grade level demonstrate a given Performance Indicator. The Developmental Guidelines are presented in two different formats: single age/grade levels (age 3 to grade 3 or kindergarten to grade 5) across a two-page spread. The latter format is particularly useful in multi-age classrooms.

## III. How Work Sampling is Used

The following example will help to illustrate how a teacher might use the rationales in the Developmental Guidelines to determine grade-level proficiency:

In the component of Literature and Reading under the domain of Language and Literacy, there is a Performance Indicator related to reading comprehension. If a teacher has a class of kindergartners, first, and second graders, she would first read the following three Performance Indicators and rationales:

**KINDERGARTEN**

Retells information from a story.

An important pre-reading skill is the ability retell a story in sequence and to show understand of what has been read aloud.

**FIRST GRADE**

Understands and interprets a story or other text.

When first graders recall a part of a story they have heard read, relate a story to their own experience, or notice something about a story (a pattern, a rhyme, the way the pictures tell the story), they show they are making sense of text.

**SECOND GRADE**

Understand and interprets a story or other text.

Second graders demonstrate understanding of what they have read by recalling story details, relating a story to personal experience, and suggesting an interpretation of the events or characters in the story.

After reading these three rationales, the teacher would use observational data and work samples to reflect on everything she knows about a particular student. She would match her documentation to the rationale that most closely aligns with the student's performance, thus determining that student's proficiency level.

As teachers use the Work Sampling System, they become increasingly familiar with these rationales and examples for the age/grade levels they teach. A working knowledge of the Guidelines and consistent interpretation of expectations among the school's faculty is achieved through repeated readings, collegial discussion, and ongoing professional development. By engaging in periodic review and analysis of observational data and samples of student work, teachers develop in-depth knowledge of age/grade level expectations and a common set of criteria for evaluation.

An effective staff development plan for the Work Sampling System goes far beyond an initial two or three-day workshop. Experience in varied sites reveals that a sustained focus on using assessment data from multiple sources to understand and make informed decisions about individual students is the key to successful implementation. Once teachers and administrators in a school go beyond the mechanics of the Work Sampling System to a deeper level of understanding about the relationship among instruction, curriculum, and assessment for each individual student, they move closer to a truly standards-based, learner-centered approach to education.

Communicating with families is also a critical element in this effort. When using the Work Sampling System, teachers engage in the familiar practices of family conferences and written reports. Because of its emphasis on data from observation and from the analysis of student work, teachers discover, in a very short time, that they are able to give families very detailed and

specific information. A significant way the quality of family information improves results from Work Sampling's differentiation between performance and progress. Staff development sessions help teachers describe student in relation to standards (performance), but also in relation to their own earlier performance (progress). Many teachers have been accustomed to giving families information about performance or progress. With the Work Sampling System, they give families both kinds of information.

It is important to note that reading will be taught through a variety of methods in order to provide the learners with as many keys to unlocking the process as possible: Whole language, Read Aloud, Phonics, Literature Groups, Literature Circles, Buddy Reading etc.

The attached article by Samuel Meisels, developer of the Work Sampling System, explains Work Sampling in greater detail.

Also attached are two pages from the Work Sampling teacher's manual that highlight the use of Work Sampling in a multi-age classroom and with children of special needs.

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February 28, 2001

Tapestry Charter School  
Attachment to Question No. 23Press Release Information:

Press Releases have been sent to:

Newspapers: Buffalo News  
West Side Times  
North Buffalo Rocket  
The Challenger  
Art Voice  
The Riverside Times

Television: Adelphia Cable; Community Bulletin Board

Radio: WBFO 88.7 FM  
WJYE 96.1 FM  
B 92.9 FM  
WYRK 106.5 FM  
WBLK 93.7 FM  
Wick 1230 AM

Flyers (copy attached) have been or will be distributed at all community meeting locations and the following additional locations:

Hispanics United of Buffalo  
Father Bell Community Center  
Buffalo & Erie County Public Library : Main Branch  
Niagara Branch  
Crane Branch

Gloria Parks Community Center

WYCA locations and programs as follows:

North Buffalo Community Center Childcare  
Schoolhouse Commons  
Makowski Early Childhood Center  
YWCA Downtown: Early Childhood Site  
Extended Day Program  
Members of Jack and Jill of America  
Members of Alpha Kappa Alpha Sorority, Inc.  
Gamma Phi Omega Chapter  
Members of YWCA Executive Staff

Langston-Hughes Center

Additional distribution, by hand, through interested individuals throughout the City.  
A total of nearly 1000 flyers have been distributed to date. Additional flyers will continue to be distributed.

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# Tapestry

CHARTER SCHOOL

The Tapestry Charter School,  
a public school with a multi-aged program K-4  
opening September, 2001,  
will hold a series of Community Meetings at the following locations:

Buffalo & Erie County Public Library - Niagara Branch

280 Porter Avenue

Buffalo, NY 14201

Monday, February 26, 2001

6:00 PM

YWCA

190 Franklin Street

Buffalo, NY 14202

Wednesday, March 14, 2001

4:30 PM

Gloria Parke Community Center

3242 Main Street

Buffalo, NY 14214

Wednesday, March 21, 2001

5:00 PM

Applications for student enrollment will be available at the  
community meetings.

For more information, please call The Tapestry Charter School at  
332-6160

# Tapestry

CHARTER SCHOOL

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Scheduled to open in September 2001, the Tapestry Charter School will be a public school for 100 children, parents and teachers who believe in weaving together the humanities, sciences, arts and social responsibility. The mission of the Tapestry Charter School is to provide a learning center that offers challenging, rigorous educational opportunities in a multi-age setting. The school will provide an environment where students are encouraged to become self-directed, independent learners. Progressive, interdisciplinary teaching techniques will be utilized along with the best resources available to fit the individual learning style of each student. Parent involvement will be a significant component in the success of the Tapestry Charter School. The Tapestry Charter School will enroll students from families of diverse cultural, racial and socioeconomic backgrounds.

When the Tapestry Charter School opens, all children living in the city of Buffalo entering kindergarten through fourth grade will be eligible for enrollment. A group will be added each year, ultimately becoming a school for kindergarten through grade six with 180 students. The academic program blends age groups and works to engender each student with the security and self-confidence essential for lifelong critical thinking and creative learning. The school's multi-age groupings are K-1-2, 3-4, 5-6. To improve student learning and achievement, classes will be no larger than 20 children with one teacher, a part-time to full-time aide and parent volunteers. A longer school day (8:00 a.m. to 3:30 p.m.) affords the extra time necessary for the enriched curriculum. There will be daily opportunities for socialization, physical movement and recreation. To offer both continuity to the program and after-hours childcare, there will be a fee-based after-school program.

The Tapestry Charter School's curriculum will include the following:

- ✓ Literature based reading and language arts, integrating social and ethical lessons into academic curriculum
- ✓ Foundations and expertise in mathematical and scientific thought emphasizing high order thinking skills and critical analysis through cooperative and collaborative learning
- ✓ Social Studies emphasizing multiple perspectives of history
- ✓ Spanish language fluency for social interaction, personal enrichment and practical application
- ✓ Creative expression in the visual and performing arts
- ✓ Collaborative classroom learning, helping children work with others in a fair, caring and responsible way
- ✓ Classroom management and discipline, emphasizing problem solving and responsibility rather than rewards and punishments
- ✓ Parent/family involvement, engaging families in learning activities at home and at school.
- ✓ School wide activities for adults and children, promoting inclusion, non-competitiveness and helpfulness
- ✓ Field trips providing first hand learning to complement the curriculum.
- ✓ Visiting literary, visual and performing artists and scholars

The founders of The Tapestry Charter School believe that schools and families are partners in learning. The relationship with the school must be collaborative, open, flexible and cooperative. The outcome of our approach to education will create children who:

- ✓ Are academically and socially prepared to meet the challenges of further education
- ✓ Develop a life-long appreciation for the arts
- ✓ Treat others with respect
- ✓ Stand up for what they believe
- ✓ Show sensitivity to others
- ✓ Are problem solvers
- ✓ Take responsibility for their behavior
- ✓ Take responsibility for their learning
- ✓ Are aware of their responsibility to the larger community
- ✓ Will grow to be productive, caring, nurturing adults

**BYLAWS  
OF  
TAPESTRY CHARTER SCHOOL**

**An Education Corporation under Article 56  
of the Education Law of the State of New York**

**ARTICLE I  
APPLICABLE LAW**

**Section 1.1. Public School**

The Tapestry Charter School (the "Corporation") is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the Corporation is an independent and autonomous public school.

**Section 1.2. Not for Profit Corporation Status.**

Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the Corporation is a Type B New York State not for profit corporation as defined in the Not For Profit Corporation Law of the State of New York. The Corporation is a non membership corporation.

**Section 1.3. Closure or Dissolution.**

In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York

**ARTICLE II**  
**BOARD OF TRUSTEES**

**Section 2.1. Management of Corporate Affairs.**

Except as otherwise provided by law, the Education Law of the State of New York, the charter approved by the State University of New York Board of Trustees and issued to the Corporation by the Board of Regents of University of the State of New York ("Charter") or these by-laws, the activities, property and affairs of the Corporation shall be managed by the Board of Trustees.

**Section 2.2. Number and Qualifications.**

Except for the Initial Board of Trustees as set forth in Section 3 of this Article II, the Board of Trustees shall consist of nine voting members, seven (7) of whom shall be classified as "At-Large Trustees", and two (2) of whom shall be classified as "Parent Representative Trustees". At-Large Trustees shall be community leaders and/or parents who are representative of the community at large. Parent Representative Trustees shall be parents/guardians of child(ren) enrolled in Tapestry Charter School. All trustees shall be strongly committed to improving public school educational opportunities for all children and fully supportive of Tapestry Charter School's mission statement, goals and objectives. The trustees may increase or decrease the number of trustees of the

Corporation by a vote of the majority of the entire board, but the number of trustees constituting the entire board shall at no time be less than seven (7) nor more than eleven (11), and at no time shall there be any less than two (2) Parent Representative Trustees. No decrease in the number of trustees shall shorten the term of any incumbent trustee. All of the trustees shall be at least eighteen (18) years of age. Except for the Initial Board of Trustees, every trustee, before being elected and seated as a trustee, shall be approved for election to the Board of Trustees by the State University of New York Board of Trustees as required by the Charter.

**Section 2.3. Initial Board of Trustees and Initial Terms of Office.**

Until the two (2) Parent Representative Trustees are seated, the activities, property and affairs of the Corporation shall be managed by the Initial Board of Trustees. The Initial Board of Trustees shall consist of the following members, all of whom are classified as At Large Trustees, and whose initial terms of office are set forth following each respective name:

Deborah Abgott	initial term of office:___
Barbara Babij	initial term of office:___
Amy Friedman	initial term of office:___
Dartaganan Jackson	initial term of office:___
Lillian Malave	initial term of office:___
Tanya Perrin-Johnson	initial term of office:___
Steven Polowitz	initial term of office:___

**Section 2.4. Term of Office.**

Subsequent to the initial term of office, each At Large Trustee term of office shall be for a period of three (3) years. Each Parent Representative Trustee term of office shall be the shorter of

either a period of three (3) years or until the Parent Representative Trustee no longer has any child(ren) attending Tapestry Charter School.

**Section 2.5. Election of Trustees.**

Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these by-laws, election of At Large Trustees to fill expired terms shall take place at the annual meeting of the Board of Trustees (see Article III, Section 3.3.). The first two (2) Parent Representative Trustees shall be designated to be members of the Board of Trustees by a majority vote of the voting parents/guardians of those children enrolled at Tapestry Charter School as soon as said parents/guardians can reasonably organize to vote for Parent Representative Trustees. Thereafter, Parent Representative Trustees shall be designated to be members of the Board of Trustees by a majority vote of the voting parents/guardians of those children enrolled at Tapestry Charter School whenever a Parent Representative Trustee term expires or vacancy occurs. Any parent/guardian designated to be a Parent Representative Trustee shall be seated immediately upon approval of any such designated Parent Representative Trustee by the State University of New York Board of Trustees as required by the Charter.

**Section 2.6. Vacancies.**

Newly created At Large Trusteeships resulting from an increase in the number of trustees and/or vacancies occurring in the Board of Trustees for any reason may be filled by vote of a majority of the trustees then in office. A trustee elected to fill a vacancy shall hold office until the expiration of the term he or she was elected to complete.

**Section 2.7. Resignation.**

Any member of the Board of Trustees may resign at any time by giving his or her resignation to the President, Vice President or Secretary. A trustee's resignation will take effect at the time designated by the resigning trustee. Unless otherwise specified in a notice of resignation from the resigning trustee, Board of Trustee acceptance of resignation shall not be necessary to make the resignation effective.

**Section 2.8. Removal.**

Any trustee may be removed for cause by the affirmative vote of two thirds (2/3) of the Board of Trustees at any meeting of the board, notice of which shall have referred to the proposed action. Unexcused absence from two (2) consecutive regular meetings of the board or four (4) regular meetings of the board in any 12-month period shall, without limitation, be considered cause for removal.

**Section 2.9. Contracts with the Corporation.**

No member of the board shall be interested, directly or indirectly, in any contract relating to the operations of the Corporation, nor in any contract for furnishing supplies thereto, unless authorized by the concurring vote of a majority of the entire board not including the vote(s) of the interested trustee(s). In the event that any director, trustee, officer, employee and/or agent of a for-profit or not-for profit entity having a business relationship with Tapestry Charter School also serves as a member of the Tapestry Charter School Board of Trustees, said trustee shall recuse him or herself from voting with respect to any matter concerning Tapestry Charter School's business relationship with that trustee's for-profit or not-for-profit entity.

**Section 2.10. Compensation.**

No trustee of shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as a trustee, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

**ARTICLE III**  
**MEETINGS OF TRUSTEES**

**Section 3.1. Regular Meetings.**

Regular meetings of the Board of Trustees of the Corporation, for the transaction of such business as may be set forth in the notice of the meeting, shall be held at such time and place as shall be determined by the Board of Trustees and the notice of meeting shall specify.

**Section 3.2. Special Meetings.**

Special meetings of the Board of Trustees may be called at any time by the President, or in his or her absence or disability, the Vice-President, and must be called by such officer on written request by three (3) trustees. Such request shall state the purpose or purposes for which the meeting is to be called. Each special meeting of the Board of Trustees shall be held at such time and place as the person calling the meeting shall determine and the notice of the meeting shall specify.

**Section 3.3. Annual Meeting.**

The annual meeting of the Board of Trustees shall be the regular meeting held in March of each year, or such other regular meeting as the Board of Trustees shall designate.

**Section 3.4. Notice of Meetings.**

Notice of each regular or special meeting of the Board of Trustees stating the time and place thereof shall be given by the President, the Vice President or the Secretary to each member of the board not less than seven (7) days before the meeting, by mailing the notice, postage prepaid, addressed to each member of the board at his or her residence or usual place of business, or not less than five (5) days before the meeting, by delivering the notice to each member of the board personally, or by telephone.

**Section 3.5. Quorum and Action of the Board of Trustees.**

At all meetings of the Board of Trustees, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these by-laws, a quorum shall be required for the transaction of business, which quorum shall consist of a simple majority of trustees not including vacancies, and the vote of a majority of the trustees present shall decide any question that may come before the meeting.

**Section 3.6. Procedure.**

The order of business and all other matters of procedure at every meeting of the trustees may be determined by the person presiding at the meeting.

**Section 3.7. Presence at Meeting by Videoconference.**

Members of the Board of Trustees or any committee thereof may participate in a meeting of such board or committee by means of a videoconference communications equipment allowing all persons participating in the meeting to videoconference with each other at the same time. Participation in a meeting by such means shall constitute presence in person at the meeting.

**Section 3.8. Public Notice.**

In addition to the notice requirements set forth above, public notice of any and all meetings of the Board of Trustees, and any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York.

**ARTICLE IV**  
**COMMITTEES OF BOARD OF TRUSTEES**

**Section 4.1. Executive Committee.**

There shall be an Executive Committee which shall consist of the officers of the Corporation and the chair of the Human Resources/Personnel Committee. Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these by-laws, all acts done and power and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees.

**Section 4.2. Audit and Finance Committee.**

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members an Audit and Finance Committee which shall consist of the chairman and at least two (2) other trustees. The Audit and Finance Committee shall be responsible for the fiscal health and well being of the Tapestry Charter School. This committee will monitor finances, review budgets and financial statements and make financial recommendations to the Board of Trustees as necessary. The Treasurer shall chair this Committee.

**Section 4.3. Human Resources/Personnel Committee.**

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members a Human Resources/Personnel Committee which shall consist of the chairman and at least two (2) other trustees. The Human Resources/Personnel Committee shall be responsible for all human resource issues including, but not limited to: (1) final decisions as to staffing in concurrence with the school director; (2) compensation and benefits; (3) personnel policies and (4) work place safety. The president shall designate the chair of the Human Resources/Personnel Committee.

**Section 4.4. Other Committees.**

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from time to time from among its members such other committees (ad hoc and standing) as the Board of Trustees deems necessary. Any such other committee shall consist of a chairman and at least two (2) other trustees. The president shall designate the chair of any such other committees.

**Section 4.5. Acts and Proceedings.**

Every committee shall, at the discretion of the committee chair, be able to appoint such subcommittee(s) as may be necessary. Each committee and subcommittee shall keep regular minutes of its proceedings and report its actions to the Board of Trustees when required.

**Section 4.6. Meetings of Committees and Subcommittees.**

Committees and subcommittees of trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Meetings of

committees and subcommittees of trustees shall be governed by the provisions of Sections 5, 6, 7 & 8 of Article III of these by-laws, which govern meetings of the entire Board of Trustees.

**Section 4.7. Notice and Public Notice of Meetings of Committees and Subcommittees.**

Reasonable notice of meetings of committees and subcommittees shall be provided by the Chair of each such committee. In addition, public notice of any and all meetings of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York.

**ARTICLE V  
OFFICERS**

**Section 5.1. Officers.**

The Board of Trustees shall, at its annual meeting, appoint or elect from among its members a Chairman, Vice Chairman, Secretary, and Treasurer. The Board of Trustees may from time to time elect or appoint such additional officers as it deems necessary. Such additional officers shall have such authority and perform such duties as the Board of Trustees may from time to time prescribe. The responsibilities of the officers shall be as follows:

**Chairman.** The Chairman shall be the chief executive officer of the Corporation, shall preside at all meetings of the Corporation and the Board of Trustees; and shall, in general, perform such other duties incident to the office of the Chairman and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees.

**Vice Chairman.** In the absence of the Chairman, the Vice Chairman shall perform all of the duties pertaining to the office of the Chairman. The Vice Chairman shall have such other duties as may be assigned to him or her by the Board of Trustees. In case of a vacancy in the office of the Chairman, the Vice Chairman shall assume the office of the Chairman.

**Secretary.** The Secretary shall keep the minutes of all meetings of the Board of Trustees, the minutes of all meetings of the members, and, unless otherwise directed, the minutes of all meetings of committees of the Board of Trustees; shall give, or cause to be given, notice of all meetings of members of the Board; and all other notices required by law or by these by-laws; shall have custody of the corporate books and records; shall affix the Corporate Seal to all instruments requiring it when authorized by the Board or the Chairman.

**Treasurer.** The Treasurer shall have care and custody of all monies of the Corporation and deposit same in the name of the Corporation in the depository or depositories selected by the Board of Trustees from time to time; shall disburse said funds as ordered or authorized by the Board of Trustees; shall keep accurate records of receipts and disbursements, submit his or her books and records to the Chairman and give an itemized statement of his or her accounts at each annual meeting of the members; and shall, in general, perform all other duties incident to the office of Treasurer and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Treasurer shall have oversight of all financial systems of the Tapestry Charter School; and be responsible for reviewing the work of the accounting firm and auditing firm engaged by the Tapestry Charter School.

#### **Section 5.2. Term of Office.**

Unless otherwise determined by the Board of Trustees, the officers shall hold office until the next annual meeting of the board and until their successors have been elected or appointed and qualified. Each additional officer appointed or elected by the Board of Trustees shall hold office for such term as shall be determined from time to time by the Board of Trustees and until his or her successor has been elected or appointed and qualified. Any officer, however, may be removed or have his or her authority suspended by a two thirds (2/3) majority vote of the Board of Trustees at

any time for cause. If the office of any officer becomes vacant for any reason, the Board of Trustees shall have the power to fill such vacancy.

### Section 5.3. Resignation.

Any officer may resign at any time by notifying the Board of Trustees, the Chairman or the Secretary of the Corporation in writing. Such resignation shall take effect at the time specified therein and unless otherwise specified in such resignation, the acceptance thereof shall not be necessary to make it effective.

### Section 5.4. Duties of Officers May Be Delegated.

In case of the absence or disability of an officer of the Corporation, or for any other reason that the board may deem sufficient, the board may delegate the powers or duties of any officer to any other officer or to any member of the board, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these by-laws.

### Section 5.5. Compensation.

No officer of the Corporation shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as an officer, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

## **ARTICLE VI** **INDEMNIFICATION OF TRUSTEES AND OFFICERS**

### Section 6.1. Right of Indemnification.

Each trustee and officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a trustee or officer, shall be indemnified by the Corporation for

the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and to the fullest extent permitted by New York State law or other applicable law, as such law now exists or may hereafter be adopted or amended; provided, however, that the Corporation shall provide indemnification in connection with an action or proceeding (or part thereof) initiated by such a trustee or officer only if such action or proceeding (or part thereof) was authorized by the Board of Trustees.

### Section 6.2. Advancement of Expenses.

Expenses incurred by a trustee or officer in connection with any action or proceeding as to which indemnification may be given under Section 1 of this Article VI may be paid by the Corporation in advance of the final disposition of such action or proceeding upon (a) the receipt of an undertaking by or on behalf of such trustee or officer to repay such advancement in case such trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article VI and (b) approval by the Board of Trustees acting by a quorum consisting of trustees who are not parties to such action or proceeding or, if such a quorum is not obtainable, then by vote of a majority of the entire Board of Trustees. To the fullest extent permitted by law, the Board of Trustees shall not be required to find that the trustee or officer has met the applicable standard of conduct provided by law for indemnification in connection with such action or proceeding before the Corporation makes any advance payment of expenses hereunder.

### Section 6.3. Availability and Interpretation.

To the extent permitted under applicable law, the rights of indemnification and to the advancement of expenses provided in this Article VI (a) shall be available with respect to events occurring prior to the adoption of this Article VI, (b) shall continue to exist after any rescission or

restrictive amendment of this Article VI with respect to events occurring prior to such rescission or amendment, (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding or, at the sole discretion of the trustee or officer or, if applicable, at the sole discretion of the testator or intestate of such trustee or officer seeking such rights, on the basis of applicable law in effect at the time such rights are claimed and (d) shall be in the nature of contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the trustee or officer for whom such rights are sought were parties to a separate written agreement.

#### **Section 6.4. Other Rights.**

The rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any other rights to which any trustee or officer of the Corporation or other person may now or hereafter be otherwise entitled, whether contained in these by-laws, a resolution of the Board of Trustees or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any trustee or officer of the Corporation or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

#### **Section 6.5. Severability.**

If this Article VI or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it

enforceable, and the remainder of this Article VI shall remain fully enforceable. Any payments made pursuant to this Article VI shall be made only out of funds legally available therefor.

## **ARTICLE VII** **CORPORATE FINANCE**

### **Section 7.1. Corporate Funds.**

The funds of the Corporation shall be deposited in its name with such banks, trust companies or other depositories as the Board of Trustees may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such officer or officers, agent or agents, employee or employees as the Board of Trustees from time to time may designate. No officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided in this section.

### **Section 7.2. Fiscal Year.**

The fiscal year of the Corporation shall commence on July 1 and end on June 30 unless otherwise provided by the Board of Trustees.

### **Section 7.3. Loans to Trustees and Officers.**

No loans shall be made by the Corporation to its trustees and officers.

### **Section 7.4. Gifts.**

The Board of Trustees, the executive committee or any authorized officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any contribution, gift, bequest or

devise for any general or special purpose or purposes of the Corporation.

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**Section 7.5. Income from Corporate Activities.**

All income from activities of the Corporation shall be applied to the maintenance, expansion or operation of the lawful activities of the Corporation.

**ARTICLE VIII  
AMENDMENTS**

**Section 8.1. Procedure for Amending By-Laws.**

These By-Laws may be adopted, amended or repealed at any meeting of the Board of Trustees by a vote of two-thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any By-Law(s) shall include details and specification of the proposed action.

Draft 3 - February 28, 2001



ASSISTANT COMMISSIONER  
OFFICE OF REGIONAL SCHOOL AND COMMUNITY SERVICES  
ROOM 475 EBA  
Tel. 518/474-4817  
Fax 518/474-7558

February 16, 2001

Mr. Robert J. Bellafiore  
President  
Charter Schools Institute  
74 North Pearl Street, 4<sup>th</sup> Floor  
Albany, New York 12207

Dear Mr. Bellafiore:

The Charter School Review Panel has reviewed the proposed charter for the Tapestry Charter School. As a result, several areas require further clarification. Please provide the following information:

1. It is unclear from the application whether the proposed charter school intends to target a specific population of "at risk" students (see page 277). If so, then a definition of "at risk" must be provided that includes measurable academic criteria.
2. Please explain why on page 40 of the proposed charter the New York State Learning Standards were integrated with the learning standards from Virginia and Minnesota, and how this assures that the students in the proposed charter school will be able to meet or exceed the performance standards set by the Board of Regents.
3. Page 30 of Volume I should indicate that the total number of school days is 180, not calendar days. Please revise.
4. On page 32, there is no evidence that the proposed charter school will provide instruction in the areas of Family and Consumer Sciences, Career Development and Occupational Studies, physical education, or technology.
5. On pages 34-36, it appears that students in grades K-2 will not be provided with instruction in Family and Consumer Sciences, Career Development and Occupational Studies, or technology. Also, please explain the entry for "Clubs" on Friday at 2:15 – 3:30 p.m.
6. Please provide more information on the proposed after-school program. The first amendment (page 180) indicates that the "Friends of Tapestry" will provide financial support for the program, and that Tapestry Charter School students will be given preference, but that it will also be open to other children as well. Page 2 of the second amendment indicates that charter school students may have a remedial plan implemented during this time. Please clarify the purpose and

staffing of the proposed charter school program. If it is going to provide academic services to charter school students, then no fees can be charged. If it is not a mandatory program, explain in detail how other students will have their remedial plans implemented. Describe the qualifications and certification of the staff who will be involved with the implementation of such remedial plans. Describe all other services to be provided.

7. The applicant must provide copies of all curricula to be used. The current proposed charter and its amendments include excerpts from some curricula, and others are omitted. On page 67 on the first amendment, the New York State Learning Standards and key indicators have been re-written, but this does not constitute a curriculum. Please use the same format as for the proposed science curriculum on page 66, showing the same breadth and depth of study.
8. On page 218 of Volume I, the first sentence should read, "The Tapestry Charter School will administer the required New York State elementary assessments to eligible students as follows:

4<sup>th</sup> Grade – English language Arts  
 4<sup>th</sup> Grade - Mathematics  
 4<sup>th</sup> Grade – Science (ESPET)  
 5<sup>th</sup> Grade – Social Studies".

Please revise.

9. On page 123 of Volume I, under Geography, the fifth performance indicator should reflect the students' actual local community, which is Buffalo and not Albany. For the entire curriculum section, it is recommended that the applicants review the New York State Test Samplers to ensure that the proposed curriculum is aligned with the State assessment system, and that students will have the opportunity to learn the content that will be assessed in November 2001 on the New York State Social Studies exam in grade 5.
10. There is no evidence that the proposed educational program on page 66 of the December 15 amendment addresses the New York State Learning Standards in the areas of Health and Physical Education, Family and Consumer Sciences, Career Development and Occupational Studies, Languages Other than English, and the Arts.
11. On page 117 of the December 15 amendment, please clarify what is meant by "authentic" assessment and how it can be determined if any assessment is "authentic".
12. Page 118 of the December 15 amendment indicates that the teachers will develop the student and parent evaluation surveys. In order to ensure both reliable and valid results, the surveys should be developed by an outside consultant who is not involved with the proposed charter school and who has expertise in measurement and evaluation. Please revise.

13. Page 119 of the December 15 amendment is truncated; there is no continuity to the next page. Please provide the missing pages.
14. The proposed charter indicates that rubrics will be used to score student portfolios. Please describe in detail how all teachers will be trained to understand and apply the scoring rubric in a consistent manner, to reduce inter-rater variability.
15. On page 124 of the December 15 amendment, the last sentence of the third paragraph is unclear. Please provide evidence supporting this statement, and why it is important.
16. Page 278 of the application does not include a description of how the proposed charter school will promote staff involvement in school governance. Please provide a description.
17. Page 342 of the application indicates that the number of trustees shall be seven, while page 133 of the first amendment indicates that two new board members have been added, increasing the number to nine. Please clarify the total number of board members, including the two parent members listed on page 278 of the application.
18. Page 137 of the first amendment omits the position of assistant director, which is listed in the budget. Please clarify whether the proposed charter school shall hire an assistant director.
19. Please provide a copy of the by-laws for the proposed board of trustees.
20. The proposed code of ethics does not address employees or officers of the proposed charter school, only proposed trustees. Please amend the language so that the provisions of the code of ethics are relevant to employees and officers as well, per §2851(2)(v) of the Education Law.
21. Please include the following language in the proposed code of ethics: (1) no trustee, officer or employee of a for-profit corporation having a business relationship with the charter school shall serve as a voting member of the board of trustees; (2) trustees, officers or employees of any single not-for-profit organization shall hold more than 40 percent of the total seats comprising the board of trustees; and (3) board of trustee members representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
22. Throughout the application and its amendments, including all board policies, please delete the phrase "board of directors" and substitute "board of trustees", to conform to the language of Article 56.
23. On page 379 of the application, it must be made clear that the proposed charter school cannot have a preferential list of parents who wish to enroll their children, either by automatically selecting these children in some manner or by informing these parents ahead of all others that applications may be submitted, thus guaranteeing that their applications will be received ahead of

all others. All students who wish to attend the proposed charter school must submit an application and be selected in accordance with the provisions of §2851(2)(d) and §2854(2) of the Education Law. Please clarify.

24. Page 143 of the first amendment indicates that a sibling of an already-accepted student would be placed on a waiting list if a classroom roster were full. In order to comply with the sibling preference stated in §2854(2)(b) of the Education Law, it is suggested instead that the sibling be added to the roster of the appropriate classroom and that the last child selected (i.e., non-sibling) for that classroom become the first child on the waiting list.
25. The strategies and methods by which services to students with disabilities will provided are contradictory and do not meet the requirements of the Individuals with Disabilities Act (IDEA). An "Inclusive Program" cannot be provided to all students while simultaneously fulfilling the requirements listed on the IEPs, many of which are likely to require a program other than inclusion. Delete all references to the provision of an "Inclusion Program." Such a program must be provided if, and only if, a child's IEP indicates that it must be provided.
26. Page 130 of the first amendment indicates in the first paragraph that "pre-referral intervention via informal services" will be provided. Please describe these services in more detail, including who will provide them and under what conditions. Note that a charter school cannot provide multi-disciplinary evaluations to students to ascertain if s/he is a student with a disability. That paragraph also seems to imply that the school psychologist/special educator will assist in the development of Academic Intervention Support Plans for students with disabilities. Note that if such services are provided to students with disabilities, they must be provided for all students. Please clarify. The last sentence in that paragraph indicates that "alternatives to special education" will be provided, and implies that these alternatives would be used instead of a referral to the Committee on Special Education. Intervention services of any type are but one step in a larger continuum of services. However, a referral to a Committee on Special Education cannot be delayed or interfered with; this does not comport with the Individuals with Disabilities Education Act (IDEA). Intervention services are not meant to replace special education services. Please revise this section.
27. The second paragraph of page 131 in the first amendment lists the types of disabilities that will be accepted into the charter school. Please eliminate this list. It is incomplete, and a charter school cannot discriminate in its enrollment processes based upon type of disability.
28. Please describe in detail the "other related services" (besides (speech/language therapy and occupational therapy) that the Buffalo Public Schools will be asked to provide. Also describe the range of services that the proposed charter school expects to provide (i.e., consultant teacher, resource room, special class).
29. The applications states that the school psychologist and the school director will be responsible for ensuring that the services listed on IEPs and all Section 504 plans will be implemented, for

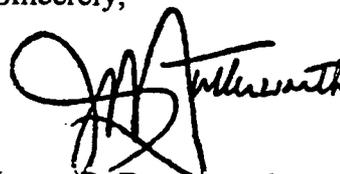
ensuring compliance with the Child Find provisions of IDEA, for ensuring compliance with IDEA reporting requirements, and ensuring compliance with FERPA and IDEA regarding confidential student records, but not how this will be accomplished. Please explain the processes and procedures that will be used.

30. Please explain if Ms. Caprow is to be hired as the special educator/school psychologist, and the rationale for doing so.
31. Page 253 of the application states that at least one special education teacher will be hired, yet there is no budget entry for such. Please explain.
32. Pages 254-265 of the application are not applicable to charter schools. Please delete.
33. On page 270 of volume 2, there is no mention whether ESL teachers will be New York State certified; please clarify.
34. Page 446 references a "creative writing teacher" yet there is no budget entry for such. Please explain.
35. Please explain whether the school nurse will be full or part-time. The budget (page 459, footnote 10) shows an entry for a full-time position while the narrative (page 393) indicates that "limited" services will be available. Please clarify.
36. Please explain the budget entries on page 454 for "grants" (\$350,000 for the five years of the initial charter), "CSI funding" (\$250,000 for the first three years) and "extended day care" (\$438,750 for the five years of the initial charter). Provide evidence of the receipt or promise of all grants and other such funds. Indicate their source and amount. Note that the Charter Schools Institute does not have the authority to award or to promise any grant funds from the federal Public Charter School Program.
37. Please explain the entry on page 457 for "Extended Day Care Workers." If the after-school program is to be funded by Friends of Tapestry, please explain why salaries and other associated costs are in the budget for the Tapestry Charter School.
38. Page 166 of the first amendment references the provision of alternate education to students of compulsory attendance age who have been suspended from instruction. The proposed timeline for providing such services is unclear. It is the Department's position that such services must be provided within 24 hours of suspension, in order to comply with the requirements of the Compulsory Attendance Law. Please revise this section to indicate specific procedures to be used and the timelines involved that will ensure the timely provision of alternate educational services to students.

39. Please describe the processes to be used for the required programmatic audit per §2851(2)(q) of the Education Law. The submission of an annual report does not suffice.
40. It is still unclear how many teachers may be uncertified (pages 446-447 of the proposed charter). All teachers must be included in the total count against which the "30 percent/five teachers" rule is applied, and not just classroom teachers. It appears from the application that there will be a total of 11 teachers hired. Please clarify the exact number of teachers to be hired, whether full or part-time, classroom or special subject area, and how many of them are expected to not be New York State-certified teachers. Please indicate how many special education teachers and school psychologists the proposed charter school expects to hire. Note that both require appropriate New York State certification. Indicate where in the budget entries may be found for each staff member.
41. On page 402, please revise the application to indicate to where student records will be transferred, in the case of closure or revocation of the charter. Note that §2851(2)(t) of the Education Law requires that such records be sent to the school district in which the charter school is located, and not the student's district of residence.
42. On page 462, please assure that the Certified Public Accountant is so certified in New York State.
43. Please provide the appropriate zip code for the location of the proposed charter school (40 North Street, Buffalo, New York).

Please provide the responses to the above directly to the Charter Schools Unit by the close of business **Tuesday, February 27**. The Charter School Review Panel will meet to consider the responses and develop a recommendation for the Board of Regents regarding the adequacy of the proposed charter. If you have any questions, please call Dr. Darlene Mengel at 474-1762.

Sincerely,



James R. Butterworth

cc: Review Panel

CHARTER

DATED AS OF FEBRUARY 1, 2001

BETWEEN

BOARD OF TRUSTEES OF THE  
STATE UNIVERSITY OF NEW YORK

AND

APPLICANTS FOR THE  
TAPESTRY CHARTER SCHOOL

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## CHARTER

This agreement is executed on this 1<sup>st</sup> day of February, 2001 by and between the Board of Trustees of the State University of New York (the "Trustees") and CANDACE L. CAPROW, AMY H. FRIEDMAN, JOY STANLI PEPPER, STEVEN H. POLOWITZ AND HANNAH RAIKEN-SCHULMAN (the "Applicant(s)") for the benefit of the TAPESTRY CHARTER SCHOOL (the "School"), an independent and autonomous public school under the New York Charter Schools Act of 1998.

### WITNESSETH:

**WHEREAS** the State of New York enacted the New York Charter Schools Act of 1998 (the "Act") as Article 56 of the Education Law, adding sections 2850-2857 to the Education Law; and

**WHEREAS** pursuant to section 2852 of the Education Law, the Trustees have the authority to approve applications to establish charter schools in the State of New York and thereafter to enter into agreements with applicants setting forth the terms and conditions under which a charter school is to operate, such agreements until issued in final form to be known as proposed charters; and

**WHEREAS** the Applicant(s) submitted to the Trustees an application for establishment of the School pursuant to section 2851 of the Education Law (as modified and supplemented, the "Application"); and

**WHEREAS** the Trustees have (i) determined that the Application satisfies the requirements set forth in subdivision 2852(2) of the Education Law and (ii) approved the Application; and

**WHEREAS** pursuant to the Education Law, the Board of Regents (the "Regents") are authorized to issue a proposed charter as a provisional charter and incorporate an education corporation to establish and operate a charter school.

**NOW, THEREFORE**, in consideration of the mutual covenants, representations, warranties and agreements contained herein, the parties hereby agree as follows:

### SECTION 1. ESTABLISHMENT OF SCHOOL

1.1. Charter. This agreement (the "Charter Agreement"), which incorporates the Application, attached hereto as Exhibit A, the oversight plan, attached hereto as Exhibit B (the "Oversight Plan"), the additional assurances, if any, set forth collectively and attached hereto as Exhibit C (the "Additional Assurances") shall constitute, before its approval by the Regents, the

proposed charter (the "Proposed Charter"). If approved or deemed approved by the Regents, the Proposed Charter shall be known as the charter (the "Charter"). The Charter shall set the terms for the operation of the School and shall be binding on the education corporation incorporated by the Regents under a certificate of incorporation issued pursuant to subdivision 2853(1) of the Education Law (the "School Corporation"). The certification of operation, otherwise known as the provisional charter, may not modify or limit any terms of the Charter.

1.2 Effective Date; Term. The Charter shall take effect upon, and only upon, its issuance by the Regents (the "Effective Date") subject, however, to any limitations imposed herein, and shall expire five (5) years from the Effective Date, unless earlier terminated or renewed. The Charter is deemed issued upon approval, either by action of the Regents or operation of law, as set forth at subdivisions 2852(5-a) and 2852(5-b) of the Education Law. It is understood that prior to its issuance and the Effective Date, the Proposed Charter is subject to modification or abandonment pursuant to subdivision 2852(5-b) of the Education Law. It is further understood that prior to the Effective Date, modifications to the Proposed Charter, subject to the consent of the Applicant(s), may result as a consequence of comments received from the entities set forth in subdivision 2857(1) of the Education Law.

1.3 Prior Actions. Paragraph 1.2 hereof notwithstanding, the School Corporation shall not provide instruction to any student until and unless the Trustees issue a written statement to the School, with a copy to the Regents, attesting to the School Corporation having completed all or substantially all of the Prior Actions set forth in Section I of the Oversight Plan (the "Prior Actions") to the satisfaction of the Trustees with such conditions as they may require. Upon such confirmation, the restrictions on the School Corporation set forth in the immediately foregoing sentence shall be of no further force and effect. Notwithstanding the foregoing, in the event that the School Corporation is unable to take and complete the Prior Actions to the satisfaction of the Trustees prior to September 21 of the year immediately succeeding the year in which the School Corporation is originally scheduled to commence instruction, the Charter shall be deemed to be void ab initio. Moreover, notwithstanding anything to the contrary in this paragraph, the Prior Actions are in addition to any other condition set forth in the Charter or the Act.

1.4 New Information. The School Corporation shall not provide instruction to any student and shall not be eligible to receive any funds, or if it has received funds, any further funds, as would otherwise inure to the School Corporation under section 2856 of the Education Law, if (A) the Trustees receive information after the date on which the Proposed Charter is executed which provides substantial reason to believe that either (i) the Application contains material misstatements or material omissions of fact or (ii) the School Corporation and/or any entity with which the School Corporation intends to contract to provide day-to-day management of the School, is unable to oversee and operate the School in a fiscally and educationally sound manner consistent with the terms of the Charter and the Act and all other applicable laws (the "New Information") and (B) the Trustees, acting on the New Information, issue in writing to the School Corporation a statement setting forth in particular the New Information and the reasons why the School Corporation shall not be permitted to provide instruction or receive the public funds contemplated under the Act. Upon appropriate showing by the School Corporation, the

Trustees may withdraw such statement and permit the School Corporation to provide instruction to students and to receive public funds contemplated under Section 2856 of the Education Law. In the event that the Trustees issue the statement described by this paragraph prior to December 31 of the year that the Charter becomes effective, and such statement is not withdrawn by the Trustees on or before September 21 of the year immediately succeeding the year in which the Charter becomes effective, the Charter shall be deemed to be void ab initio. It shall be the ongoing obligation of the Applicant(s) (until the Effective Date) and the School Corporation (upon and after the Effective Date) to provide to the Trustees in writing any New Information of which it or they is or are in, or come(s) into, possession.

1.5 Location and Facility. The edifice in which the School is to be located shall be known as the school facility (the "School Facility"). At its inception the School Facility shall be at the address identified in the Application, or, if no address is identified, in such other appropriate building within the Buffalo City School District. Prior to May 15 of the year that the School is originally scheduled to provide instruction, the School Corporation shall have (A) entered into a lease, purchase agreement or other such agreement (the "Facility Agreement") under which the School will have all rights and permission as are necessary to operate as a school in the School Facility according to the plan set forth in the Application, and (B) provided to the Trustees a copy of the Facility Agreement and a detailed schedule setting forth the steps necessary to make the School Facility ready for commencement of instruction and the dates upon which such steps will be completed (the "Facility Completion Schedule"). The Facility Completion Schedule shall indicate the permits and licenses required to be obtained prior to the School Corporation being legally able to operate the School in the School Facility (including but not limited to a certificate of occupancy) (collectively the "Permits") with the dates on which each such Permit shall be obtained, a detailed construction/renovation timeline (if applicable), which describes the work to be completed and the dates on which such will be completed, and an updated and detailed budget for all costs associated with preparing the School Facility for occupancy. In the event that a Facility Agreement is not in place by May 15 of the year in which the School is originally scheduled to provide instruction, the School Corporation may not commence instruction until the start of the succeeding school year, subject, however, to having entered into a Facility Agreement and provided such agreement as well as the Facility Completion Schedule by May 15 of such succeeding year. Notwithstanding the immediately foregoing sentence, the Trustees may waive the restrictions contained therein upon good cause shown and extend the date upon which the Facility Agreement and Facility Completion Schedule would be otherwise due. In the event that the Trustees find, through their review of the Facility Completion Schedule, the Facility Agreement or any other inquiry and investigation, that it is unlikely that the School Facility will be completed and that all Permits will be obtained in time for the opening of the School on the School's scheduled opening date, the Trustees may require the School Corporation to delay commencement of instruction until the next academic year or such other date as the Trustees may designate. In the event that the Trustees require such delay, they shall provide their reasons in writing to the School Corporation by July 15 of the year that the School is then scheduled to provide instruction. Pursuant to paragraph 2851(2)(j) of the Education Law, and notwithstanding any contrary provision of this paragraph, in the event that the Application does not identify the School Facility, the School shall notify the Trustees and the Regents within ten (10) business days of the School Facility having been identified. The School Corporation shall take such actions as

are necessary to ensure that the Facility Agreement and Permits are valid and in force at all times that the Charter is in effect.

1.6 Change of Location. The School may change its physical location or obtain additional facilities within the same school district identified in paragraph 1.5 of the Charter Agreement, provided that the School Corporation obtains the Permits as are required by paragraph 1.5, as well as satisfies the provisions of the Act, including but not limited to subdivision 2853(1)(b-1) of the Education Law, and provided further that (A) the School Corporation notifies the Trustees and the Regents of the proposed change in location or addition of facilities not less than sixty (60) days prior to taking any final action in connection therewith together with a schedule equivalent to the Facility Completion Schedule and a statement setting forth the material terms of the lease or purchase agreement; and (B) the Trustees do not issue a denial to the School Corporation within thirty (30) days of its receipt of such notification. The Trustees may issue a denial only for good cause. A failure to provide the Trustees and the Regents with the notice period and schedule required by this paragraph, together with all material terms regarding the lease and purchase of the new proposed facility, sixty (60) days prior to executing such agreement shall constitute good cause.

## SECTION 2. OPERATION OF SCHOOL

2.1 Mission Statement. The School Corporation shall operate under the mission statement set forth in the Application.

2.2 Age: Grade Range: Number of Students. The School Corporation shall provide instruction to pupils in such grades and numbers in each year of operation under the Charter as described in the Application, or as specifically directed by the Trustees in approving the Application (which ages, grades and numbers, if different than those set forth in the Application, shall govern), provided that the School Corporation, upon making all reasonable efforts to recruit students, may enroll a lesser number of students in each grade without being deemed in material breach of the Charter. The School Corporation must obtain prior written approval from the Trustees prior to (A) enrolling any student, who, if enrolled, would cause the School's total enrollment to exceed the maximum projected enrollment of the School for that academic year (as set forth in the Application or as specifically directed by the Trustees, then as directed by the Trustees) (the "Projected Enrollment") or (B) commencing or continuing instruction where the total number of students enrolled is less than eighty-five percent (85%) of the Projected Enrollment or the total enrollment of the School is less than fifty (50) students.

2.3 Admission. Any child who is qualified under the laws of New York for admission to a public school is qualified for admission to the School. Admission of students to the School shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry, provided that nothing in the Charter shall be construed to prevent the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure, as may be provided for in the Application. If there are more eligible applicants for enrollment in a particular grade than there are spaces available, applicants for such

spaces shall be selected for enrollment by a random selection process. Notwithstanding the above, an enrollment preference shall be provided to pupils returning to the Charter School in the second or any subsequent year of operation, unless expelled for cause, pupils residing in the school district where the School is located, and siblings of pupils enrolled in the School. The School Corporation may refuse admission to any student who has been expelled or suspended from a public school until such period of suspension or expulsion has expired, consistent with the requirements of due process. Additional admission policies and withdrawal procedures shall be implemented as set forth in the Application. The Trustees, upon a finding that the outreach and marketing measures taken by the School Corporation are inconsistent with such measures as are outlined in the Application or required by law, may require the School Corporation to take remedial action, including but not limited to requiring the School Corporation to extend its enrollment period, delay or void its random selection process, and/or conduct further specified outreach and marketing steps.

2.4 Student Learning and Achievement. The School Corporation shall implement the educational programs set forth in the Application in order to allow the students to meet or exceed the performance standards set forth in the Application. The educational programs of the School shall be designed to meet or exceed the student performance standards adopted by the Regents.

2.5 Evaluation of Pupils. The School Corporation shall implement student assessment requirements applicable to other public schools, except as otherwise specifically provided in the Act and administer Regents examinations to the same extent such examinations are required of other public school students. In addition, the School shall supplement the above assessment tools with the other assessment tools, if any, set forth in the Application or in the Accountability Plan, which plan is described at Section II of the Oversight Plan.

2.6 Curriculum. The curriculum established by the School shall be consistent with the model curriculum set forth in the Application and shall address all New York State performance standards. The School Corporation shall have the right to make reasonable modifications to such curriculum in order to permit the School to meet its educational goals and student achievement standards.

2.7 School Calendar; Hours of Operation. The days and hours of operation of the School shall not be less than those set forth in the Application and in no event shall the School provide less instructional time during a school year than is required of other public schools.

2.8 Disciplinary Code. The School Corporation shall implement the rules and procedures for discipline, including guidelines for suspension and expulsion, set forth in the Application. The rules and procedures shall be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities including but not limited to the Individuals with Disabilities Education Act and 34 C.F.R. 300.

2.9 Nonsectarian Status. The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School Corporation shall

insure that the School is not wholly or in part under the control or direction of any religious denomination.

2.10 Code of Ethics. The School Corporation, its trustees, officers and employees shall be guided by the code of ethics of the School set forth in the Application, and the School Corporation shall disseminate the code in written form to its trustees, officers and employees.

2.11 Non-discrimination. The School Corporation shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by any other public school.

2.12 Governance. The School Corporation shall form a Board of Trustees of the School Corporation (the "School Board") which initially shall consist of those individuals specifically named in the Application (the "Founding School Trustees"). During the one year period from the time that this Charter is declared effective, the School Board shall consist of the Founding School Trustees with such other additional members that are approved consistent with paragraph 2.13 of this Charter Agreement. The School Board shall operate pursuant to the by-laws (the "By-laws") and other rules and procedures as set forth in the Application, including but not limited to the term of office permitted, qualifications required of members of the School Board and the provisions for the election and appointment of new members. The School Board shall duly ratify the By-laws within fifteen (15) days of the Effective Date. The School Board shall have final authority for policy and operational decisions of the School though nothing shall prevent the School Board from delegating decision-making authority to officers and employees of the School Corporation. Notwithstanding any provision to the contrary in the Charter, in the event that the Applicant(s) has/have submitted the Application in conjunction with a college, university, museum, educational institution or not-for-profit corporation, then the School Board shall include voting members of whom at least twenty percent (not including remainders) are not directors, officers, employees, agents or otherwise affiliated with such entity; in the event that the Applicant(s) has/have submitted the Application in conjunction with a for-profit business or corporate entity, then directors, officers, employees, agents or individuals otherwise affiliated with such entity shall not comprise a majority of the members, voting and non-voting, of the School Board.

2.13 Selection of New School Board Members. All individuals elected or appointed to the School Board shall possess the qualifications for such position as are set forth in the Application. Prior to the appointment or election of any individual to the School Board who is not a Founding Board Member, the School Board must submit to the Trustees (pursuant to a duly approved resolution of the School Corporation) the name of the proposed member of the School Board and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed member of the School Board, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed member may be seated by the School Board. A failure by the School Corporation or the proposed member to timely provide the School Trustee Background Information to the Trustees shall be grounds for rejection.

2.14 Grievance Procedure. The School Corporation shall implement the grievance procedure set forth in the Application, including any additions thereto adopted by the School Board which are consistent therewith. A copy of the School Corporation's grievance procedure shall be distributed to the parents and/or guardians of students enrolled in the School and made available to all others requesting a copy. Upon resolution of a grievance, the School Corporation shall provide, as part of its notice to the grievant, notice that the grievant may appeal the decision of the School Corporation to the Trustees of the State University of New York within sixty (60) days of receipt of said notice.

2.15 Partnership with a Management Company. To the extent that the Application contemplates entering into a contract with any entity (whether for-profit or not-for-profit), under which such entity will provide all or a substantial portion of the services necessary to manage and operate the School, then the School Corporation, by June 1 of the year in which the School is scheduled to first provide instruction, shall enter into a legally binding and enforceable agreement with such entity named in the Application (the "Management Company") in a form substantially similar to that contained in the Application ("the "Management Contract"). The Management Contract shall set forth with particularity *inter alia*, (A) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to maintain the School Corporation's status under federal law as a 501(c)(3) entity and (B) the extent of the Management Company's participation in the organization, operation and governance of the School. Twenty (20) days prior to entering into the Management Contract, the School Corporation shall provide a copy of the Management Contract in final form to the Trustees for its review and comment. The School Corporation shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application without receiving prior written approval from the Trustees. To the extent that the application contemplates that the School Corporation was to be operated with the assistance of a Management Company under a Management Contract, the School Corporation shall obtain the prior written approval of the Trustees prior to operating the School without such Management Company's assistance.

2.16 Parental Involvement. The School Corporation shall take such steps and implement such processes as are described in the Application to promote parental and staff involvement in school governance.

2.17 Student Transportation. The School Corporation shall meet the transportation needs of students ineligible for transportation pursuant to section 3635 of the Education Law as provided in the Application. The School Corporation may contract with a school district for the provision of supplemental transportation services to the School. All transportation provided by the School Corporation shall comply with all safety laws and regulations applicable to other public schools. Notwithstanding the above, the School Corporation's failure to provide such supplemental transportation as is contemplated in the Application, where such transportation was to be provided by contract with the school district, shall not be deemed a material or substantial violation of the Charter, where the School Corporation has attempted to negotiate such contract in good faith with

the applicable school district. In such event, the Trustees may require the School Corporation to provide the contemplated supplemental transportation services by alternate means if such means would be reasonable under the circumstances.

2.18 Health Services. The School Corporation shall provide all such health services as are set forth in the Application or otherwise required by law.

2.19 Food Services. The School Corporation shall provide the food services set forth in the Application.

2.20 F.O.I.L. and Open Meetings Law. The School Corporation shall implement policies in order to ensure that it is in full compliance with Articles Six and Seven of the Public Officers Law.

2.21 Compliance with Other Applicable Laws. The School Corporation shall be in compliance with all applicable laws, rules and regulations.

### SECTION 3. SPECIAL EDUCATION

3.1 Provision of Services. The School Corporation shall provide services and accommodation to students with disabilities as set forth in the Application and in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1401 et seq.) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), including providing services to attending students with a disability in accordance with the Individualized Education Program recommended by the committee or subcommittee on special education of the student's school district of residence. To the extent not otherwise indicated in the Application, the School Corporation may elect to have such services provided by a student's school district of residence.

3.2 Funding of Services. The School Corporation is authorized to receive from a local school district direct payment of any federal or state aid attributable to a student with a disability attending the School in proportion to the level of services for such student with a disability that the School provides directly or indirectly.

### SECTION 4. PERSONNEL

4.1 Status. The School Board shall employ and contract with necessary teachers, administrators and other school personnel as set forth in the Application.

4.2 Personnel Policies; staff responsibilities. The School Corporation shall make available in written form its hiring and personnel policies and procedures, including the qualifications required by the School in the hiring of teachers, school administrators and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those set forth in the Application.

4.3 Instructional Providers. The School Corporation shall employ or otherwise

utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law. For purposes of this section, "instructional positions" means all those positions involving duties and responsibilities that, if otherwise undertaken in the New York Public Schools, would require teacher certification. Teachers excepted from certification under clauses (i)-(iv) of subdivision 2854(3)(a-1) of the Education Law shall not in total comprise more than thirty percent (30%) of the instructional employees of the School, or five (5) teachers, whichever is less. A teacher certified or otherwise approved by the Commissioner of Education of the State of New York (the "Commissioner") shall not be counted against these numerical limits.

4.4 Background Checks. The School Corporation shall establish procedures for conducting background checks (including a check for a criminal record) of all employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including but not limited to school volunteers and employees and agents of any company or organization which is a party to a contract to provide services to the School) as is required or permitted by law.

4.5 Collective Bargaining. In the event that (A) student enrollment at the School on the first day on which the School commences instruction does not exceed two hundred fifty (250) or the average daily student enrollment of the School does not exceed two hundred fifty (250) at any point during the first year after the school commences instruction, or (B) the Trustees have granted to the School Corporation a waiver pursuant to paragraph 2854(3)(b-1) of the Education Law and the School's enrollment exceeds two hundred fifty (250) at any point during the first year, then employees of the School Corporation shall not be deemed members of any existing collective bargaining unit representing employees of the school district in which the School is located, and the School and its employees shall not be subject to any existing collective bargaining agreement between the school district and its employees. The School Corporation may, in its sole discretion, choose whether or not to offer the terms of any existing collective bargaining to school employees. If employees of the School Corporation are not represented by an existing collective bargaining unit, the School Corporation shall afford reasonable access to any employee organization during the reasonable proximate period before any representation question is raised. If the employee organization is a challenging organization, reasonable access shall be provided to any organization seeking to represent employees beginning with a date reasonably proximate to a challenge period.

4.6 Pension payments. The employees of the School Corporation may be deemed employees of the local school district for the purpose of providing retirement benefits, including membership in the teachers' retirement system and other retirement systems open to employees of public schools. The financial contributions for such benefits shall be the responsibility of the School Corporation and its employees. Notwithstanding any contrary provision of the Charter, the parties shall abide by further regulations promulgated by the Commissioner, in consultation with the New York State Comptroller, to implement the provisions of this paragraph, including section 119.2 of Title 8 of the New York Code of Rules and Regulations.

**SECTION 5. FINANCIAL OPERATIONS OF SCHOOL**

5.1 Management and Financial Controls. The School Corporation shall at all times maintain appropriate governance and managerial procedures and financial controls. The School Corporation shall retain an independent certified public accountant or independent certified public accounting firm licensed in New York State which shall perform a review of the School Corporation's management and financial controls and who or which shall provide a statement to the School Board no later than June 15 of the calendar year in which the Charter first becomes effective concerning the status of such controls (the "Initial Statement"). The Initial Statement must address whether the School Corporation has the following in place: (A) generally accepted accounting procedures; (B) adequate payroll procedures; and (C) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing such financial statements, and (D) appropriate internal financial controls and procedures. In the event that the Initial Statement reveals that any of the above management and financial controls are not in place, the School Corporation shall remedy such deficiency no later than forty-five (45) days from the date the Initial Statement was received by the School Board. The School Board shall provide the Initial Statement to the Trustees upon its receipt and forward to the Trustees any remedial plans undertaken as a result of any deficiencies identified in the Initial Statement. Upon remediation having been completed and all deficiencies corrected, the School Board shall provide to the Trustees a statement by the School Corporation's accountant to such effect.

5.2 Financial Statements: Interim Reports; The financial statements which the School Corporation is required to prepare shall be in accordance with generally accepted accounting principles then in effect for not-for-profit corporations. During its first year of operation, the School Corporation shall prepare and submit to the Trustees within forty-five (45) days of the end of each quarter of its fiscal year an unaudited statement of income and expenses for that preceding quarter in a form agreed upon by the Trustees and the School Corporation. The Trustees may by written request require submission of such statements in future years of the School's operation.

5.3 Audits. The School Corporation shall retain an independent certified public accountant or certified public accounting firm licensed in New York State to perform an audit of the School Corporation's annual financial statements. The independent audit of the School's financial statements must be performed in accordance with generally accepted government auditing standards issued by the Comptroller General of the United States, if applicable. The audited financial statements must be submitted to the Trustees within one hundred twenty (120) days of the School Corporation's fiscal year end. In addition, and pursuant to the same timetable, the School Corporation must require its independent certified public accountant or certified public accounting firm to issue a report on compliance with laws, regulations, contracts and grants and on internal controls over financial reporting, based on their audit of the financial statements. The School Corporation must submit this report along with a corrective action plan addressing any weaknesses or problems identified in the report. The School Corporation shall also conduct programmatic audits at least once annually, with such audit being comparable in scope to those required of other public schools.

5.4 Fiscal Year. The fiscal year of the School Corporation shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

5.5 Annual Budget and Cash Flow Projections. The School Corporation shall prepare and provide to the Trustees a copy of its annual budget and cash flow projection for each fiscal year by no later than May 15 of the immediately preceding fiscal year. The School Corporation shall provide its annual budget and cash flow projection for the fiscal year 2001-2002 not later than August 1, 2001 if such budget or projection differs in any material respect from that set forth in the Application.

5.6 Funding Procedure. The School Corporation shall maintain accurate enrollment data and daily records of student attendance and shall report enrollment to school districts of residence of its students in a timely manner. Pursuant to subdivision 2856(1) of the Education Law, payments by the districts of residence shall be made in six substantially equal installments each year, the first on the first business day of July and every two months thereafter, such amounts to be calculated as set forth at section 119.1 of Title 8 of the New York Code of Rules and Regulations.

5.7 Exemption from Taxation. The School Corporation shall be exempt to the same extent as other public schools from all taxation, fees, assessments or special ad valorem levies on its earnings and its property, including property leased by the School Corporation. Instruments of conveyance to or from the School Corporation and any bonds or notes issued by the School Corporation, together with income therefrom, shall at all times be exempt from taxation.

5.8 Collateral for Debt. The School Corporation may pledge, assign, or encumber its assets to be used as collateral for loans or extensions of credit. However, the School Corporation shall not pledge or assign monies provided pursuant to subdivision 2856(1) of the Education Law in connection with the purchase or construction, acquisition, reconstruction, rehabilitation, or improvement of the School Facility.

5.9 Tuition and Fees. The School and School Corporation shall not charge tuition or fees to any student, provided that the School may require the payment of fees on the same basis and to the same extent as other public schools.

5.10 Outside Funding. The School Board may accept gifts, donations or grants of any kind made to the School Corporation and expend or use such gifts, donations, or grants in accordance with the conditions prescribed by the donor. However, no gift, donation or grant may be accepted if subject to a condition that is contrary to any provision of law or term of the Charter.

5.11 Maintenance of Corporate Status; Tax Exemptions. The School Corporation shall maintain its status as an education corporation. The School Board shall obtain federal tax-exempt status no later than one (1) year following the Effective Date. The School Corporation shall provide the Trustees with copies of all applications and filings relating to its seeking and maintaining its 501(c)(3) exempt status.

5.12. Insurance. The School Corporation shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students as is described in the Application together with any other additional insurance that the School Corporation deems necessary. Such insurance policies shall be in effect by July 30 of the year in which the Charter is first effective, and, in the case of liability insurance, by such date or upon the first date that the School Corporation contracts with any employee, whichever date is earlier. The School Corporation shall provide the Trustees with certificates of insurance or other satisfactory proof evidencing coverage within five days of the commencement of each such policy. All such insurance policies shall contain a provision requiring notice to the Trustees, at least (thirty) 30 days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the School Corporation shall take all steps necessary to comply with any additional regulations promulgated by the Commissioner and Superintendent of Insurance to implement subdivision 2851(2)(o) of the Education Law.

## SECTION 6. REPORTS

6.1 Annual Reports. No later than August 1 of each year, beginning August 1 of the year immediately succeeding the year upon which the Charter is first effective, the School Corporation, pursuant to subdivision 2857(2) of the Education Law, shall submit to the Trustees and the Regents an annual report (the "Annual Report") setting forth the academic program and performance of the School for the preceding school year. The Annual Report shall be in such form as shall be prescribed by the Commissioner and shall include at least the following components:

(A) a report card, which shall be in such form and provide such data as set forth at section 119.3 of Title 8 of the New York Code of Rules and Regulations.

(B) a discussion of the progress made towards achievement of the goals set forth in this Charter and the Application; and

(C) a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the School Corporation.

In addition, the School Corporation shall provide the following information:

(D) the school calendar for the following school year, setting forth the days and hours of operation for the regular school session as well as the summer session, if any is to be provided; and

(E) a statement that all applicable leases, certificates and approvals necessary to operate the School at the School Facility are in full force and effect.

At its reasonable discretion, the Trustees may elect to require the School Corporation to provide other necessary supplements to the Annual Report.

6.2 Oversight Plan. The School Corporation and the School Board acknowledge that the Trustees, or their authorized agents, have the right to oversee the School's operations in all respects, including the right to visit, examine into and inspect the School and its records. To permit the Trustees to fulfill this oversight function under the Act and ensure that the School is in compliance with all applicable laws and regulations, and the terms and conditions of this Charter, the School Corporation agrees to abide by and implement the Oversight Plan, appended to this Charter as Exhibit B. The Oversight Plan consists of three elements: (A) A checklist of the Prior Actions required to be completed to the satisfaction of the Trustees before the School is permitted to provide instruction and receive public funds pursuant to Paragraph 1.3 hereof. The checklist is set forth at section I of Exhibit B; (B) an accountability plan (the "Accountability Plan") which the School Corporation, in furtherance of its educational goals and objectives, and its assessment standards, agrees to conceive and implement. The Accountability Plan shall not provide for less stringent assessment standards or educational goals and objectives than those set forth in the Application. Notwithstanding the foregoing, if the Accountability Plan in its final form contains assessment standards or educational goals or objectives, which are less stringent in any material respect, then the Accountability Plan shall be deemed a revision of the Charter and shall be subject to the Trustees' approval and review and comment by the Regents as provided in subdivision 2852(7) of the Education Law. The terms outlining the form of the Accountability Plan are set forth at section II of Exhibit B; and (C) a monitoring plan that the Institute will implement (the "Monitoring Plan"), the requirements of which are set forth at section III of Exhibit B. If the Trustees determine that the School Corporation is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the School's educational program is not satisfactory, or that the School Corporation is not in compliance with the terms and conditions of the Monitoring Plan, then the Trustees, in consultation with the School Corporation, may develop and implement a corrective action plan. Nothing contained herein shall be in derogation of the Trustees' or the Regents' ability to revoke the Charter, place the School Corporation on probationary status, or initiate mandatory remedial action in accordance with the Act and section 8.4 of this Charter Agreement.

## SECTION 7. OTHER COVENANTS AND WARRANTIES

7.1 Compliance with Laws and Regulations. The School and School Corporation shall operate at all times in accordance with the Act and shall meet the same health and safety, civil rights, and student assessment requirements, as applicable to other schools.

7.2 Transactions with Affiliates. The School Corporation shall not, directly or indirectly enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School Corporation, any member of the School Board or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a person that is not such an affiliate, member or employee.

## SECTION 8. RENEWAL AND TERMINATION

8.1 Renewal Notice. No later than the August 1 in the calendar year prior to expiration of the Charter, the School Corporation may provide to the Trustees an application to renew the Charter in accordance with subdivision 2851(4) of the Education Law (the "Renewal Application"). The Renewal Application shall contain (A) a report of the progress of the School in achieving the educational objectives set forth in the charter and (B) a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private; (C) copies of each of the annual reports of the School, including the School report cards and the certified financial statements; and (D) evidence of parent and student satisfaction.

8.2 Approval or Denial of Renewal. By December 31 of the calendar year in which the Renewal Application is received by the Trustees, the Trustees shall either approve or deny the application. In the event that renewal is not approved, then the parties to the Charter shall fulfill their respective obligations hereunder to the end of the term of this Charter, and the School shall follow the procedures for dissolution as set forth in subdivision 2851(2)(t) of the Education Law as supplemented by section 8.5 of this Charter. In the event that the Renewal Application is granted, the Trustees, pursuant to subdivision 2851(4) and section 2852 of the Education Law, shall enter into a proposed charter with the School Corporation and forward the proposed charter and Renewal Application to the Regents. Nothing herein shall obligate the Trustees to approve a Renewal Application.

8.3 Grounds for Termination or Revocation. This Charter may be terminated and revoked:

- (A) by the Trustees or the Regents in accordance with section 2855 of the Education Law; or
- (B) by mutual agreement of the parties hereto.

8.4 Notice and Procedures. Should the Trustees determine that one of the grounds for termination or revocation of the Charter has occurred or is occurring, the Trustees may, at their discretion, elect as follows:

- (A) to terminate the Charter; or
- (B) to place the School on probationary status and prepare and cause the School to implement a remedial action plan the terms and conditions of which the School must agree to abide by in all respects.

Should the Trustees elect to terminate the Charter, notice of such shall be provided to the School Board at least thirty (30) days prior to the effective date of the proposed termination. Such notice shall include a statement of reasons for the proposed termination. Prior to termination of this

Charter, the School shall be provided an opportunity to be heard and present evidence in opposition to termination. Should the Trustees elect to place the School on probationary status, such probation shall be effective upon notice to the School Corporation. In the event that the School is placed on probationary status, and does not abide by the terms and conditions of the remedial action plan to the satisfaction of the Trustees, or refuses to implement such plan, the Trustees may declare the Charter terminated with notice of such decision to be given to the School Board at least five (5) days prior to the termination date set by the Trustees.

8.5 Dissolution. In the event of termination of the Charter (whether prematurely or otherwise), the School Corporation shall follow the procedures set forth in the Application, as required by subdivision 2851(2)(t) of the Education Law, for the transfer of students and student records to the school district in which the School is located and for the disposition of the School Corporation's assets to the school district in which the School is located or another charter school located within the school district. In addition, in case of such an event, the School Corporation will follow any additional procedures required by the Trustees or the Regents to ensure an orderly dissolution process.

## SECTION 9. MISCELLANEOUS

9.1 Disclaimer of Liability. The parties acknowledge that the School Corporation is not operating as the agent, or under the direction and control, of the Institute, the Trustees or the Regents except as required by law or this Charter, and that none of the Institute, the Trustees or the Regents assumes any liability for any loss or injury resulting from: (A) the acts and omissions of the School Corporation, its directors, trustees, agents or employees; (B) the use and occupancy of the building or buildings, occupied by the School Corporation, or any matter in connection with the condition of such building or buildings; or (C) any debt or contractual obligation incurred by the School Corporation. The School Corporation acknowledges that it is without authority to extend the faith and credit of the Institute, the Trustees, the Regents or the public schools to any third party.

9.2 Governing Law. This Charter shall be governed by, subject to and construed under the laws of the State of New York without regard to its conflicts of laws provisions.

9.3 Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.

9.4 Counterparts; Signature by Facsimile. This Charter may be signed in counterparts, which shall together constitute the original Charter. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

9.5 Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the School, and that the Application is not a complete statement of each detail of the School's operation. To the extent that the School Corporation desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the

Application, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are (i) not otherwise prohibited or circumscribed by the Act or the Charter, and (ii) are not materially different from those set forth in the Charter. Where there is a conflict between the terms of the Charter Agreement and the Application, the terms of the Charter Agreement shall govern.

9.6 Revision. This Charter may be revised only by written consent of the parties hereto and, in the case of material revisions, only pursuant to the section 2852(7) of the Education Law.

9.7 Assignment. This Charter may not be assigned or delegated by the Applicant(s) under any circumstances, it being expressly understood that the Charter granted hereby runs solely and exclusively to the benefit of the School Corporation.

9.8 Notices. Any notice, demand, request or submission from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation) or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the School Corporation:

Steven Polowitz  
 Gradl, Polowitz & Schwach, LLP  
 518 Statler Towers  
 107 Delaware Avenue  
 Buffalo, New York 14202

With a copy to:

If to the Trustees:

Compliance Desk  
 Charter Schools Institute  
 74 North Pearl Street, 4<sup>th</sup> Floor  
 Albany, New York 12207

9.9 Severability. In the event that any provision of this Charter or the Application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.10 Entire Charter. This Charter supersedes and replaces any and all prior agreements and understandings between the Trustees and the Applicant(s). To the extent that any conflict or incompatibility exists between the Application and the other terms of this Charter, such other terms of this Charter shall control.

9.11 Construction. This Charter shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter.

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BOARD OF TRUSTEES OF THE  
STATE UNIVERSITY OF NEW YORK

276

Robert J. Bellafiore 1/31/01  
Date

By: Robert J. Bellafiore, acting for the Board of  
Trustees of the State University of New York

Title: President, Charter Schools Institute,  
State University of New York

TAPESTRY CHARTER SCHOOL

Joy Stanli Pepper 1/29/01  
Date

By: Joy Stanli Pepper

Title: Applicant

Amy H. Friedman 1/29/01  
Date

By: Amy H. Friedman

Title: Applicant

Candace L. Caprow 1/28/01  
Date

By: Candace L. Caprow

Title: Applicant

Steven H. Polowitz 1/29/01  
Date

By: Steven H. Polowitz, esq.

Title: Applicant

Hannah Raiken-Schulman 1/27/01  
Date

By: Hannah Raiken-Schulman

Title: Applicant

**EXHIBIT A**

**APPLICATION**

JAN 30 2001

Charter Schools Institute  
State University of New York

Responses to Second Request for Amendment (RFA2)  
Tapestry Charter School  
Buffalo, New York

January 12, 2001

Lead Applicant

Joy Pepper  
94 St. James Place  
Buffalo, NY 14222  
Phone: 716-883-5158  
Fax: 716-883-4773

**RECEIVED**

JAN 10 2001

Charter Schools Institute

**TAPESTRY CHARTER SCHOOL**  
**Response to Request for Amendment due January 12, 2001**

1. **Amendment to Response to Items 14 and 15**

- a. *The application states that "planning...centers involves a tremendous amount of organizing on the part of the teachers," and that each teacher will "design several activities for children [at the centers] based on the multiple intelligences and how her children learn." See Response to RFA1 Request No. 3(e). Please describe any methods to be used in developing and supporting teachers in planning, organizing and implementing multiple lessons, particularly in terms of providing them with adequate planning time. Describe any methods by which teachers will share both effective lesson plans and best practices in lesson planning.*

Teaching teams will be organized by student age group. All K-1-2 teachers and 3-4 teachers will meet at least once a week for one and a half hours to share lesson plans and best practices.

Teachers will be required to submit weekly lesson plans to the director. The director will spend time each day in the classrooms working with the children and observing classroom activities.

All teachers will participate in weekly faculty meetings with the director and assistant director.

Teachers will have a minimum of an hour and half every day while students are with special teachers to plan and check students files, assess work and ready folders for the next day.

Prior to the opening of school, teachers will receive training in all of the academic materials as well as team building and social development. There will be ongoing teacher training in Work Sampling, the Language Arts Program, etc. It is the goal of the Tapestry founders to hire teachers with multi-age classroom experience.

**TAPESTRY CHARTER SCHOOL**  
**Response to Request for Amendment due January 12, 2001**

2. **Amendment to Response to Item 23 (at risk students)**

- a. *Please clarify how and when the proposed school will use the diagnostic assessment identified (see response to RAF1 Request No 5) and whether they will be employed in any systematic way to evaluate students. Further, please clarify whether the school will offer remedial tutoring for students identified as having poor academic skills, by either diagnostic testing or by the Work Sampling System.*

The school will offer pre-referral (i.e. Committee on Special Education) intervention via informal services: peer tutors, community volunteers, parents and staff members. A school psychologist/special educator will assist the school's Child Study Team to develop an Academic Intervention Support Plan (AISP) for students who are not meeting benchmarks and are at risk for failure. These identified students will receive assessment, frequent monitoring and additional academic support based on the results of the assessment within the school day as well as on-going communication with and support for the family, as needed. The Tapestry Charter School is committed to meeting the needs of its students through the provision of alternatives to special education rather than through a refer-test-place model.

Teachers will determine if these measures are assisting the student in meeting academic benchmarks. We will only use diagnostic assessment when further information is needed to clarify a student's area of weakness. The teacher and child study team will decide which tests are appropriate for each individual student's needs. The information gained from the specific test will help the team plan appropriate remediation. We expect to respond quickly to students needs based on previous school records and their initial assessments.

In the first three years of the Tapestry Charter School as we move first, second, third, and fourth graders through the curriculum we will carefully monitor academic achievement and offer remediation when and where it is necessary. This can be done in class with the assistance from teachers, aides and parents volunteers. If the child stays for the after school program a plan developed by the teacher can be implemented during this time.

In the future we intend to keep students on or above grade level because they will be starting with us in kindergarten, at the beginning of their academic career. Our goal of meeting each student's individual needs will be foremost; therefore, remediation will always be part of the academic program where necessary.

**TAPESTRY CHARTER SCHOOL**  
**Response to Request for Amendment due January 12, 2001**

**3. Amendment to Response to Item 27 (fiscal impact on existing schools)**

- a. Please provide any estimate possible of the number or percentage of students enrolling at the proposed School who might be expected to come from private or parochial schools in the area.*

Based on information received from surveys we have distributed and data collected at our public information meetings, we cannot foresee that more than 10% of the first years' one hundred students would come from local private or parochial schools.

**TAPESTRY CHARTER SCHOOL**  
**Response to Request for Amendment due January 12, 2001**

4. **Amendment to Response to Item 35 (disciplinary policy)**

- a. *The Tapestry Charter School Disciplinary Code requires revision in the following respects:*

*1) Page 154 references the "Commission on Charter Schools." No such organization exists in New York State. Please amend by substituting this with the "Board of Regents of the University of the State of New York."*

Please note that this change has been made on the document that follows.

*2) Clarification is required regarding the process by which it is to be determined who will initiate a suspension in a particular instance. In other words, the Code should indicate who will decide whether the committee of teachers or the principal is to act as the adjudicator and, if there is a dispute, who resolves such dispute. Please indicate the composition of the committee of teachers and how they will be chosen to be on the committee.*

The principal will act as the adjudicator. If there is a dispute the principal will review the case and make a final decision. The committee of teachers will be composed of the particular student's classroom teacher, the school counselor/psychologist, and the principal. In addition, all teachers having the particular student in question will be required to complete a behavior report for their classroom/subject area.

*Procedures for Long-Term Suspensions*

The principal and/or committee of teachers may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. Upon determining that a student's action warrants a possible long-term suspension, the principal and/or committee of teachers shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions.

The principal or committee of teachers also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension. The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the suspension proceeding has been initiated by the principal, the principal shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the principal may accept or reject all or part of it. The principal's decision after the formal hearing to impose a long-term suspension may be appealed first to the committee of teachers, next to the Board of Directors, next to the chartering entity, and finally to the Board of Regents of the University of the State of New York. If the proceeding has been initiated by the committee of teachers, the committee of teachers shall hear and determine the proceeding. The committee's decision after the formal hearing to impose a long-term suspension may be appealed to the Board, to the chartering entity and finally to the Board of Regents of the University of the State of New York.

**TAPESTRY CHARTER SCHOOL**  
**Response to Request for Amendment due January 12, 2001**

5. **Amendment to Response to Item 56 (facility)**

- a. *Please provide an update on the applicants' efforts to secure the proposed facility (or some other) and provide a letter of commitment from the owner.*

See attached letter.

# PLAZA GROUP

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January 8, 2001

Bob Bellafiore  
Executive Director  
Charter Schools Institute  
74 North Pearl Street  
Albany, NY 12207

**RE: Property 138, 40 North Street, Buffalo, NY**

Dear Mr. Bellafiore:

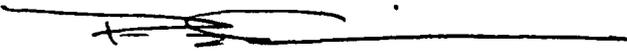
We have a contract pending on the Bryant & Stratton building located at 40 North Street in Buffalo contingent upon Tapestry Charter School receiving their charter on January 23, 2001.

Approximately two-thirds of the building will be used for Tapestry with the other one-third being used for Bryant & Stratton administration offices.

We believe this location would be ideal for use as Buffalo's Tapestry Charter School. Everyone who has been through it has given positive comments and we're looking forward to completing this project.

Please call me should you have any questions.

Yours very truly,



Ron Alsheimer  
President  
PLAZA GROUP

JAN 30 2001

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Charter Schools Institute  
State University of New York

Responses to Request for Amendment  
Tapestry Charter School  
Buffalo, New York

December 15, 2000

Lead Applicant  
Joy Pepper  
94 St. James Place  
Buffalo, NY 14222  
Phone: 716-883-5158  
Fax: 716-883-4773

**TAPESTRY CHARTER SCHOOL**  
**Responses to Request for Amendment due December 15, 2000**

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**Amendment to Response to Item 12.a.**

*Please provide further explanation of the techniques and methods that will be used to "provide an environment where students are encouraged to become self-directed, independent learners." (17) Please describe how these traits will be fostered in students who may lack motivation.*

A multi-age classroom program provides an opportunity to establish a strong relationship with the child's teacher over a period of several years. This helps the teacher and the parents in establishing long-term goals for the child. Parents are also apt to receive more information about their child's learning since the teacher's evaluation takes place over a longer period of time. We will encourage and welcome parents to participate in their child's education in every possible way.

In a multi-age classroom, there is respect for different learning styles and paces. It is understood that the time it takes for children to reach certain developmental levels is a variable, prompting the elimination of grade-level barriers or time-based finish lines. Teachers structure a supportive learning environment where children feel successful and competent, develop positive self concepts, and are helpful and sensitive to others.

Our educational program provides methods which are sensitive and appropriate to the integration of multi-culturalism and the needs of a diverse population. Students will be motivated by having meaningful instruction relevant to their lives and culture. An environment where each child is a significant member of a diverse family of learners, where the norm is to be different and therefore unique, provides opportunity for positive self-reflection and the building of greater self-esteem. With an emphasis on cooperation and collaboration in an interactive setting, motivation is facilitated through unconditional acceptance and the development of leadership skills.

It is our belief that when a child experiences an educational environment in which he is accepted and acknowledged as competent and successful, he will in turn develop a positive attitude toward school which will cultivate motivation while fostering a love of life-long learning. It is our primary goal to provide such an educational environment.

Partnered learning and group learning will help those children who may lack motivation. Partnered and group learning is a non-competitive and non-threatening approach to learning. Children who are reading, for example, will be partnered with emergent readers. The proficient reader will be reinforcing his reading skills while "teaching" an emergent reader.

If children experience the pleasures and intrinsic rewards of thoughtful reading and learning, they will learn to value reading and learning for its own sake rather than as a means of winning approval through high grades or tangible rewards. The Developmental Studies Language Arts program addresses motivational concerns by:

- ✓ having teachers frequently read aloud so that even students with poor reading skills

can experience and enjoy good literature.

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- ✓ having activities that are designed to engage students in discussions about compelling issues raised in the units which are organized around well written stories that directly connect to children's lives or concerns.
- ✓ using a variety of concrete activities to help children better understand the stories or relate the stories to other aspects of the curriculum.

The classroom will be set up with resource centers: a writing center, a math center, a science/lab area, a quiet reading area, art/creativity center, a computer center, etc. In the math center, for example, there will be a variety of interesting, hands-on, tangible materials to teach the same skills (tangrams, logic puzzles, math puzzles, worksheets, counters, etc.). This will give the children concrete learning opportunities. Within these centers there will be individual learning going on as well as partnered and group learning.

During the 90 minute block of time for language arts, for example, children will have an individual check sheet to mark off as they move from area to area, working on and completing individualized activities. There will be a master classification chart that will guide children to the center in which they need to be. They might be working on phonemic awareness by sorting picture cards with beginning, middle or ending sounds. They might go to the computer to edit a story. They might do a silent reading activity called "read around the room" where they walk around the room, reading everything that is labeled, and then they make a notation in their journal of the words they may not know. They also re-read the morning message. (See Response to Item 13b.a. - Morning Meeting)

We understand that there still may be students who lack motivation and may not perform independently in the classroom. We will create a more structured environment for that child. Additional one-to-one assistance will be available as we continue to teach skills necessary for the child to be productive in a multi-age environment. A behavior modification or intervention program can be developed as needed, with support from the child study team.

For further explanation of the teaching techniques to be used in the classroom, please refer to Response to Item 12.b.

**Amendment to Response to Item 12.b.**

*Please describe techniques that will be used to assess the needs and learning styles of specific students. Provide concrete examples of teaching techniques (particularly in reading and math) that will be used to address different learning styles and describe how they would be implemented in the classroom.*

The Tapestry Charter School will identify its students different learning styles by administering the Dunn & Dunn Learning Style Inventory. This assessment takes approximately one half-hour to administer and helps to identify children's individual learning styles. If possible, we will administer this inventory in the summer before the school year begins. If not, it will be done in the first few weeks of school in September.

Teacher observation is the most valid form of assessment. It is not our intent to over-test our students - it is our intent to hire experienced teachers who understand and have taught in multi-age classrooms where children's individual learning styles are valued.

In order to better understand the kinds of learning and teaching techniques that will occur in the Tapestry Charter School classroom, we are providing the following information:

- ✓ Layout of a multi-age classroom (see attachment)
- ✓ Proposed curricula materials for centers within the classroom (see attachment)
- ✓ Description of a how teachers/students move through the day using concrete examples

Teachers will have at least an hour and a half each day while students are in "specials" to check the children's files, assess work and ready folders for the next day.

The curriculum, the performance indicators and the work sampling assessment tool clearly lay out for a teacher how to move a child forward or backward to learn a skill as needed. This daily accumulation of knowledge about each child will allow the steady progress of each individual student's learning in each domain of the assessment tool.

**Description of a Tapestry Charter School Daily Schedule:**

The day begins with Independent Learning Opportunities (8:00 - 8:15) and Morning Meeting (8:15 - 8:45) (please refer to details in Item 13.b.a.).

When children enter the room in the morning, they will look at the classification chart to know in which order they will move throughout the centers for that day. The classification chart groups children into different categories (For example, in a classroom of twenty children, there are four children in each group. One group of children is named mammals, one group is

amphibians, one is reptiles, one is fish and one is birds) The teacher determines which children are grouped together. Teachers will constantly group and re-group children as needed. Children move from center to center with their particular group for that day.

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Children will be introduced to the concept of classification at Morning Meeting. For example, children will give examples of different animals, for instance, and the teacher will write their responses on a chart. This will create new vocabulary and sight words to use in the writing process.

Every center will have a folder for each child. The child will know what the daily expectations are to be completed before moving to the next center. The teacher, aide or fellow student will help each child be sure they understand their work. Children raise their hands so the teacher, aide or parent volunteer can check their work before they move to the next center.

### **Teaching Language Arts/Math - K-2 - in a multi-age classroom**

Examples follow for one particular day at the beginning of school year

#### **Writing Center**

**First Activity** - Every child will practice writing his name and the date

Child A - will use name tracing board, then copies letter of name into their writing notebook. He will use date stamp to mark his work.

Child B - Will print first and last name using capital letters where appropriate. Will walk over to where the morning message is written and will copy the date into his writing notebook.

Child C - Will use cursive practice board and then will write name and date into writing notebook in cursive.

**Second Activity** - Each child will write and draw about his favorite mammal.

Child A - Will draw picture of his favorite mammal and will dictate to aide or Child C the caption for the picture.

Child B - Will draw a picture of his favorite mammal and write two sentences about what it likes to eat. Inventive spelling may be used. The student may use books in the center for research or ask Child A or C for help.

Child C - Will draw a picture of a mammal in its natural habitat. The child will write about where this animal lives and what it likes to eat. He may use books for research or discuss with others in the writing center.

#### **Reading Center**

Teacher will call students from centers to join her at the reading center. She will determine reading groups by having done initial observation and assessment. Reading groups will meet daily, they will practice reading, they will review vocabulary, children will discuss themes, content ideas, and will begin a prescribed activity. When they are finished, they will return to their center work.

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### Math Center

Each child will check his folder for today's work.

Child A - will work with manipulatives on one to one correspondence, will trace the numbers 1-10 and write them in his math journal.

Child B&C - Will work together surveying the class on which of five mammals they like best. The teacher will have provided them with a list of classmates names. Child B and C will then use math manipulatives to represent each animal and create a three dimensional graph. They will then each draw the graph in their math journals.

### Art Center

Child A - will work in the art center with clay creating an animal sculpture. He may ask Child C to help spell the name he gives his animal.

Child B - will use collage materials and watercolors to create a habitat painting of whales. Child will ask aide for help in writing a story about his picture.

Child C - will use same materials to create a diorama about mammals and their habitats. Will write a report to go along with this project.

At approximately 10:00, everyone will re-group on the rug for the day's read aloud. This is a time when the teacher conducts a read aloud from a chosen selection. Read aloud will be followed by discussion, activity and teaching of some new information. Follow up from this session will be part of the next day's independent work in the centers.

At approximately 10:30, the class moves to another room for dance, art, and physical education.

Spanish will be taught in the classroom so that vocabulary can be posted bi-lingually throughout the room. The Spanish teacher will have access to materials from the math, art and reading centers. Many popular children's stories have been purchased in English and Spanish for Spanish instruction.

From 12:30 - 1:30, children will reconnect with the classroom teacher for lunch and outdoor play/recreation.

### **Science Center Group Activity**

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Child B & C - will show the graph they made in the morning after surveying the class about which of the five mammals they liked best. Discussion will follow on why they were chosen, what are other favorites, what distinguishes mammals from other animal groups, etc. Discussion will take place about their habitat, other animals that live in that habitat, how these animals co-exist, etc. The teacher will have planned small group activities and the groups will move to centers to complete these activities. Everyone will work in small groups on animal classification charts. Using drawing, magazine collage photos, written descriptions, and research to answer questions about size, food, etc.

**OR**

### **Social Studies Group Activity**

Teacher reads aloud a Native American legend about a bear. Shows class various ways bears are represented in Native American culture (pictures, sculptures, bear fetish jewelry, etc.). Children listen to Native American music. Children work in groups to create an interpretive Native American bear dance. Presentation of community dance and discussion follows.

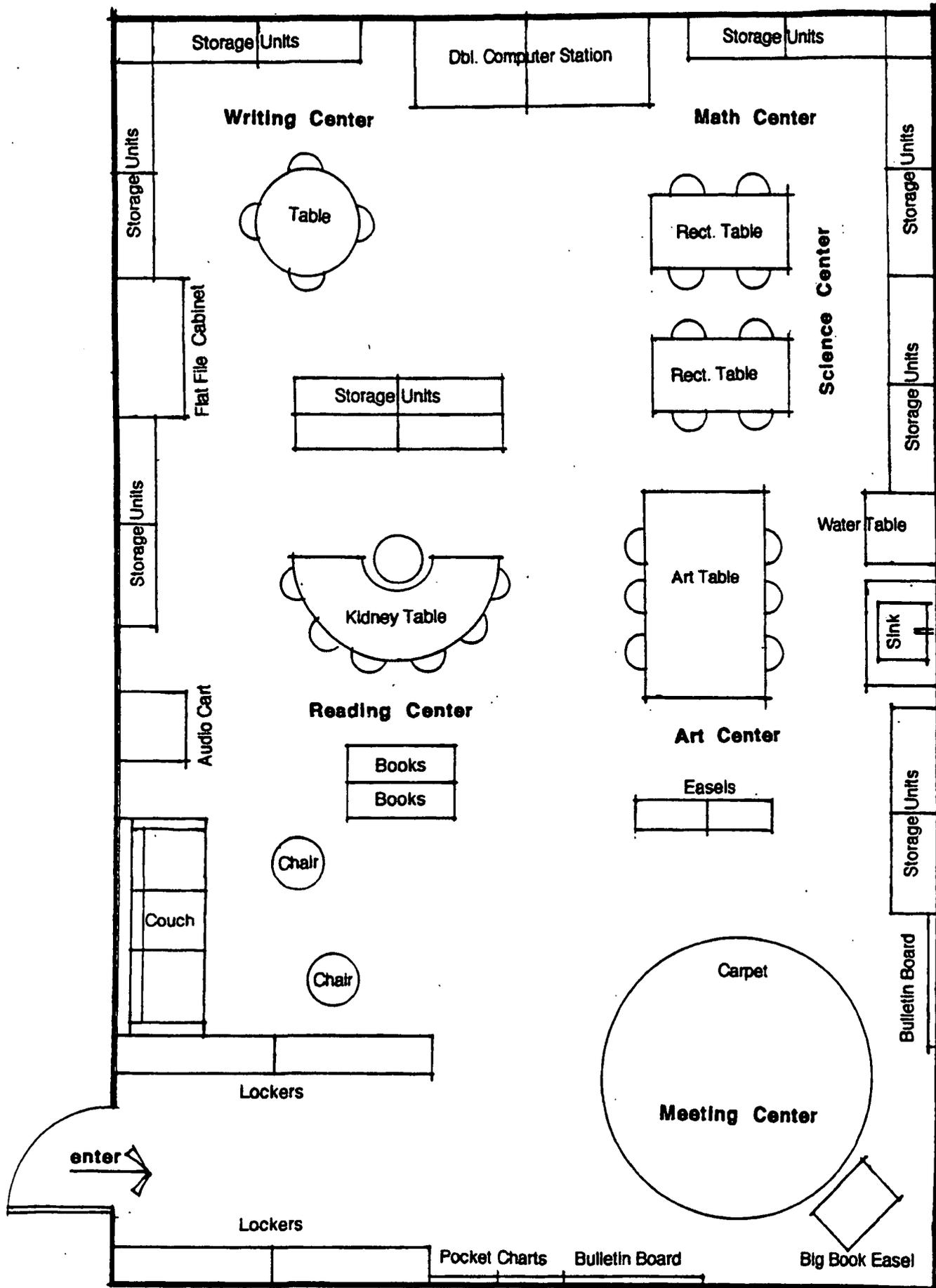
At 3:20, children prepare to leave school or move to after school program. One child reads aloud the "Don't Forget" checklist and homework assignments for the next day.

# Typical K-2 Classroom Layout

Assumed Room Size: 24' X 36"

Scale: 1/4" = 1' - 0"

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**OVERVIEW OF PROPOSED  
CLASSROOM MATERIALS FOR  
CLASSROOM CENTERS**

**First Books**

A graded series of beginning books (4.25" x 5.5") with isolated pictures and words.

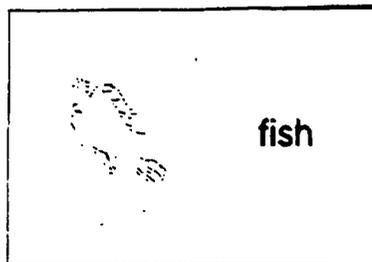
The illustrations may be colored.

**Set 1:** Twelve books containing one picture and one phonetic word per book.

**Set 2:** Ten books containing one picture and one phonetic word on opposite pages for a total of five words and pictures per book.

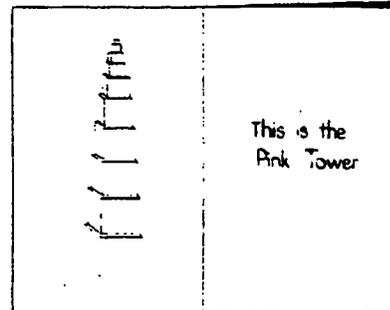
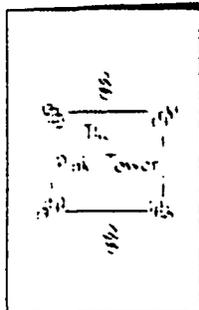
**Set 3:** Ten books containing two pictures and two words on opposite pages for a total of ten words and pictures per book.

**Set 4:** Fourteen books with pictures and words emphasizing the key phonogram spelling for: ch, sh, th, ai, ee, ie, oa, oo, oi, ow, oo, ar, er, or.



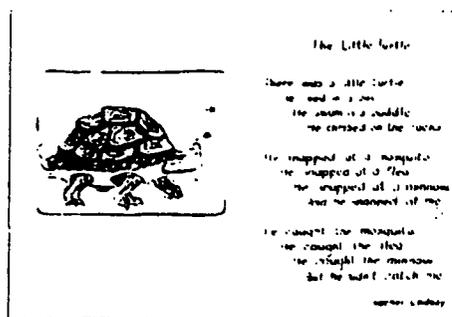
**Easy Reading Booklets**

A complete set of 18 finished booklets, (5.5" x 8.5"), with illustrations. Type is large hand lettered and printed in black on white index stock. Illustrations are suitable for coloring as desired. Titles are: Land and Water Forms, Bells, The Plants' Pantry, Silence, Houses, Five Senses, First Book of Writing, Second Book of Writing, Tasting Jars, Cylinder Blocks, Walking On The Line, Objects in Color, Geometry Cabinet, Geometric Solids, Pink Tower, First Color Box, Three American Children, and The Botany Cabinet.



**Illustrated Poems**

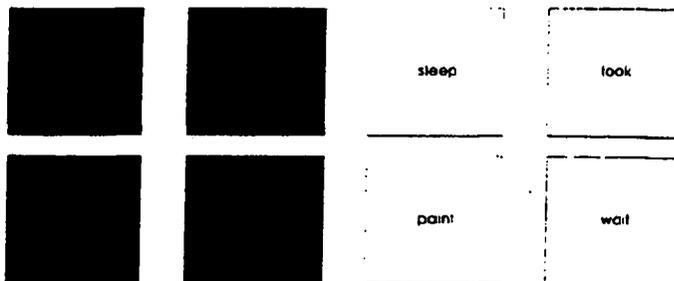
Children can read, copy and trace the 12 different poems which are hand lettered in large, legible letters, each with a large illustration. Titles include The Little Turtle, Mice, Mittens, Rain, etc. Printed in black on vellum finish card stock. 11" x 17" size for both poem and illustration.



**Simple Commands, Set 1**

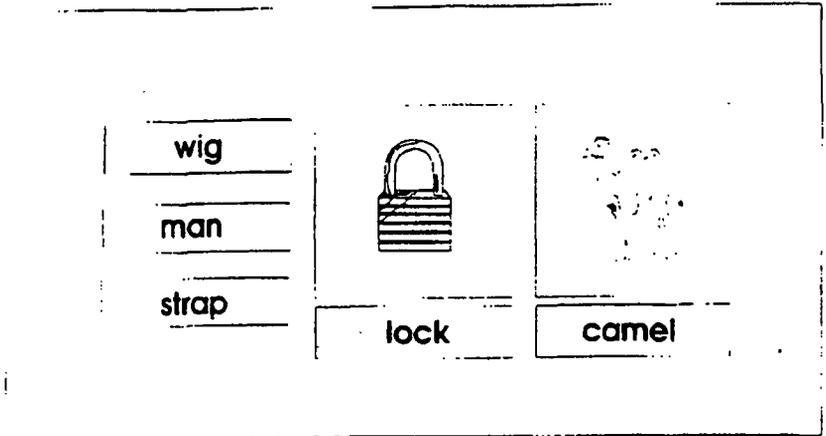
A. 60 one-word verb commands printed in black on 2.75" x 2.125" red cards.

B. 90 one-word verb commands printed in red on 2.75" x 2.125" white cards.



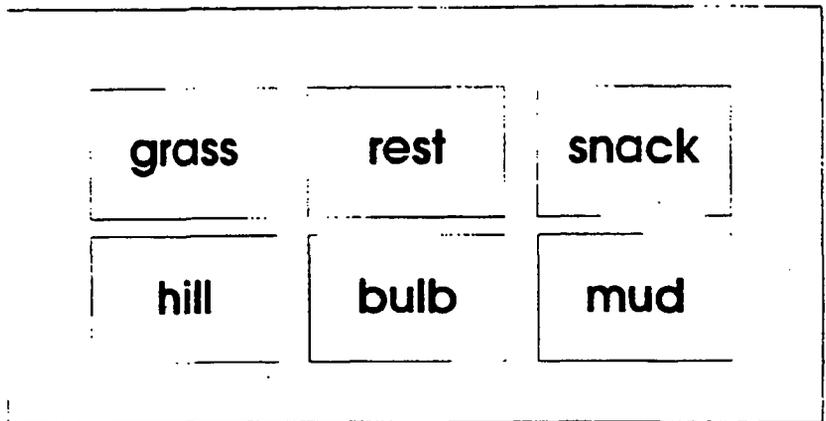
**Phonetic Pictures and Labels**

160 cards (4.25" x 4.5") with individual pictures of an object on each card, and a set of matching labels (1" x 4.25") for beginning phonetic reading following introduction to Object Box 1. The pictures may also be used with the movable alphabet. Printed in black on white card stock.



**Phonetic Reading Cards**

85 cards, (4.25" x 2.75"), printed with blue vowels and red consonants for beginning phonetic reading following introduction to Object Box 1. One phonetic word isolated on each card.



**Positive, Comparative, Superlative**

32 sets of adjectives for use with the sensorial materials. Total of 96 words. 1" x 2.8" size, supplied in plastic box for storage. Plus ordinal and cardinal names for 1 to 10. Total 20 words.

sweet	sweeter	sweetest	stronger
louder	short	shorter	shortest
eight	cold	colder	coldest
heaviest	small	smaller	smallest
high	soft	softer	softest

**Classification Charts**

These two large charts (14 x 22") are for use with the Grammar Cards (elementary material). The spaces are sized so that the individual grammar cards can be placed on the chart for classification exercises.

Printed in black on white card stock.

**Classification of Nouns**

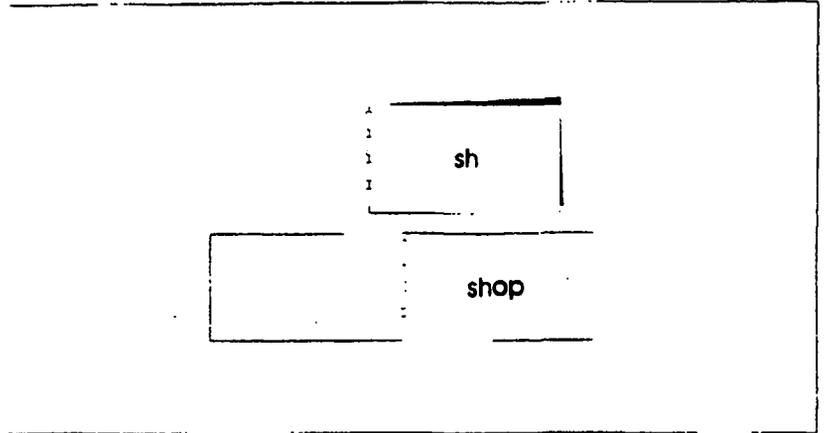
**Classification of Adjectives**

Classification of Nouns	
Common	Proper

Classification of Adjectives	

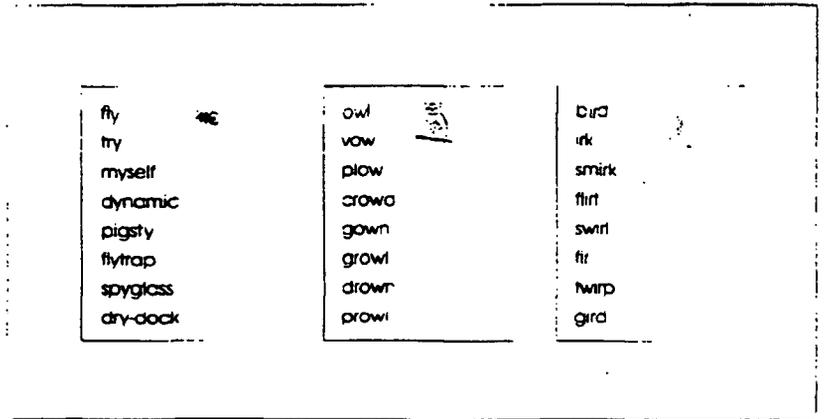
**Phonogram Booklets**

A complete set of 45 booklets, 9-pages each (2.25" x 4.25"). Each book presents a basic phonogram sound with eight words (one on each page) showing spelling variations. The isolated sound on each card is printed in red. Each booklet is spiral bound.



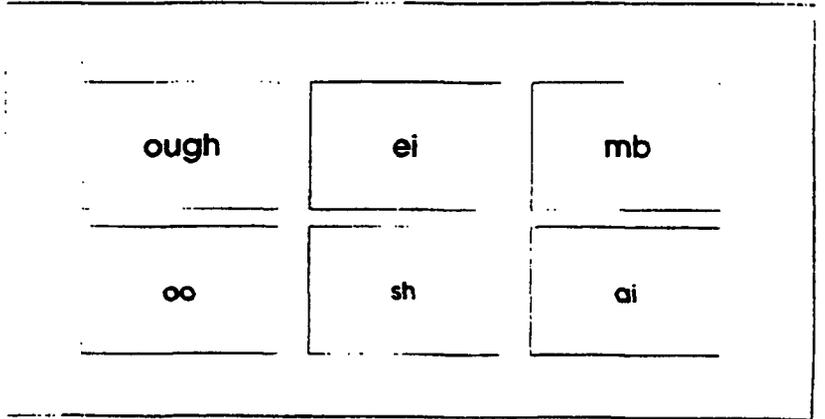
**Phonogram Cards**

A set of 64 cards (4.25" x 5.5") for the basic phonogram sounds and spelling variations in 5.637.00 above, plus other spelling variations. No words are repeated and all sounds in the words are phonetic except for the isolated difficulty. There is no more than one difficulty in a word. All but six cards have eight words and a picture which identifies the sound. Phonogram sound printed in red in the first word of each card.



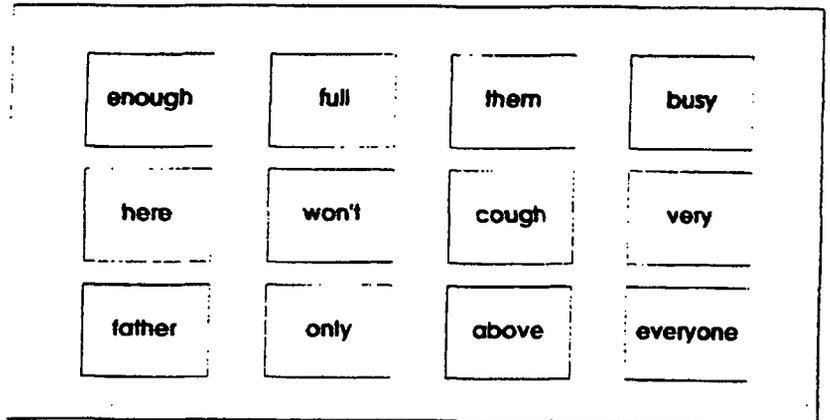
**Key Spelling Sorting Cards**

A set of 62 cards (2.75" x 4.25") to help the child internalize the spelling variations of the key phonogram sounds. The isolated sounds are printed in red and the key sound is printed in black on the back of the cards for control.



**Puzzle Words**

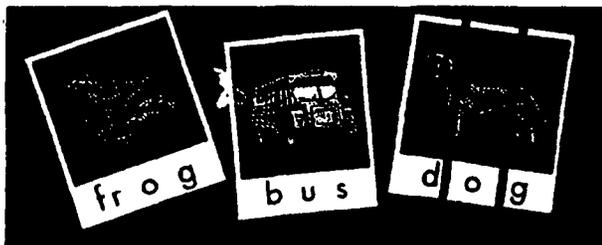
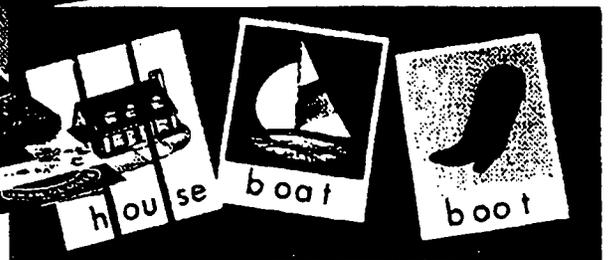
126 cards (2" x 2.75") These sight words do not follow the normal rules so must be memorized.





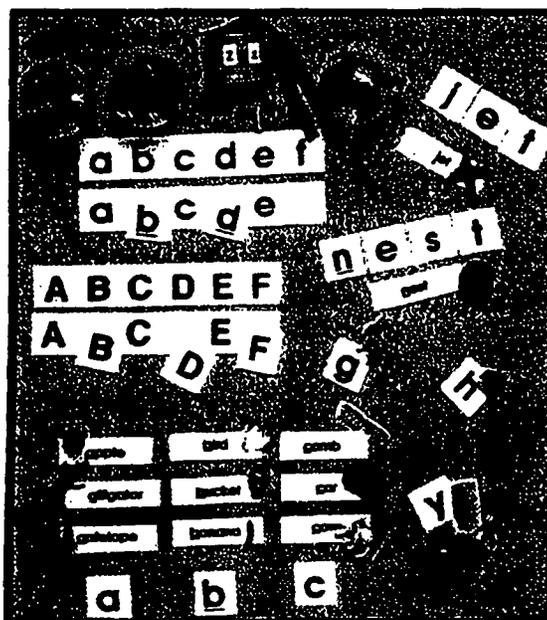
**Ready to Read Phonics**

Give children a head start in reading with this fast-paced interactive phonics program! Introduces phonics fundamentals on tapes, while children follow along in an illustrated workbook, responding to pictures and reading the words and sentences. Workbook is filled with charming stories and characters that keep children coming back for more! Based on famous, school-proven phonics programs used in over 50,000 classrooms. Includes 4 audio cassettes and a corresponding follow-along phonics workbook, plus read-along books all packed in a durable travel case. Guide includes easy-to-follow instructions for each of the 17 lessons and suggestions for additional learning activities. Grades K+



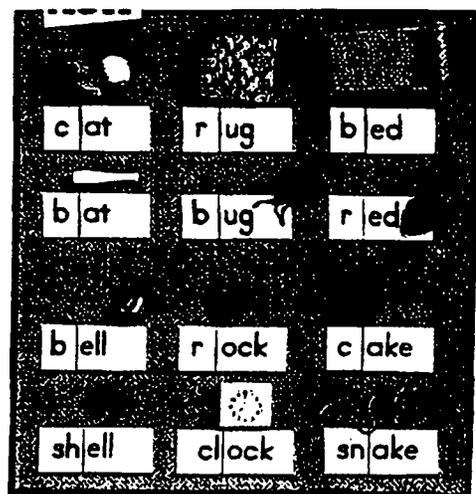
**Phonics Word Building Puzzles**

The colorful, contemporary art on these puzzles encourages children to match the picture and words and recognize simple vowel sounds, consonant blends and digraphs. The puzzle cards measure 4 1/2" x 3 1/2" assembled. Set 1 includes 54 puzzles with 3-letter words and simple vowel sounds and introduces beginning and ending consonant blends and digraphs. Set 2 introduces vowel digraphs, including the medial vowel digraphs ee, ea, oa, oi, ou, ai, ie, oo (moon) and oo (book) and includes 36 puzzles.



**Hands-On Alphabet**

This comprehensive resource kit includes word cards for each of 78 alphabet objects, 2 sets of upper- and lowercase letter cards, alphabet matching and sequencing strips, 26 sorting cups, alphabet stickers, and separate storage units for all the different components. Ages 5-8.



**Rime Power**

Use tiles to build dozens of words, match them to miniature objects. Level 1 builds three-letter phonetic words like pig or rat; Level 2 builds more complex four- and five-letter words like shell, snail. Complete set includes 32 initial consonant and blend tiles and 32 rime tiles and 32 matching objects. Teaching notes included.

**Number Words and Numerals 1 - 10**

Two 8.5" x 11" cardstock sheets with hand lettered numbers 1 - 10 printed on one side and hand lettered words in corresponding spaces on reverse side. May be left as whole sheet or cut apart into individual cards.

6	1	one	six
7	2	two	seven
8	3	three	eight
9	4	four	nine
10	5	five	ten

**Working Chart Problem Slips**

For use with the working charts for the operations of +, -, x, ÷. Sets of color-coded equations supplied in plastic boxes.

**Addition Working Charts Problem Slips, 4 sets**

$1+3=$	$2+1=$	$3+3=$	$4+9=$
$4+7=$	$6+5=$	$9+6=$	$7+1=$
$2+5=$	$9+2=$	$8+4=$	$2+2=$

**Subtraction Working Charts Problem Slips, 2 sets**

$1-1=$	$3-2=$	$7-6=$	$8-7=$
$5-2=$	$6-5=$	$9-3=$	$7-1=$
$18-9=$	$4-2=$	$8-4=$	$2+2=$

**Multiplication Working Charts Problem Slips, 3 sets**

$1 \times 5 =$	$3 \times 3 =$	$3 \times 4 =$	$7 \times 8 =$
$4 \times 2 =$	$6 \times 7 =$	$7 \times 2 =$	$2 \times 10 =$
$10 \times 9 =$	$9 \times 2 =$	$2 \times 6 =$	$4 \times 4 =$

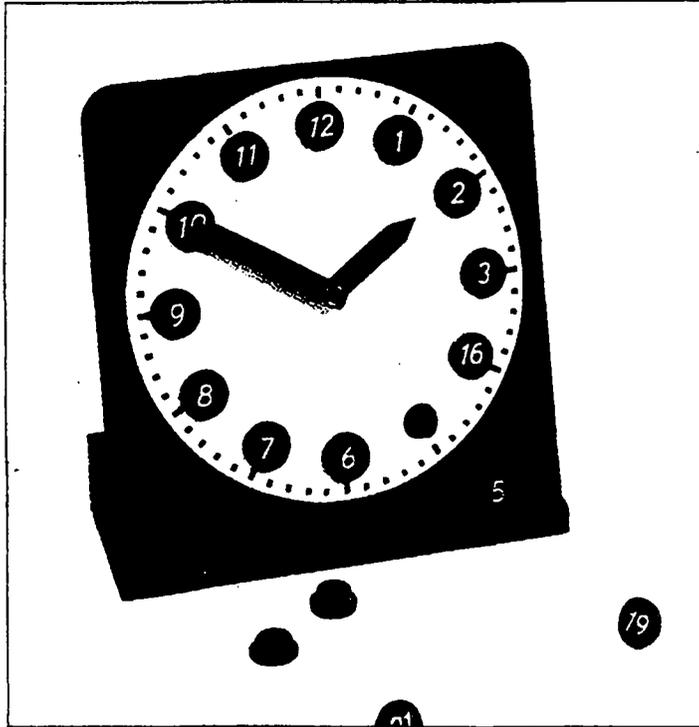
**Division Working Charts Problem Slips, 2 sets**

$81 \div 9 =$	$3 \div 1 =$	$40 \div 4 =$	$21 \div 7 =$
$6 \div 2 =$	$16 \div 8 =$	$27 \div 3 =$	$54 \div 9 =$
$4 \div 2 =$	$45 \div 5 =$	$48 \div 6 =$	$36 \div 9 =$

**Multiples Tables**

One pad each (75 sheets, 8.5 x 11") of Table a (1-50) and Table b (51-100). Printed red and black. Also included is one control chart for Table a and Table b.

**CLOCK**



**Objective:**

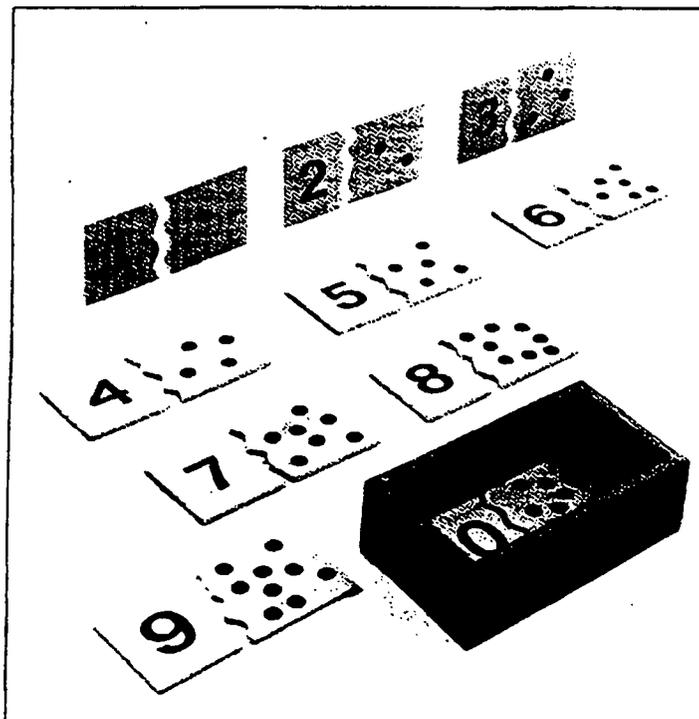
This free standing clock with movable hands also has removable clock figures, 1-12 in red and 13-24 in blue.

**Contents:**

The Clock contains:

- a stand with storage tray and lid to store the numbers.
- a clock face with movable hands that can be placed on the stand. Diameter of the clock face is 28 cm.
- 12 red numbers, 1 to 12 hours.
- 12 blue numbers, 13 to 24 hours.

**NUMBER PUZZLE 1-10**



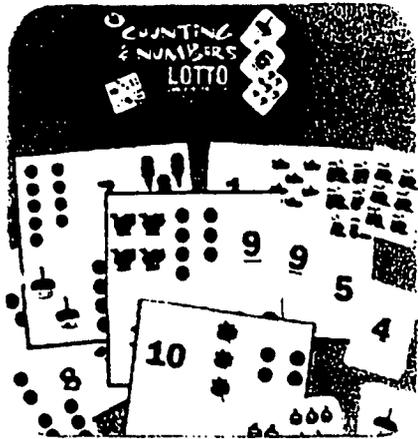
**Objective:**

This 1-10 number puzzle serves as the child's introduction to quantity and symbol relationship.

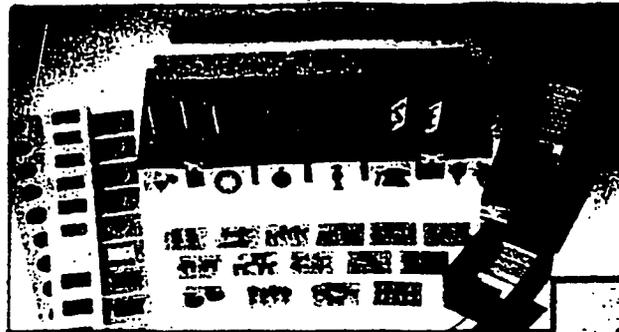
**Contents:**

The Number Puzzle 1-10 contains:

- a wooden box with lid (16 x 9 x 5 cm).
- 20 matching pieces.



**Counting and Numbers Lotto**  
 King-size, full color game for reinforcing number/numeral recognition on the concrete, semi-concrete and abstract levels. Five game boards, 11" square, and 30 playing cards, each 3" x 5" that can double as flash cards. Grades K-3.

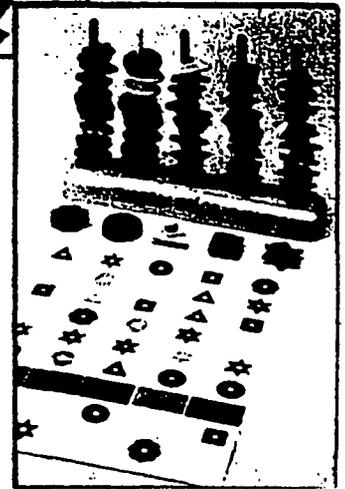


**▲ Color and Count Sorting Box Combination**

Set includes 4 header strips, 2 color strips, 50 counting tiles, and 20 color tiles, with a wooden storage box.

**Shape 'N' Color Coaster ▶**

Recognizing shapes and shape names, colors, counting and grouping are just some of the learning possibilities. Five shapes and 5 colors provide variety. The pieces are made with a center hole to fit onto the base—which serves as a sorting abacus. Kit includes 50 plastic pieces and 18 pattern cards. 10" x 2" x 6".



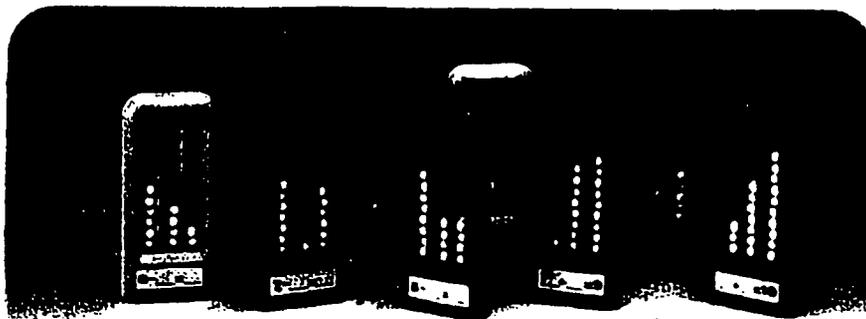
**Fraction Stax**

Set of 51 plastic stacking pieces representing one whole, halves, thirds, fourths, fifths, sixths, eighths, tenths, and twelfths. Includes one nine-peg base and a teachers guide.



**Giant Beaded Number Cards**

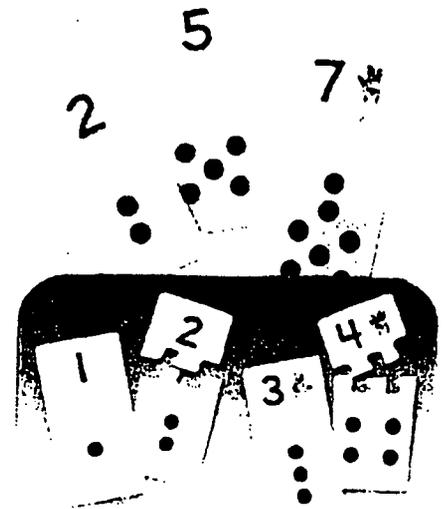
Set of 10 cards with silver-beaded numerals 1-10. Shows set equivalents. 7" x 11". Grades K-3.



**Visual Math**

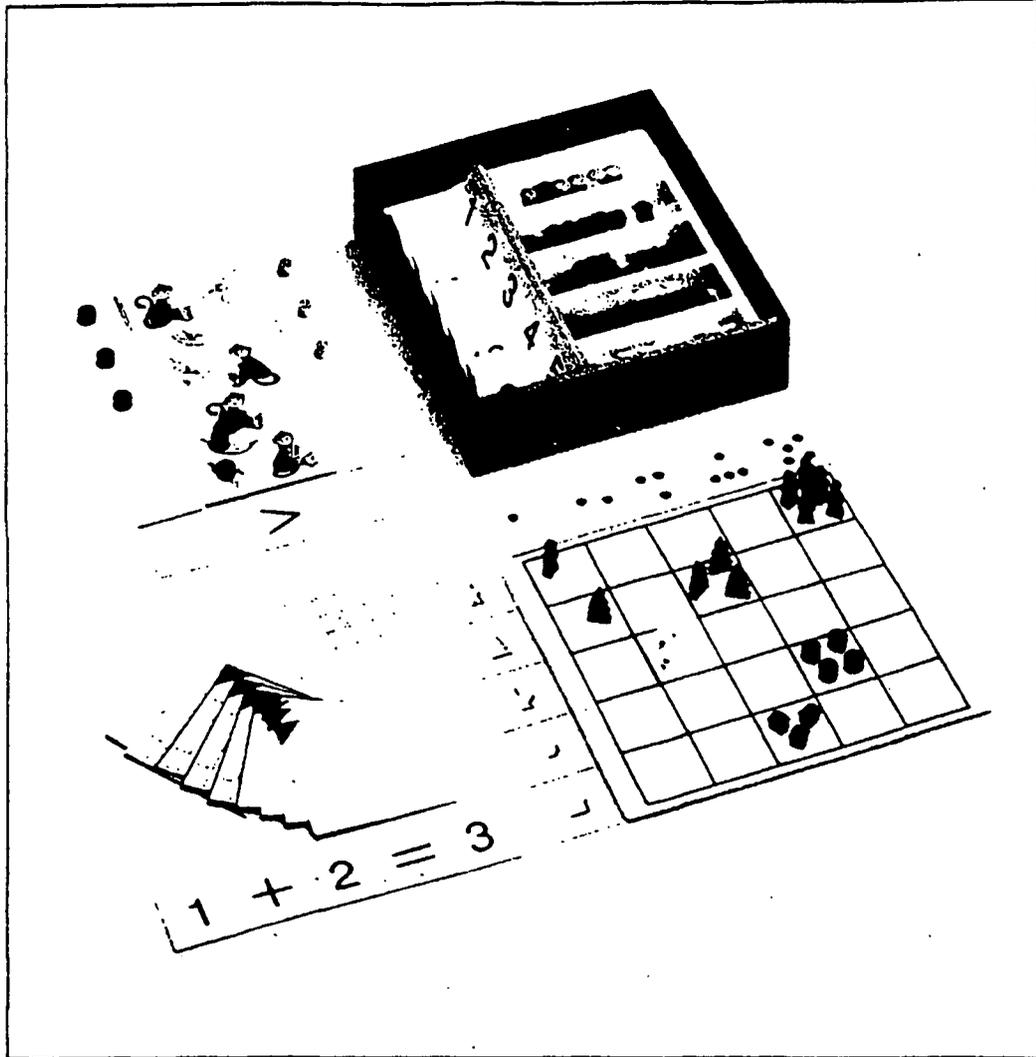
See-through counters teach all combinations of addition and subtraction facts for numbers 1-10. Students count the beads in each column to form equations on the addition side ( $4+6=10$ ), then turn the counters over to see the corresponding subtraction equation ( $10-6=4$ ). Just shake for a new math fact! Set comes complete with 10 plastic Visual Math counters (one for each number 1-10) and a 24 page reproducible guide with suggested activities.

Activity Book  
 Visual Math Set



**Locking Numbers and Number Match**

Each set includes ten 4 x 3" foam, self-correcting number puzzles and activity sheet. Number match features Fingerspell. Grades K-3.



 **COMPARANT**

**Objective:**  
Comparant helps children learn through play:

- by comparing quantities (more, less).
- by counting to five and to ten.
- by working with a matrix.
- by doing simple exercises (addition-subtraction).

**Contents:**  
Comparant contains:

- a box with cover (the cover also serves as the matrix).
- twenty chips, ten red and ten yellow.
- twenty pigs.
- twenty houses.
- twenty people.
- twenty cars.
- five cards with pictures.

- four comparison strips.
- two numerical strips.
- twenty cards with dots: one to ten, structured, and one to ten, unstructured.
- twenty numerical cards: two sets of one to ten.
- four "+" signs.
- three "-" signs.
- two ">" signs.
- four "=" signs.
- three comparison cards, printed on both sides.
- ten exercise cards, printed on both sides.
- instructions.

**Possibilities:**

*Experimental*

By experimenting freely, children can discover various options and establish mathe-

matical relations. Teachers may also give various assignments:

*Sorting with the picture cards*

Let a child place the picture cards in a row, along with the various objects.

*Counting with the dotted cards*

The teacher asks a child to place the cards with the white dots (perhaps only numbers one through five). The child must then count the dots on the cards and, using the objects in the box, place the same number of objects next to or under each card.

Children who do this may now arrange the cards and

objects from one to five or from one to ten. They can do the same exercise using the cards with black dots. Counting becomes more difficult, since the dots are not structured.

*Counting with numerical strips*

Various assignments are possible using the numerical strips. Depending on the children's level of learning, they can either use the one-to-five or the one-to-ten strips.

The sequence of the numbers on these strips is fixed.

With the strips, children can do any of the following:

- sort the objects

Have a child place the picture cards on the numerical strips (the houses on one and the people on the other).

The child can now directly see where there are too many or an equal number of pictures. The child can also place the dotted cards above the comparison strips, arrange the objects in the correct quantities on the strips and then see which is "more" and which is "less".

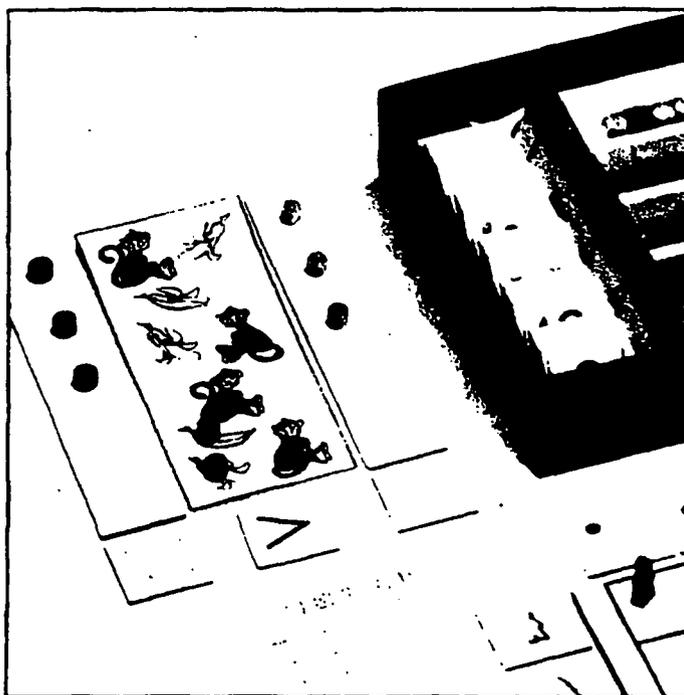
*Using the matrix*

Have a child place the picture cards above the matrix.

The child can now place the objects in arbitrary quantities under the picture cards on the matrix. This can be taken a

chips from the box. The assignment reads as follows: 'Place a red chip on all fish and a yellow one on all boats'. The red chips are then placed on one side of the comparison strips and the yellow ones on the other side. Counting can now begin. How many red chips are there?

How many yellow chips? Which represents "more" and which represents "less"? The comparison strip clearly shows which are "more" and which are "less". The quantity can be given under the strips, with a numerical or a dotted card. Following this exercise, children can work independently with the other cards.



- place dotted cards next to the strips
- look for the same numerical cards

*Comparisons with comparison strips*

Let a child place the comparison strips side by side.

Take an arbitrary quantity of objects out of the box that represent two different pictures (e.g. houses and people).

step further by placing the dotted or numerical cards on top. (See the exercise cards).

*Working independently with the comparison cards*

The comparison cards show pictures in various quantities. For example, one card has six boats and seven fish. Place the four comparison strips on each side of the card. Remove the red and yellow

*Working independently with the exercise cards*

To encourage independent work, there are ten exercise cards. The assignment is on the front, while the reverse side is for checking purposes.

*The arithmetic symbols*

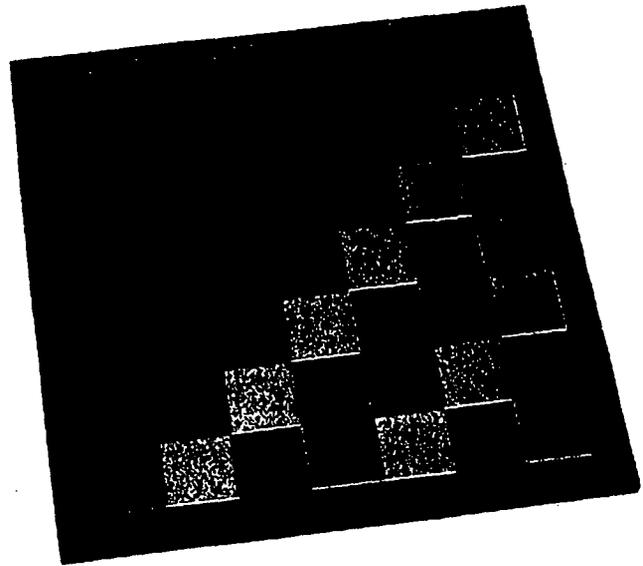
For those children who are interested, there are also several arithmetic symbols included. They will be ready to use these, once they understand the "more - less" concept and can link a given quantity to an arithmetic symbol.

Playing with Comparant involves addition and arrangement. This leads to understanding basic numbers and simple arithmetic exercises.

Author: Dr Jef J. van Kuyk

**Decimal Checker Board**

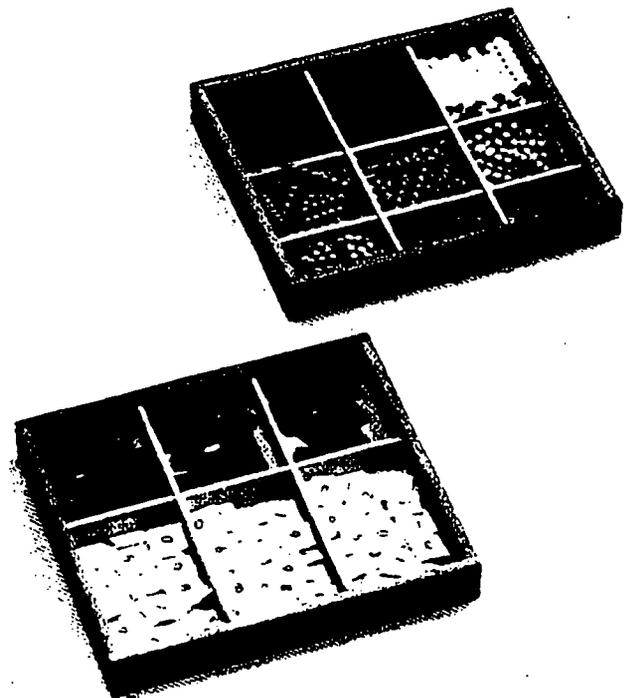
This material allows the child to work short and long multiplication's of whole and decimal numbers. The Decimal Checker Board is made up 49 squares colored in the hierarchical shades of green, blue and red. The diagonal squares represent the hierarchies from millions to millionths and differentiate decimals from whole numbers.

**Checker Board Beads**

These beads along with the tile material (# 0.139.80) are component parts necessary to do the Checker Board activities. A box (with compartments and lid) containing 20 of each colored bead bar 1 thru 9.

**Number Tiles**

This set of wooden color-coded number tiles is designed for use with the Checker Boards and Flat Bead Frame. The white tiles represent the multiplicand and the gray tiles represent the multiplier. The numerals on the tiles are printed in green for units, blue for tens and red for hundreds to reinforce the hierarchy of the decimal system. The number tiles are stored in a six compartment beechwood box with lid.



**Addition Tables Booklet #1**

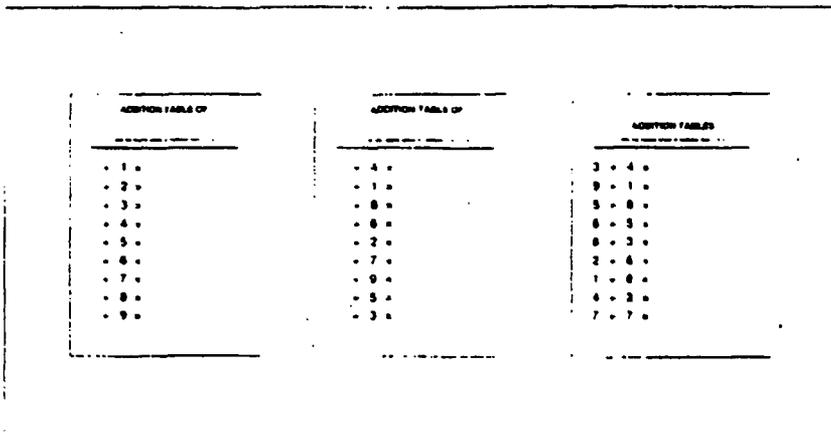
Booklet of addition tables for the numbers 1 to 9. Starts with table for number ONE with addends in progression from one to nine. 4.25" x 5.5" - 40 booklets per item. Use with Addition Stripboard.

**Addition Tables Booklet #2**

Addends in random order. 40 booklets per item.

**Addition Tables Booklet #3**

Addends and augends in random order. 40 booklets per item.



**Subtraction Tables Booklet #1**

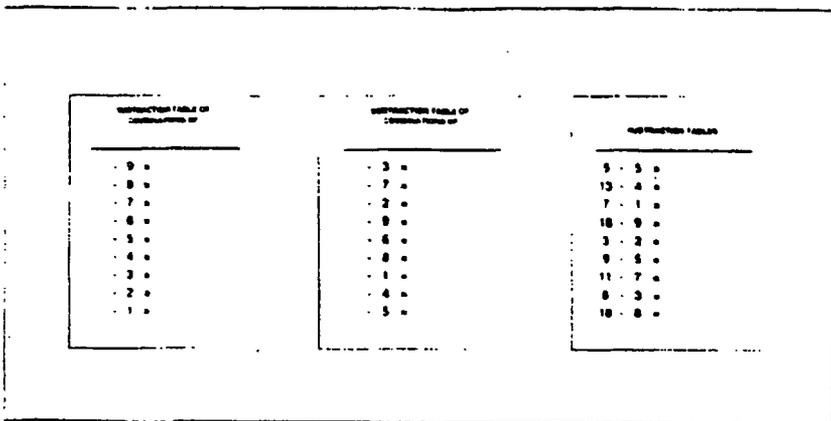
Booklet with 18 subtraction tables for numbers 1 to 18. Starts with table for EIGHTEEN and progresses to table for ONE. Subtrahends are in diminishing order. 24 booklets per item. Use with Subtraction Stripboard.

**Subtraction Tables Booklet #2**

Subtrahends in random order. 24 booklets per item.

**Subtraction Tables Booklet #3**

Subtrahends and minuends in random order. 40 booklets per item.



**Multiplication Tables Booklet #1**

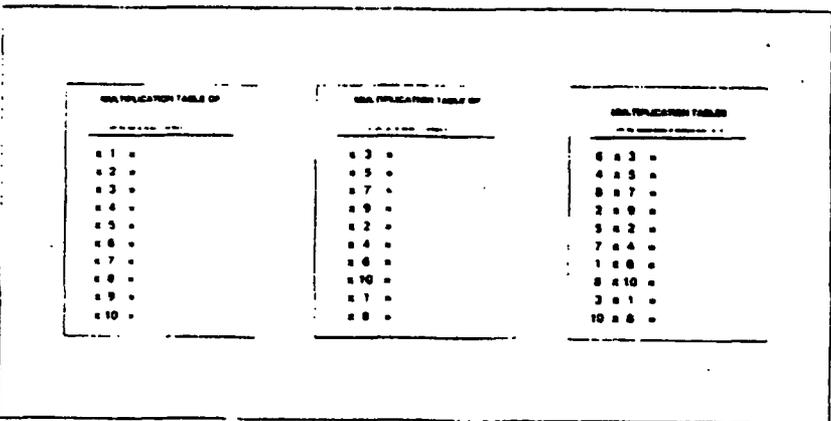
Booklet with 10 pages of multiplication tables for numbers 1 to 10. Starts with tables for ONE with multiplier in progression from one to ten. 40 booklets per item. Use with Multiplication Board.

**Multiplication Tables Booklet #2**

Multipliers in random order. 40 booklets per item.

**Multiplication Tables Booklet #3**

Multiplicands and multipliers in random order. 40 booklets per item.

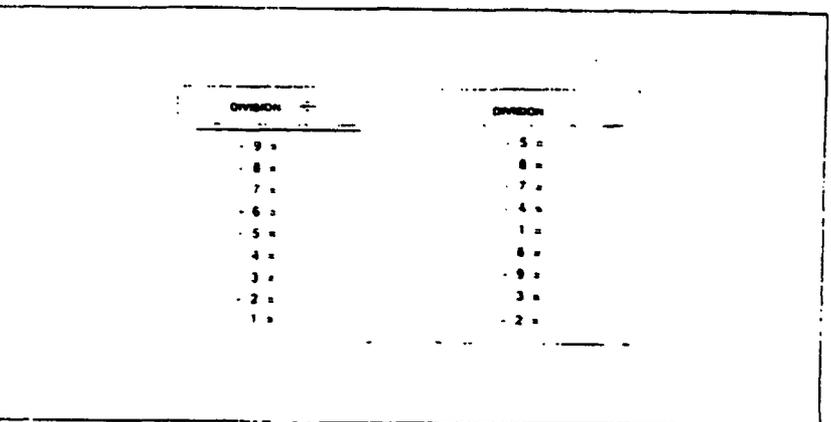


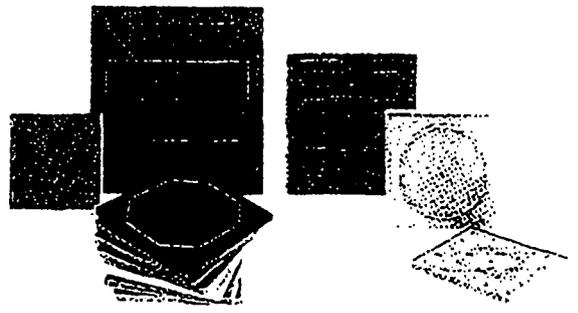
**Division Tables Booklet**

Booklet with 81 pages of division tables from 81 to 1. Use with Division Board. 5 booklets per item.

**Division Tables Paper**

Division exercise sheets, 500 sheets per item.





**5" x 5" Pin Geoboards**

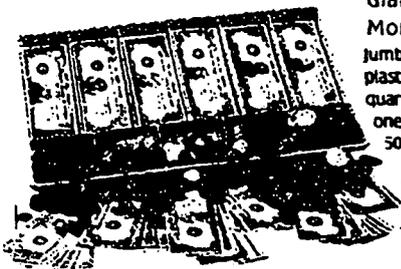
Teach shapes, angles, area, and perimeter with these sturdy plastic geoboards. Each pin is labeled and designed to keep Rubber Bands in place. (Gr. K-9). Rubber Bands included.

**5" x 5" Pin/Circle Geoboard**

A classic 5x5 Pin Geoboard on one side and a Circle Geoboard on the other. The Circle Geoboard has pins every 15" with a center pin and corner pins. (Gr. K-9). Rubber Bands included. (Gr. K-9)

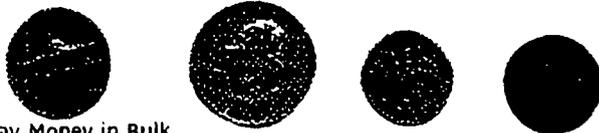
**11" x 11" Pin Geoboard**

The x-axis and y-axis are numbered 1-10 for coordinate activities. Features a 1cm grid for area activities. 9"x9" Plastic. Includes Rubber Bands. (Gr. K-9).



**Giant Classroom Money Kit**

Jumbo Money Tray is filled with 100 plastic pennies, nickels, dimes, and quarters; 50 half-dollars; 100 each of ones, fives, tens, and twenties, and 50 fifty and hundred dollar play money bills. Includes 64-page Money Activity Book. Tray measures 10-3/16" x 18-5/8". (Gr. K-4).

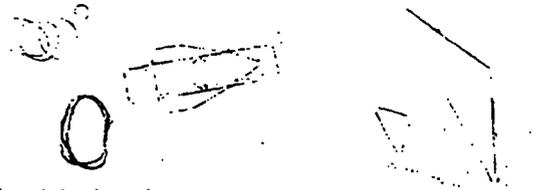


**Play Money in Bulk**

Nothing beats our plastic coins for teaching young children about money. Coins sport serrated edges and realistic details. (Gr. K-4).

**Bonus Bill and Treasury Coin Assortment**

Big assortment of 500 realistic, play-money bills includes 100 each of \$1, \$5, \$10, and \$20, and 50 each of \$50 and \$100 bills. Set of 450 realistic, plastic coins includes 100 each of pennies, nickels, dimes, quarters, and 50 half-dollars. (Gr. K-4. (Not Shown))



**Overhead Geoboards**

Perfect for demonstrations. Each set includes Rubber Bands. (Gr. K-9).

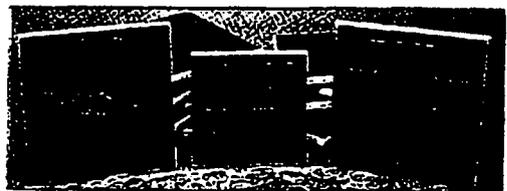
**Rubber Bands**

Over 400 per pack!



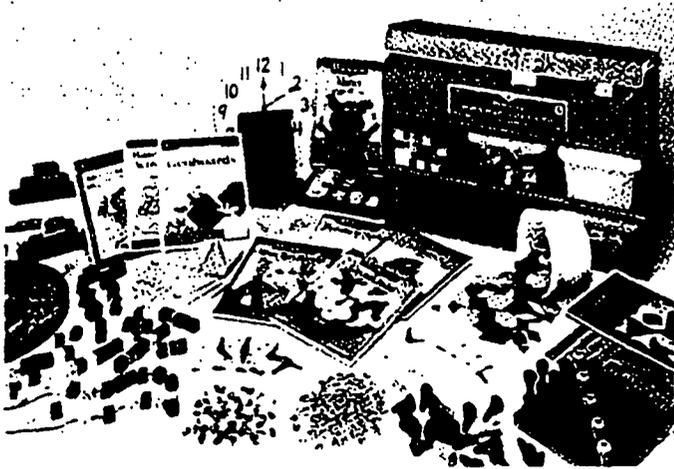
**Wood Geoboard**

Unbreakable 5x5 pin board features metal pins with rounded heads. (Gr. K-9).



**Center Enterprises Wooden Geoboards**

We at Center Enterprises manufacture 2 sizes of wooden geoboards. An 8" x 9" wooden geoboard and a 10 3/4" x 10 3/4" wooden geoboard. Our boards are durable, warp proof, and each has a 25 brass pin array. The 10 3/4" Circular Board has 29 pin array. They also have beveled edges and have a black acrylic surface to visually enhance the geometric patterns made on the boards.



**Primary Math Manipulative Kit**

(Gr. K-3). Includes everything you need to engage your students in "doing math" with manipulatives:

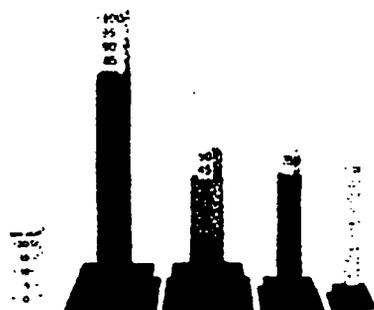
- 100 Puppy Counters
- 100 Kitten Counters
- Sorting Tray
- Rubber Bands
- 12 Laces
- 5x5 Pin Geoboard
- 100 Base Ten Cubes
- 50 Base Ten Rods
- 10 Base Ten Flats
- 200 Linking Cubes
- 250 Pattern Blocks
- 100 Easy Grip Pegs
- Large Clock Dial
- 10 Student Clocks
- Cube Pattern Cards
- Mathcards for Pattern Blocks: Shapes and Sides
- Math Discoveries With Linking Cubes
- Base Ten Activity Cards: Showing Numbers
- Math Discoveries With Base Ten Blocks
- Mathcards for Geoboards: Geometric Shapes
- Math Discoveries With Money
- Money Mathcards: Finding Exact Amounts
- Math Discoveries About Time
- Math Discoveries About Counting & Numbers
- Mathcards for Easy Grip Pegs: Pattern Towers
- 4 Overhead Clocks with Numeral Tiles
- 100 One-Inch Colored Cubes
- Cash Box with 94 coins and 30 bills
- 25-Hole Playpad Pegboard



**Intermediate Math Manipulative Kits**

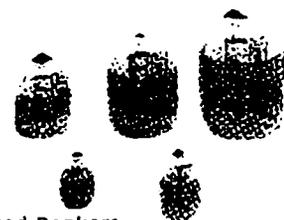
(Gr. 4-6). Engage your students in "doing math" with this complete manipulative kit. Includes:

- Blank Playing Cards
- Regular Playing Cards
- 12 Dotted Dice
- 4 Fraction Dice
- 2 Operations Dice
- 12 Student Number Lines
- 2 GeoMirrors
- Deluxe Fraction Circles
- Clear Protractor
- 2 sets Fraction Builder
- Volume Relationship Set
- 2 sets Pentominos
- 5 sets Tangrams
- Hundred Number Board with Number Tiles
- 100 Clear View Base Ten Cubes
- 50 Clear View Base Ten Rods
- 10 Clear View Base Ten Flats
- 2 Mark-On/Wipe-Off Spinners
- 2 Circle Perfect Compasses
- 4 5x5 Pin/Circle Geoboards
- Beginning Algebra Thinking, Gr. 3-4 and 5-6
- Math Discoveries About Data & Chance
- Math Discoveries About Data & Probability
- Math Discoveries About Fractions
- Math Discoveries About Fractions and Decimals
- Math Discoveries About Geometry, Gr. 3-4 and 5-6
- Math Discoveries About Patterns
- Math Discoveries About Patterns and Functions
- Clear View Base Ten Activity Cards Addition, Subtraction, Multiplication, Division



### Graduated Cylinder Starter Set

Unbreakable, clear, flexible cylinders with over-sized numbers and detachable bases for easy measuring, handling and clean-up. 10ml, 25ml, 50ml and 100ml capacities. Grades 5-8.



### Graduated Beakers

Wide mouth for easy measuring. Set of 5 nests for storage. 50ml, 100ml, 250ml, 500ml and 1 liter measures. Unbreakable plastic. Grades 1-8.

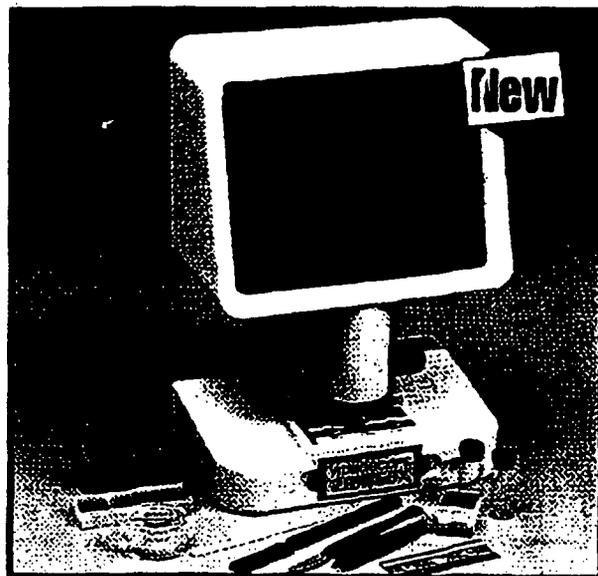
### Basic Beaker Set

This "neat" set features three pouring lips for dripless pouring. The set of 6 plastic beakers includes 50ml, 100ml, 250ml, 400ml, 800ml, and 1 liter. Grades 1-8.



### Anatomy Apron

Washable, vinyl apron comes pre-printed with outlines of the internal body organs. It helps students learn the name and location of the heart, liver, lungs, intestines, kidneys and stomach. Colorful cut-out pieces attach with the velcro for extra reinforcement. Includes teacher's guide and reproducible activities. Grades K-6.



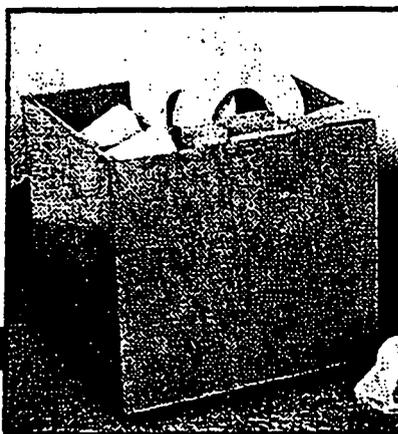
### Big Screen Microscope ▲

Investigative science comes to life only through a video-scope! Includes a 20x • 50x power video-scope with glass lens and 8 1/2" screen, 2 prepared slides, 10 blank slides, 12 specimen covers, 2 specimen vials, scalpel, needle, tweezers, spatula, stirring rod, Petri dish, micro slicer and instructional manual. Uses 3C batteries, not included.



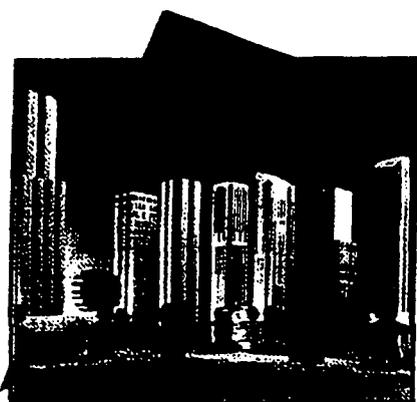
**▲ Bird-in-Hand Block Storage Unit**

This unit will handle your block storage needs using a minimum amount of floor space! Ideal for the smaller classroom, the five perfectly sized cubbies permit proper stacking and organizing. The 17" deep shelves allow easy access. Sturdily constructed of 11-ply all-birch panels with screw-reinforced dadoes and screw-block reinforced top corners. The 1/2" thick back panel is dadoed and screwed in place for added stability. Preassembled. Made in USA. 47 1/2"W x 30"H x 11 1/2"D. 70 lbs.



**◀ Childs/Play Block Bin**

Constructed from select birch, this large square bin holds lots of blocks! Moves easily on casters. 23"W x 23"D x 18"H. 32 lbs.



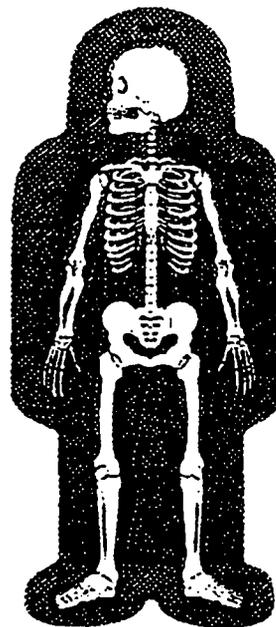
**▲ Skyscrapers**

36 pieces: 24 house blocks, people, trees and dog.

**Rainbow Blocks ▶**

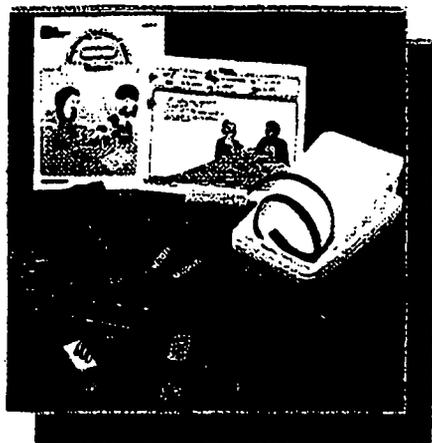
Invites imaginative play, develops problem-solving skills, enhances eye-hand coordination, reinforces shape and color identification. Each set includes 11 hardwood blocks with colorful Plexiglass windows. A block play essential!





### Human Body Wall Charts

Let students bone up on their knowledge of the human body! These charts are a full 50" tall, allowing students to have a personalized view of their internal structure. Complete with a six-page resource guide. Grades 1-4.



### ▲ Magnets

Students explore the fascinating properties of magnets. Includes 20 magnet balls, 6 large bar magnets, washer, latch, disk magnets, small bar magnets, and 1 jumbo horseshoe magnet. Plus magnetic chips, magnetic compass, iron filings, colored paper clips, lodestones, magnetic tape, and more.

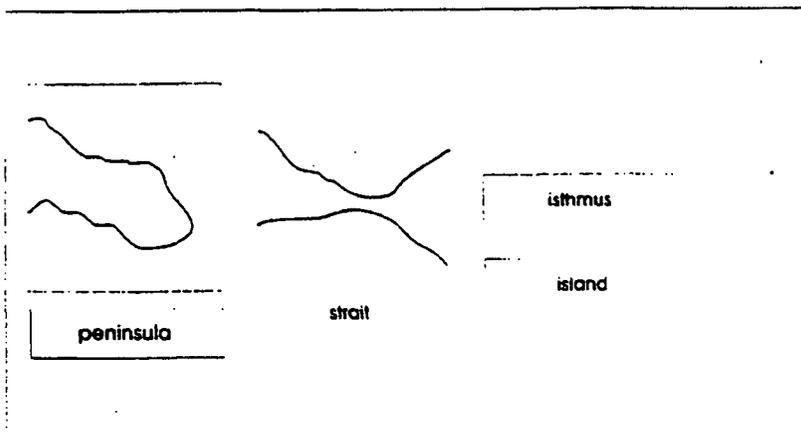


### Economy Torso Model

This 6-part plastic torso shows the respiratory, circulatory, digestive, nervous and urinary systems as well as musculature. The lungs, heart, liver, stomach and intestines are easily removable for further examination. This compact and durable model is ideal for introductory biological science classes. Dimensions are 10" x 5.3" x 3.2". Mounted on a wooden base.

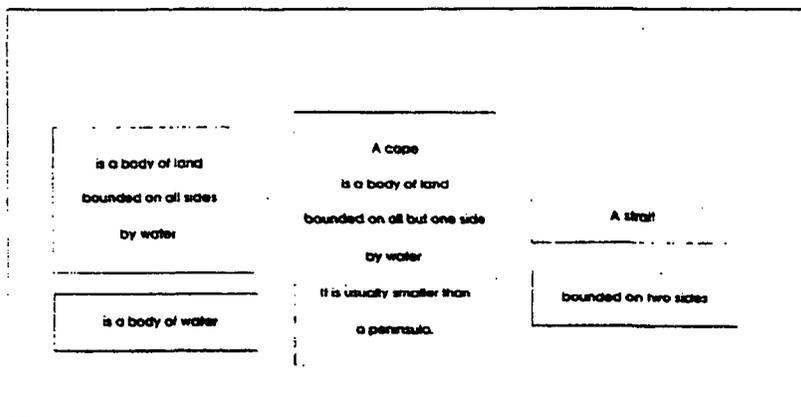
**Land & Water Forms, Cards**

Printed on cardstock with black outline of ten basic land and water forms. Island-Lake, Peninsula-Gulf, Isthmus-Strait, Cape-Bay, Archipelago-System of Lakes. Four of each for use in matching, wall chart and booklet making. 3 sets (4.25" x 5.5") with names, 1 set with separate name cards. Add tan (land) and blue (water) color to match land and water form models.



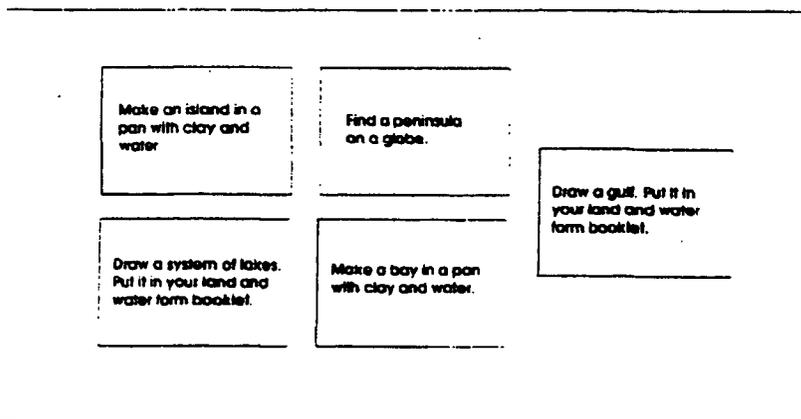
**Land & Water Forms, Descriptions**

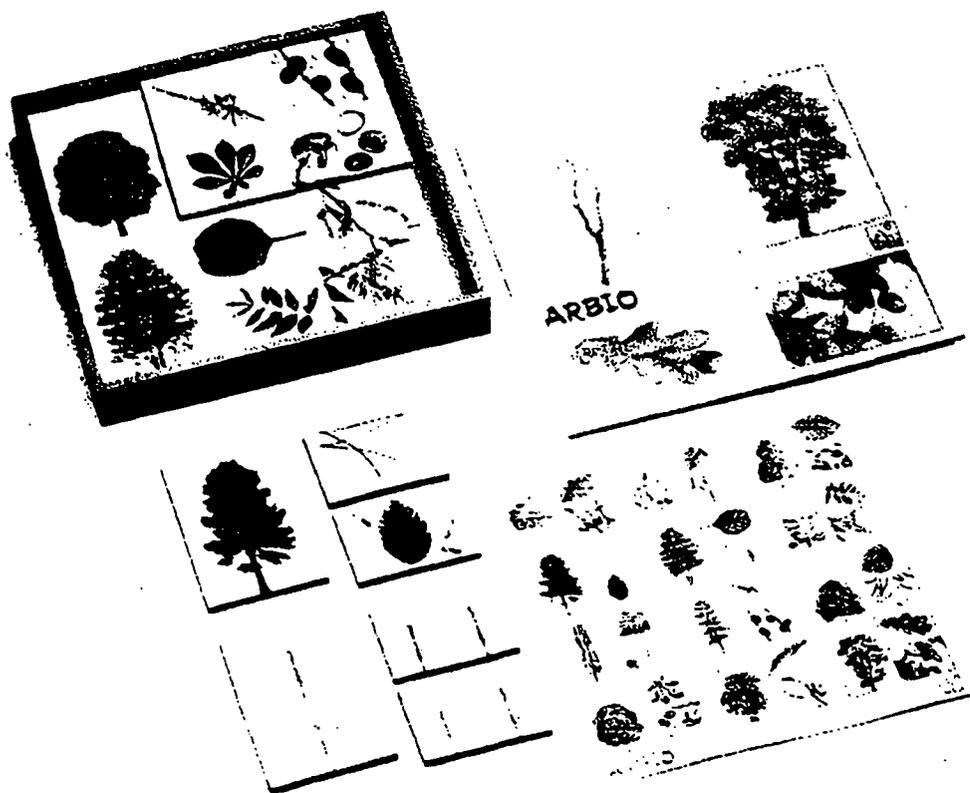
Printed descriptions of Island, Lake, Peninsula, Gulf, Isthmus, Strait, Cape, Bay, Archipelago, System of Lakes and more advanced descriptions for Bay, Cape, Isthmus and Strait. 4 sets of cards: Two sets of complete cards for control and booklet construction (4.25" x 5.5"), one set with name only cut apart, and one set with name and description cut into parts.



**Land & Water Forms, Command Cards 1**

Set of 53 cards (4.25" x 2.75") with commands for first exercises in making land and water forms.





# ARBIO

## Objective:

Children are familiar with trees, no matter where they live. The nature of our residential and living environments is partially determined by trees lining the streets, in squares and in parks. Trees in the landscape and forests also contribute to this. Arbio takes advantage of contact with – and children's natural interest in – nature, particularly trees. Arbio offers many opportunities in a playful manner to learn many facets of trees in general and to explore twelve trees in particular.

## Contents:

- a box with lid (30.5 x 29.5 x 4 cm).
- 3 series of wooden boards, with each illustration divided over two boards:
  - 24 boards with 12 trees in summer.
  - 24 boards with 12 types of leaves.
  - 24 boards with 12 different tree fruits.
- one master card, printed on both sides.
- instructions.

## How to use Arbio:

The three series can be used separately or together. On the reverse side of each board, the same tree is

shown in winter, for the purpose of self-checking. The master card also clearly shows which trees, leaves and fruits belong together; on the reverse side of this card the same trees are shown in winter, along with their names.

## Puzzle

The boards of one or more series are spread out on the table or on the floor and then sorted by pairs. By turning the boards over, one can see whether the solution to the puzzle is correct. Another visual check is to compare the pairs with the illustrations on the master card. One

can then look for the trees and parts that belong together.

#### *Group Discussion*

The teacher and/or the children may bring their own seasonal leaves and fruits with them. Start with one part of a tree, for example, the leaves, then move on to another later. During the discussion, comparisons can be made between trees, leaves and fruits: shape, colour, dimensions, etc.

#### *Real Trees*

The group can also discuss trees that are near the school. Try to start with a limited number of trees that are clearly different. The accompanying puzzle pieces can be compared indoors - but,

more especially, outdoors - with real trees and tree elements (e.g. leaves, bark). One can look for any differences. Leaf shapes can be compared. The children can feel and compare the bark of trees (rough-smooth, soft-hard, sticky or non sticky).

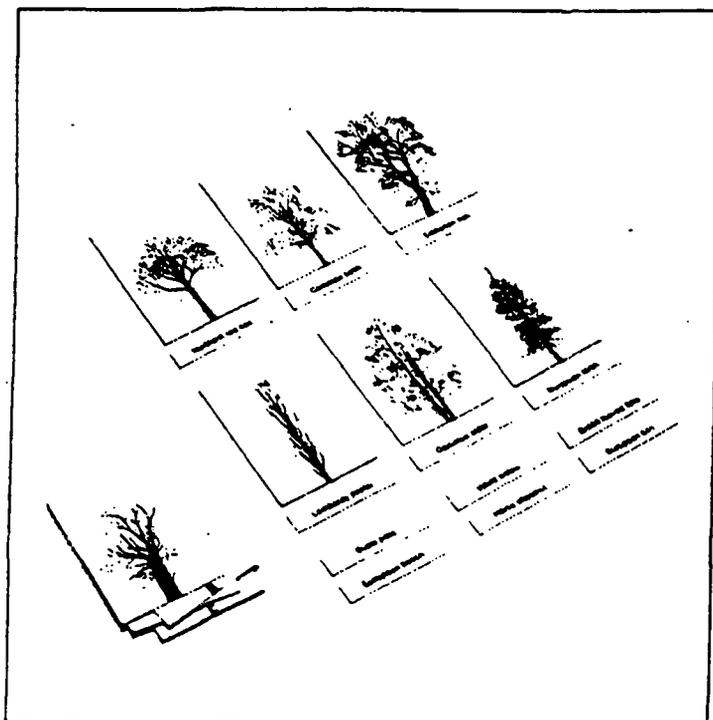
#### *Making 'Rubbings'*

So-called rubbings can be made from bark and leaves. One places a thin sheet of paper on the bark or leaf (the arteries of the leaf should be facing up). Then, colour the paper with a soft pencil on the bark or leaf. An imprint will slowly appear.

#### *Arbio Supplementary Set*

A supplementary set is available for Arbio. This set consists of a plastic box with

cardboard cards: the 12 trees in winter, with each tree divided over two cards. There are also 12 cards giving the everyday names of trees, as well as their Latin names.



Supplementary Set

**TAPESTRY CHARTER SCHOOL**  
**Responses to Request for Amendment due December 15, 2000**

**316**

**Amendment to Response to Item 13b.a.**

*Please provide further description of the Morning Meeting and Independent Learning Opportunities programs, providing examples of specific activities to be used and specific skills to be reinforced.*

*What are Independent Learning Opportunities?*

Independent Learning Opportunities begin when children come into the classroom, between 8:00 and 8:15 each day, they will sign in and then check the classification chart that the teacher has provided to know how they will move throughout the centers in the classroom that day. For younger children, the classification chart is pictorial. Children will then choose to go to any center in the classroom. They will also look at or read the news and announcements board that the teacher has written and give thought to what it says (discussion of news and announcements occurs further on in this amendment). At 8:15, Morning Meeting begins.

*What is Morning Meeting?*

Morning Meeting is a teaching method developed by Roxann Kriete of the Northeast Foundation for Children (NEFC) It is part of an approach to teaching and learning called *The Responsive Classroom*. (\*See footnote at the end of this section).

Morning Meeting begins the day, every day. It lasts approximately one half-hour, and establishes the tone for the entire school day. Children come together in a circle, either on the floor or in chairs. The meeting is made up of four sequential components:

1. Greeting: children greet each other by name, often including handshaking, clapping, singing and other activities.
2. Sharing: students share some news of interest to the class and respond to each other, articulating their thoughts, feelings, and ideas in a positive manner.
3. Group Activity: the whole class does a short activity together, building class cohesion through active participation
4. News and Announcements: students develop language skills and learn about the events in the day ahead by reading and discussing a daily message posted for them).

Morning Meeting reinforces the seven basic beliefs of *The Responsive Classroom*. These beliefs are:

1. The social curriculum is an important support to the academic curriculum.
2. How children learn is as important as what children learn.
3. The greatest cognitive growth occurs through social interaction.

4. There is a set of social skills that children need to learn and practice in order to be successful. They form the acronym CARES - Cooperation, Assertion, Responsibility, Empathy, Self-control.
5. We must know our children individually, culturally, and developmentally.
6. All parents/guardians want what's best for their children and we must work with them as partners.
7. The principles of The Responsive Classroom must be practiced by educators in their interactions with each other, with the children, and with the parents.

*What is the purpose of Morning Meeting?*

Children, at every age, need opportunities to practice and define social skills. Social skills are not something to be mastered at the pre-k/kindergarten level and then abandoned: they are refined throughout our lives. Social skills are not something to be taught just so children behave well; they are intertwined with children's intellectual and cognitive development. "A person who can listen well, who can frame a good question and has the assertiveness to pose it, who can examine a situation from a number of perspectives, will be a strong learner. All those skills - skills essential to academic achievement - must be modeled, experienced, practiced, extended and refined within the context of social interaction. Morning Meeting is the forum in which all that happens. It is not an add-on, something extra to make time for, but rather an integral part of the day's planning and curriculum." (Roxann Kriete, *The Morning Meeting Book*)

Morning Meeting motivates children by addressing the need that all human beings have - to feel significant. It acknowledges everyone in the classroom, makes each child feel as though he is an integral part of this classroom community and gives each child a voice. Morning Meeting gives each child the opportunity to assume responsibility in the classroom community. Children who have a sense of belonging are motivated to learn, have an impact on their environment, help others within their school community, feel connected to their school, are driven by positive rather than negative behavior.

Given the diversity of the students in the classroom and the different environments from which they come, the routine of Morning Meeting on a daily basis gets children ready and focused for learning. The Tapestry Charter School believes that this is a practical plan for starting the school day. School aides and special teachers (art, dance, music, physical education, etc.) will be part of Morning Meeting.

Morning Meeting is particularly important for at-risk students who may lack literacy opportunities and who may not have appropriate social behavior modeling at home.

*What is the teacher's/students role during Morning Meeting?*

Morning Meeting is successful when the teacher is in control of her classroom. The teacher is central to morning meeting, but not the center.

The teachers' responsibilities are:

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- to make sure the space is adequate and appropriate for the component
- to act as timekeeper, keeping conversation flowing
- to facilitate the meeting, making sure that all children are greeted, children contribute, that the tone is respectful, etc.
- to observe students' skills - both social and academic
- to observe and reinforce positive language and behaviors and redirect when necessary
- to ensure equal opportunity for participation

The students' responsibilities are:

- to form the circle safely and efficiently
- to participate fully - contributing actively, listening well, and responding appropriately
- to interact with classmates in the good spirit of Morning Meeting
- to move smoothly from Meeting to the next activity

*How does Morning Meeting work?*

Morning Meeting is composed of four distinct components: Greeting, Sharing, Group Activity, News and Announcements.

### A. Greeting

The teacher calls the class to Morning Meeting after all have arrived. **Morning Meeting begins with Greeting.** Children form a circle in the classroom and greet each other (shaking hands, singing a song, high five, hand games, etc.) Each child must call each other by name, make eye contact, shake hands.

Greeting:

- gives each child a sense of belonging
- helps all the children to learn each other's names and gives children a chance to practice hospitality.
- Greeting allows children, all of whom are coming from different cultures and backgrounds, to view each other as equals.

As children mature, their morning meeting skills will evolve, from the simple to the more complex including verbal skills, concept development and understanding.

**Specific skills reinforced during Greeting include:**

- **Recognizing first and last names**
- **Developing auditory perception**

- **Articulating thoughts concisely**
- **Communicating orally in front of a group**
- **Speaking in complete sentences**
- **Understanding spoken information**
- **Recalling the sequence of sounds**
- **Using new vocabulary**

## **B. Sharing**

The second part of Morning Meeting is **Sharing** which helps develop the skills of **caring communication**. This is not show and tell. Children are expected to come to the circle empty handed. This is a **sharing through oral communication**. A child, whose turn it may be to share something about herself ("My grandmother came home from the hospital yesterday.") then begins a caring discussion with the rest of her classmates. ("I didn't know your grandmother was in the hospital" "I hope she's feeling better" "Was she sick for a long time?" etc.) Which then allows the child to respond ("They took her in last Sunday...it was scary because she wasn't able to eat" etc.) ("My grandmother was in the hospital, too, but she didn't come home.") etc.

**Sharing** follows **Greeting**. It is a structure in which students present information they want to share. Students then respond to each other by asking questions and making comments. The sharing piece can also be structured around what is happening in the class academically - for instance, if the class is reading biographies, children may be asked to share something that they learned from their biographies. They may relate their own life to the life of the person they are studying.

### **Sharing:**

- helps develop the skills of oral communication skills and involvement with each another
- extends the "knowing" and "being known" that is essential for the development of community and for individuals' sense of significance
- encourages questioning and thought processes important for cognitive growth
- provides practice in speaking to a group in a strong and individual voice
- strengthens vocabulary development and reading success

*A child who is unable to sit still for the sharing piece would have a one-on-one sharing time with an aid in the classroom until she is able to join the larger group. This is possible because each class will have an aide and auxiliary staff available.*

### **Specific skills reinforced during Sharing include:**

- **Developing communication skills in expressive and receptive language.**
- **Retelling experiences in sequence**
- **Using critical thinking skills**
- **Organizing ideas**

- **Identifying the main idea**
- **Respecting the opinions, experiences and cultures of others**
- **Drawing conclusions**
- **Making comparisons**
- **Gaining knowledge through shared experiences**
- **Enhancing language arts skills, listening and public speaking**

### **C. Group Activity**

The third part of Morning Meeting is Group Activity. Group activities are short, fast-paced and involve everyone in the classroom. **Group activities often have a clear academic skill building component, and develop generalized skills like listening, following directions, exerting self-control, etc.. Categories of activities include: physical/high energy activities; fun activities; intellectual games/puzzle activities, creative/artistic activities.** The Responsive Classroom describes age appropriate activities in its teacher resources.

#### **Group Activity:**

- everyone learns common songs, chants, games, poems, etc.
- lets the group work together to produce outcomes that would be impossible if done individually or small groups
- requires cooperation
- encourages inclusion
- fosters participation
- celebrates other people's strengths
- promotes group fun
- reinforces and extends social and academic skills
- integrates curriculum content

An example of a group activity is the "Human Protractor." Everyone stands in a circle, hands touching toes. While counting from one to twenty, children gradually raise their arms so that by twenty, their hands are reaching towards the sky. Children are asked to remember where their hands were at different numbers. Then the teacher calls out numbers between one and twenty while the group assumes the position for each number. A variation of the Human Protractor is the "One-to-Ten" Math Game. Instead of calling out numbers as in Human Protractor, the leader calls out addition and subtraction problems. For example, the leader calls out "ten minus two." The others respond "eight" and assume that position.

#### **Specific skills reinforced during Group Activity include:**

- **Thinking quickly and creatively**
- **Identifying patterns and sequences**
- **Identifying action words and directions**
- **Improving gross motor skills**
- **Using creative language**

The fourth component of Morning Meeting is News and Announcements. This also is an opportunity for independent learning. News and Announcements provides information and group academic work through a message written by the teacher on a chart each day. While the contents and format of the message change as children get older, the methods and purposes stay the same. Before Meeting begins, children read the message as they enter the room. They have fifteen minutes of independent time to complete the instructions on the chart. Emergent readers could be partnered with a proficient reader or there will be another activity for them to complete. The chart is then moved into the Meeting circle and used as the basis for News and Announcements.

The purpose of News and Announcements is to:

- ease the transition into the classroom day and help children feel enthusiastic about what they'll be learning
- develop and reinforce language, math and other skills in a meaningful and interactive way
- build community through shared written information

Specific skills reinforced during News and Announcements include:

- **Recognizing letter sounds**
- **Recognizing upper and lower case letters**
- **Counting, adding, subtracting, multiplying and dividing**
- **Recalling familiar words**
- **Identifying rhyming words**
- **Following left and right progressions**
- **Identifying verbs, adjectives, compound words and pronouns**
- **Identifying and use various punctuation marks**
- **Distinguishing picture clues and context**
- **Building number concepts and problem-solving skills**
- **Using grammar properly**
- **Using information, including seasons, months of the year, days of the week**

Examples of the News and Announcement component for a K-2 classroom:

“Hello, Great Thinkers!

Today is \_\_\_\_\_ . Today \_\_\_\_\_ will lead our Greeting.  
\_\_\_\_\_ and \_\_\_\_\_ will share. We will recite our January poem.  
This month is ending. How many days are left? \_\_\_\_\_ How many days have  
passed? \_\_\_\_\_ What month follows January? \_\_\_\_\_  
What month is the \_\_\_\_\_ th month of the year:  
1<sup>st</sup> \_\_\_\_\_  
7<sup>th</sup> \_\_\_\_\_  
10<sup>th</sup> \_\_\_\_\_

How much is 5+3? <sup>5<sup>th</sup></sup> \_\_\_\_\_

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Have a super productive day.”

As students grow, the News and Announcement component continues to grow. Examples include:

Children may be asked to find the total number of Wednesdays in a month.

Children may be asked which day of the week has the highest number.

Children may be asked to find the sum of the dates of the Wednesdays in a particular month.

Children may be asked which week has the highest number total by adding the dates in that particular week.

The teacher may write a two word sentence on the board such as “Dogs bark. Cats climb. Men work.” Children will add adjectives, adverbs and even phrases to make the sentence more descriptive.

Children may write a two phrase sentence and add an adjective. Each student then passes the sentence to another student. The next student adds adverbs to the new sentence just received. Students continue passing and adding additional adjectives, adverbs or phrases for several more times. Everyone reads the final sentences aloud.

In addition, there will be word and grammar lists, both in English and Spanish (all items in the classroom will be labeled in Spanish) posted around the room to help emergent readers as well as fluent readers.

\*Footnotes:

NEFC is a private, non-profit, educational foundation working to improve elementary and middle schools by helping educators integrate the teaching of social and academic skills. NEFC offers professional development programs, workshops, long-term collaborations, and teacher resources. NEFC also operates a K-8 laboratory school, Greenfield Center School, in Greenfield, Massachusetts.

The Developmental Studies Center (which is providing the Tapestry Charter School with parts of the language arts/literature and math program) and the Northeast Foundation for Children collaborate and share resources.

The following three articles provide a study of the Responsive Classroom approach to teaching and show how social skills enable academic skills. The articles support our choice of materials for the Tapestry Charter School.

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Greenfield

**Does a classroom promoting social skill  
development enable higher academic functioning  
among its students over time?  
1996-1998**

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Stephen N. Elliott, Ph.D.  
University of Wisconsin, Madison  
Project Director

The complete study, *The Responsive Classroom® Approach: Its Effectiveness and Acceptability in Promoting Social and Academic Competence*, is available from Northeast Foundation for Children, 71 Montague City Road, Greenfield, MA 01301

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**Do Social Skills Enable Academic Skills?**

The Shinnyo-En Foundation  
The Northeast Foundation for Children  
The Kensington Avenue Elementary School

In 1996, the Northeast Foundation for Children, with the generous support of the Shinnyo-En Foundation of San Francisco, CA, began a three year study to look directly at the question: *Does an elementary classroom promoting social skill development enable higher academic functioning among its students over time?*

The magnitude of the question is clear. If a classroom promoting social skill development led students to higher academic achievement over time, then a clear and defensible avenue for educational reform was open. No longer would programs promoting social and emotional learning work on fuzzy feelings and appeals of right and righteousness; rather these programs could point to the hard evidence that social skills enable higher academic functioning and therefore higher academic achievement, giving all teachers another way to help all our children become principled, caring, knowledgeable, and productive members of our society.

**Study Abstract**

*In this study first, second, third, fourth, and fifth grade students in two schools, one a school using The Responsive Classroom® \* approach and the other a non-Responsive Classroom school, were assessed over*

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*a two year period in three areas of functioning: social skills, problem behaviors, and academic achievement. Time 1 assessment occurred in the fall of 1996, Time 2 in the spring of 1997, Time 3 in the fall of 1997, and Time 4, the last assessment, in the spring of 1998. Teacher ratings of social skills and problem behaviors showed significantly greater growth in both improving social skills and reducing problem behaviors for The Responsive Classroom students than for non-Responsive Classroom students. Academic growth, as measured by the ITBS, also showed significantly greater growth for The Responsive Classroom students. A regression analysis indicates that students with higher social skills tended also to perform better on the ITBS and that this relationship becomes stronger over time for third and fourth graders.*

\* *The Responsive Classroom* is a registered trademark of the Northeast Foundation for Children.

### The Study

In this study first, second, third, fourth, and fifth grade students in two schools, one a *Responsive Classroom* school and the other a non-*Responsive Classroom* school, were assessed over a two year period in three areas of functioning: social skills, problem behaviors, and academic achievement. Time 1 assessment occurred in the fall of 1996, Time 2 in the spring of 1997, Time 3 in the fall of 1997, and Time 4, the last assessment, in the spring of 1998.

*The Responsive Classroom* approach is an instructional approach that integrates the teaching of academic skills and the teaching of social skills as part of everyday classroom life. This practice makes explicit and intentional the implicit routine and management that define every classroom. It is based on six components: morning meeting, classroom organization, rules and logical consequences, guided discovery, academic choice, assessment and reporting.

The planned three-year study ended in the spring of 1998 after only two years by mutual agreement between the Shinnyo-En Foundation, the Northeast Foundation for Children, and the Kensington Avenue School because only 66 students of the original 253 Kensington Avenue student sample had been assessed at all four time periods. This drop in the sample numbers meant that any further longitudinal data gathered in the study would not have statistical significance.

The sample numbers dropped so dramatically for two reasons, one predictable and one unforeseen. First, many students moved from the Kensington Avenue district over the two year period. Second, and most unexpectedly, mandatory state testing for all 4th graders (the MCAS) was introduced in Massachusetts in the spring of 1998. This meant that no fourth graders in our sample took the ITBS test in the spring of 1998. Time 4 assessment data were lost for these fourth grades as they

were mandated by the school system and the state to take the MCAS instead of the ITBS test and the MCAS are not scored in a scale that will allow for comparison with ITBS scores.

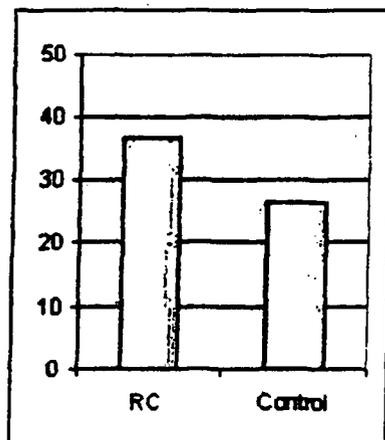
The study took place in Springfield, MA at the Kensington Avenue Elementary School. The Kensington Avenue Elementary School is an urban, city-wide Chapter 1 school that serves over 400 students in grades K through 5. Kensington students have the second highest level of poverty in the Springfield Public School District. About 75% of the students come from a low socio-economic level, live in subsidized multi-family housing, and have impoverished backgrounds. In 1996, 95.4% of the students qualified for reduced or free lunches according to federal guidelines.

The study sample included students in two schools, the Kensington Avenue School and a Springfield control group school. The students in the sample were 52% male, 48% female and racially diverse: 24% Caucasian, 29% African American, 40% Hispanic, 3% Asian, and 4% of unidentified racial or ethnic groups. 84% of the sample came from the Kensington Avenue School; 16% of the sample came from the control group school.

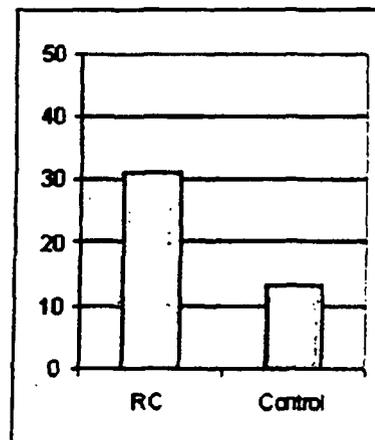
### The Data

*In the Classroom teacher's view, the social skills of students in classrooms using The Responsive Classroom approach showed greater growth over the two year study period than the social skills of the students in the control classrooms. This is shown both through an increase in the percentage of students who showed a noticeable improvement in social skills and in the percentage of students who showed a noticeable decrease in their problem behaviors.*

% of students who showed an increase in social skills (teachers' ratings)



% of students who showed a decrease in social skills (teachers' ratings)



problem behaviors in the classroom. These findings confirm earlier findings in one-year studies in West Haven (1993) and Washington, DC (1995).

These data were gathered by using the Social Skills Rating System (SSRS) © 1990, American Guidance Service, Inc. When assessing social skill growth, the Teacher's Form of the questionnaire asks teachers to rate how often (never, sometimes, very often) a student uses free time in an appropriate way; initiates conversation with peers; puts work materials or school property away; gets along with people who are different. These are 4 examples of the 30 items teachers are asked to rate for each individual student.

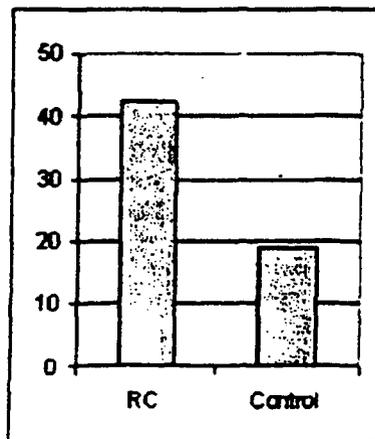
When rating the decrease in problem behaviors, the Teacher's Form of the questionnaire asks teachers to rate how often (never, sometimes, very often) a student appears lonely, shows anxiety about being with a group of children,

fidgits or moves excessively, interrupts conversation of others. These are four of 17 items that teachers are asked to rate.

\*\*\*\*\*

*Over the two year study period, students in classrooms using The Responsive Classroom approach perceived greater growth in their social skills, and, therefore, noted "improved classroom behavior" on their part far more often than students in the control classrooms.*

% of students who showed improved classroom behavior (students' ratings)



Again, this makes sense. As students' social skills grow, there will be fewer problem behaviors in the classroom and students will understand that their classroom behavior is getting better.

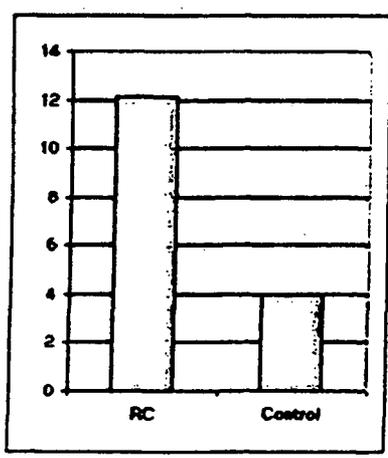
When assessing social skill growth, the Student's Form of the questionnaire asks students to rate how often (never, sometimes, very often) he or she: tells others when she is upset with them, accepts people who are different, keeps her desk clean and neat, asks classmates to join in an activity or game. These are 4 examples of the 34 items students are asked to rate for themselves.

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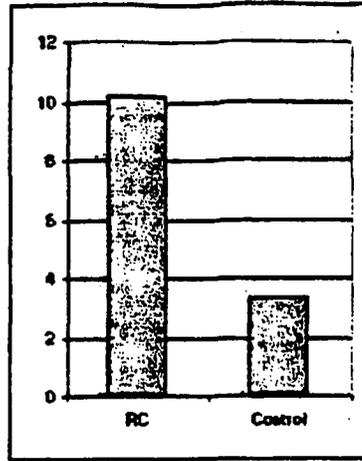
*Over the two year study period, academic growth, as measured by the Iowa Test of Basic Skills (ITBS), also showed significantly greater growth for The Responsive Classroom students. A regression analysis indicates that students with higher social skills tended also to perform better on the ITBS and that this relationship becomes stronger over time.*

(Note Well: The NCE score places your individual test score in relationship to all other students, nation-wide, at your grade level who took the ITBS in the same year. If your NCE score is 40 in reading, it means that your score ranked 40th out of every 100 students at your grade level who took the test when you did. If all students are growing academically at the same rate, you would expect your score to be 40 the next year you took the test. Stated another way, a zero gain in a NCE score indicates normal growth in achievement. A positive gain shows above normal growth in achievement over the course of a year.)

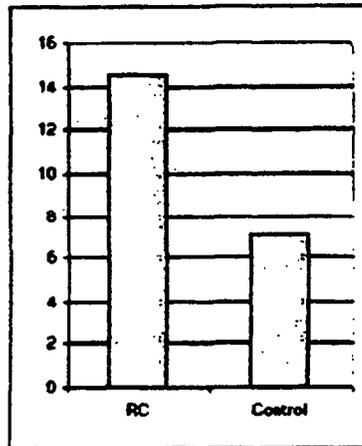
ITBS Score Math  
Average NCE Gain



ITBS Test Reading  
Average NCE Gain



ITBS Test Language  
Average NCE Gain



Again this makes sense. If students are routinely using improved social skills in the classroom, there will be fewer problem behaviors in the room. If there are fewer problem behaviors in the classroom, the tone and work ethic of the room will improve. With an improved tone and work ethic in the room, children's time on task and their ability to focus on task will improve. With more work and more focus, children's academic skills will grow and this growth will be shown in standardized test scores.

64.5% of the students from the Kensington sample who took the ITBS four times during the two year period (T1, T2, T3, and T4) gained 10 NCE points or more from Time 1 through Time 4. A change of 10 points represents 1/2 of a standard deviation – thus there is little statistical possibility that this occurred by chance. This change was due to a change in the academic areas of reading, language and

Responsive Classroom sample is compared to the entire control sample.)

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### The Conclusion drawn from the data

From this analysis it is fair to conclude that students with strong social skills are likely to have higher scores on tests of achievement such as the ITBS; therefore, a classroom which effectively promotes the development of social skills is likely to have higher student scores on tests such as ITBS than classrooms that do not promote the development of social skills, all other confounding factors held constant.

### The Results Of This Study

- The results of this study have been shared with hundreds of public school administrators through the Responsive Leadership Forum and through the NEFC's Web Site:  
[www.responsiveclassroom.org](http://www.responsiveclassroom.org).
- The first year findings of this study encouraged four Connecticut schools, two public schools and two charter schools, which implement *The Responsive Classroom* approach, to begin a similar study looking at the connection between the development of social skills and academic achievement. Year One of this study concluded this spring (1999).
- The two year findings of this study led to a multi-year research grant from the DuBarry Foundation to the Northeast Foundation for Children to further test the hypothesis: **For elementary school children, increased social skills lead to increased academic competencies.** NEFC, four public elementary schools serving 1600 children, outside funders and a team of researchers will test this hypothesis through a four-year initiative starting in June, 1999.

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**The Importance of Child Development in Education:  
A Conversation with James Comer and Chip Wood**

## **The Responsive Classroom**

### **Greenfield Center School, Greenfield, Massachusetts**

Principal: Laura Baker

Grades: K-8

Number of students: 147

Founded: 1981

Mission: To integrate lessons on civility, humanity, and diversity into everyday education.

It's around 2 PM, and fifth and sixth graders at the Greenfield Center School, in the western Massachusetts town of Greenfield, are hard at work.

A dozen boys and girls are sitting in a circle, puzzling over questions on a flip chart that's leaning near a wall of windows. They take their time writing out their answers before handing in their papers. The teacher examines the work carefully, one paper after another, and draws the students into a discussion.

"What do you look for in a friend?" Teacher Laura Sturgill, 26, repeats the first question on the chart and then reads some of the answers the students have written: "Someone that will give you stuff you need." "Someone you can trust."

More questions and answers follow about what the children do and don't like in friends, until the discussion builds to the real kicker: "What does it mean to respect someone you don't

wrestle with their answers: "Maybe you can make the best of it and try to make friends," says one. "Try to think of things you have in common," says another.

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This discussion isn't part of Sturgill's lesson plan, which was to study the exploits of Odysseus in Homer's "The Odyssey." But things haven't been going well for the past week or so: One student has become the target of a lot of teasing and hostility. Sturgill and fellow teacher Andy Hauty, 46, have decided to tackle the problem head-on.

Instead of scolding the students, the two teachers are working the issue through with them, patiently questioning, listening, and talking. This particular afternoon draws to a close with everyone thinking about respect and ways to deal with someone you just don't like. No one has come up with a perfect solution, but that's okay. The students are up against a life problem, the kind of social dilemma that stumps adults on a regular basis -- which is exactly the point.

Welcome to one of the more radical experiments in education reform -- a school founded on the notion that how children learn to treat one another is as important as what they learn in reading, writing, and arithmetic. It's a learning agenda that makes sense, especially in the new economy. "The school has a clear mission," says principal Laura Baker, 48. "We're about developing informed, ethical decision makers and problem solvers. That's not instead of teaching academics; it's teaching academics in a way that is always focused on making us more humane."

It's a mission that has been clear from the very beginning at GCS, a grade school ( K through 8 ) with 147 students. Starting with a handful of children in a four-room rented building -- the school now occupies two buildings on a campus in the rolling Berkshire hills -- the teachers developed, and continue to work on, a style of teaching that they call the "responsive classroom." What that means is that classroom learning at GCS, though rooted in academics, takes as its distinctive mission the nurturing of social skills like cooperation, standing up for what's right, responsibility, empathy, and self-control -- and does so on a

daily, even an hourly, basis.

"It's all about communication," says Chip Wood, 58, one of the six teachers who founded GCS. Because Wood and his colleagues established GCS as a laboratory, outside the local public-school district, it technically is a private school. But there are no academic requirements for entrance, and tuition is based on parents' ability to pay -- anywhere from \$650 to \$6,050 a year. The only constraint on entry: A student body is chosen to maintain racial, gender, and economic diversity.

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GCS serves a local population, but its impact is national. Its parent organization, the Northeast Foundation for Children, includes consulting and publishing arms to further the founders' mission of transforming learning in U.S. public schools. The foundation regularly publishes books by its teachers and staff -- including Wood's recent "Time to Teach, Time to Learn: Changing the Pace of School." Its newsletter reaches about 50,000 educators nationwide. Also, hundreds of visitors a year stop by to see the responsive classroom in action.

What those visitors -- most of whom are educators -- see or hear about in workshops is a kind of teaching that refuses to compress learning about character and civic values into a weekly one-hour unit. The staff at GCS has created a model of social-skills learning that is integrated into every aspect of school life: Each morning, in every classroom, all children greet one another and are given time to talk about whatever might be interesting or troubling them, at home or in school. Once a week, the entire school meets for a special morning meeting to celebrate academic and personal achievements.

The message isn't lost on students, many of whom have been at the school since kindergarten. Seventh- and eighth-graders occasionally roll their eyes about things getting "a little sappy," as one girl says. But they're also clear on what the school has taught them. "I think I'd be a really different person if I hadn't come here," says Sadie Childs, 14. "I'm a better person. I've learned about things like conflict resolution. This school not only teaches you academic stuff; it

also teaches you how to be a good person in the world."

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A lot of this learning doesn't translate neatly into standardized tests. But at GCS, standardized tests are not the point. Even so, from the third grade on, students take the California Test of Basic Skills, and their scores consistently go up, so that by the seventh and eighth grades they're in the 90th percentile.

As far as Baker and her staff are concerned, though, the standardized test is only one indicator of how well students are learning. At GCS, children are evaluated constantly. Teachers regularly keep classroom journals. And report cards are actually detailed assessments that cover specific academic and social skills. For first- and second-graders, skill categories run from "Understands and counts using odd and even numbers" to "Initiates and participates in conflict resolution."

"These kids may have to learn certain pieces of rote learning when they leave GCS and go on to high school, but they leave here knowing how to go about finding what they need," says Beth Gildin Watrous, 50, a GCS teacher whose two daughters attended the school and are now in high school and in college. "Kids here engage in a kind of creative thinking and problem solving everyday that I think links up with the incredible, creative entrepreneurship that's going on right now."

And that's real education, according to GCS standards. In a time of tremendous technological and economic change, learning, they say, must lay a foundation for grappling with life and for determining what matters. "Most education reform has missed the mark," says Baker. "Whenever there is a period of rapid change, you need to know what anchors you. You need to be firmly rooted in what you know is important and right. What we do here is focus on what's important."



## Rules and Rituals: Tools for Creating a Respectful, Caring Learning Community

By Patricia Horsch, Jie-Qi Chen,  
and Donna Nelson

*The authors describe the positive changes at John B. Murphy Elementary School on Chicago's northwest side that have come about through implementation of the Responsive Classroom approach.*

Illustration © 2000 by John Berry

MS. MEYERS will be attending a computer workshop tomorrow. "While I'm away," she reminds her second-graders, "I want you to remember our class rules and take care of our things and each other." She is helping her students recall the rules not just to remind them of the behavior she expects but also to indicate her trust. "Let's name some ways you can be responsible and caring," she suggests. Her students respond eagerly: "Put the games away when we're done." "Listen when someone is talking." "Ask if you can help if someone doesn't understand." "Be a good friend."

Across the hall, Ms. Stafford's first-grade class gathers around the news and announcements chart, ready to answer the challenging question of the day: How many words are in the daily message? "There are 36!" "I think there are five!" "These are words, the ones with spaces between them." The children record their answers on the chart and assemble on the rug for "morning meeting," a daily ritual in the classroom.

Ms. Meyers and Ms. Stafford are teachers at John B. Murphy Elementary School on the northwest side of Chicago. The school serves children in pre-kindergarten through sixth grade, and its multiethnic and socioeconomically diverse student body mirrors the urban neighborhood in which it is located. Since Illinois' 1988 school reform legislation, Murphy School has been transformed. The old windows, peeling paint, and staid, old-fashioned classrooms are gone. Now the school boasts bright, inviting classrooms with computers, cheerful rugs, and scores of books for the children to read. The playground has been marked for group games, and the hallway walls are covered with bulletin boards whose displays relate to such student projects as a drama about the water cycle and a study of Diego Rivera.

But more than the physical space at Murphy has changed in recent years. Today a caring atmosphere and an effective style of classroom management foster children's development and guide them to

respect other people, their environment, and their own learning. Even teachers and parents at Murphy now feel cared for and listened to. This change has been achieved in part through implementation of the Responsive Classroom approach, a social curriculum developed by the Northeast Foundation for Children in Greenfield, Massachusetts, and introduced to Chicago schools by the Erikson Institute for Advanced Study in Child Development.

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### Understanding the Responsive Classroom

The Responsive Classroom approach acknowledges children's need to feel both pleasure and significance as members of a classroom community. It is grounded in knowledge about children's development and capitalizes on their natural desire to engage in learning when they feel safe, valued, and respected. The approach has six components: morning meeting, rules and logical consequences, guided discovery, classroom organization, academic choice, and assessment and reporting to parents. These components work alone and in concert to frame instruction in the social skills of cooperation, assertion, responsibility, empathy, and self-control within the context of daily classroom life. They help teachers create a respectful, caring learning community that promotes the development of both academic and social competencies.<sup>1</sup> While the following thumbnail sketches of the six components are by no means comprehensive, they give the flavor of the Responsive Classroom approach.

*Morning meeting.* This event builds a sense of community while setting a positive tone for the day. At the beginning of each school day, students in a classroom gather in a circle with their teacher to welcome one another and any visitors to the classroom. After the greeting, the teacher goes over the daily news and announcements, the children share their own news, and then the entire class plays a group game. Each of these rituals provides an opportunity for the children to learn and practice a variety of social and academic skills, including speaking in front of others about meaningful experiences, actively listening to peers and responding appropriately with questions and comments, working cooperatively, and using and synthesizing recently acquired knowledge. Such skills are often difficult for young children to acquire, but the supportive atmosphere of morning meeting makes taking risks easier.

*Rules and logical consequences.* These classroom management tools are intended to instill "habits of goodness" in children and to promote and sustain community.<sup>2</sup> Developed at the beginning of the school year, rules are *positive* statements that establish guidelines and expectations for classroom behavior; they are the cornerstones of classroom life and are used to encourage conversation and problem solving related to ethical issues that arise at school. For example, first-grade rules include "Take care of friends and materials" and "Be a good listener and use your words to solve problems."

Logical consequences are nonpunitive responses to student wrongdoing. There are three categories of consequences: you break it, you fix it; loss of a privilege; and thinking time. All three are designed to be situation- and child-specific. Logical consequences are meant to support children as they learn to behave in socially responsible ways; they are also meant to help children learn how to make amends to their peers and soothe feelings when they've hurt someone.

*Guided discovery.* This is a process by which classroom materials (e.g., games, art supplies, books, and computers) and learning methods (e.g., writing or reading workshops) are deliberately and carefully introduced to students. This exploratory process focuses on open-ended questions and tasks in order to promote conceptual thinking, develop the children's sense of self-efficacy, and increase the likelihood that they will use the materials and methods in novel and productive ways.

A "guided discovery" introducing felt-tip markers, for example, could be carried out with either a small group or an entire classroom. It is critical that all the children have a marker in hand so that they can explore its physical properties, such as the felt tip and the tight-fitting, color-coordinated cap. The students would then be given an opportunity to draw with the marker to explore its creative possibilities -- the width of lines made by the marker, perhaps, or the range of shades that can be achieved by pressing down more or less firmly. Each child would present the drawing to the class, giving the students a chance to practice such social skills as listening to one another, appreciating other people's ideas, asking thoughtful questions, and making respectful comments. Finally, as a group and guided by their teacher, the children would determine how best to care for the markers so that they will be available for future use -- for example, by putting the caps on when finished and returning the markers to the container in which they are stored.

*Classroom organization.* When organized thoughtfully, the classroom environment itself can serve as a teacher.<sup>3</sup> In the Responsive Classroom approach, the organization of the classroom is intended to maximize children's independence at the same time that it facilitates their interactions; the physical environment is also supposed to reflect the common culture that the teacher and students build together over time. In a typical Responsive Classroom, the furniture is arranged to create well-defined areas that permit children to work in a variety of configurations: alone, with partners, in small groups, and as a whole group. The teacher also makes sure that there are artifacts around the room representing individual students and their heritage and that the display areas document the engagement of the children in the educational program of the classroom.

*Academic choice.* Giving children choices at school helps them develop a sense of ownership in regard to the learning process.<sup>4</sup> In a Responsive Classroom, the teacher regularly provides opportunities for students to make choices about their own learning by allowing them to choose a topic for study or the method or materials for the study. For example, a student could engage in reading activities on a computer, write a play that summarizes a chapter or a book, listen to stories on tape, or illustrate favorite passages from a book. The students plan the work, carry it out, and then present what they have learned to the class.

*Assessment and reporting to parents.* Ongoing communication between school and home is critical. This communication can take place in a variety of ways, not only through regular parent/teacher conferences and informative evaluations of students' progress, but also through scheduled parent visits to morning meeting, through weekly classroom newsletters, and through other creative formats. Frequent, meaningful communication leads to a better rapport between teachers and parents and helps both parties understand how best to promote the children's academic learning and social/emotional development.

### **The Journey Begins**

Early in 1995, a group of teachers from Murphy School came to the Erikson Institute in frustration. They had been trying to introduce more child-centered strategies into the classroom to foster students' development and motivation but had been thwarted by misbehavior. As the teachers moved away from traditional classroom-management approaches, peer conflict and aggression seemed to increase. The teachers knew that large classes, a multilingual student body, and a range of social, emotional, and academic problems all impeded their progress, but they also felt that they lacked an understanding of how to create the learning environment they envisioned. They hoped that the Erikson Institute would be able to help them.

As a first step in their collaboration with Murphy School, consultants from Erikson suggested that the teachers read and discuss *Teaching Children to Care: Management in the Responsive Classroom*.<sup>5</sup> The consultants noted that the philosophy of the Responsive Classroom approach resonated with the teachers' objectives. They thought the approach would also appeal to the teachers because they were coping with a short school day and needed to find a way to interweave instruction in social skills and academic instruction -- there wasn't enough time in the day to implement a separate social curriculum.

During the summer of 1995, the Erikson Institute sponsored a three-day introductory workshop on the Responsive Classroom approach that was open to all interested teachers and administrators in the Chicago Public Schools. The delegation from Murphy School included nine classroom teachers, two special education teachers, the librarian, and the assistant principal. They participated in small groups that learned how to conduct morning meetings, establish rules and logical consequences, and lead guided discoveries (these three components are considered the initial steps of the Responsive Classroom approach). In addition, they explored how to use empowering and encouraging language and how to model desired social behaviors. Perhaps the most significant aspect of the workshop for the teachers from Murphy was that it validated their belief in the importance of allocating time at the beginning of the school year to create a safe, caring classroom environment in order to stimulate learning and community.

### **Initial Implementation**

Armed with new techniques and high hopes, the teachers who had attended the introductory workshop began to implement morning meetings, rules and logical consequences, and guided discoveries in their classrooms when school opened in September. In the beginning, the morning meetings were implemented most thoroughly, and the students responded positively to this component of the Responsive Classroom approach. They loved interacting as a group in this new way, and the teachers found that they learned more about their students as individuals, which enabled them to structure learning activities more effectively. Parents reported that their children sang morning meeting songs and played morning meeting games at home; one Saturday morning, a first-grader even created a news and announcements chart to begin his family's day.

The caring, engaged behavior so evident among the children during morning meeting did not always carry over to the rest of the day, however. At grade-level meetings, the teachers began to discuss ways to integrate the teaching and practicing of social skills throughout the rest of the school day. In effect, this meant working on fuller implementation of the other Responsive Classroom components, particularly rules and logical consequences and academic choice. The teachers had received training in rules and logical consequences during the workshop, but they were finding it difficult to shift from more traditional disciplinary practices, and academic choice had not been covered in depth during the workshop, so they needed training in that component. With technical assistance from Erikson in the form of classroom consultation and grade-level discussion groups, the teachers began to find ways to weave the social curriculum throughout the rest of the school day.

In January 1996, Murphy's faculty met to discuss the progress of new initiatives at the school, including the Responsive Classroom approach. During this midyear evaluation, one teacher said, "It takes a lot of time to create a caring community." Others at the meeting interpreted "a lot of time" as a criticism. "No, no, no," the teacher responded. "It's not a negative. It's just a fact. This is one program that really works."

This exchange set off a chorus of support for the intervention. The physical education teacher and the librarian said that they had perceived a noticeable difference in students whose teachers were implementing Responsive Classroom components: they were exhibiting more caring behavior and acting as a team even when they were outside their classrooms. The students also appeared calmer, which made them more able to take advantage of learning opportunities. Murphy's principal took note. Something powerful was happening here.

### **Schoolwide Implementation**

Each spring, public schools in Chicago must develop a school improvement plan for the next year. In the spring of 1996, based on the recent midyear evaluation, Murphy's school improvement committee decided that the Responsive Classroom approach should be implemented schoolwide. That summer, the school organized a training workshop for all its teachers and staff; administrators and teachers from other Chicago-area schools were also invited. Murphy staff members who had attended the first workshop participated in an advanced seminar, and in July the assistant principal and a lead teacher also attended a weeklong Responsive Classroom leadership forum in Greenfield, Massachusetts.

When the new school year began in the fall of 1996, Murphy's daily schedule was reorganized so that all students, as well as ancillary staff members, could participate in classroom morning meetings. In addition, faculty meetings sometimes incorporated morning meeting rituals in order to build a sense of community among the teachers. While morning meeting was the focus of the schoolwide implementation effort, many teachers also began to implement other Responsive Classroom components, particularly rules and logical consequences.

In the three years since schoolwide implementation began, the Responsive Classroom approach has made a tremendous difference at Murphy School. Most noticeably, student behavior has improved, as the children have developed more sophisticated social skills. For example, a kinder, friendlier language is now heard throughout the school. Even kindergarten students, many of whom speak English as a second language, can be heard saying: "Remember the rule . . ." "I'm reminding you . . ." "I don't like it when . . ." Words, not fists, are the children's first response to challenging situations during the school day.

The improved behavior also seems to be related to the greater sense of stability that the children now feel because they can more readily anticipate daily events in the classroom. They know that the day will begin with morning meeting, and they look forward to it. Morning meeting, in turn, helps them understand what will occur during the rest of the day, and it reinforces the expectations teachers have for them, both academically and socially.

Of course, misbehavior hasn't entirely disappeared at Murphy, but the Responsive Classroom approach has dramatically changed teachers' interactions with students in disciplinary situations: teachers' responses now demonstrate their trust in the children's ability to grow and improve and their willingness to help the children do this. When a few students vandalized a school bathroom, for example, the current assistant principal turned to the basic principles of rules and logical consequences to formulate a response: she provided the offenders with paint and stencils for the bathroom walls, which gave them a chance to make reparations to the school community. In another situation, a child who had been calling other students names was instructed to think of an "apology of action"; the child's genuinely funny card, presented to the students he'd hurt, made them all laugh and restored their relationship.

Parents of Murphy students have also noticed changes. Many chose to live in the neighborhood because their children would be able to have friends from diverse backgrounds, and they are happy to see that the Responsive Classroom approach is fostering such friendships. Before the approach was implemented, students tended to work and play only with familiar friends. But as the children have learned about one another during morning meetings and have had a chance to work with different people during the day, they have expanded their circle of friends and developed a greater sense of empathy and caring for their peers. One mother expressed delight at a new friend who appeared at the family's front door to work on a math project with her child. To support crossover to the home environment, Murphy's parent/teacher organization has sponsored several workshops for parents to learn specific practices being used at school to address behavioral problems such as tattling and name-calling.

Teachers, administrators, and parents believe that the Responsive Classroom approach has had a positive effect on academic achievement at Murphy as well. Scores on standardized tests in math and reading have steadily risen. Because most students are now more comfortable in school, they are more willing to take the risks required to learn. They also enjoy school more and want to be there, so overall attendance is better. And because there are fewer discipline problems in the classroom, teachers have more time to develop engaging learning activities.

### **Why the Responsive Classroom Approach Works at Murphy**

There are many reasons why the Responsive Classroom approach has worked so well at Murphy School. Some are inherent in the approach itself, while others reflect specific circumstances at the school that helped the program take root and flourish.

- The Responsive Classroom approach is consistent with Murphy School's mission -- to foster children's social, emotional, physical, and cognitive development -- and the components of the approach provide a set of clearly defined practices for achieving that mission.
- There is strong administrative support for the Responsive Classroom approach at Murphy School. The principal (then the assistant principal) participated in both of the training workshops and also attended the leadership forum. Her involvement has been critical to the success of the program at Murphy because it is important not only for teachers to feel that administrators appreciate and endorse what they are doing in the classroom but also for administrators to approach serious student misbehavior from the same perspective as teachers do. Without disciplinary consistency between the classrooms and the administrative offices, schoolwide change would not have been possible at Murphy.
- Most of Murphy's teachers participated in Responsive Classroom training, and a significant number of teaching assistants and ancillary staff members did so as well. This widespread participation was important to the success of the intervention at the school, as was the follow-up support provided by consultants from the Erikson Institute.
- The training that teachers and staff members received was both theoretical and practical. At the theoretical level, the training demonstrated the sense of belonging, significance, and fun that emerges in a caring learning environment. At the practical level, the training provided concrete guidance about how to implement the approach without radically changing existing routines. This was possible because the components of the approach can be integrated into virtually every type of curricular topic or skills instruction.
- While there has been some variation from classroom to classroom in the degree of implementation of the Responsive Classroom approach, Murphy School's administrators do

expect every teacher to conduct morning meetings each day. This shared ritual provides a level of continuity that allows for a dialogue among staff members about the purposes and practices of the school community as a whole. Through morning meetings, each classroom has become part of the larger school community, and each student has become the responsibility of all the teachers.

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Challenges still abound at Murphy School, but they don't seem insurmountable anymore. Decisions are always made by answering the question "What is best for our students?" and teaching is structured so that all the children are actively engaged in acquiring and practicing skills and behaviors valued by the entire school community. Today, membership in the John B. Murphy School community requires respectfulness for all its members and enthusiasm for learning.

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1. Ruth Charney, Marlynn Clayton, and Chip Wood, *The Responsive Classroom: Guidelines* (Pittsfield, Mass.: Northeast Foundation for Children, 1997).

2. Ruth Charney, *Habits of Goodness: Case Studies in the Social Curriculum* (Greenfield, Mass.: Northeast Foundation for Children, 1997).

3. Carolyn Edwards, Lella Gandini, and George Forman, *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education* (Norwood, N.J.: Ablex, 1994).

4. Ruth Charney, Marlynn Clayton, and Chip Wood, *The Responsive Classroom: Guidelines* (Pittsfield, Mass.: Northeast Foundation for Children, 1995).

5. Ruth Charney, *Teaching Children to Care: Management in the Responsive Classroom* (Pittsfield, Mass.: Northeast Foundation for Children, 1991).

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**Amendment to Response to Item 13.b.b.**

*Please provide further information on how interdisciplinary teaching will be employed within the framework of subject specific classes outlined on pages 34-39.*

The faculty has a weekly planning time during which they will discuss whole school themes as well as individual class topics. Teachers will have plan team teaching around specific school themes (examples of which include "Around the World" - a study of individual countries and their culture, historic figures from local history, etc.) Though the classroom teacher will teach all the core subjects, she can invite the special teachers (art teacher, the music teacher, the dance teacher, the physical education teacher) into her classroom at anytime to team teach. The special teachers are scheduled to be in school for more hours than they are obligated to be in their own classrooms. The special teacher will follow the same curricular thread that the core subject teacher is working on with her class. Each teacher will bring her own levels of expertise, ability and interest to a project.

At the end of each subject area in this application there is a page of interdisciplinary links and community connections that link that subject to every other curricular area. An example of interdisciplinary teaching is taken from page 69 of the application which lists the interdisciplinary links for English and Language Arts. The art teacher may work with the children to illustrate their own stories. She will introduce a variety of techniques (collage, watercolor and pastel drawing). The art teacher will read illustrated children's books to help the children develop a visual language. The children will be able to recognize the medium that the illustrator used in the books. Children will choose the media for their final version of their edited story, type the story on their classroom computer, and the art teacher will help with layout and assembly of the book.

Another example of interdisciplinary teaching involves music and dance and their connection to math. The music or dance teacher might have students practice geometric shapes through rhythm and movement. This helps children to feel, sense and experience these shapes at a kinesthetic level, which in turn causes the concepts to be internalized. In teaching fractions, for example, the music teacher may teach the concept of time signatures to reinforce and build on the topic.

The Interdisciplinary links and the community connections listed in the application provide concrete examples of how each subject area will intertwine. (See attached "Young Audiences" catalog.) Please refer to the following pages:

- English/Language Arts - pgs. 69
- Math - pgs. 95 - 97
- Science - pgs. 116 - 118
- Social Studies - pgs. 143 - 149
- Physical Education and Health- pgs. 170 - 171
- Dance - pgs. 182, 194, 195, 205, 206, 207
- Music - pgs. 194 - 195
- Visual Arts - pgs. 205 - 207
- Foreign Language - pgs 162 - 163

**Amendment to Response to Items 14 and 15.a.**

*Please provide further information on the school's proposed learning standards. In particular, explain what measurable skills and knowledge students will be expected to have mastered by specific points in their academic development (i.e. upon the completion of grade level or some comparable measure of progress.) If Work Sampling Systems Checklists will be used, please explain how proficiency levels will be determined and how consistency of expectations among teachers will be achieved. In doing so, provide information on the proficiency expected of students of different developmental levels. For example, explain how the school will determine the difference between a second and third grade understanding of "grammar."*

**Please refer to the attached letter from Charlotte Stetson, Work Sampling trainer.**

**What are the school's proposed learning standards? In particular what measurable skills and knowledge students will be expected to have mastered by specific points in their academic development?**

The Work Sampling System provides for particular measurable skills and knowledge that students will be expected to have mastered at specific points in their academic development. It is measured against the New York State Standards and performance indicators. Work Sampling aligns with a multi-age classroom and curriculum. For a detailed discussion of Work Sampling, please refer to Responses to Items 14 and 15.d.

**In using Work Sampling Checklists, how will proficiency levels be determined?**

The Work Sampling System has a developmental checklist that is designed to assist teachers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. **The developmental checklist is organized by standard grade level expectations.** There is a checklist for kindergarten, first grade, second grade, etc. The checklist is divided into three categories which reflect the degree to which children have acquired the skill, behavior, and/or demonstrated the accomplishments required by each of the performance indicators listed in the checklist and described in the guidelines that go along with the Work Sampling System. The categories are:

**Not Yet** - indicates that a child cannot perform this indicator, i.e. that this performance indicator represents a skill, an area of knowledge, or a specific set of behaviors or accomplishments that are not developed for this child.

**In Process** - implies that the skills, knowledge, behaviors, or accomplishments represented by this indicator are intermittent or emergent, and are not demonstrated reliably or consistently.

**Proficient** - suggests that this child can reliably demonstrate the skills, knowledge, behaviors, or accomplishments represented by this performance indicator. Although the child may have advanced beyond the level of difficulty of the indicator, and may not longer participate in activities that involved the indicator, if the teacher has observed the child perform such tasks, and if the tasks are clearly within the child's range or repertoire, the indicator should be marked "Proficient." The child at that point would then move onto the next checklist.

The checklist is completed three times each year. The teachers use these checklists to plan activities and experiences to promote growth and development of skills. The Work Sampling System checklist is very specific and gives a wealth of information about each different learning domain. The information is shared with parents at parent/teacher conferences three times a year.

There will be both oral and written documentation of samples of the each child's work in his portfolio (writing journals, math journals, science and nature journals,, video documentation, etc.). The Work Sampling checklists clearly state the different skill levels that must be mastered by subject area before a child is ready to move into the third grade from the second grade.

*In using Work Sampling Checklists, how will consistency of expectations among teachers be achieved?*

All of the Tapestry Charter School teachers will be trained in the Work Sampling System of Assessment and will be proficient at understanding how it is used. They will become observation experts. Each child's folder will contain the Work Sampling checklists. The Work Sampling checklist follows the student from year to year and remains in the child's portfolio.

For a detailed discussion of Work Sampling Checklists, please refer to Responses to Items 14 and 15.d.

*What is the proficiency expected of students at different developmental levels? For example, how will the school determine the difference between a second and third grade understanding of "grammar"?*

#### **Student Grammar Expectations for Second Grade**

- I - Introduction Level
- R - Reinforcement Level
- A - Application Level

#### ***Grammar:***

- I - Form simple verb contractions.
- I - Begin to use plural nouns.
- I - Begin to use correct verb tense.
- I - Use comparative adjectives (er,est) correctly.

#### ***Usage/Expression:***

I - Avoid the use of double negatives.

R - Avoid slang.

***Composition/Structure:***

R - Write complete sentences.

R - Write a minimum of three sentences about a topic.

I - Write a short paragraph about a topic.

I - Indent paragraphs.

I - Identify the four types of sentences (declarative, interrogative, imperative, and exclamatory.)

**Student Grammar Expectations for Third Grade**

I - Introduction Level

R - Reinforcement Level

A - Application Level

***Grammar:***

R - Use past, present and future tenses of verbs.

R - Use pronoun I last when listing others.

I - Correctly use subjective/objective cases of pronouns (me, I).

R - Correctly use comparative adjectives (er, est).

A - Form singular, plural, and possessive nouns.

R - Use nouns, pronouns, verbs and adjectives in writing simple sentences.

***Usage/Expression:***

R - Avoid the use of double negatives.

R - Avoid Slang.

***Compositional/Structure:***

A - Write complete sentences.

I - Write compound sentences.

R - Write two short paragraphs about a topic.

R - Indent paragraphs.

I - Produce a clear statement of an idea.

R - Use the four types of sentences according to purpose and with appropriate ending punctuation (declarative, interrogative, imperative, and exclamatory).



December 5, 2000

To whom it may concern;

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I have been working with Joy Pepper on developing a plan for the Tapestry Charter School's implementation of the Work Sampling System, an observation-based, curriculum-embedded assessment tool. My experience with the Work Sampling System began when the System was just being developed by Dr. Samuel J. Meisels and others at the University of Michigan in the early 90's. Because of his desire to develop a tool that was meaningful and accessible to teachers, Dr. Meisels identified several small groups of teachers around the country to offer feedback on early drafts and begin field testing the materials as they took form. As a first and second grade multi-age teacher in Brattleboro, Vermont, I was fortunate to be one of the teachers who served in this capacity.

In the twenty years I had taught up until that point, I had never experienced any type of professional development that was as powerful as the process of studying and analyzing student performance using the Work Sampling System. Insights about the relationship between standards, curriculum, and instruction raised the caliber of my teaching significantly. After three years of using WSS in my classroom, I was offered the opportunity to become a staff developer and teach others about the Work Sampling System.

During the past six years, I have had the pleasure of working with many, many preschool and elementary school teachers in a wide variety of educational settings. These settings have included inner city schools in Philadelphia and Milwaukee, small independent schools, schools run by the Bureau of Indian Affairs, and Department of Defense schools on military bases all over the world. Despite the differences among these settings, the power of the Work Sampling System to raise the caliber of teaching through documentation and evaluation of student performance and progress remains consistent.

I am looking forward to working with the Tapestry Charter School as they embark on realizing their vision for high quality, learner-centered elementary education. I believe their decision to make the Work Sampling System part of this vision is important. I anticipate working with the Tapestry staff for a total of six days during the 2001-2002 school year. I will launch them on their Work Sampling implementation with a two-day workshop in the summer of 2001, and re-visit them at least four times during the year to answer questions, help them reflect, clarify confusions, deepen their understanding, and extend their implementation. Near the end of the 2001-2002 school year, we will engage in a process of evaluation and planning for the 2002-2003 school year, during which I anticipate making three to four visits to the school.

*Charlotte Skelton*

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**Amendment to Response to Items 14 and 15.b**

*Please provide further information on the curricular materials and teaching methods to be used to incorporate the New York State Learning Standards into core curriculum areas. Provide descriptions of day-to-day instructional methods and topics, particularly in the areas of reading, math and development of a "full command of the English language, evidenced by (the) use of standard English and ...rich speaking and writing vocabularies." (50)*

**What are the curricular materials and teaching methods that the school will use to incorporate the New York State Learning Standards into core curriculum areas?**

The Tapestry Charter School will use the following math curricular materials:

*Everyday Counts*

*Doing Basic Math With Manipulatives* (Please refer to the attachment "Math Skills & Manipulatives")

Please refer to Responses to Items 14 and 15.f for a discussion of the curricular materials that the school will use to incorporate the New York State Learning Standards for Literacy.

Please refer to Responses to Items 12.a for a discussion of the multi-age teaching methods.

Please refer to Responses to Items 12.b for a further discussion of the multi-age teaching techniques.

Please refer to the attachment which provides an overview of the kinds of hands-on materials that the Tapestry Charter School will utilize.

**List day-to-day descriptions of instructional methods and topics, particularly in the areas of reading, math and development of a "full command of the English language, evidenced by (the) use of standard English and ... rich speaking and writing vocabularies."**

Please refer to:

Responses to Items 12.a.

Responses to Items 12.b

Responses to Items 13.a.b

Responses to Items 13.b.b.

Responses to Items 14 and 15.a.

Responses to Items 14 and 15.d.

Responses to Items 14 and 15.e.

Responses to Items 14 and 15.f.

Responses to Items 14 and 15.g.

# Math Skills & Manipulatives

Grades k-3

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	Counters	Linking Cubes	Dominoes	Learning Clocks	Play Money	Colored Cubes	Base Ten Blocks	Fraction Blocks	Attribute Pieces	Pattern Blocks	Tangrams	Geoboards	Hundred Number Chart	3-D Shapes
Sorting & Classifying								X	X					X
Counting & Numbers	X	X	X	X	X	X	X					X		
Operations	X	X	X		X	X	X					X		
Place Value		X			X	X						X		
Fractions						X	X		X	X	X			
Patterns & Algebra Thinking	X	X	X				X		X	X		X		
Geometry & Spatial Sense									X	X	X	X		X
Data, Probability, & Graphing				X		X		X						
Measurement		X		X		X			X	X	X			X
Problem Solving & Reasoning	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## What Is *Doing Basic Math With Manipulatives*?

This series of teacher resource books is designed to show how children can develop basic math skills, using a variety of the most versatile and valuable math manipulatives. The series consists of two books:

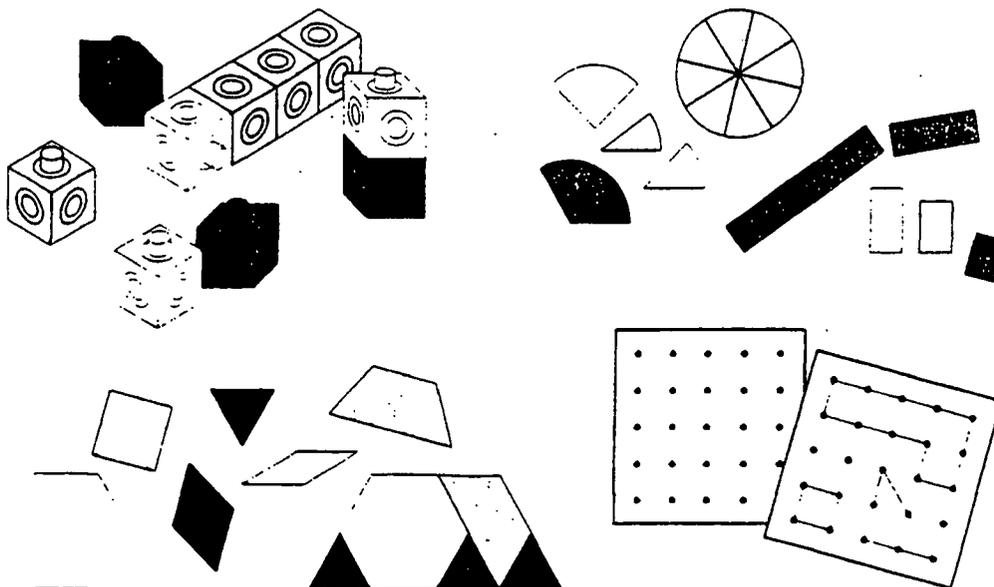
*Doing Basic Math With Manipulatives, Grades 1-3*

*Doing Basic Math With Manipulatives, Grades 4-6*

Each book is a resource of math explorations for 14 different manipulatives. The 168 explorations contained in each book can be integrated into any existing math curriculum.

## What Are Manipulatives?

Manipulatives are materials that children can touch, hold, and move around. These materials are concrete models that represent powerful mathematical ideas. As the students interact with the materials, they begin to develop an understanding of these mathematical ideas and build basic skills. The materials may be objects from the students' environment, such as money or clocks; or the materials may have been designed to teach concepts, such as fraction pieces or base ten blocks. It is important that the materials represent mathematical concepts in a clear and simple way.



# Math Skills & Manipulatives

Grades 4-6

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	Hundred Number Chart	Number Tiles	Base Ten Blocks	Fraction Pieces	Cubes	Color Tiles	Pattern Blocks	Geoboards	Attribute Blocks	Pentominos	Tangrams	3-D Shapes	Two-Color Counters	Spinners and Dice
Sorting & Classifying			X			X		X			X			
Numbers & Operations	X	X	X	X	X	X							X	X
Place Value	X	X	X											
Fractions & Decimals		X	X	X	X	X	X	X		X			X	
Patterns & Algebra Thinking	X		X		X	X	X	X	X				X	
Geometry & Spatial Sense					X	X	X	X	X	X	X	X		
Data, Probability, & Graphing					X	X			X				X	X
Measurement					X	X	X	X		X	X	X		
Problem Solving & Reasoning	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## **What Is *Doing Basic Math With Manipulatives*?**

This series of teacher resource books is designed to show how students can develop basic math skills, using a variety of the most versatile and valuable math manipulatives. The series consists of two books:

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## **What Are Manipulatives?**

Manipulatives are materials that students can touch, hold, and move around. These materials are concrete models that represent powerful mathematical ideas. As the students interact with the materials, they develop an understanding of the mathematical ideas represented. The materials may be objects from the students' environment, such as the three-dimensional shapes; or the materials may have been designed to teach concepts, such as fraction pieces or base ten blocks. It is important that the materials represent mathematical concepts in a clear and simple way.

## **Why Use Manipulatives to Teach Basic Math?**

A great deal of research has been carried out to determine the effect of manipulatives in the mathematics classroom. This research has shown a definite improvement in scores of students who used manipulatives, as compared to those who did not. There is a strong belief among many teachers that these materials help to build a firm foundation of mathematical concepts.

Learning theorists suggest that using manipulatives helps students make the connection between the math in their daily lives and the abstract world of math symbols and concepts. But it is crucial that teachers help students bridge the gap between the concrete objects and the abstract mathematical symbols.

One important way of bridging the gap is by talking about what is happening as the students work with the manipulatives. Students clarify

their thinking as they describe what they are doing and why they are doing it. It is useful for the students to hear what other students are thinking as they use the concrete objects. It gives them new ways to think about the process, and it may just help them define their own thinking.

You can think of this process of moving from concrete to abstract in these four stages:

1. Using concrete materials, such as base ten blocks
2. Drawing symbols of the blocks
3. Talking about what they are doing
4. Making an alphanumeric representation, such as: 2 groups of 3 tens and 5 ones;  $2 \times 35 = 70$

An added benefit for the teacher whose students use manipulatives is that you gain immediate feedback on how your students are grasping a lesson. You can circulate and see what an individual student or small group is doing, and get a picture of what they are thinking.

### **Who Should Use Manipulatives?**

People often ask who benefits most from using manipulatives. It turns out that everyone does. Those students who are more able will need fewer concrete examples, but according to learning theorists, they still need this concrete stage to solidify many concepts.

You will find that students will need different amounts of time with the manipulative materials. Different students will make that connection between the concrete and the abstract at different times. It's important to allow students to proceed at their own pace. If the materials are rich, they will be beneficial for learners of all ability levels. They will allow the more able students to discover patterns and relationships, expand their vocabulary, and explore new ideas.

### **What Are the Contents of *Doing Basic Math With Manipulatives, Grades 4-6*?**

The chart on page iv shows the basic math concepts and skills, and shows which manipulatives help students develop those concepts and skills.

This book is organized into 14 sections. Each section begins with an introduction to a manipulative. It lists the math concepts and skills students can develop by using the manipulative, then gives an overview of 12 explorations students can do with the manipulative. It includes suggestions for organizing materials to be used in the explorations, and also provides ideas for introducing the manipulative to the students. The introduction is

followed by reproducible masters for the 12 explorations. The explorations are chosen as examples of the different kinds of activities students can do with this particular manipulative. You and the students can extend the learning of each exploration by designing similar kinds of activities.

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### **Suggestions for Using *Doing Basic Math With Manipulatives* in Your Classroom**

Select the explorations that you want to use with your students. The 12 explorations in each section are arranged according to level of difficulty, from level 4 through level 6. If you find an exploration too challenging or not challenging enough for your students, you can modify it. You can also repeat many of the explorations, by varying the content. The students may also enjoy designing extension explorations.

At the beginning of each section you will find suggestions about materials and the amount that a class or group will need for the explorations. Most of the explorations work well with an entire class, a small group, pairs of students, or individual students. They also work well in a learning center or math lab situation.

### **Manipulative Resources**

The manipulatives used in the book can be found in the latest Ideal School Supply catalog or at your nearest educational store.

**TAPESTRY CHARTER SCHOOL**  
**Responses to Request for Amendment due December 15, 2000**

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**Amendment to Response to Items 14 and 15.c.**

*In many cases, standards, performance indicators, and curricular elements do not appear to be aligned. For example, the standards addressed in the third grade English curriculum outlined on page 52 describe topics that do not match those described by the third grade English performance indicators described on page 57. Please clarify.*

Please note that the performance indicators outlined on page 57 of the application are for first grade, not third grade as the question indicates.

We have provided, on the following pages, an outline of the curriculum, grades kindergarten through six, that aligns with the standards and performance indicators. The format for this response was suggested by CSI. In addition we have included the science curriculum for grades k-6 in a format completed by a curriculum specialist. It is an example of how the curriculum could otherwise be presented.

- c. In many cases, standards, performance indicators, and curricular elements do not appear to be aligned. For example, the standards addressed in the third grade English curriculum outlines on page 52 describe topics that do not match those described by the third grade English performance indicators described on page 57. Please clarify.

PLEASE NOTE: Performance indicators on page 57 are actually for the first grade. Third grade performance indicators are on page 60 and 61

**NEW YORK STATE STANDARDS: English Language Arts (E/LA)**

**STANDARD 1: Students will read, write, listen, and speak for information and understanding.**

**STANDARD 2: Students will read, write, listen, and speak for literary response and expression.**

**STANDARD 3: Students will read, write, listen, and speak for critical analysis and evaluation.**

**STANDARD 4: Students will read, write, listen, and speak for social interaction.**

**MULTIPLE INTELLIGENCE: Linguistic**

**Kindergarten Curriculum:**

- phonemic awareness • printing and recognizing letters, numbers and beginning words
- sound to sound correspondence • phonological awareness • vowel sounds • consonants • rhyming words • sight word recognition and decoding
- punctuation • spelling • letter formation • penmanship • library skills • letter writing • vocabulary • nouns, adverbs and adjectives • beginning grammar
- oral language development • comprehension skills • reading and writing stories (fables, fairy tales, poems, nursery rhymes, etc.) • multi-cultural literature
- contemporary fiction and picture books • journal entries • conventions of writing (e.g. upper and lower case letters) • role playing • begin word processing skills and editing stories on the computer.

## **First Grade Curriculum:**

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- phonemic awareness • numbers and beginning words • phonic principles
- vowel sounds • identify and manipulate syllables • consonants • punctuation
- decoding • spelling • penmanship and letter formation • library skills • letter writing • conventions of writing • vocabulary • singular and plural nouns • compound words • beginning grammar • comprehension skills • reading and writing stories: fables, fairy tales, poems, nursery rhymes, etc. • multi-cultural literature • contemporary fiction and picture books • journal entries • role playing
- reviews • basic story telling • extemporaneous speaking • word processing and editing stories on the computer.

## **Second Grade Curriculum:**

- grammar • penmanship • cursive writing • decoding • comprehension skills
- syntax • read-alouds • oral communication skills • spelling • vocabulary
- contractions • prefixes and endings • synonyms • synonyms • editing
- independent reading • dictionary and reference skills • writing: stories, poems, letters, reports and journal entries • writes math word problems • story telling
- multicultural literature • folk tales • identify different genres of literature (e.g. poems, fables, fairy tales) • improve word processing and editing skills on the computer.

## **Third Grade Curriculum:**

- grammar • penmanship • cursive writing • spelling • vocabulary
- contractions • prefixes and endings • synonyms • editing • reading
- comprehension strategies applied to all subjects • dictionary and reference skills
- library skills • public speaking (communication skills, oral reports) • story telling
- writing: stories, poems, letters, reports and journal entries • capturing, organizing and communication information, ideas, and feelings in print • writing analysis and discussion of readings • history of speaking and language • different forms of communication • distinguishing fact from fiction • multi-cultural literature • folk tales • biographies and autobiographies • visual displays • continue to improve word processing and editing skills on the computer.

## **Fourth Grade Curriculum**

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• grammar • vocabulary • sentence patterns • spelling • critical reading  
• reading comprehension • reading, writing, and reporting skills • classical literature • structure of stories and reports • summarizing • revise and edit narratives • personal ancestral reports • research • oral presentations and reports • journals • autobiographic sketches • study skills • encoding • poetic forms (haiku, rhymed, free verse, limericks) • multi-cultural literature • fantasy • historical fiction • contemporary fiction • synthesizing ideas • conclusions and generalizing • continue to improve word processing and editing skills on the computer.

## **Fifth Grade Curriculum:**

• spelling • vocabulary • encoding • grammatical diagramming • etymology  
• critical reading and comprehension of a variety of literary forms: biographies, short novels, essays, biographies and autobiographies, short stories, fantasy, poetry, historical fiction and nonfiction, multi-cultural literature • literary elements • research skills • speaking exercises • writing: journal entries, observations and descriptions, letters, newsletters • continue to improve word processing and editing skills on the computer.

## **Sixth Grade Curriculum**

• parts of speech • sentence structure • word use • composition • vocabulary  
• spelling • critical reading and comprehension of a variety of literary forms: biographies, short novels, essays, biographies and autobiographies, short stories, fantasy, poetry, historical fiction and nonfiction, multi-cultural literature, classical mythology, poetry, historical fiction and nonfiction, biographies and autobiographies, multi-cultural literature • writing: well developed paragraphs, journal entries, poetry, essays, reviews and letters • speaking exercises • research reports • continue to improve word processing and editing skills on the computer.

their uses and application in the real world through problem solving, experimentation, validation, and other activities.

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**STANDARD 6:** Students will understand the relationships among mathematics, science, and technology, recognize the recurring themes that connect them, and apply those themes to other areas of learning and performance.

**STANDARD 7:** Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

### MULTIPLE INTELLIGENCE: Logical-Mathematical & Spatial

#### **Kindergarten Curriculum:**

- Counting • sorting • ordinals • comparisons • puzzles • following recipes
- halving • size and classifications • sets • beginning addition and subtraction
- geometric shapes • geometric solids • measurements • symmetry • money
- patterns • time • dates • story problems • beginning fractions
- introduction to computers.

#### **First Grade Curriculum:**

- Counting • sorting • ordinals • comparisons • puzzles • following recipes
- halving • size and classifications • sets • beginning addition and subtraction
- beginning multiplication and division • geometric shapes • sides and angles
- geometric solids • measurements • symmetry • creating graphs and charts
- data collection • money • patterns • time • dates • story problems
- estimating • beginning fractions • introduction to computers.

#### **Second Grade Curriculum:**

- Time • data and charts • rates • fractions • addition • subtraction
- multiplication • division • decimals • percent • measurement • negative numbers • parallels and perpendiculars • rounding • story problems
- word problems • brain teasers • geometry • scales • metric system
- weights and liquids • estimates • 3D shapes • planes • angles • polygons
- circles • spreadsheets • relationships • computer.

**Third Grade Curriculum:**

- Time • data and charts • rates • fractions • addition • subtraction
- multiplication • division • decimals • percent • measurement • worth
- predictions • writing checks and making change • negative numbers
- parallels and perpendiculars • rounding • story problems • word problems
- brain teasers • geometry • scales • metric system • weights and liquids
- estimates • 3D shapes • planes • angles • polygons • circles
- spreadsheets • relationships • computer.

**Fourth Grade Curriculum:**

- Algorithms • story problems • angles • area • polygons • fraction and decimal arithmetic • common factors • division • rounding • finding information to solve a problem • estimating • graphs and charts • basic statistics • lines and angles • probability • computer theory • basic technology • keyboard skills.

**Fifth Grade Curriculum:**

- Scales and graphs • perimeters • multiplication • division • volume • ratio
- square roots • geometric formulae • primes • factors • infinity • probability experimentation • angles • 3D shapes • computer graphics • simple databases and spreadsheets.

**Sixth Grade Curriculum:**

- Statistical terms • circumference and pi • probability • formulas • series
- exponents • story problems • variables • geometry formulae and theories
- exploring basic operation and their properties • developing problem solving techniques • strengthen basic skills • fractions • decimals • ratios • proportions
- data analysis • number theory • graph and charting projects.

**STANDARD 1: Understanding the history of the United States and New York.**

**STANDARD 2: Understanding World History.**

**STANDARD 3: Understanding the Geography of the World.**

**STANDARD 4: Understanding Economic Systems.**

**STANDARD 5: Understanding Government, Citizenship, and Civics**

**MULTIPLE INTELLIGENCES: Interpersonal & Intrapersonal**

**Kindergarten Curriculum:**

- Prehistoric New York • dinosaurs • ice age • Early Native Americans
- explorers • Columbus • state symbols • land forms • oceans and continents
- President and White House • Washington • Lincoln • U.S. holidays • globe and maps • climate • regions of the U.S. • colonies and colonial life • current events • citizenship • legends and historic figures • directions (NSEW)
- national symbols • community symbols • jobs • exchanging money (basic economic concepts) • patriotic symbols and activities • fundamentals of democracy

**First Grade Curriculum:**

- Prehistoric New York • Early Native Americans • explorers • European settlers in New York • statehood • New York role in independence • state symbols
- famous New Yorkers • famous Americans • New York and local industry • New York geography • cities • capitals • land forms • oceans and continents
- President and White House • New York Presidents • Washington • Lincoln
- U.S. holidays • distance and direction • globe and maps • topography
- climate • regions of the U.S. • colonies and colonial life • life in America's past
- American customs • culture and religion • Native American tribes
- current events • citizenship • legends and historic figures • character development • human, natural, capital resources • goods and services
- democracy • elected representatives • timelines • civil rights and responsibilities • class rules (basic economic concepts)

## **Second Grade Curriculum:**

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- Beginning of civilization • timelines • mapping exercises • hemispheres • continents • oceans • earth regions • countries
- latitude and longitude • boundaries and borders • poles • world explorers
- trade routes • ancient beliefs vs. proof • American customs, culture and religion
- Native American tribes • US history: colonization • current events • basic economic concepts • citizenship • basic government functions • ancient Egypt and China • communities • community services • elected representatives

## **Third Grade Curriculum:**

- US history: colonization • Revolution to the Civil War • Native Americans
- Declaration of Independence • Constitutional Convention • presidents • countries in the new • current events • early civilizations • latitude and longitude
- N.Y. geography • U.S. geography • exploration • economics • ancient Greece and Rome • Columbus • mapping exercises • past economies • laws
- justice • citizenship • rights and responsibilities • voting • community service
- Declaration of Independence • Constitutional Convention

## **Fourth Grade Curriculum:**

- Geography • mapping exercises • timelines • ancient civilizations and their cultural achievements: Greece: democracy, Rome: Olympics, Egypt: calendar • NY state history • ancestors and homelands • current events and community service
- N.Y. geography • identifying own continent/country/state/community
- geographical terms • directions

## **Fifth Grade Curriculum:**

- Geography • explorers • US history: 13 colonies, American Revolution
- famous Americans • Constitution • Civil War • Great Depression
- reconstruction • urbanization • social changes • land forms • bodies of water • geology of New York • seasons and time zones • mapping: symbols and scales • taxes • unemployment • current events and community service

- map/global skills • exploration of New World • early Republic • identifying own continent/country/state/community • Reconstruction • W. European geography
  - Aztecs/Incas • N. American geography
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**Sixth Grade Curriculum:**

- US history: WWI to present • cold war • civil rights movement • famous Americans • Korea, Vietnam • time lines • growth and influence of various religions • achievements of presidents • famous Americans • historical speeches and poems • economy: supply and demand • industrialization and urbanization
- global affairs • historical analysis • changing role of the US between 1898-1930 • politics: two party system, local government • charity • current events and community service • famous Civil Rights leaders • Lincoln • Emancipation Proclamation • U.S. Foreign Policy • Cold War • Great Depression • Spanish American War • major events in recent U.S. History

## **SCIENCE & TECHNOLOGY**

The Science and Technology curriculum will be designed to nurture the excitement which comes with a growing understanding of the world around us. Emphasis will be placed on hands-on experiences, experimentation and field trips. This will help students develop critical thinking, problem solving and teamwork skills. Texts, publications, internet resources, and videos will augment lab work. The **Tapestry Charter School** will utilize the many scientific, technological and medical resources available in our community to spotlight specific areas of study. Students will be encouraged to participate in the various science fairs available.

*(See New York State Standards for Mathematics, Science and Technology, above.)*

### **MULTIPLE INTELLIGENCE: Naturalist**

#### **Science Performance Indicators-Kindergarten**

*The kindergarten performance indicators stress the use of basic science skills to explore common materials, objects, and living things. Emphasis is placed on using the senses to gather information. Students are expected to develop skills in posing simple questions, measuring, sorting, classifying, and communicating information about the natural world. The science skills are an important focus as students learn about life processes and properties of familiar materials such as magnets and water. Through*

*phenomena including shadows, patterns of weather, and plant growth, students are introduced to the concept of change. The significance of natural resources and conservation is introduced in the kindergarten performance indicators.*

*The performance indicators in Math/Science/Technology are adapted from Virginia's State Learning Standards, going beyond them in terms of accessibility, clarity, and ease of implementation. New or beginning teachers, as well as experienced classroom instructors, will benefit from these precise planning outlines.*

## **Kindergarten Curriculum**

### **Theme 1. Science Investigation, Reasoning and Logic**

#### **A. Topics**

- Sense Organs • Color • Shape • Size • Texture • Odor

#### **1. Objective**

- a. The student will investigate and understand that humans have senses including sight, smell, hearing, touch, and taste.

#### **2. Performance Indicators**

- a. Senses allow one to seek, find, take in, and/or respond to information in order to learn about one's surroundings.
- b. Key concepts include five senses (taste, touch, smell, hearing, and sight); and sensory descriptors (sweet, sour, bitter, salty, rough, smooth, hard, soft, cold, warm, hot, loud, soft, high, low, bright, dull).

**B. Topics (Investigation, Reasoning and Logic)****365**

- Observation • sound comparisons • color groupings

**1. Objectives**

- a. The student will investigate and understand that objects can be described in terms of their physical properties.
- b. The student will conduct investigations in which basic properties of objects are identified by direct observation.

**2. Performance Indicators**

- a. Key concepts of physical properties include the eight basic colors, shapes (circles, triangle, square) and forms (flexible, stiff, straight, curved); textures and feel (rough, smooth, hard, soft); relative size and weight (big, little, large, small, heavy, light, wide, thin, long, short); and position and speed (over, under, in, out, above, below, left, right, fast, slow).
- b. Observations are made from multiple positions to achieve different perspectives.
- c. A set of objects is sequenced according to size.
- d. A set of objects is separated into two groups based on a single physical attribute.
- e. Picture graphs are constructed using 10 or fewer units.
- f. Nonstandard units are used to measure common objects.
- g. An unseen member in a sequence of objects is predicted.
- h. A question is developed from one or more observations.
- i. Objects are described both pictorially and verbally.

- j. Unusual or unexpected results in an activity are recognized.

## Theme 2: Force, Motion and Energy

### A. Topics

- magnetism • electricity • energy • heat • cold
- flotation: metal, rock, wood, and plastic

### 1. Objectives (Force, Motion and Energy)

- a. The student will investigate and understand that:
- a.1) magnets have an effect on some materials. make some things move without touching them, and have useful applications.
  - a.2) water has properties that can be observed and tested

### 2. Performance Indicators

- a. Key concepts include attraction/non-attraction, push/pull, attract/repel, and metal/non-metal, and useful applications (refrigerator magnet, can opener, magnetized screwdriver).
- b. Key concepts include water occurs in different forms (solid, liquid, gas).
- c. The natural flow of water is down hill.
- d. Some materials float in water while others sink.

## Theme 3: Life Processes

### A. Topics

- stages of life • habitats • plant life and growth • animal life

- water life • population • endangered species • dinosaurs

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1. Objective

- a. The student will investigate and understand basic needs and life processes of plants and animals.

2. Performance Indicators

- a. Key concepts include living things change as they grow and need food, water, and air to survive.
- b. Plants and animals live and die (go through a cycle).
- c. Dinosaurs and extinction.
- d. Offspring of plants and animals life are similar but not identical to their parents and one another.

Theme 4: Interrelationships in Earth/Space Systems

A. Topics:

- solar system • light and shadow • day and night

1. Objective

- a. The student will investigate and understand that shadows occur when light is blocked by an object.

2. Performance Indicators

- a. Key concepts include shadows occur in nature when sunlight is blocked by an object.

- b. Shadows can be produced by blocking artificial light sources.

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### Theme 5: Earth, Patterns, Cycles, and Change Topography

#### A. Topics

- topography • natural resources • air
- experimentation • data collection

#### 1. Objective

- a. The student will investigate and understand simple patterns in his/her daily life.

#### 2. Performance Indicators:

- a. Key concepts include weather observations.
- b. The shapes and forms of many common natural objects including seeds, cones, and leaves.
- c. Animal and plant growth.

### Theme 6: Home and School Routines

#### A. Topics

- conservation • natural resources • recycling • field studies

#### 1. Objectives:

- a. The student will investigate and understand that:
- a.1) change occurs over time, and rates may be fast or slow.

a.2) materials can be reused, recycled, and conserved.

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2. Performance Indicators:

- a. Key concepts include natural and human-made things may change over time.
- b. Changes can be noted and measured.
- c. Identifying materials and objects that can be used over and over again.
- d. Describing everyday materials that can be recycled.
- e. Explaining how to conserve water and energy at home and in school.

**Science Performance Indicators - Grade One**

*The first-grade performance indicators continue to stress basic science skills in understanding familiar objects and events. Students are expected to begin conducting simple experiments and be responsible for some of the planning. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interactions with one another. Students are expected to know the basic relationships between the sun and Earth and between seasonal changes and plant and animal activities. Students also will begin to develop an understanding of moving objects, simple solutions and important natural resources.*

**First Grade Curriculum:**

Theme 1: **Scientific Investigation, Reasoning and Logic**

A. Topics

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- observation • sense organs • color groupings
- experimentation and data collection • field studies

1. Objective

- a. The student will plan and conduct investigations

2. Performance indicators

- a. Differences in physical properties are observed using the senses and simple instruments to enhance observations (magnifying glass).
- b. Objects or events are classified and arranged according to attributes or properties.
- c. Observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.
- d. Length, mass, and volume are measured using standard and nonstandard units.
- e. Inferences are made and conclusions are drawn about familiar objects and events.
- f. Predictions are based on patterns of observations rather than random guesses.
- g. Simple experiments are conducted to answer questions.

Theme 2: Force, Motion, and EnergyA. Topic

- observation

1. Objective

- a. The student will investigate and understand that moving objects exhibit different kinds of motion.

2. Performance Indicators

- a. Key concepts include objects may have straight, circular, and back and forth motions.
- b. Objects vibrate.
- c. Pushes or pulls can change the movement of an object.
- d. The motion of objects may be observed in toys and in playground activities.

Theme 3: Matter

A. Topic

- comparing and mixing substances

1. Objective

- a. The student will investigate and understand how different common materials interact with water.

2. Performance Indicators

- a. Key concepts include some common liquids (vinegar) mix with water, others (oil) will not; some everyday solids (baking soda, powdered drink mix, sugar, salt) will dissolve, others (sand, soil, rocks) will not.

- b. Some substances will dissolve more easily in hot water than cold water.

Theme 4: **Life Processes**

A. **Topics**

- plant life and growth • animal life • water life • stages of life
- population

1. **Objectives**

- a. The student will investigate and understand plants, animals and people

2. **Performance Indicators**

- a. Plants have life needs, functional parts and can be classified according to certain characteristics.
- b. Key concepts include needs (food, air, water, light, and a place to grow); parts (seeds, roots, stems, leaves blossom, fruit); and characteristics (edible/non-edible, flowering/non-flowering, evergreen/deciduous).
- c. Animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.
- d. Key concepts include life needs (air, food, water, and a suitable place to live); physical characteristics (body coverings, body shape, appendages, and methods of movement); and characteristics (wild/tame, water homes/land homes).

**Theme 5: Interrelationships in Earth/Space Systems****A. Topics**

- Topography • solar system • air • energy • heat and cold
- light and shadow • day and night

**1. Objective**

- a. The student will investigate and understand the basic relationships between the sun and Earth.

**2. Performance Indicators**

- a. Key concepts include the sun is the source of heat and light that warms the land, air, and water.
- b. Night and day are caused by the rotation of the earth.

**Theme 6: Earth Patterns, Cycles, and Change****A. Topics**

- habitat • weather

**1. Objective**

- a. The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals.

**a. Performance Indicators**

- a. Key concepts include how temperature, light, and precipitation bring about changes in plants (growth, budding, falling leaves).

wilting), animals (behaviors, hibernation, migration, body covering, habitat), and people (dress, recreation, work).

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## Theme 7: Resources

### A. Topics

- endangered species • recycling and conservation • natural resources

#### 1. Objective

- a. The student will investigate and understand that natural resources are limited.

#### 2. Performance Indicators

- a. Key concepts include identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil).
- b. Factors that affect air and water quality.
- c. Recycling, reusing, and reducing consumption of natural resources.
- d. Use of land as parks and recreational facilities.

### Science Performance Indicator - Grade Two

*The second-grade focuses on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing the unusual or unexpected are skills needed to be able to use and validate information. Measurement in both English and metric units is stressed. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things.*

*The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effects on plants and animals.*

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## Second Grade Curriculum

### Theme 1: Scientific Investigation, Reasoning and Logic

#### A. Topics

- data collection • field studies • famous scientists

#### 1. Objective

- a. The student will plan and conduct investigations.

#### 2. Performance Indicators

- a. Observations are repeated to improve accuracy.
- b. Two or more attributes are used to classify items.
- c. Pictures and bar graphs are constructed using numbered axes.
- d. Linear, volume, mass, and temperature measurements are made in metric (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds).
- e. Observation is differentiated from personal interpretation, and conclusions are drawn based on observations.
- f. Simple physical models are constructed.
- g. Conditions that influence a change are defined.
- h. Unexpected or unusual quantitative data are recognized.

**Theme 2: Force, Motion, and Energy****376****A. Topics**

- gears • levers and pulleys • magnetism • motion
- machines and motors

**1. Objective**

- a. The student will investigate and understand magnets

**2. Performance Indicators**

- a. Natural and artificial magnets have certain characteristics and attract specific types of metals.
- b. Key concepts include magnetism, iron, magnetic/nonmagnetic, opposites, poles, attract/repel, and important applications including the magnetic compass.

**Theme 3: Matter****A. Topics**

- Materials • interactions

**1. Objective**

- a. The student will investigate and understand basic properties of solids, liquids and gases.

**2. Performance Indicators**

- a. Key concepts include mass and volume.

- b. Processes involved with changes in matter from one state to another. (condensation, evaporation, melting, freezing, expanding, and contracting).

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#### Theme 4: Life Processes

##### A. Topics

- organisms • animal birth and growth • animal food chain
- plant responses to factors growth

##### 1. Objective

- a. The student will investigate and understand that plants and animals go through a series of orderly changes in their life cycles.

##### 2. Performance Indicators

- a. Key concepts include some animals (frogs and butterflies) go through distinct states during their lives while others generally resemble their parents.
- b. Flowering plants undergo many changes from the formation of the flower to the development of the fruit.

#### Theme 5: Living Systems

##### A. Topics

- Life cycles • water cycles • vertebrates and invertebrates

##### 1. Objective

- a. The student will investigate and understand that living things are part of a system.

2. Performance Indicators

378

- a. Key concepts include living organisms are interdependent with their living and nonliving surroundings.
- b. Habitats change over time due to many influences.

Theme 6: Interrelationships in Earth/Space SystemsA. Topics

- Solar system • space exploration

1. Objective

- a. The student will investigate and understand basic types and patterns of weather.

2. Performance Indicators

- a. Key concepts include temperature, wind, condensation, precipitation, drought, flood, and storms.
- b. The uses and importance of measuring and recording weather data.

Theme 7: Earth Patterns, Cycles, and ChangeA. Topics

- Rocks and minerals • weather changes

1. Objective

- a. The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings.

## 2. Performance Indicators

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- a. Key concepts include effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy). and weathering and erosion of the land surface.

### Theme 8: Resources

#### A. Topics

- Resource renewal and conservation

#### 1. Objective

- a. The student will investigate and understand about plants.

#### 2. Performance Indicators:

- a. Plants produce oxygen and food, are a source of useful products, and provide benefits in nature.
- b. Key concepts include important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper).
- c. The availability of plant products affects the development of a geographic area.
- d. Plants provide homes and food for many animals and prevent soil from washing away.

### **Third Grade Curriculum**

#### **Science Performance Indicators-Grade Three**

*The third-grade level will stress increasing emphasis on conducting investigations. Students are expected to be able to develop questions, formulate simple hypotheses, make predictions, gather data, and use the*

*metric system with greater precision. Using information to make inferences and draw conclusions becomes more important. In the area of physical science, the performance indicators focus on simple machines, energy, and a basic understanding of matter. Behavioral and physical adaptations are examined in relation to the life needs of animals. The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, the water cycle, and animal life cycles. Geological concepts are introduced through the investigation of the components of soil.*

### Theme 1: **Scientific Investigation, Reasoning, and Logic**

#### A. Topics

- data collection • field studies • famous scientists

#### 1. Objective

- a. The student will plan and conduct investigations.

#### 2. Performance Indicators

- a. Questions are developed to formulate hypotheses.
- b. Predictions and observations are made.
- c. Data are gathered, charted, and graphed.
- d. Objects with similar characteristics are classified into at least two subsets.
- e. Inferences are made and conclusions are drawn.
- f. Natural events are sequenced chronologically.
- g. Length is measured to the nearest centimeter.

- h. Mass is measured to the nearest gram.
- i. Volume is measured to the nearest milliliter and liter.
- j. Temperature is measured to the nearest degree Celsius.
- k. Time is measured to the nearest minute.

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## Theme 2: **Force, Motion, and Energy**

### A. Topics

- interactions • gears • levers and pulleys • magnetism • motion
- machines and motors • electrical circuits • power

### 1. Objective

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

### 2. Performance Indicators

- a. Key concepts include types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge).
- b. How simple machines function- and examples of simple machines found in the school, home, and work environment.

## Theme 3: **Matter**

### A. Topics

- Materials • basic properties of matter • separations •

### 1. Objective

- a. The student will investigate and understand materials.

## 2. Performance Indicators

- a. Objects can be described in terms of the materials they are made of and their physical properties.
- b. Key concepts include objects are made of smaller parts.
- c. Materials are composed of parts that are too small to be seen without magnification.
- d. Physical properties remain the same as the material is reduced in size.

## Theme 4: Life Processes

### A. Topics

- Animal birth and growth • growth stages

### 1. Objective

- a. The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs.

### 2. Performance Indicators

- a. Key concepts include methods of gathering and storing food: finding shelter, defending themselves, rearing young, hibernation, migration, camouflage, mimicry, instinct, and learned behavior.

## Theme 5: Living Systems

### A. Topics

- organisms • vertebrates and invertebrates • habitats
- animal food chain • plant responses to factors

1. Objective

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a. The student will investigate and understand :

a.1) relationships among organisms in aquatic and terrestrial food chains.

b.1) that environments support a diversity of plants and animals that share limited resources.

2. Performance Indicators

a. Key concepts include producer, consumer, decomposer; herbivore, carnivore, omnivore, and predator-prey; water related environments (pond, marshland, swamp, stream, river, and ocean environments); dry-land environments (desert, grassland, rainforest, and forest environments); and population and community.

Theme 6: Interrelationships in Earth/Space ScienceA. Topics

- Rocks and minerals

1. Objective

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

2. Performance Indicators

a. Key concepts include soil provides the support and nutrients necessary for plant growth.

- b. Topsoil is a natural product of subsoil and bedrock.
- c. Rock, clay, silt, sand, and humus are components of soils.
- d. Soil is a natural resource and should be conserved.

Theme 7: **Earth Patterns, Cycles, and Change**

A. Topics

- Seasons and orbits • tides • weather changes •
- Life cycles • water cycles

1. Objectives

- a. The student will investigate and understand:
  - a.1) basic sequences and cycles occurring in nature.
  - a.2) the water cycle of its relationship to life on Earth.

3. Performance Indicators

- a. Key concepts include sequences of natural events (day and night, seasonal changes, phases of the moon, and tides): and animal and plant life cycles.
- b. The origin of energy that drives the water cycle.
- c. Processes involved in the water cycle (evaporation, condensation, precipitation)- and water supply and water conservation.

Theme 8: **Resources**

A. Topics

- Natural and human events • organisms

1. Objective
  - a. The student will investigate and understand that natural events and human influences can affect the survival of species.
  
2. Performance Indicators
  - a. Key concepts include the interdependency of plants and animals.
  - b. Human effects on the quality of air, water, and habitat.
  - c. The effects of fire, flood, disease, erosion, earthquake, and volcanic eruption on organisms.

Theme 9: Conservation, resource renewal, habitat management, and species monitoring

A. Topics

- Energy • resource renewal and conservation

1. Objective
  - a. The student will investigate and understand different sources of energy.
  
2. Performance Indicators
  - a. Key concepts include the sun's ability to produce light and heat energy.
  - b. Natural forms of energy (sunlight, water, wind).
  - c. Fossil fuels (coal, oil, natural gas) and wood; electricity, nuclear power; and renewable and nonrenewable resources.

**Science Performance Indicators - Grade Four**

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*The fourth-grade stresses the importance of using information, analyzing data, and validating experimental results. Defining variables in experimentation is emphasized, and making simple predictions from picture, bar, and line graphs is underscored. Questioning and hypothesizing become more detailed at this level. Students are introduced to basic principles of electricity and to the concept of energy as it relates to work and machines. Relationships are investigated in the interactions among the Earth, moon, and sun and among plants and animals and their environments. In examining weather phenomena and conditions, students identify various factors, make predictions based on data, and evaluate the results. The importance of natural resources in New York is emphasized.*

**Fourth Grade Curriculum****Theme 1: Scientific Investigation, Reasoning, and Logic****A. Topics**

- Data collection • field studies

**1. Objective**

- a. Students will plan and conduct investigations

**2. Performance Indicators**

- a. Distinctions are made among observations, conclusions (inferences), and predictions.
- b. Data are classified to create frequency distributions.

- c. Approximate metric measures are used to collect, record and report data.
- d. Appropriate instruments are selected to measure linear distance, volume, mass, and temperature.
- e. Predictions are made based on data from picture graphs, bar graphs, and basic line graphs.
- f. Hypotheses are formulated based on cause and effect relationships.
- g. Variables that must be held constant in an experimental situation are defined.
- h. Numerical data that are contradictory or unusual in experimental results are recognized.

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## Theme 2: Force, Motion, and Energy

### A. Topics

- Force, motion and energy • heat • chemical interactions

### 1. Objective

- a. The student will investigate and understand that energy is needed to do work and that machines make work easier.

### 2. Performance Indicators

- a. Key concepts include energy forms (electrical, mechanical, and chemical energy).
- b. Potential and kinetic energy.
- c. Simple and complex machines.

**Theme 3: Efficiency, friction, and inertia****A. Topics****388**

- Sound • electricity • magnetism

**1. Objective**

- a. The student will investigate and understand the characteristics of electricity.

**2. Performance Indicators**

- a. Key concepts include the nature of electricity (voltage, ampere, resistance, conductors, and insulators).
- b. Circuits (open/closed, parallel/series).
- c. Magnetism and magnetic fields.
- d. Static electricity; and historical contributions in understanding electricity.

**Theme 4: Life Processes****A. Topics**

- Life processes

**1. Objective**

- a. The student will investigate and understand basic plant anatomy and life processes.

**2. Performance Indicators**

- a. Key concepts include the structures of typical plants (leaves, stems, roots, and flowers).

- b. Processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed).
- c. Photosynthesis (chlorophyll, carbon dioxide); and dormancy.

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## Theme 5 Living Systems

### A. Topics

- Human and body systems • habitats • ornithology

### 1. Objective

- a. The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment.

### 2. Performance Indicators

- a. Key concepts include behavioral and structural adaptations.
- b. Organization of communities.
- c. Flow of energy through food webs.
- d. Habitats and niches.
- e. Life cycles, and influence of human activity on ecosystems.

## Theme 6: Interrelationships in Earth/Space

### A. Topics

- Interrelationships in Earth/space systems • weather
- glacier and erosion

1. Objective

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

2. Performance Indicators

- a. Key concepts include weather factors (temperature, air pressure, fronts, formation and type of clouds, and storms).
- b. Meteorological tools (barometer, hygrometer, anemometer, rain gauge, and thermometer).

Theme 7: Earth Patterns, Cycles and ChangeA. Topics

- Earth seasons • phases of the moon • stars

1. Objective

- a. The student will investigate and understand the Earth - moon - System.

2. Performance Indicators

- a. Relationships among the Earth, moon, and sun (revolution and rotation).
- b. The causes for the Earth's seasons and phases of the moon.
- c. The relative size, position, and makeup of the Earth, moon, and sun, unique properties of the Earth as a planet and as part of the solar system.
- d. Historical contributions in understanding the Earth-

moon-sun system.

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## Theme 8: Resources

### A. Topics

- Natural resources • fossil fuel

#### 1. Objective

- a. The student will investigate and understand important natural resources.

#### 2. Performance Indicators

- a. Key concepts include watershed and water resources.
- b. Animals and plants, both domesticated and wild.
- c. Minerals, rocks, ores, and energy sources.
- d. Forests, soil, and land.

### Science Performance Indicators – Grade Five

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

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

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### **Fifth Grade Curriculum.**

#### **Theme 1: Scientific Investigation and Reasoning**

##### **A. Topics**

- explain phenomena • investigations • data collection • field studies

##### **1. Objective**

- a. The student will plan and conduct investigations.

##### **2. Performance Indicators**

- a. Appropriate instruments are selected and used for making quantitative observations of length, mass, volume, and elapsed time-  
rocks, minerals, and organisms are identified using a classification key.
- b. Data are collected, recorded and reported using the appropriate graphical representation (graphs, charts, diagrams).
- c. Accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder).
- d. Predictions are made using patterns, and simple graphical data are extrapolated.
- e. Estimations of length, mass, volume are made.

**Theme 2: Force, Motion, and Energy****393****A. Topics**

- Energy sources and receivers • color and pigments • sight • lenses and mirrors • machines and work • sound

**1. Objectives**

- a. The student will investigate and understand
  - a.1) how sound is transmitted and is used as a means of communication.
  - a.2) the basic characteristics of white light

**2. Performance Indicators**

- a. Key concepts include frequency, waves, wavelength, resonance, vibration.
- b. The ability of different media (solids, liquids, gases) to transmit sound.
- c. Communication tools (voice, Morse code, sonar, animal sounds, musical instruments).
- d. Key concepts include the visible spectrum, light waves, refraction, diffractions, opaque, transparent, translucent; optical tools (eyeglasses, lenses, flashlight, camera, kaleidoscope, binoculars, microscope, light boxes, telescope, prism, spectroscope, mirrors)
- e. Historical contributions in understanding light.

**Theme 3: Matter****A. Topics**

- Evaporation and condensation • spheres

**394****1. Objective**

- a. The student will investigate and understand matter

**2. Performance Indicators**

- a. That is anything that has mass, takes up space and occurs as a solid, liquid or gas.
- b. Key concepts include atoms, molecules, elements.
- c. Compounds; mixtures and solutions.
- d. Effect of temperature on the states of matter.

**Theme 4: Living Systems****A. Topics**

- Cells • organisms

**1. Objective**

- a. The student will investigate and understand that:
  - a.1) organisms are made of cells
  - a.2) have distinguishing characteristics.

**2. Performance Indicators**

- a. Key concepts include parts of a cell- five kingdoms of living things; vascular and nonvascular plants- and vertebrates and invertebrates.

**Theme 5: Interrelationships in Earth/Space Systems**

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**A. Topic**

- Ocean environment

**1. Objective**

- a. The student will investigate and understand characteristics of the ocean environment.

**2. Performance Indicators**

- a. Key concepts include geological characteristics (continental shelf, slope, rise); physical characteristics (depth, salinity, major currents).
- b. Biological characteristics (ecosystems).
- c. Public policy decisions related to the ocean environment (assessment of marine organism populations, pollution prevention).

**Theme 6: Earth Patterns, Cycles, and Change****A. Topics**

- Earth • erosion

**1. Objective**

- a. The student will investigate and understand how the Earth's surface is constantly changing.

**2. Performance Indicators**

- a. Key concepts include the rock cycle including the identification of rock types.
- b. Earth history and fossil evidence.

- c. The basic structure of the Earth's interior.
- d. Plate tectonics (earthquakes and volcanoes).
- e. Weathering and erosion.
- f. Human impact.

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### **Computer/Technology Performance Indicators**

#### **by the End of Grade Five**

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines. Minimum skills that students should acquire by the end of Grade 5 are listed below.

#### **By the end of Grade 5 the student will:**

1. Demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
2. Develop basic technology skills and develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.
3. Select and use technology appropriate to tasks, develop basic keyboarding skills, operate peripheral devices, and apply technologies to strategies for problem solving and critical thinking.
4. Process, store, retrieve, and transmit electronic information-
5. Use search strategies to retrieve electronic information using databases, CD- ROMS, videodiscs, and telecommunications.
6. Use electronic encyclopedias, almanacs, indexes, and catalogs.

7. Use local and wide-area networks and modem-delivered services to access information from electronic databases. 397
8. Be able to describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.
9. Communicate through application software.
10. Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.
11. Use simple computer graphics and integrate graphics into word-processed documents.
12. Create simple databases and spreadsheets to manage information.
13. Create reports and use local and worldwide network communication systems.

### **Science Performance Indicator Grade Six**

*The sixth-grade performance indicators continue to emphasize data analysis and experimentation. Methods are studied for testing and validity of prediction and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter, both in living things and in the physical sciences. A more detailed understanding of the solar system becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.*

## Sixth Grade Curriculum

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### Theme 1: Scientific Investigation, Reasoning, and Logic

#### A. Topics

- Apply science elsewhere • critique non-fact based conclusions
- data collection

#### 1. Objectives

- a. The student will
  - a.1) plan and conduct investigations
  - a.2) demonstrate scientific reasoning and logic.

#### 2. Performance Indicators

- a. Observations are made involving fine discrimination between similar objects and organisms.
- b. A classification system is developed based on multiple attributes.
- c. Differences in descriptions and working definitions are made.
- d. Precise and approximate measures are recorded.
- e. Scale models are used to estimate distance, volume, and quantity.  
hypotheses are stated in ways that identify the independent (manipulated) and dependent (responding) variables.
- f. A method is devised to test the validity of predictions and inferences.
- g. One variable is manipulated over time with many repeated trials.
- h. Data are collected, recorded, analyzed and reported using appropriate metric measurement.

- i. Data are organized and communicated through graphical representation (graphs, charts, and diagrams).
- j. Models are designed to explain a sequence.
- k. Ideas are investigated by asking for and actively seeking information
- l. Multiple tests of ideas are performed before accepting or rejecting Them
- m. Alternative scientific explanations are analyzed.
- n. Conclusions are based on scientific evidence obtained from a variety of sources.

## Theme 2: Force, Motion, and Energy

### A. Topics

- Energy transfer • radiation • circuits • magnetics
- make and energy source

### 1. Objectives

- a. The student will investigate and understand
  - a.1) sources of energy and their transformations.
  - a.2) basic characteristics of electricity.

### 2. Performance Indicators

- a. Key concepts include potential and kinetic energy.
- b. Energy sources (fossil fuels, wood, wind, water, solar, and nuclear power).

- c. Energy transformations (mechanical to electrical, electrical to heat/light, chemical to light, and chemical to electrical/light).
- d. Electrical energy can be produced from a variety of energy sources and can be transformed into almost any other form of energy
- e. Electricity is related to magnetism: currents are either alternating or direct.
- f. Circuits can be parallel or series.
- g. Electrical energy can be described in volts and amps.
- h. Electrical energy consumption is measured using common units (kilowatts/kilowatt hours).

### Theme 3: Matter

#### A. Topics

- States of matter • gases • atomic theory

#### 1. Objectives

- a. The student will:
  - a.1) investigate and understand that all matter is made up of atoms.
  - a.2) how to classify materials as elements, compounds, or mixtures.
  - a.3) investigate and understand that matter has physical and chemical properties

#### 2. Performance Indicators

- a. Atoms are made up of electrons, protons, and neutrons.
- b. Atoms of any element are alike but are different from atoms of other elements.
- c. Historical development and significance of discoveries related to the atom.

- d. Mixtures can be separated by physical processes.
- e. Compounds can only be separated by chemical processes.
- f. Elements cannot be separated by physical or chemical means.
- g. Physical changes and changes in chemical composition, including oxidation reactions (rusting and burning), photosynthesis and acid-based neutralization reactions.

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#### Theme 4: Life Processes

##### A. Topics

- Chemicals and health

##### 1. Objective

- a. The student will investigate and understand organisms perform life processes that essential for the survival and perpetuation of the species.

##### 2. Performance Indicators

- a. Key concepts that include energy transformation (from food or photosynthesis)-, and respiration, movement, waste removal, growth, irritability (response) and reproduction.

#### Theme 5 Living Systems

##### A. Topics

- Physical relationships • ecosystem

1. Objective

- a. The student will investigate and understand that organisms depend on other organisms and the nonliving components of the environment.

2. Performance Indicators

- a. Key concepts include producers, consumers, and decomposers, food webs and food pyramids; and cycles (water, carbon dioxide/oxygen, nitrogen).

Theme 6: Earth/Space SystemsA. Topics

- Solar system • gravity • earth seasons

1. Objective

- a. The student will investigate and understand:
- a.1) the organization of the solar system
  - a.2) the relationships among the various bodies that comprise it.

2. Performance Indicators

- a. Key concepts include the sun, moon, Earth, other planets and their moons, meteors, asteroids and comet.
- b. Relative size of and distance between planets - the role of gravity.
- c. Revolution and rotation: the mechanics of day and night and phases of the moon.
- d. The relationship of the Earth's tilt and seasons.
- e. The cause of tides; and the history and technology of space exploration.

Theme 7: **Resources**

403

A. Topics

- Pollution • renewable resources

1. Objective

- a. The student will investigate and understand public policy decisions relating to the environment.

2. Performance Indicators

- a. Key concepts include management of renewable resources (water, air, plant life, animal life) management of nonrenewable resources (coal, oil, natural gas, nuclear power).
- b. Cost/benefit trade-offs in conservation policies.

*Interdisciplinary Links-Science*

In other classes, Science can be used in the following ways-

*English Language Arts:*

- Students write and research science topics.
- Students study the science of language and linguistics.

*Mathematics:*

- Students understand science to be applied math and recognize mathematical language and functions in their scientific work in areas such as the solar system and constellations.

*Social Studies and Technology-*

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- Students study the affects of scientific discovery and advances in human history from prehistoric times to modernity.

*Health and Home Economics:*

- Students study biological functions and systems.
- They see how physical health is affected by nutrition and exercise.

*Physical Education.-*

- Students calculate height and weight.
- They measure distance and temperature.
- Students understand physical movement and calories as energy.

*The Arts:*

- Students study frequency and wavelengths as used in music.
- Students study the color spectrum, space and dimensions used in art.
- Students understand physical movement and energy in terms of dance.

**Amendment to Response to Items 14 and 15.d.**

*Please provide further information on the school's plans to track and monitor the progress of individual students against learning standards. In particular, discuss how information gained from various assessments (standardized tests, work sampling checklists, grades, teacher narratives) will be compiled and used to determine placements in specific programs (e.g. reading groups), designate approximate grade level, and determine progression within the school (i.e. from the K-2 classroom to the 3-5 classroom). Describe how standards for proficiency on grade level checklists in the Work Sampling System will be determined and standardized among teaching staff. Describe, also, how this information will be made available and accessible to parents.*

Please note that the Tapestry Charter School will not have a multi-age grouping of Grades 3-5. The grouping is Grades 3-4.

Student progress will be monitored (assessment tools) to determine academic proficiency. The result will be that each child will achieve mastery of subject areas.

**I. Assessment Tools**

The main purpose of assessment is to reflect and analyze the growth of an individual student over a period of time so that the teacher may diagnose and prescribe extended learning opportunities to meet the needs of that student. Assessment of each student will encompass a variety of techniques and tools. It will focus on outcomes, transitions and benchmarks while being mindful of learning styles and multiple intelligences. The student's individual portfolio will be an ongoing compilation of authentic and standardized assessment specifically designed to chart development growth and mastery of the New York State standards. It will include documents designed and created by the faculty, staff, and administration based on the student population and various working models.

**A. Work Sampling System** - Observation checklist (See following pages in this section.) including:

- ✓ **Anecdotal Records**: Reflecting the child's daily skills-development. Completed by the teacher in preparation for Report to Parents.
- ✓ **Developmental Checklists**: Assists teacher in documenting individual growth and progress. Also used by teacher in preparing Report to Parents.
- ✓ **Portfolios**: Collections of specific children's works that illustrate their efforts, progress and achievements.
- ✓ **Report to Parents**: This will be completed three times a year and shared at a parent/teacher conference.

**B. Language Development Assessment Sheets**: Indicating stages of developmental

growth in the areas of reading, writing and spelling and math. These will be supported by work samples, audio-tapes, photographs, running records, computer video programs.

C. Student Self-Evaluation: This will be developed by teaching staff.

D. Parent Evaluation: This will be developed by teaching staff.

E. Terra Nova Standardized Test Results

F. Dunn and Dunn Learning Styles Inventory: Please refer to the answer to question 12.b.

There will be parent/teacher conferences three times a year for parents to review their child's portfolio including the developmental checklist and the Report to Parents. When standardized tests are administered, the results will be shared with the parents.

The teacher also might prepare a weekly or monthly newsletter that highlights the current learning events. It would have a tear-off where parents could respond with comments or questions if they choose to do so.

## II. Using the Developmental Guidelines

When using the Work Sampling System, the System's Developmental Guidelines for each age/grade level are the starting point for determining proficiency levels. In a multi-aged classroom each child's folder includes all checklists for that multi-age grouping (Ex. A K1-2 student will have three checklists.) The Developmental Guidelines address seven broad domains of development and learning. Each domain is divided into multiple components, which are further specified by Performance Indicators. The total number of Performance Indicators varies slightly from grade level to grade level, but the average number is 72. In the Developmental Guidelines, each Performance Indicator is elaborated upon with a rationale and some examples. The rationales describe expectations for a given age/grade level and the examples reveal some of the many ways that students at that age/grade level demonstrate a given Performance Indicator. The Developmental Guidelines are presented in two different formats: single age/grade levels (age 3 to grade 3 or kindergarten to grade 5) across a two-page spread. The latter format is particularly useful in multi-age classrooms.

## III. How Work Sampling is Used

The following example will help to illustrate how a teacher might use the rationales in the Developmental Guidelines to determine grade-level proficiency:

In the component of Literature and Reading under the domain of Language and Literacy, there is a Performance Indicator related to reading comprehension. If a teacher has a class of kindergartners, first, and second graders, she would first read the following three Performance Indicators and rationales:

### **KINDERGARTEN**

**Retells information from a story.**

An important pre-reading skill is the ability retell a story in sequence and to show understand of what has been read aloud.

### **FIRST GRADE**

**Understands and interprets a story or other text.**

When first graders recall a part of a story they have heard read, relate a story to their own experience, or notice something about a story (a pattern, a rhyme, the way the pictures tell the story), they show they are making sense of text.

### **SECOND GRADE**

**Understand and interprets a story or other text.**

Second graders demonstrate understanding of what they have read by recalling story details, relating a story to personal experience, and suggesting an interpretation of the events or characters in the story.

After reading these three rationales, the teacher would use observational data and work samples to reflect on everything she knows about a particular student. She would match her documentation to the rationale that most closely aligns with the student's performance, thus determining that student's proficiency level.

As teachers use the Work Sampling System, they become increasingly familiar with these rationales and examples for the age/grade levels they teach. A working knowledge of the Guidelines and consistent interpretation of expectations among the school's faculty is achieved through repeated readings, collegial discussion, and ongoing professional development. By engaging in periodic review and analysis of observational data and samples of student work, teachers develop in-depth knowledge of age/grade level expectations and a common set of criteria for evaluation.

An effective staff development plan for the Work Sampling System goes far beyond an initial two or three-day workshop. Experience in varied sites reveals that a sustained focus on using assessment data from multiple sources to understand and make informed decisions about individual students is the key to successful implementation. Once teachers and administrators in a school go beyond the mechanics of the Work Sampling System to a deeper level of understanding about the relationship among instruction, curriculum, and assessment for each individual student, they move closer to a truly standards-based, learner-centered approach to education.

Communicating with families is also a critical element in this effort. When using the Work Sampling System, teachers engage in the familiar practices of family conferences and written reports. Because of its emphasis on data from observation and from the analysis of student work, teachers discover, in a very short time, that they are able to give families very detailed and specific

# Performance Assessment in Early Childhood Education: The Work Sampling System

Samuel J. Meisels

The pressure to demonstrate effectiveness through children's performance on standardized tests not only changes how teachers teach and what children study, but also seems to be changing our very understanding of the nature of learning and achievement (McGill-Franzen & Allington, 1993).

Group-administered tests focus on the acquisition of simple facts, low-level skills, superficial memorization, and isolated evidence of achievement. The tests hold great power, and that power can be abused. Of greatest concern is that they rob teachers of their sense of judgment about how to help children develop to their optimal potential.

This loss of judgment is often observed in the use of readiness and early school achievement tests. The appropriateness of using standardized, group-administered achievement tests for children below third grade is highly dubious and questionable. The content of these tests is generally abstract, verbally mediated, and potentially biased against children unfamiliar or uncomfortable with test-like activities and with middle class manners and mores (Stallman & Pearson, 1990). Even more problematic is how little can be learned from the results of standardized tests administered to young children; the data may tell us a child's percentile ranking on a subtest, but they cannot tell us whether the child's performance reflects an inability to follow the complex test directions or whether the child did not have mastery of the information or skill.

Performance assessment offers a new approach that documents activities in which children engage on a daily basis. It is flexible enough to reflect individual academic achievement and designed to evaluate many elements of learning and development not captured by standardized tests. It puts assessment back where it belongs: in the hands of teachers and children, and in the classrooms in which they work (Meisels, Dorfman, & Steele, 1995).

## The Work Sampling System

The Work Sampling System (Meisels, Jablon, et al., 1995) offers an exemplar of how performance assessment works in Head Start, early childhood, and the primary years (ages 3 to 11). This performance assessment system assesses and documents children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of

education domains and as manifested on multiple occasions. Work sampling is a curriculum-embedded assessment, rather than an "on demand" set of tests. It systematizes teacher observations by guiding those observations with specific criteria and well-defined procedures. It consists of three complementary components: (1) Developmental Guidelines and Checklists, (2) Portfolios, and (3) Summary Reports. Classroom-based and instructionally relevant, these components involve the child, the child's family, the teacher, and the school administration in the processes of assessment.

## Developmental Guidelines and Checklists

The Developmental Guidelines and Checklists are designed to assist teachers in observing and documenting individual children's growth and progress. They are intended to reflect common activities and expectations in classrooms that are structured around developmentally appropriate activities and are based on national, state, and local curriculum standards. Teachers should be able to complete the Checklists without testing their children. Each Checklist covers seven domains: (1) Personal and social development; (2) Language and literacy; (3) Mathematical thinking; (4) Scientific thinking; (5) Social studies; (6) The Arts; and (7) Physical development.

Each domain is divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. Guidelines accompanying the Checklists enhance the process of observation, make it more reliable, and help ensure consistency by providing a rationale and illustrations for each performance indicator. The Checklists and Guidelines create a profile of children's individualized progress. Because of the common structure of the Checklists from preschool through grade 5, teachers can chart children's progress over a wide span of time and development and plan a curriculum that reflects individual growth and change.

## Portfolios

Purposeful collections of children's work that illustrate their efforts, progress, and achievements. Portfolios are used in The Work Sampling System to provide rich documentation of each child's experiences throughout the year. Portfolio

process of selecting and judging their own work. Portfolio content should parallel classroom activities and lead to the development of new activities based on joint teacher-child assessment of the child's progress and interests.

The Work Sampling System is a relatively structured approach to Portfolio collection that relies on the identification and collection of two types of work: Core Items (representations of a particular area of learning within a domain that are selected three times a year); and Individualized Items (unique examples of a child's work that capture the child's interests and experiences and reflect integrated learning across domains). Collecting Portfolio items on multiple occasions allows the Portfolio to become a tool for documenting, analyzing, and summarizing the child's growth and development through the entire school year.

Portfolios are powerful instructional tools. They offer children, teachers, parents, administrators, and policymakers an opportunity to view the sweep and power of children's growth and development. Above all, they integrate instruction and assessment.

### Summary Reports

The final component of The Work Sampling System is the summary report, completed three times a year for each child. This report consists of a brief summary of the child's classroom performance and is based on teacher observations and on records teachers keep as part of The Work Sampling System. The report contains specific criteria for evaluating children's performance in each domain of learning and behavior that is emphasized in the classroom.

The Summary Report is a means of translating the rich information from Developmental Checklists and Portfolios into a more easily understood and interpreted document for parents, teachers, and administrators. Summary reports are designed to replace report cards. They consist of performance and progress ratings in each domain, and teachers' reflections and comments about the child's development, based on the evidence accumulated in the Checklists and Portfolios.

### Conclusion

Tests are powerful only if we attach high stakes to them and relinquish our judgment about how to educate children (Meisels, 1992). Some tests are less informative than others, and some are hopelessly biased, narrow, or unrealistic; but any test can be misused, just as any idea can be distorted.

Work Sampling is a powerful substitute for group-administered achievement tests. Research about The Work Sampling System shows that it provides teachers with reliable and valid data about children's school performance (Meisels, Liaw, Dorfman, & Fails, in press) and with a great deal of information and evidence about children's activities and development that can be used to enhance instruction and to report to children's parents. It is based on teachers' perceptions of their children in actual classroom situations. It simultaneously informs, expands, and structures those perceptions while involving children and parents in the

detailed, observation-based information about the child's skills, accomplishments, knowledge, and behavior. The Portfolios highlight qualitative aspects of children's work. The Summary Reports help record, summarize, and aggregate information on children's overall educational progress.

Performance assessment, of which The Work Sampling System is an example, allows teachers to record what children can do in the context of their experience. When children's experience is rich and diverse, invites them to display their initiative, and engages their curiosity, then performance assessment promises to help us learn about children as we watch them learn about their world.

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